

Chapter Five: Conclusions, Implications, Recommendations, and Perceptions

“If we want to change a situation, we first have to change ourselves. And to change ourselves, we first have to change our perceptions.”

Stephen R. Covey

Conclusions

As a sophomore at George Washington High School in the spring of 1970, I knew very little about the impending desegregation of Langston High School and George Washington High School. Even now, at the end of my research, I search through my recollections, but I must tell you that my memories are now indelibly intertwined with the men and women that I have interviewed. I am not sure what perceptions belong to me or how their thoughts, their experiences, or what I have read have colored my memory. The following paragraphs represent the conclusions that I have drawn from my research about the desegregation of Langston High School and George Washington High School in the fall of 1970.

Communication

Communication about the topic of desegregation was very limited in Danville, Virginia prior to the fall of 1970. Within the white community, communication was not open. While in the African-American community, the topic of desegregation held a prominent place of importance.

The school could have done a better job of communicating its plans to the student body as a whole. Desegregation was not a topic that was discussed in the classrooms of GW that spring. On occasion, one of my classmates would inquire about the status of integration.

Most of the teachers, however, seemed hesitant to talk with us about it. I do not believe that they were instructed not to talk, only that there was some trepidation on their part that they would say the politically incorrect thing, that they would be misunderstood, or that they would be ostracized because of a stance that they took.

In Chapter 4, I shared the anecdote from the teacher who had talked about desegregation and its possible benefits, only to be excoriated by a local minister. Based on my research, that was the biggest drawback to communication in the white community-how, you would be perceived by your neighbors and friends. If communication had been open and free of criticism in the white community, how many problems could have been averted?

The following serves as an example of the type of communication that occurred in the white community.

When schools were first integrated, I had an aunt that was so sure that it was wrong that she convinced her children that if they had a black teacher that they would be mistreated. My cousin came home from school that first day with a case of the hives.

When she had gotten to school, she had a black teacher and got so nervous and anxious that she broke out in a rash. (Student # 5, interview, January 1, 2001)

Most of the positive communications about desegregation occurred in the ranks of the coaches. The coaches were thrilled about integration. The football coach, Alger Pugh, was especially excited about the prospect of the additional athletes that would be attending GW that fall. I remember in the spring, when we had our out of season workouts, he had several of the players that were coming from Langston come to the workouts. While we were all a little wary, we made an attempt, under the watchful eyes of the coaches, to get to know each other.

The coaches made sure that we worked together because they were of the opinion that if we formed a bond, problems might be averted. I can say that not everything was perfect when we started practice that August, but we got along remarkably well. There were no major issues between the members of the football team. The credit for this assimilation belongs to the coaches: Alger Pugh, Sonny Wall, Charles Smith, Dave Brown, and Joel DeBoe. They were fair-minded and they were demanding of us. They shared with us the expectation that we were a “team” and that any success that we would have would be the result of us working together. They expected us to conduct ourselves appropriately, in and out of the classroom, at all times.

Communication in the African-American community was more open and more detailed because desegregation was more important to the African-American community than to the white community. Therefore, it was talked about in the all-black schools and was a vital part of communication within their neighborhoods. They sought to prepare their children for the changes that would occur after desegregation.

The teachers at Langston took it upon themselves to build the esteem of their students and to let them know that they were a vital and an integral part of the desegregation process. The community leaders, also, took it upon themselves to share with the students their expectations for behavior and the fact that the public and the media would closely scrutinize them. They realized that any failures would be attributed to them and the change within the school.

The Danville Youth Commission was formed after the near riots in September of 1970. This was a student led organization that consisted of both African-American and white students. Their goal was to eliminate unfounded rumors and to head off problems before they

became a concern at the high school or in the community. They also provided student leadership. Prominent African-American students and white students from GW met and discussed issues that were impacting the high school or that might impact the high school. Through this group, they truly became integrated and they worked to meld their ideas, their philosophies, and their goals. They provided the students a voice within the school and they provided the students with a medium to communicate to the community.

Planning and Preparation

Planning and preparation were key elements to the success of desegregation. It should be noted that the school system should be lauded with their planning acumen under the leadership of O.T. Bonner. It should also be noted that the school system failed to adequately prepare the community, the faculty and staff, and the students for desegregation.

O.T. Bonner, the superintendent of schools, was a master at planning and facilities. He was cunning and did a magnificent job in carrying out the mandates of the Department of Health, Education, and Welfare with sufficient speed to avoid any legal action. Realizing that desegregation was imminent and in an attempt to avoid court ordered desegregation, Mr. Bonner allowed some African-American students to attend GW in 1964, and he initiated full freedom of choice within the school system in 1965. Additionally, he began recruiting teachers to work in schools in which they would be in the minority.

Knowing that desegregation would tax the present facilities, he purchased the land and started the construction of a junior high school on the north side of town to relieve the anticipated crowding that would occur after Langston High School and George Washington High School were combined. Prior to desegregation, both schools had housed grades 9-12,

but after desegregation, they would have grades 10-12, while the three junior high schools, Robert E. Lee, Langston, and O.T. Bonner, would accommodate grades 7-9 (Medley, 1972).

The community was never adequately prepared for desegregation. The school system did an insufficient job of publishing their intentions as they related to desegregation and the requirements that they were under with desegregation. It would have been in the best interests of the school division and the city to involve more of the community in the planning and preparation for school desegregation. It would have created ownership within the community and the school system would have allies who would have lined up in support of them at crucial times. Instead, they planned and prepared with little community involvement. When complex issues arose, the full support and understanding of the community was not present.

Bonner's preparation extended to the teachers. He realized that the teachers would be vital to the success of desegregation. As early as 1966, he started to solicit teachers to teach in schools in which they would be in the minority race. He was able to persuade a shop teacher from GW to go to Langston on a part-time basis and a librarian to transfer from Langston to GW. In addition, he hired the first full-time African-American teacher to teach science at a predominantly all-white school.

Bonner also arranged for the teachers to receive in-service activities on diversity and group dynamics. While these activities may have had limited effectiveness, he nonetheless realized the need to prepare the faculties for the changes that were to come. He arranged for experts from UVA and ODU to talk with the faculties about their localities and the experiences that they had and how these experiences shaped their school systems. While there were some good ideas that emerged from these seminars, some of the faculty and staff

believed that the in-services were too theoretical and needed to be more practical. Another problem, the people that presented the seminars were from localities in which the schools had closed, thus creating an issue of credibility with the teachers.

The department chairs were also brought together to brainstorm and to share ideas and concerns about desegregation. They were to return to their respective schools and share these ideas with their faculties. The communication between the department chairs and the teachers never reached the anticipated level; therefore, many teachers felt left out by the process.

The level of preparation for the students depended on the high school that the student attended. At Langston, the students were counseled about their behavior and about the expectations that the community would have for them as they entered GW. The teachers and the community constantly reminded them that they could be successful and that they were as good as any other student. They were advised that they would be watched and closely scrutinized. They were warned that any aberrant behavior would be reported in the newspapers and that any failure at GW would be attributed to them.

At George Washington High School, preparation for desegregation was haphazardly achieved. Occasionally, the teachers broached the subject in their classes, but there was no regular plan to discuss the issues, the concerns, or the expectations for desegregation. While members of the Student Council met with their counter parts from Langston, there was no apparent plan to disperse the information among the students.

Attitudes and Concerns

The African-American community wanted the schools to be desegregated. Not only was it the fair thing to do, it would provide their children with better educational facilities

and afford them the opportunity to compete on a level playing field with the other students in the community.

Within the white community, desegregation was not viewed as a positive. For all the benefits that the African-American students would derive, the white community envisioned their educational system as faltering. The parents of the students from Southwycke Farms and Grove Park petitioned the school board for a change in student evaluation and promotion at the elementary level. While logical and cogent in their request, it boiled down to the belief that their children would suffer academically attending a school that was predominantly comprised of African-American students.

The safety of their children was the one concern that was shared by both the African-American and the white community. In September, GW was rocked by near riot conditions that required intervention by the police. During the course of the week, there were numerous fights, student sit-ins, and walkouts by both the African-American and white students. Parents were concerned and kept their children home until the school system was able to calm the situation and provide a safe environment. It was during this time that many outsiders exacerbated the problems at GW. In my research, almost everyone indicated that the school would have experienced fewer problems if the students had been left alone to work on the issues without undue influence from adults and malcontents on both sides of the community.

In an attempt to relieve the fear of the parents and the community, the city council and the school board adopted a plan to deal with disruptive students who refused to follow the instructions of school personnel and outsiders who came on school property to disrupt the orderly operation of the school. Additionally, they stationed two policemen at the high school

for the remainder of the year. Officers White and Largin were well accepted by the students, were not viewed as an intrusion, and were fair in their dealing with all students. They were praised by the administration for the role they played and the job they did at GW.

They were exemplary and represented what the police force should have been like.

They were brought into the school and they worked extremely well with the administration, the teachers, and the students. They defused problems and helped us create a safe and friendly environment. They should be lauded for their professionalism. (Administrator # 3, interview, November 6, 2001)

The curriculum at GW had always been rigorous and challenging for the students. For the teachers, it was important that the quality of academics remain strong and challenging. Prior to 1970, the classes at both schools had been heterogeneously grouped within each course. Students, in order to succeed, had to do one of two things. They either had to raise their level of achievement to reach the expectations of the teacher or they had to raise their level of achievement to keep up with the best students in the class.

In 1970, classifications were created in each area of the curriculum that was designed to homogeneously group the students. Many of the faculty believed that this change created a watered down version of the curriculum and in a clandestine manner contributed to the lessening of academic standards at the high school. For the better students, the curriculum remained outstanding and challenging. Students enrolled in the lower academic classes failed to receive the academic skills that they would need to function effectively in the real world.

School Administration

O.T. Bonner and E.L. Motley were almost complete opposites as administrators. While they both possessed great planning skills, Mr. Motley had strong people skills and

sought consensus when making a decision. He wanted the counsel of his fellow administrators and the opinions of teachers in an effort to make the best decision possible for a particular situation. On the other hand, Mr. Bonner tended to be brusque and his demeanor was often harsh. His expertise was in building and facilities. He was masterful at envisioning what the school division needed with their facilities to make desegregation work and then getting them in place. Mr. Motley delegated a lot of authority to his assistants while Mr. Bonner was more personally involved in the decision making process. Although both men took criticism from the community because of their leadership styles, each was uniquely successful in their contributions to the desegregation of the high schools in Danville, Virginia.

It is important to mention the three assistant principals that worked at GW in 1970. They were thorough professionals who worked in the best interests of the students and the staff. They were compassionate, caring men who were fundamental to the success of desegregation. They worked closely with Mr. Motley and each other to ensure that the school was safe for the students and the teachers, and that the academic and extracurricular programs were challenging and equitable.

Bronfenbrenner's Nested Environment

To understand Bronfenbrenner's nested environment, think of a Russian doll. As you take apart each layer, another layer is exposed. Each layer, as you go further, gets smaller and is impacted by the preceding layer. In this study, the nested environment consists of four parts: (a) the outer layer is the macro-system; (b) the second layer is the exo-system; (c) the third layer is the meso-system; and (d) the inner-most layer is the micro-system (Bronfenbrenner, 1979).

The outer most layer is the macro-system. This layer contains the information that serves as a basis for understanding the actions and reactions of the layers below (Bronfenbrenner, 1979). In this study, the laws and court decisions that governed desegregation represent the macro-system. The policies that emanated from these decisions set in motion desegregation in Danville. Using these laws and policies, the administration in Danville moved at a pace quick enough to avoid a court order and to ensure an orderly transition from a dual system of education to a unitary system.

The next layer is the exo-system. The events or occurrences that directly impact the lower levels characterize it (Bronfenbrenner, 1979). In the study about desegregation in Danville, the school board, the city council, and the central office administration represent the exo-system. They took the laws and the court cases and developed the policies that the schools used when integration occurred.

The third layer is the meso-system. In this layer there is an interaction between two or more groups that is directly involved in the process (Bronfenbrenner, 1979). The school administrators and the teachers represent the meso-system. They serve as the link between the policy makers and the students. They are the ones responsible for implementing the policies that directly impact the students and the school.

In the second and third layer there was some concern about where to place the central office administrators. They did not fit neatly into either category. They were not part of the policy-making boards and neither were they directly responsible for the implementation of these policies at the school level.

The decision was made to place the central office in the exo-system, along with the school board and the city council, for two reasons:

1. The central office administrators did not interact directly with the students in the implementation of these policies. That was a role that was carried out by the teachers and the school administrators.
2. While the central office administrators did not establish policy, they were responsible for establishing how the policies would be placed into the schools and how they would be utilized.

Given this thought process, the central office was a better fit in the exo-system versus the meso-system.

The fourth component of Bronfenbrenner's nested environment is the micro-system. The students represent this component because they are in a position to interact with one another on a personal level. They see each other on a day-to-day basis and they are the ones directly impacted by the policies and decisions at the other levels; yet, they have no input into these decisions. Refer to figure 3 in this chapter for a visual of Bronfenbrenner's nested environment as it relates to this study.

Implications

In 2002, we are in the midst of a great many changes and challenges in our educational system. More multi-lingual students are enrolling in our schools. Every year, we identify more students who are in need of special education services. In Virginia, we are faced with the greatest challenge in our history for accountability with Standards of Learning testing. Politics plays a critical role in the day-to-day operation of our schools.

One might ask, how are the above impacted by the study of desegregation? For all practical purposes, they are not. However, from desegregation studies, educators can glean some techniques that can serve them in dealing with these new categories of students and

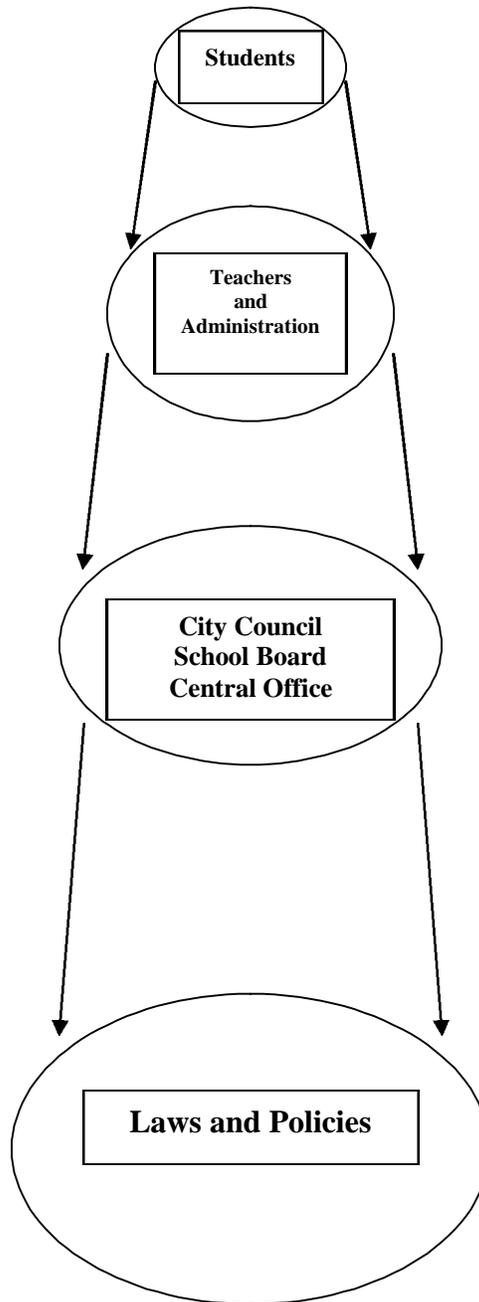


Figure 3: Bronfenbrenner's "Nested Environment"

with new political situations that emerge. Proactive solutions toward communication and preparation are key to the success of any education initiative.

We have a diverse group of students who now attend our schools and they come to us from a myriad of backgrounds. Like desegregation in the late 60s and early 70s, we have to meet the needs of this group of students. Because of their diversity, we cannot teach all of them the same way. We have to find techniques and methods that reach our students and enable them to learn. This is not very different from the desegregation movement in which teachers had to adapt their teaching techniques to deal with a different group of students. These changes were preceded by in-service activities that taught teachers how to deal with this changing clientele.

Today, we are faced with a changing student population that challenges the culture of our schools. Because our changing population is not African-American and white, we have to be prepared for the changes in culture, such as religious and language differences. Our new students are Hispanic, Middle Eastern, and Asian. They come from all over the globe. Our teachers have to be prepared to deal with these changes and preparation is the key.

Any school division that is faced with any significant social change would be well served to prepare the faculty and staff, the student body, and the community for this change. Staff development would be necessary to ensure that the teachers are aware of the potential changes in the school climate and atmosphere. Students need to be involved in the in-service process and their opinions need to be solicited. It is important to involve a variety of students that cross the lines of race, academic achievement, and social stature.

Communication with the community is of paramount importance. They need to know what is taking place in their schools and how the changes are going to be addressed. In order to ensure their acceptance of these changes, they need to be kept informed by frequent news releases and public hearings in which these plans are discussed. It is also important to involve the community as much as possible in the decision making process and to allow them to be heard on the issues. This helps to create a feeling of ownership and partnership.

Within a school system, preparation is not only important when dealing with social change, it is also important when dealing with political change and issues. In Virginia, we are faced with the growing concern about SOLs and how they impact instruction. It is controversial. Some people do not get its importance and some people do not agree with its importance.

As school divisions grow and they are forced to build more schools, they are compelled to combine the student populations from different schools. Like GW and Langston in 1970, these new schools are faced with the same dilemmas: (a) How do you blend the cultures of the previous schools? (b) How do you prepare the student body and the communities for these changes? and (c) How do you ensure that these changes are addressed and that the school environment has a positive learning climate?

This became crystallized for me when I interviewed for the position of principal at a new high school and one of the questions was about the blending of cultures. While I did not get the job, I am certain that the results of this study enabled me to effectively address this concern of the committee.

As with desegregation, the changes we are facing in accountability have the potential to make our schools better places and our educational services more effective. The key

remains in how we communicate and prepare the students, the staff, and the community for this political and educational change. If we fail to prepare them and to seek their involvement in the process, then, like with desegregation, the changes will be more difficult, will take longer, and will be less efficient.

Recommendations for Further Study

This study logically leads to further research. Using the research questions developed for this study it would be interesting to find out the following as it related to other localities:

(a) What were the circumstances that prompted desegregation in other communities and who were the major influences within these communities? (b) How did other school divisions prepare their community, their faculty and staff, and their students for desegregation? (c) What problems did other school divisions face within the community, within the faculty and staff, and within the student body when their schools desegregated? and (d) What were the attitudes and concerns of the community, the faculty and staff, and the students about desegregation?

Four school divisions in Virginia closed their schools for a year or more. Three were forced to close because of the massive resistance laws that prohibited the integration of schools of African-American and white students. A fourth chose to close after the courts abolished massive resistance and mandated integration. An interesting study would be to analyze the school divisions in Virginia that were shut down because of desegregation for its impact on the local economy and its impact on the sense of community. The school divisions that remained open through desegregation could be included in a comparison study.

Specifically for Danville, if one were interested in the ultimate success of desegregation at George Washington High School, a longitudinal study could be conducted

comparing the standardized test scores of the total student population from 1970 up to and including 2002. It would be informative to include a comparison of the scores of African-American students from 1970 to the present, and the scores of white students from 1970 to the present. Using these standardized test scores, one could determine if the level of achievement of African-American and white students was impacted by desegregation. Using this data, one could quantify if desegregation had a positive or negative impact on student achievement over a period of time.

Another study on the impact of desegregation would be to take the standardized test scores of the African-American and white students in the sixth grade, in 1969-1970 school year, and compare them to their standardized scores in the eleventh grade. If the theory that desegregation would serve to bolster the academic achievement of African-Americans was correct, then one would logically see improved test scores. If the scores of the African-American students did not improve, or regressed, then explanations for these occurrences should be sought. Also, if the scores for the white students dropped, then the researcher should seek explanations.

Anyone undertaking a study of desegregation or race relations in schools needs to be aware that everyone has strong feelings about that topic. Everyone can tell at least one horror story about what has occurred or what is occurring in his school. The researcher needs to take time to meet and talk with the person being interviewed and to establish a sense of trust and confidence. If possible, phone calls to the interviewee, prior to the interview date, to discuss topics that will be covered helps to ease the tension and sets a positive tone for the meeting.

Also, I would advise anyone doing research on this topic to have patience with the people you are interviewing. It may take several calls to convince them of your interest and

to get them to agree to meet and to talk to you. You may want to have a third party intervene on your behalf and help to convince them that they are important to your study and that they need to be heard. Once you get them to the interview, let them talk and let them be heard.

The richness and the honesty of the information will be worth it.

Lastly, do not get frustrated. You will want to move rapidly, but qualitative research takes time. It takes time to gather the data; it takes time to sort through the information; and it takes time to categorize it. Set aside some time each day to work on your study. I found that if I went away from my work for too many days that it grew cold and it took more time to recapture my thoughts and my direction, especially as it pertained to the writing.

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Appendix A: Interview Protocol

- I. Arrange for interview
- II. Arrive at interview site 15 minutes before established time to set up equipment
- III. Greet interviewee and engage in light conversation
- IV. Provide interviewee with the list of questions
- V. Explain study and have interviewee sign appropriate releases
- VI. Begin interview
 - Take notes during interview
 - Note physical demeanor
 - Note specific responses
- VII. Conclude interview and thank respondent
- VIII. Review tape that day noting specific responses on field notes form
- IX. Review tapes and compare to notes from the interview and field notes
- X. Make note cards from tapes and notes
- XI. Disaggregate note cards as to themes (new and already established)
- XII. Make copies of all materials and file under interviewee and under proper theme

Appendix B: Student Interview

Name: _____ (optional) Grade in 1970-71: _____

Race: _____ Gender: _____ School attended in 1969-70 and grade:

1. What was your general attitude about school? Explain why?
2. What did you know about the issues of desegregation at LHS and GW?
3. What were the reactions of your family to the news that LHS and GW would desegregate in the fall of 1970? Your friends? Your teachers? The community?
4. How would you describe your relationship with black students (or white students) prior to desegregation? After desegregation?
5. Was there anything that concerned you about the desegregation of LHS and GW? Why?
6. Were students utilized in planning for integration prior to the fall of 1970? Were you involved in the planning process? If so, explain your role.
7. How were the students prepared for the desegregation of LHS and GW?
8. What teachers or administrators took the lead in discussing desegregation? How?
9. In your opinion, did the teachers and administrators favor desegregation? Explain.
10. How did the school administration handle integration? Were they effective or ineffective?
11. Were there any community members that were prominent in the desegregation of Danville City Schools? What role did they play?
12. What were your experiences in preparing for the desegregation of LHS and GW in 1970?

13. What was the environment like at GW in September, October, and November of 1970? Explain.
14. In what way did impending desegregation change your feeling about school? Why?
15. What was your attitude toward desegregation? Explain why or why not?
16. What could the administration have done to make the transition easier for each student?
17. Is there anything you realize now that you wish you were aware of then?
18. Describe how desegregation at GW was (or was not) a success in Danville? Explain
19. Is there anything I didn't ask that I should have?
20. Any other comments.

Reaction to interviewee:

Appendix C: Teacher/Administrator Interview

Name: _____ (optional) Race: _____ Gender: _____

Assignment in 1969-70: _____ (School, grade, and subject)

Assignment in 1970-71: _____ (School, grade, and subject)

1. When and how did you become aware that LHS and GW would fully integrate in 1970?
2. Was there anything about desegregation that you were most concerned about? Least concerned about?
3. What was your initial reaction to this news? Why?
4. Within the school system, who led the drive for desegregation? What was their reason or rationale?
5. Who, if anyone, in the school was opposed to desegregation? In the community? What was their reason or rationale?
6. Describe the discussion about desegregation at work. At home. In the community.
7. Who were brought in to help with the desegregation of schools? Their role?
8. How were their efforts effective? Ineffective?
9. Explain the planning process that the school division went through related to desegregation.
10. Who, if anyone, within the community, was a driving force behind desegregation? What was their role?
11. Who, if anyone, was opposed to desegregation in the community? Why?
12. How were the faculties and staffs used in the planning for the 1970-1971 school year? Were you involved?

13. Explain what the school system did to prepare the staffs at LHS and GW for the impending desegregation?
14. Initially, what was your attitude toward desegregation? Did your attitude change during the months of September through December of 1970?
15. Were students from LHS and GW used in planning the transition? What was their role? How were they chosen?
16. How were the students at LHS and GW prepared for the fall of 1970? Explain how it was effective or ineffective?
17. How was the community prepared for desegregation of Danville City Schools? Explain how it was effective or ineffective?
18. Within the administration, faculty, and staff, what was the general attitude about desegregation?
19. In the classroom, what were some issues that you thought might arise?
20. What was your feeling about how teachers and administrators were selected for GW? Explain the criteria as you knew it.
21. In what ways was desegregation a success at GW? Why?
22. Is there anything I didn't ask you that I should have?
23. Further comments.

Interviewers reaction to interviewee:

Appendix D: Government Official/Citizen Interview

Name: _____ (optional) Race: _____

Gender: _____ Position: _____

1. When and how did you first learn that desegregation was going to take place in Danville?
2. What was your reaction to this news that LHS and GW would integrate?
3. Were you in favor of desegregation? Why or why not?
4. Who were the primary “movers” of desegregation within the community? Their role?
5. In your mind, what was the driving force for integration?
6. What sort of information and how was it dispersed to the public to make them aware of what was going to be taking place in the schools?
7. In your opinion, how did the business community feel about desegregation? Explain.
8. In your opinion, how did the community feel about desegregation? Explain.
9. What were your biggest concerns about desegregation at the high school?
10. Within the school system, who made desegregation work? How?
11. Within the community, who made desegregation work? How?
12. In what ways was desegregation a success in Danville? Why?
13. Is there anything I should have asked you that I did not?
14. Comments.

Interviewers reaction to interviewee:

Appendix E: Informed Consent

Informed Consent for Research Being Conducted

By

Virginia Polytechnic Institute and State University

I agree to participate in the study of George Washington High School and Langston High School during the 1970-1971 school year. I understand that my participation in this interview is completely voluntary and that I may withdraw from participation at any time. I am also aware that my identity will be kept anonymous.

Any questions about this research can be forwarded to

James E. Hedrick, Primary Investigator

Dr. Jennifer Sughrue, Chair, Dissertation Committee

Dr. David Moore, IRB Chair

Signature

Date

Name (Print)

Table 1: Desegregation Studies

Author(s)	Title of Publication	Date of Publication	Topic of Discussion
H. Savage	<u>Seeds of Time: The Background of Southern Thinking</u>	1959	Ideas that pervaded the south about race and desegregation
B. Muse	<u>Virginia’s Massive Resistance</u>	1961	People and localities that were involved with massive resistance
J. Kilpatrick	<u>The Southern Case for Massive Resistance</u>	1962	Explores why Southerners believe that segregation is the correct course of action
R. Gates	<u>The Making of Massive Resistance</u>	1964	Exploration about massive resistance in Virginia
J. Wilkinson	<u>Harry Byrd and the Changing Face of Virginia Politics, 1945-1966</u>	1968	Study of Harry Byrd as governor and senator and his philosophy of massive resistance
D. Crowe	“The Desegregation of Charlottesville, Va. Public Schools, 1954-1969: A Case Study”	1971	Focused on the politics of desegregation in Charlottesville, Va.
J. Benfield	“A Case Study of North Carolina Desegregation Issues: Influence Patterns of Federal and State Courts and State Statutes”	1976	North Carolina patterns of litigation and state statutes
M. Howard	“An Historical Study of the Desegregation of the Alexandria, Va. City Public Schools, 1954-1973”	1976	History of Alexandria and the desegregation process
F. Cool	“Study of the Norfolk Public School Desegregation Process”	1983	Local documentation of the desegregation process in Norfolk
R. Pratt	<u>The Color of their Skin: Education and Race in Richmond, Va. 1954-1989</u>	1992	A study that examines Richmond’s passive resistance to school desegregation
M. Lassiter A. Lewis	<u>The Moderates Dilemma: Massive Resistance to School Desegregation in Virginia</u>	1998	A pro and con discussion about massive resistance and Virginia moderates
C. Modlin	“Desegregation of Southampton County, Va. Schools, 1954-1970”	1998	A study depicting a “black belt” community and its struggle to attain a unitary school system

Table 2: Research Questions and Analysis of Data

Research Question	Collection of Data	Analysis of Data
1. What were the main factors that prompted the desegregation of Langston High School (LHS) and George Washington High School (GW) in Danville in 1970?	<ul style="list-style-type: none"> * Interviews with teachers, students, administrators, citizens * Minutes from meetings * Newspaper articles * Observations 	<ul style="list-style-type: none"> *Constant comparative method * Nested Environment
2. Who were the key players in the desegregation of Danville City Schools: (a) in local government? (b) in the community? (c) in the school system?	<ul style="list-style-type: none"> * Interviews with teachers, students, administrators, citizens * Minutes from meetings * Newspaper articles * Observations 	<ul style="list-style-type: none"> *Constant comparative method * Nested Environment
3. What was done to prepare for the desegregation of LHS and GW? (a)with the students? (b) with the faculty and staff? (c) with the community?	<ul style="list-style-type: none"> * Interviews with teachers, students, administrators, citizens * Minutes from meetings * Newspaper articles * Observations 	<ul style="list-style-type: none"> *Constant comparative method * Nested Environment
4. What was the attitude of the students, the faculty and staff, and the community about desegregation?	<ul style="list-style-type: none"> * Interviews with teachers, students, administrators, citizens * Minutes from meetings * Newspaper articles * Observations 	<ul style="list-style-type: none"> *Constant comparative method * Nested Environment

Table 3: Raw Data Matrix

Domain → Sources ↓	Factors that prompted the desegregation of LHS and GW in 1970-1971	Key players: community, school, business, local government	Preparation of students, faculty/staff, and community	Attitude of the students, staff, and community related to school desegregation
Teacher Interviews	X	X	X	X
Student Interviews		X	X	X
Administrator Interviews	X	X	X	X
Citizen interviews		X	X	X
Board/Council Interviews	X	X	X	X
Board/Council Minutes	X	X	X	X
Newspaper Articles	X	X	X	X
Diaries, Memos, Letters	X	X	X	X
Litigation	X			

Table 4: Key Players in the Desegregation of George Washington High School

Key Players → Interviewees ↓	E.L. Motley	O.T. Bonner	African-American Ministers and Lawyers	Teachers	Mayor Williams
Teacher # 1	<ul style="list-style-type: none"> • listened to concerns • talked • took clues from others • made deseg work 	<ul style="list-style-type: none"> • refused to listen & talk • good at facilities • not a good people person 	<ul style="list-style-type: none"> • R. Harvey & L. Campbell • positive approach • opportunity • proactive 	<ul style="list-style-type: none"> • took time to talk • calming influence • promoted camaraderie 	<ul style="list-style-type: none"> • strong advocate • promoted more planning
Teacher # 2	<ul style="list-style-type: none"> • caring and concerned • overwhelmed by the process • mellow leader 	<ul style="list-style-type: none"> • set tone for division 	<ul style="list-style-type: none"> • Ruth Harvey • L. Campbell • J. Peters 	<ul style="list-style-type: none"> • worked to promote harmony • set tone 	
Teacher # 3	<ul style="list-style-type: none"> • good man • needed more energy • overwhelmed by black students • needed stronger leadership 	<ul style="list-style-type: none"> • point man on desegregation 	<ul style="list-style-type: none"> • Ruth Harvey • Jerry Williams • good speakers • motivators 		

Teacher # 4	<ul style="list-style-type: none"> • good, decent man • got people to talk 	<ul style="list-style-type: none"> • good planner • not respected by black students • lacked communication skills 			
Teacher # 5	<ul style="list-style-type: none"> • got things to go smoothly 	<ul style="list-style-type: none"> • hands on • sharp intellect 	<ul style="list-style-type: none"> • vocal advocates 		<ul style="list-style-type: none"> • pushed for desegregation
Administrator # 1	<ul style="list-style-type: none"> • gentleman • courageous • benefit students • criticism wore on him 	<ul style="list-style-type: none"> • proactive • facilities guru • supported desegregation • inevitable 	<ul style="list-style-type: none"> • Campbell-best interests • confrontational 	<ul style="list-style-type: none"> • not a popular topic at GW • grace and dignity • covert problems 	
Administrator # 2	<ul style="list-style-type: none"> • calculating • delegated responsibility • input for smooth transition 	<ul style="list-style-type: none"> • great planner • lacked some people awareness 	<ul style="list-style-type: none"> • Campbell • fiery orator 	<ul style="list-style-type: none"> • lack of trust between schools 	<ul style="list-style-type: none"> • sought justice • wanted planning
Administrator # 3	<ul style="list-style-type: none"> • perceptive to needs • gentle Christian • sought input for planning 	<ul style="list-style-type: none"> • planner • not good with people • lost respect of members of the community 	<ul style="list-style-type: none"> • wanted level playing field • wanted opportunity • Jerry Williams • Ruth Harvey 		<ul style="list-style-type: none"> • planning oriented • wanted best for students • good job of listening
Administrator # 4		<ul style="list-style-type: none"> • made difficult decisions • faced criticism • wanted desegregation a little at a time 	<ul style="list-style-type: none"> • L. Campbell • wanted equity • outspoken • organized protests 		<ul style="list-style-type: none"> • favored desegregation • outspoken • wanted equality

Student # 1	<ul style="list-style-type: none"> not respected by majority of black students 		<ul style="list-style-type: none"> Civil Rights workers emphasized appropriate behavior 	<ul style="list-style-type: none"> black teachers emphasized proper behavior self-worth do best 	
Student # 2	<ul style="list-style-type: none"> nice man always seemed stunned 		<ul style="list-style-type: none"> Ruth Harvey Jerry Williams Rev. Campbell 	<ul style="list-style-type: none"> not much discussion at GW 	
Student # 3	<ul style="list-style-type: none"> pleasant and open 			<ul style="list-style-type: none"> avoided conversation coaches advocates of desegregation 	
City Official # 1	<ul style="list-style-type: none"> gentle, decent man taken back by criticism wanted best for students 	<ul style="list-style-type: none"> great planner lacked personality needed to be a better communicator 	<ul style="list-style-type: none"> R. Harvey fought for equality great communicator 		
City Official # 2	<ul style="list-style-type: none"> seemed stressed from school 	<ul style="list-style-type: none"> outstanding at facilities and planning 	<ul style="list-style-type: none"> R. Harvey J. Williams L. Campbell 		<ul style="list-style-type: none"> wanted best for students and community encouraged communication strong leader

Table 5: Preparation of the Community, the Faculty and Staff, and the Students

Domain → Interviewees ↓	Community	Faculty and Staff	Students
City Official # 1	<ul style="list-style-type: none"> • planning was not extensive enough • involve public more • look at smaller issues 		
City Official #2	<ul style="list-style-type: none"> • needed to better publicize requirements • involve community more 		
Administrator # 1	<ul style="list-style-type: none"> • failed to make public aware • weakness was not asking for help 	<ul style="list-style-type: none"> • ivory tower approach of consultants • too much theory • needed more practical preparation for unknown • needed to involve total faculties • feeling of distrust 	<ul style="list-style-type: none"> • best and brightest of both schools • needed to include more students from different groups
Administrator # 2	<ul style="list-style-type: none"> • public was largely overlooked in our preparations • could have provided us with areas of concern 	<ul style="list-style-type: none"> • department chairs met • shared information with faculty 	<ul style="list-style-type: none"> • groups comprised of school leaders • needed more variety • different perspectives • used recommendations of students to set up school year

Administrator # 3	<ul style="list-style-type: none"> • did not involve to the extent necessary • white community almost totally left out 	<ul style="list-style-type: none"> • in-service activity • tried and true techniques • department chairs met on potential issues 	<ul style="list-style-type: none"> • students did a great job • placed in awkward position
Administrator # 4	<ul style="list-style-type: none"> • failed to communicate • needed to seek out ideas • needed to publish requirements 	<ul style="list-style-type: none"> • in-service activities planned at start of school 	
Teacher # 1	<ul style="list-style-type: none"> • community was not made aware of all the requirements of desegregation • needed to listen to concerns 	<ul style="list-style-type: none"> • in-service activity • department chairs shared concerns 	<ul style="list-style-type: none"> • students from LHS were in a volatile situation • teachers took it upon themselves to prepare students • provided students with a sense of pride
Teacher # 2	<ul style="list-style-type: none"> • the white community was not as knowledgeable about desegregation as the African-American community 	<ul style="list-style-type: none"> • generic in-service activities • small groups of teachers • feeling of distrust 	
Teacher # 3		<ul style="list-style-type: none"> • in-service on diversity 	<ul style="list-style-type: none"> • students at GW not faced with same changes • talked about desegregation • form own opinions • not as necessary at GW • don't be influenced by outside forces

Teacher # 4	<ul style="list-style-type: none"> • needed to use the resources of the community • failed to make public 	<ul style="list-style-type: none"> • in-service activity planned for fall • not sure of effectiveness 	
Teacher # 5		<ul style="list-style-type: none"> • lack of communication with department chairs/faculties 	
Student # 1			<ul style="list-style-type: none"> • pivotal topic at LHS • encouraging • reminded us that we were as good • appropriate and inappropriate behavior • community expressed expectations
Student # 2			<ul style="list-style-type: none"> • never heard much at school • more talk in community
Student # 3			<ul style="list-style-type: none"> • little discussion in classes • coaches took up discussions • teachers did not feel need to discuss at GW
Other Artifacts		<ul style="list-style-type: none"> • in-service education • consultants from ODU and UVA 	<ul style="list-style-type: none"> • steering committees from both schools • offered recommendations to administration

Table # 6: Attitudes and Concerns of the Community, the Faculty and Staff, and the Students

Domain → Interviewees ↓	Community	Faculty and Staff	Students
City Official # 1	<ul style="list-style-type: none"> • councils supported • time was appropriate • police chief overreacted • needed for economy 		
City Official # 2	<ul style="list-style-type: none"> • supported by boards • betterment of community • business reality 		
Administrator # 1	<ul style="list-style-type: none"> • community was fragmented on issue 	<ul style="list-style-type: none"> • quality of academics • discipline of students • selection of teachers and their interaction with students and other teachers 	<ul style="list-style-type: none"> • discipline of students • dealing with cultures
Administrator # 2	<ul style="list-style-type: none"> • conservative community • tensions created by outsiders • Southwycke Farms-Grove Park communities 	<ul style="list-style-type: none"> • strength of curriculum • quality of teaching • interaction of teachers with students 	<ul style="list-style-type: none"> • assimilate activities • selection processes for extracurricular activities

Administrator # 3	<ul style="list-style-type: none"> • on whole not favorable • sought level field • important to black community • outsiders contributed to problems 	<ul style="list-style-type: none"> • need for teachers to be flexible • impact on academics 	<ul style="list-style-type: none"> • students worked well • little preparation
Administrator # 4	<ul style="list-style-type: none"> • Opposed by Southwycke Farms-Grove Park • threatened moves to private schools • transition forced assimilation • both felt they were losing something 	<ul style="list-style-type: none"> • quality of teaching applicants • necessity for teachers to maintain flexibility • diversity of staff 	
Teacher # 1	<ul style="list-style-type: none"> • black community lost history • loss of cultural center • outside interference hurt desegregation 	<ul style="list-style-type: none"> • maintenance of academic standards • teachers recruited because of school's needs 	<ul style="list-style-type: none"> • groups needed work on diversity • learn to accept diversity
Teacher # 2	<ul style="list-style-type: none"> • white community felt betrayed at loss 	<ul style="list-style-type: none"> • important that academics remains rigorous • effect of culture's merging • fear factor 	<ul style="list-style-type: none"> • mistrustful of each other • needed to accept diversity
Teacher # 3	<ul style="list-style-type: none"> • community feelings were wide spread • outside parties contributed to tensions 	<ul style="list-style-type: none"> • academic integrity • discipline of students • tensions within the school • day to day challenges 	<ul style="list-style-type: none"> • influenced by outside people
Teacher # 4	<ul style="list-style-type: none"> • adults poisoned minds of students • undercurrent of tension • loss of culture • concern for safety • loss of culture 	<ul style="list-style-type: none"> • need for strong academics • watering down of classes • undercurrent of tension 	<ul style="list-style-type: none"> • students resented loss of traditions • student needed to be more accepting

Teacher # 5		<ul style="list-style-type: none"> • maintenance of academic standards 	<ul style="list-style-type: none"> • students learned to be accepting of cultural differences
Student # 1	<ul style="list-style-type: none"> • loss of identity • loss of cultural center • progress for community • outsiders contributed to unrest 	<ul style="list-style-type: none"> • help of teachers • choosing of teachers for GW 	<ul style="list-style-type: none"> • feeling of tension • resented loss of culture • students influenced by people outside the school • needed fair judging standards • incorporation of different styles for extracurricular activities
Student # 2	<ul style="list-style-type: none"> • community resistant to change 	<ul style="list-style-type: none"> • quality of teaching • quality of school 	<ul style="list-style-type: none"> • picking participants for clubs and activities • students resistant to change • outsiders promoted conflict
Student # 3	<ul style="list-style-type: none"> • community preferred schools to stay same • conservative neighborhoods 	<ul style="list-style-type: none"> • selection of coaches • status of extracurricular activities 	<ul style="list-style-type: none"> • tension surrounded start of school • needed more guidance prior to September
Student # 4	<ul style="list-style-type: none"> • Danville Youth Commission • goal to stop spread of rumors • promote better understanding 		

Vita

James E. Hedrick was born in Danville, Virginia on November 22, 1953. He is the son of James Hedrick, Sr. and Elizabeth Wyatt Hedrick. James was educated in Danville Public Schools and graduated from George Washington High School in 1972.

He attended Randolph-Macon College in Ashland, Virginia graduating in 1977 with a B.A. in Psychology and a minor in English. While at Randolph-Macon, he played on the varsity football team earning four varsity letters. In 1977, he attended Catawba College in Salisbury, North Carolina and worked as a graduate assistant football coach. While at Catawba, he also fulfilled his requirements for a teaching certificate. In 1988, he received a Master's degree in administration and supervision from the University of Virginia in Charlottesville, Virginia. In 1978, he returned to Danville to teach English and to coach football and wrestling at George Washington High School. He remained at until 1987 when he accepted a position at Amherst County High School to become head football coach. While in Amherst County, he also taught English. In 1993, James accepted a position as head football coach at Gloucester High School in Gloucester, Virginia. In addition to his duties as a head football coach, he taught English.

In 1996, James accepted a position as an assistant principal at Middlesex High School in Saluda, Virginia. While serving in this capacity, in 1998, he began the doctoral program at Virginia Tech through its Virginia Beach Center. In 1999, James left Middlesex to accept a position as an assistant principal at Spotsylvania High School in Spotsylvania, Virginia. He continued his doctoral studies through the Northern Virginia Center. In 2000, he accepted the position of principal at Caroline High School in Milford, Virginia. He remains in that position.

In addition to his duties as a principal at Caroline High School, he serves as the treasurer for Region I in the Virginia High School League. He is an avid golfer that plays whenever the opportunity presents. He is a VHSL wrestling official and has officiated numerous district and regional tournaments. He has also officiated in the State wrestling tournament five times.

James is married to the former Camille Holmes of Jacksonville, North Carolina and has two children, Kristina Rae and Marianne Page. Camille, a graduate of the University of North Carolina, is an instructional coordinator at Spotsylvania High School. She has a master's degree in education from Lynchburg College in curriculum and instruction. Kristy graduated from Boston University in 2001 with a degree in mathematics and political science. She resides in New York City and works as a royalty's auditor for Cherry Lane Publishing. Marianne is a student at George Mason University and is double majoring in anthropology and history.

March 11, 2002

James E. Hedrick