Susie G. Gibson High School: A History of the Last Segregated School in Bedford County, Virginia

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Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of

Doctor of Education
in
Educational Leadership and Policy Studies

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January 27, 2012
Blacksburg, Virginia

Keywords: Blacks, County Training Schools, Freedmen, Freedom of Choice, Gatekeeper, Industrial Education, Integration, Jeanes Fund, Northern Philanthropists, Segregation

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ABSTRACT

The purpose of this study was to document the history of Susie G. Gibson High School from its opening in 1954 to its closure in 1970. The researcher documented and described the establishment, operation, and closure of the school. The study includes a description of how Bedford County transitioned from a dual system of segregated education to a single school system for students of all races and how Susie G. Gibson High School was converted for use as a vocational school as it still functions today.

Historical research methods were used to collect data and describe the education of Black students who attended the Susie G. Gibson High School. The evidence for the study consists of primary and secondary sources. This evidence includes written records, archives, manuscripts, maps and documents, but also artifacts (Williams, 2007, p.11). The researcher conducted in-depth interviews with students, school employees, and community members who were involved with the school. Minutes of school board meetings and other contemporary records were utilized as well. Studies by Bonner (1939) and Harrell (1951) and histories by other authors were used as secondary sources for historical context.

Susie G. Gibson High School opened in the fall of 1954. It was a much anticipated event because it was the first new high school for Blacks in Bedford County, Virginia. Susie G. Gibson High School replaced the much smaller Bedford Training School that began as an elementary school, but which provided some secondary schooling after 1930. The opening of the school was a culmination of negotiations between the Black community and the Bedford County School Board. The school was the pride of the Black community for over a decade and a half. Susie G. Gibson High School changed to a vocational school in 1970 when the U. S. Department of Health, Education, and Welfare (HEW) ordered Bedford County to fully integrate its school system.

DEDICATION

This study is dedicated to the memory of my grandmother, Susan Bryant Williams. She reared me and was my angel on Earth for many years. Now she watches over me from above. She walked three miles one way to attend the Everett School in Forest, Virginia for as long as she could. Although her educational opportunities were limited, she was one of the smartest and most resourceful people that I will ever know. I learned so much when she “thought I wasn’t looking.”

ACKNOWLEDGMENTS

The completion of this study was made possible because of many people. To my husband and friend Alex, this cost us a lot but not everything. Thank you for all you did to make this dream a reality. You have supported me like only you can. To my daughters, Alexandra and Alannah, you inspire me. I am cognizant of all of the sacrifices that came at your expense. I appreciate you taking what was left of me and never complaining. From my beginning to now, I hope you have seen the value of an education and that anything is possible. I am passing the torch to you and know that you will keep it moving.

To the Bryant family of Goode, Virginia, I am proud to be one of you. To my mom, Verna Bryant, I am grateful for all of the difficult choices you made and for planting me in a place where I could bloom. Thank you Uncle Roy for helping me to realize the opportunities that I had that our Black and Native American ancestors did not. I am thankful to Todd, for teaching me to put the sugar in the beans, for filling in the gaps, and for bringing Fay to my life. To my other aunts, uncles and cousins, I love you all more than you know.

Dr. Tripp, you have been an astounding advisor and committee chairperson. I thank you for caring about me as a student and a person. I appreciate all of the feedback and encouragement. Undoubtedly, I could not have completed the journey without your assistance and I will be forever indebted to you. I owe you a lot of blue pens.

To my other committee members, Dr. Craig, Dr. Swain and Dr. Twiford, thank you for being a part of this study. Dr. Craig, thank you for encouraging me and scrutinizing my paper. Your attention to detail is impressive. Happy Trails! To Dr. Swain, your free time is so rare and valuable and I thank you for sharing a bit of it with me. You have soared from your humble Bedford County beginnings and your story is motivational. Dr. Twiford, I appreciate your historical background and the fact that you did not completely retire.

To Louise Bonds and Jennifer Thomson, from the Bedford City-County Museum, your assistance was priceless. I am obliged to you for your genuine excitement and enthusiasm for this project. I am especially appreciative of the unsolicited assistance you gave me when you came across information that you thought would be helpful. To Bruce Obenhaus from the Virginia Tech library, thank you for your quick responses and cheerful assistance. To Karen Foutz, at the Bedford County School Board office, thank you for always being so kind and willing to assist.

To my colleagues at Monelison Middle School and my former co-workers at Jefferson Forest High School, I appreciate your patience, encouragement and support. Regina Phillips, you are more than an assistant. To my church family at the St. Paul Baptist Church in Forest, Virginia; you have been wonderful cheerleaders.

Thank you to all who agreed to be interviewed. Every person that I contacted eagerly accepted my request to share their recollections. Your information is truly the heart and soul of this dissertation. Talking to you and learning from you was the pinnacle of the long journey. To Gail Jones Harris and Jerald Lowry, a special thank you for the pictures.

Last but not least, to God be the glory for the great things He has done. On this long journey, my biggest lesson was learning that there is nothing too hard for God.

TABLE OF CONTENTS

ABSTRACT ..... **ii**

DEDICATION ..... **iii**

ACKNOWLEDGMENTS ..... **iv**

CHAPTER 1 INTRODUCTION TO THE STUDY **1**

Purpose of the Study 1
Research Questions 2
Need for the Proposed Study 2
Limitations and Delimitations 3
Definitions of Terms 4
Organization of the Study 5

CHAPTER 2 METHODOLOGY **7**

Participant Selection 7
Instrumentation 9
Institutional Review Board Approval 11
Interview Procedures 11
Transcribing and Coding 12

CHAPTER 3 BEDFORD COUNTY, VIRGINIA **14**

Early History of Bedford County 14
Growth of the County 15
The Villages of Bedford County 18

CHAPTER 4 EARLY EDUCATION IN VIRGINIA **20**

Colonial Beginnings of Education 20
Early Education in Virginia 20
Early Education in Bedford County 22
The Growth of Black Schools in the United States 24
The Growth of Black Schools in Virginia 28
The Growth of Black Schools in Bedford County 33
Oscar Trent Bonner's Master's Thesis *33*
John Harrell's Master's Thesis *36*

CHAPTER 5 SUSIE G. GIBSON **41**

The Jeanes Fund 41
Biographical Sketch of Susie Griffin Gibson 42

CHAPTER 6 A NEW HIGH SCHOOL FOR BLACKS **45**

Mr. John I. Jones, Principal 55
Teachers at Susie G. Gibson High School 57
Susie G. Gibson High School 1954-1970 58
The Curriculum 61
Guidance 61
Efficacy of the Principal and Teachers 63
Family Environment 65
Athletic Teams 66
Social Activities 67
Attrition 71
Separate but Unequal 72
How and Why Did the School Change During Its Existence? 74
New Schools in Bedford County 76
Freedom of Choice 77
Turbulent Times in the United States 82
Massive Resistance 84
Desegregation for Bedford County 85
What Led to the Closing of Susie G. Gibson High School in 1970? 87
The Transition of Students and Employees to Integrated Settings 91
Reunions 93

CHAPTER 7 SUMMARY 95

Discussion 96
Recommendations for Further Study 99

REFERENCES 101

APPENDIX A INTERVIEW QUESTIONS FOR FORMER STUDENTS OF SUSIE G. GIBSON HIGH SCHOOL 108

APPENDIX B QUESTIONS FOR FORMER STAFF MEMBERS OF SUSIE G. GIBSON HIGH SCHOOL 111

APPENDIX C QUESTIONS FOR PARENTS AND COMMUNITY MEMBERS OF SUSIE G. GIBSON HIGH SCHOOL 113

APPENDIX D INTERVIEW QUESTIONS FOR SUPERINTENDENT 115

APPENDIX E PROTOCOL FOR PHONE CALLS 116

APPENDIX F LETTER TO INTERVIEWEES 117

APPENDIX G VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY INFORMED CONSENT FOR PARTICIPANTS IN RESEARCH PROJECTS INVOLVING HUMAN SUBJECTS 118

APPENDIX H IRB APPROVAL 121
APPENDIX I PICTURES OF MRS. SUSIE GIBSON..... 123
APPENDIX J ENTRY FROM SUSIE GIBSON'S DIARY 124
APPENDIX K PICTURE OF SUSIE G. GIBSON HIGH SCHOOL..... 125
APPENDIX L PICTURE OF JOHN I. JONES 126
APPENDIX M CLASS OF 1955..... 127
APPENDIX N CLASS OF 1956..... 128
APPENDIX O CLASS OF 1957 129
APPENDIX P CLASS OF 1958 130
APPENDIX Q CLASS OF 1959 131
APPENDIX R CLASS OF 1960..... 132
APPENDIX S CLASS OF 1961 133
APPENDIX T CLASS OF 1962..... 134
APPENDIX U CLASS OF 1963..... 135
APPENDIX V CLASS OF 1964..... 136
APPENDIX W CLASS OF 1965 137
APPENDIX X CLASS OF 1966..... 138
APPENDIX Y CLASS OF 1967..... 139
APPENDIX Z SUSIE G. GIBSON HIGH SCHOOL BELL SCHEDULE 140
APPENDIX AA LETTER HOME ABOUT FREEDOM OF CHOICE..... 141
APPENDIX BB BEDFORD COUNTY SCHOOLS REGISTRATION AND FREEDOM OF CHOICE FORM FOR SCHOOL YEAR 1966-67 142
APPENDIX CC MAP OF SUSIE G. GIBSON 143
APPENDIX DD MAP OF BEDFORD COUNTY..... 144

LIST OF TABLES

TABLE 1 ***PROPOSED CURRICULUM FOR COLLEGE BOUND VERSUS NON-COLLEGE BOUND PUPILS*** **38**

TABLE 2 ***GIBSON'S MONTHLY LOGS, 1933*** **44**

CHAPTER 1
INTRODUCTION TO THE STUDY

On March 4, 1970 over 100 protestors gathered at the Shiloh Baptist Church, off of U.S. Route 460 in the City of Bedford, to protest the Bedford County School Board's plans for Susie G. Gibson High School. Some of the speakers were angry and bitter. Some were calm and level-headed. All were there to protest the closure of Susie G. Gibson High School and conversion of the building to the Bedford Education Center. The room was packed with ministers, other community leaders, parents, and students. The superintendent of Bedford County Public Schools, Forrest L. Frazier, and assistant superintendent, James O. Clay, were there to explain the unanimous February 23rd decision of the school board ("Meeting Protests", 1970, p. 1). After over 100 years of operating segregated schools, the Bedford County Public Schools in Central Virginia were on the verge of full integration. While some Blacks in Bedford County were happy about the chance at equal educational opportunities for their children, the closing of Susie G. Gibson High School and the removal of Gibson's name from the all Black high school were concerns to many ("Meeting Protests," 1970, p. 1).

Purpose of the Study

The purpose of the study was to document the history of Susie G. Gibson High School from 1954 through 1970. It details the school's establishment, operation, and its ultimate closing. In addition, the study documents the experiences of students and staff that attended or worked at the school. The research began with an article from the *Roanoke Times* that was published in April, 1939. The article was the first published mention of a proposed new high school for Black students in Bedford County ("Bedford County Tax Levy Raised", 1939, p. 2). For the purposes of historical context, the study provides information from earlier and later periods in time and other locations.

The researcher used primary sources whenever possible to accurately depict and interpret the school's history. These sources include interviews with students, staff, parents and community members; artifacts from the school; and official records such as school board minutes, photographs, documents, and media sources. The data were verified and triangulated using multiple sources of information, multiple points in time, or a variety of methods in order to build a complete and accurate picture (Rossman & Rallis, 2003). History is, among other things,

an argument based on sources and evidence to support that argument. Historians are not free to tell a story or make up an argument without supporting evidence. Evidence includes primary and secondary written sources and non-written sources such as interviews (Williams, 2007).

Research Questions

Five research questions were developed to fulfill the purpose of the study.

1. What events and decisions led to the formation of the Susie G. Gibson High School in Bedford County, Virginia?
2. Why was the school named after Susie G. Gibson and what role did she have in the education of Blacks in Bedford County?
3. What were the experiences of the students and staff who were a part of Susie G. Gibson High School?
4. How and why did the school change during its 16 years of existence?
5. What led to the closing of the Susie G. Gibson High School in 1970?

Need for the Proposed Study

This research study is important to the community of Bedford County, Virginia. It will benefit the Bedford County Public Schools by adding to the body of knowledge about the early schools that existed in the county. The research garnered in the investigation is another chapter in the story of Black schools in Bedford County started by Oscar Trent Bonner and John Edmund Harrell. Bonner's master's degree thesis, A *Survey of Negro Education in Bedford County,* was written in 1939. Harrell's *A General Survey of Public Education for Negroes in Bedford County* was written in 1951. They are the last known formal detailed discussions about education for Blacks in Bedford County.

The study gives witness to history. The information gathered from the investigation provides a comprehensive description of the last high school for Blacks in Bedford County and preserves its legacy for future generations. The research details Bedford County's dual system of education. The information provides readers with an awareness of a monumental period of time in which the federal government required school systems to integrate. The study explores the untold story of the school's namesake, Susie G. Gibson, her role as a Jeanes supervisor, and her contributions to education in Bedford County. It is also the hope of the researcher that the study

might stimulate action to establish a fitting and permanent place for the preservation of artifacts from Gibson's life and from the school named after her.

Most published histories have diminished or excluded the contributions of Blacks. The lack of scholarly examination of Black history has created misconceptions and ignored a "rich and complex heritage" (Ashelman & Dorsey-Gaines, 2001, p. 2). In his book about Blacks in the Roanoke Valley, Dr. Reginald Shareef (1996) contends that the contributions of Blacks to societal development locally have been ignored. Shareef uses lines from the prologue of Ralph Ellison's *Invisible Man.* "I am an invisible man. I am invisible; understand, simply because people refuse to see me" (Ellison, 1995, p. 3). The study adds to the body of knowledge about the formation of education for Blacks in the Commonwealth of Virginia and in particular, it contributes to the scarce amount of printed history about the education for Blacks in Bedford County.

Limitations and Delimitations

As used in the study, a limitation is defined as "a factor that may or will affect the study in an important way, but is not under control of the researcher" (Mauch & Birch, 1993, p. 103). There are several limitations to the study. The passage of time is the first. The memories of participants have faded and many no longer have mementos and other keepsakes from the school. Secondly, many of the former students and especially faculty members are now deceased. A number of the former students have moved away from the Bedford County area. The researcher acknowledges that the study participants may not have reported their experiences with complete accuracy. Finally, primary sources were not always available to the researcher for each phase of the school's history. Therefore, primary sources were used when available but when not available, the researcher used secondary sources.

Delimitations are defined as those variables that the researcher controls in the study; such as the time of the study, the location of the study, the samples used, or the criteria (Roberts, 2004). The study has been delimited to the period from 1954, when the school opened, to 1970, when the school was closed as a high school and converted to use as a vocational school. The study is also delimited to individuals who attended, worked at or who were involved by their employment with Susie G. Gibson High School.

The researcher also wishes to acknowledge a bias. Her mother was in the last graduating class of Susie G. Gibson High School. For many years, she has heard fond recollections and memories of the school. Although this prompted her to study Gibson, as it was affectionately known, her opinion of the school could be influenced by the favorable memories of her immediate family members.

Definitions of Terms

Certain terms used throughout this dissertation are defined here.

Black is used to refer to people with African ancestry. Other terms such as Negro, African American, and Colored were commonly accepted terms from early time periods that are interchangeable with each other and Black. The researcher will use the term Black except when quoting from a source from an earlier time period (*American Psychological Association*, 2003).

County Training Schools were "larger public county schools for Negroes in Southern states which are open in the higher grades to children from all parts of the county, and offering, or planning to offer, work including the eighth grader or higher" (Redcay, 1935, p. 12). They were established with aid from the John F. Slater Fund beginning in 1911. Their curricular emphasis was on the domestic skills, agriculture, and teacher training. They were later supported by public funds and often became high schools (Redcay, 1935).

Freedmen were former slaves (Anderson, 1988).

Freedom of Choice was a system of assigning students to schools in which parents were permitted to send their children to schools of their choice (Tyack, 1967).

Gatekeeper is the person who controls access to the person(s) the interviewer does not know (Seidman, 2006).

Industrial Education is the education first proposed by General Samuel Armstrong, the founder of Hampton Normal and Agricultural Institute. It was initially centered on training Black teachers but evolved to teaching Blacks to be good laborers. It was designed to provide instruction for helping Blacks adjust to a subordinate social role in the South after the Civil War (Anderson, 1988).

Integration is when citizens of all races have assimilated into the educational, cultural, social, political, and economic sphere of American life (Tyack, 1967).

Jeanes Fund was also known as the Negro Rural School Fund, Inc. It was established in 1907 and was devoted to improving small rural schools for Blacks by cooperating with public school authorities in providing a trained supervisor for these schools (Redcay, 1935).

Northern Philanthropists were individuals from the northern states who aided in the development of Negro education. They established agencies to assist with curricular development, construction of schools, and teacher training. The major philanthropic agencies were the Slater Fund, the Jeanes Fund, the Phelps-Stoke Fund, the General Education Board, the Carnegie Fund, and the Peabody Fund (Redcay, 1935). The Rosenwald Fund was also instrumental by helping finance the building of nearly 5,000 rural Black schools in 15 southern states (Anderson, 1988).

Segregation is separation by race. De jure segregation is legally sanctioned separation by race. De facto segregation is racial separation as a result of social conditions such as residential patterns and prejudice rather than legal requirements (Tyack, 1967).

Organization of the Study

Chapter 1 starts with an introduction of the study. It presents the purpose of the study and the associated research questions. It goes on to discuss the need for the study and how it will be beneficial to the community of Bedford County, Virginia and its school system. It has a distinction between limitations and delimitations, and concludes with definitions of terms used in the study.

A description of the methodology that the study employs is presented in Chapter 2. It includes a description of historical research methods, including an explanation of primary and secondary sources. It indicates the sources on which the study relies. It details the selection of interview participants, the interview protocol, and the methods employed in collecting, transcribing, coding, and interpreting the data obtained from the interviews. An explanation of how the researcher interpreted the study's findings and made meaning from the information gathered is given.

Chapter 3 contains a brief history of Bedford County, Virginia. It begins with the establishment of Bedford County in 1754 and describes how the county evolved over time. It discusses significant events in the county for the next 200 years. The different villages of the county are identified and a brief description of what they were like at the beginning of the time period for this study is offered.

Chapter 4 depicts the history of education in Virginia and Bedford County. It begins in 1619 in Jamestown when the first children and the first Africans were brought into the colony. It describes the slow process of the development of formal educational institutions in Virginia. It discusses how the commonwealth passed legislative acts in the early 19th century to prohibit Blacks from receiving any type of education but eventually reversed course 100 years later with adoption of the Underwood Constitution which required Blacks to be educated but established a dual system of education in Virginia for Blacks and Whites. The researcher distinguishes between county training schools and high schools. The chapter also details events that lead to the opening of Susie G. Gibson High School.

Chapter 5 gives background information on the Jeanes Fund and its purposes. It includes a brief biographical sketch of Susie Gibson. It also describes how Gibson performed the role of a Jeanes supervisor with her work in Bedford County.

Chapter 6 is the story of Susie G. Gibson High School. It begins by detailing initial discussions of a new school for Blacks in Bedford County. It goes on to describe the building process and opening of the school. This chapter discusses the school's culture, climate, and operations. It explains the integration process in Bedford County and how the school ceased to exist as a high school for Blacks in 1970.

Chapter 7 begins with a summary of what the researcher detailed regarding the establishment, operations, and closing of Susie G. Gibson High School. The next part of chapter 7 is a discussion of how the research tied into the literature. In this section, the researcher interpreted the data. The chapter ends with suggestions for further study.

CHAPTER 2
METHODOLOGY

The study is a history of Susie G. Gibson High School and is based primarily upon oral history and triangulated with supporting documents and artifacts. Narrative research focuses on storytelling and the reasoning that storytelling is an effective means for "representing and explaining personal and social experience" (Rossman & Rallis, 2003, p. 98). Yow (2005) describes the narrative as an important component of oral history. She goes on to say "that to reveal the meanings of lived experience is the great task of qualitative research and specifically oral history interviews. The in-depth interview offers the benefit of seeing in its full complexity the world of another" (Yow, 2005, p. 23).

The initial research began at the Bedford City-County Museum with a study of a temporary Susie G. Gibson High School exhibit and analysis of primary source documents that included manuscripts, relics from the school, and personal artifacts of Mrs. Susie Gibson. Interview data, written records, and artifacts were used to gather information. The specific scope of this research includes (a) oral interviews with individuals associated with Susie G. Gibson High School; (b) Susie Gibson's personal two year diary from 1932-1933; (c) Susie G. Gibson High School yearbooks from 1968, 1969, and 1970; (d) pictures from Susie G. Gibson High School; (e) local newspaper articles; (f) a master's thesis written by Oscar Bonner in 1939 about education for Black in Bedford County; (g) a master's thesis written by John Harrell in 1951 related to Black schools in Bedford County; (h) personal papers and memorabilia from former students; and (i) official minutes of the Bedford County School Board. Primary sources were used whenever possible. When they were not available, secondary sources were used to provide triangulation. Triangulation is described as "using multiple sources of data, multiple points in time, or a variety of methods to build the picture" (Rossman & Rallis, 2003, p. 69).

Participant Selection

The participants in the study were representatives from the community, school administrators, students, teachers and secretaries who were involved with Susie G. Gibson High School at various stages of its existence. Many of them continue to be residents of Bedford County and nearby communities. The researcher chose specific interviewees based upon their connection to the school, the area of the Bedford County in which they lived, and the time period

in which they were associated with Susie G. Gibson High School. In order to get a cross-section of the population, the researcher attempted to choose from community members, school administrators, students, and staff members. Bedford County is geographically very large and diverse so choosing interviewees based on the area of the county in which the participant grew up allowed for varying perspectives and may have identified a factor in the students' probability of graduating. The researcher specifically selected some students from the early era of the school and some from its later years.

Interviewees were initially identified by two gatekeepers. The first was Louise Nelms Bonds. The researcher met her at the Bedford City-County Museum. Mrs. Bonds worked at the museum as a paid employee until December 30, 2011 but will continue to volunteer there. She was in the first graduating class of Susie G. Gibson High School. Mrs. Bonds was also gathering information and artifacts related to the school and eagerly offered her assistance to the study. The scope of potential interviewees expanded by examining reunion programs. The researcher also attended the Susie G. Gibson Reunion in November, 2010. There were over 300 attendees. The researcher addressed the audience, gave a brief description of the research project, and asked for participation from anyone who was interested. William Crider, a former teacher and colleague of the researcher at Jefferson Forest High School and member of the last graduating class of Susie G. Gibson High School, was the second gatekeeper. He attended the reunion and offered more suggestions of people to interview. The researcher also created a Susie G. Gibson High School page on Facebook and added the official class pictures from the classes of 1955-1967, and individual pictures from the senior classes of 1968-1970. Alumni and others can view the photographs, make comments, and add photographs of their own to the site. This site was a potential resource for gaining prospective interviewees and offered the researcher access to a larger number of people who are connected to the school.

The researcher interviewed the following people and has made note of their affiliation to the Susie G. Gibson High School:

Community members	
Edna Hayden	PTA president
Beulah Payne	Member of local NAACP
School Administrators	
Forrest L. Frazier	Superintendent of Bedford County
James Kyle	Assistant principal
Horace Rice	Guidance counselor
Students	
Anonymous	Class of 1969
Verna Bryant	Class of 1970
Roy Bryant	Class of 1966
Ann Callaham-Thompson	1967 graduate of LHS; attended SGHS
Vera Callaham Johnson	Class of 1968
William (Bill) Crider	Class of 1970
Robert (Robbie) Harris	Class of 1967
Gail Jones Harris	Class of 1960/principal's daughter
Jerald Lowry	Class of 1968
Harriett Nellum Hurt	Class of 1965/reunion organizer
Louise Nelms Bonds	Class of 1955
Teachers	
Glenora Alexander	Physical Education
Ann Jackson	Home Economics
Harry Woods	English
Secretary	
Gertrude Wright Jones	

Instrumentation

The researcher followed the rules detailed by Donald Ritchie (2003) in his book, *Doing Oral History: A Practical Guide*. In the book he lists the following fundamental rules and principles that apply to all oral history interviewing:

> Do your homework; be prepared; construct meaningful but open-ended questions; do not interrupt responses; follow up on what you have heard; know your equipment thoroughly; promptly process your recordings; and always keep in mind the practice and ethics of interviewing. (p. 84)

In *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences,* Irving Seidman (2006) contends that the primary way a researcher can investigate an educational organization, institution, or process is through the experience of the individual people, the "others" who make up the organization or carry out the process. He goes on to say, "If the researcher's goal, however, is to understand the meaning people involved in education make of their experience, then interviewing provides a necessary, if not always completely sufficient avenue of inquiry" (Seidman, 2006, p. 11). For this historical study of Susie G. Gibson High School, the researcher intended to document the story of the school and draw conclusions based primarily upon interpretations of the experiences of the people involved.

Yow (2005) defines oral history as the recording of personal testimony in spoken form. Oral history can be used to document personal narratives and it can also be used to record community studies. "To reveal the meaning of lived experiences is the great task of qualitative research and specifically oral history interviews. The in-depth interview offers the benefit of seeing in its full complexity the world of another" (Yow, 2005, p. 23).

The researcher developed different sets of questions for representatives from the community, school administrators, students, and staff members of Bedford County. The questions were field tested for a project for the researcher's qualitative methods in research class. Each member of the class was required to do a project. Anticipating the current study and in an effort to start compiling a history of the Susie G. Gibson High School, the researcher chose to interview five former students and/or staff members about their experiences at Susie G. Gibson High School. The questions were modified. The number of questions for former students was reduced from 59 questions to 40 questions. Many of the questions were made more open-ended. For consistency, categories were added to the questions for former staff members and parents/community members. The questions for each group of participants for the dissertation are located in Appendices A through D.

Institutional Review Board Approval

The researcher applied to the Virginia Tech Institutional Review Board (IRB) for approval of interviewing for the initial project on November 12, 2009 and the IRB granted approval on November 16, 2009 for a 12 month period from that date. The researcher subsequently submitted the renewal request on November 2, 2010 and approval was granted on November, 16, 2010 for another year. The researcher also submitted an addendum to change the name of the primary investigator to that of her major advisor, Dr. Wayne Tripp, instead of the name of the professor from the qualitative research class. The current IRB approval was renewed on November 15, 2011 and will expire on November 15, 2012.

Interview Procedures

The researcher contacted prospective interviewees by telephone, introduced herself, and gave them some background information on the study. She had a list of points to which she referred. The list is in Appendix E. She asked the prospects if they would agree to be interviewed. When the contact agreed to be interviewed, the dates and times for the interviews were established. The interviewer followed the phone contact with a letter to thank the individual for his/her participation and confirm the date and time established for the interview. A template of the letter appears in Appendix F. Whenever possible, the interviews were conducted in the conference room at the Bedford Public Library. The conference room is a private room within the library that allowed parties to speak without disturbing others.

Preceding the interview, the researcher gave the interviewee a copy of the IRB consent form, explained its purpose, and asked for a signature. A blank copy of this form is located in Appendix G. The interviewees were identified by their real names or a pseudonym, if they requested one. The interviewer asked the interviewee for permission to record the interview using a digital tape recorder and a Livescribe pen. The Livescribe pen is a ballpoint pen with an embedded computer and audio recorder. It records what is said and allows the user to synchronize the written words with the speech.

Yow (2005) suggests making focused comments to reduce tension before proceeding with the interview. She proposes explaining the purpose again, telling the interviewee how the study is coming along, and assuring them that they are not obliged to answer every question. Yow explains that during the interview the researcher should ask follow-up and clarification

questions to make sure the meaning of the interviewee statements are understood. She goes on to suggest that at the end of the interview, the interviewee should be thanked and the researcher should leave the tape recorder running in case they remember something else. Yow also adds that the researcher should ask the interviewee for suggestions of others who should be interviewed.

Transcribing and Coding

The researcher transcribed the interviews and conducted a member check by sending the transcriptions to interviewees to ensure that the transcripts were accurate reflections of their thoughts. The interviewees were asked to read the transcription and make changes, if necessary, to accurately reflect their responses. The researcher sent a self-addressed stamped envelope with the transcription for the convenience of the interviewee to return the corrected transcript. The researcher made any necessary corrections to the transcriptions based upon feedback from the interviewees. The transcriptions are secured in the researcher's home office.

The researcher read each transcription several times to look for emerging patterns and themes. Next, the researcher underlined key words and phrases and those words and phrases were added to a chart. The chart was divided into columns for each interviewee and their words and phrases were added underneath. Subsequently, they were color-coded which began to emphasize emerging themes.

> Coding is complex and iterative. It entails thinking through what you take as evidence of a category or theme. It is the formal representation of analytical thinking. The mechanics of coding vary, depending on your style and what works for you. There are software alternatives but many researchers code by hand. One way is the chunks and another is colored magic markers (Rossman & Rallis, 2003, p. 285-86).

Qualitative studies typically begin with preliminary categories to focus on data gathering (Rossman & Rallis, 2003). The categories in the study were aligned with the research questions and were: relationship to the school, establishment of the school, operation of the school, and the closing of the school.

The next step of the process was to make meaning of the data. Barzun and Graff (1957) contend that the historian must be very exact about the facts and ideas that they present. The historian must report on ideas meaningfully because bare facts do not engage attention.

> And since ideas cling to every important fact, since ideas are what make the fact important and interesting, the reporter of events will fall into one trap after another if he is not adept at handling ideas. He must also be critical about all the minds through which the facts have passed, not least his own. In other words, the management of ideas is the part of historiography in which the virtue of self-awareness must be acute, vigilant, and sustained. Perceptiveness about ideas is the duty of every moment, to exactly the same degree that in factual verification a sharp eye for dates, page numbers, and other minutiae is essential to success (p. 119).

Barzun and Graff go on to suggest that the writer take each word and phrase, shake out their content, and look at them with skepticism. The writer should determine if the words have meaning, if the words square with the next ones, and if the words are presented in such a way that they will provoke the same ideas in the reader's mind (Barzun & Graff, 1957). This is a process. The researcher is able to turn facts into ideas and make the content have more interest to the readers.

The researcher also maintained a journal. In it, she made a page for each person she knew who was affiliated with Susie G. Gibson High School or those who could assist with the research. She put the contact information for each individual on the page created for them. She also made notes on that page of any conversations that she had with that person. In addition, the researcher kept notes with suggestions from each committee member.

CHAPTER 3
BEDFORD COUNTY, VIRGINIA

Early History of Bedford County

Bedford County was formed in 1754. It was created from Lunenburg County. With the primitive modes of travel available at the time, the county seat of Lunenburg was too far away for the settlers who had established themselves in the western part of the county. The act of the General Assembly that created Bedford took effect on May 10, 1754 and the name Bedford was chosen in honor of John Russell, the fourth Duke of Bedford who at the time was the Secretary of State for Great Britain. The first county seat was located at New London (Parker, 1954).

According to Viemeister (1993) Bedford County got a new county seat in 1782 when Campbell County was taken from its boundaries. It was found that New London, the old county seat, was actually in Campbell County. William Callaway, Jr., was called upon to locate the center of Bedford County for the site of the new county seat. When he accomplished that, a committee was put together to determine where to locate the courthouse and other public buildings. At the July 1782 meeting of the court, the committee reported that the proper place for the public buildings was a 100 acre tract of land that belonged to William Downey and Joseph Fuqua. They willingly donated the land for the new county seat of Liberty. The town was referred to as Liberty until 1890 when the name was changed to Bedford City, although it was still officially a town (Parker, 1954).

The South had a growing dependency on slavery and Bedford County was no exception (Viemeister, 1999). In 1774, the Peaks Presbyterian Church petitioned the General Assembly to be allowed to purchase four slaves and permission was granted. By 1783, the number of slaves owned by this congregation had grown to 14. During the antebellum period when the number of slaves reached a peak in Bedford County, the largest slave owner was John Burford, who owned 87 slaves in 1850. Based upon the evaluation of the estate of Rufus Beard in 1850, the going price for a slave was $650 and $27.50 for a horse. The value of slaves rapidly increased. At an auction in 1855, 39 slaves were sold for an average of $722. A year later, 25 slaves were sold at an auction for an average price of $1034 (Viemeister, 1999).

The U.S. census of 1790 listed the population in Bedford County as 10,351 Whites and 2,754 slaves. In 1820, Bedford County had a total population of 19,305 people and of those

5,177 were slaves (Viemeister, 1993). The slave population increased significantly during the antebellum period. In 1840, the White population was 11,421 and the slave population was 8,782. In 1860, the White population of the county was 14,388 and the slave population was 10,176 (Daniel, 1985). The population of the county grew slowly over the next one hundred years. In 1960 the total population of Bedford County was 30,978 (Viemeister, 1993).

Growth of the County

Thomas Jefferson was the most famous resident of Bedford County. Jefferson would spend several months out of the year at his home, Poplar Forest, in what later became the community of Forest. This was a retreat for the former president who was inundated by a constant stream of visitors at Monticello who had to be housed and fed. Jefferson's wife inherited the land from her father's estate in 1773. Jefferson built the house in 1806 while he was still President of the United States. The home built in the woods was called a Greek Temple. He developed an affection for the eastern part of Bedford County and even sent his grandson to New London Academy (Yancey, 1935).

For more than 50 years after its founding, Liberty was simply a settlement in the center of the county. On March 28, 1839, an act of the General Assembly incorporated the town of Liberty and organized a municipal government. An election of mayor, recorder, and seven councilmen was ordered and boundaries were established. Several times since, the charter was amended in order to extend the boundaries. The name of Liberty was changed in 1890 to Bedford City for advertisement purposes (Parker, 1954).

Bedford was spared from battle during the Civil War but was still affected. Schools were closed and two of the schools, Piedmont Institute and the Campbell House were converted into hospitals. In June of 1864 Union troops prepared to raid Lynchburg because Confederate supplies were stored there. Union General David Hunter and his troops entered Bedford County at the Peaks of Otter. They rested in the area for two days and pillaged their surroundings by taking horses, valuables and destroying property (Parker, 1954). The raid on Lynchburg did not happen because Hunter believed that he was outnumbered by General Jubal Early and his troops who had rushed back to defend the city. The Union soldiers burned the bridges on the Big Otter and Little Otter rivers upon their retreat (Viemeister, 1993).

One year after the end of the Civil War, the Freedmen's Bureau established a school for Blacks in Bedford County. Washington Street Baptist Church also began in 1866 for Blacks when two ministers, J. A. Davis and Sampson White, started the congregation by preaching in homes (Viemeister, 1993). In 1886, St. Philip's Episcopal Church was formed for Bedford's Black Episcopalians. The building was formerly a Methodist church but the Methodists had outgrown it. Leading White citizens were instrumental in having the building purchased for their former slaves. The Episcopalians abolished segregated facilities and in 1968 and St. Philip's congregation merged with White congregations. The building was slated for demolition and was purchased by the Bedford Historical Society. The society was a group formed to preserve the church because it was the oldest in the city of Bedford. It is currently the Bedford Historic Meeting House on West Main Street (Virginia Department of Historic Resources, 1995).

A decade before the start of the Civil War, the first railroad was built in the county. It was named the Virginia and Tennessee Railroad. In 1870, different segments of the railroad were consolidated and became the Atlantic, Mississippi and Ohio Railroad. In 1881, the Atlantic, Mississippi, and Ohio was purchased by the Norfolk and Western railroad. The expansion of the railroad offered employment opportunities. Once completed, it provided transportation and shipping to remote parts of the state (Parker, 1954). As a means of transportation, the railroad aided the growth of industry in the county. One of the largest plants in the county began in 1898 in Big Island as the Lynchburg Pulp and Paper Company (Bedford County Bicentennial Program, 1954). It is currently owned and operated by Georgia-Pacific.

In 1900 the Benevolent and Protective Order of Elks made the decision to build the Elks National Home in Bedford. They purchased the property where the former Hotel Bedford was located and dedicated the building 1903. The Elks quickly outgrew their facility and "cities all over the country offered attractive sites and other inducements for the new building" (Parker, 1954, p. 82). According to Parker, to keep the Elks in Bedford, the town offered the brothers of the Elks Home a temporary location until their new building could be completed provided that they rebuilt on the same site. The home is best known today for its elaborate Christmas display that still attracts thousands of visitors each year.

In the early 1930's, industry started to grow in Bedford County despite the impending depression. Bunker Hill Packing Company opened in 1931 as a plant to slaughter and pack beef. In 1934, Klein Brothers of New York purchased a building in order to open a silk mill in

Bedford. Just a year later, Rubatex Products, Inc., also of New York, got a lease and option to buy the Bedford Tire and Rubber Company facility and began production work. These three companies provided hundreds of jobs in the county for decades. In 1937, the U.S. Government bought the Peaks of Otter for $60,000 from a conglomerate of private owners (Viemeister, 1993).

The United States became involved in World War II in 1941 and Bedford County was impacted significantly. Two thousand, one hundred local men were involved in military service which caused local farmers to have to work harder due to the shortage of labor. The U.S. Treasury sought to raise $13 billion by selling war bonds. A. G. Cummings, school superintendent, led the drive in Bedford County to raise $360,800. Citizens were also required to register for gas and sugar rations (Viemeister, 1993).

On June 6, 1941, when the Allies invaded France, 21 soldiers from Bedford County were killed in Company A, 116th Infantry Regiment as they tried to lead the assault on the beaches of Normandy. Two others from Bedford died on that day while serving with other companies. The town lost more men per capita on that day than any other community in the United States (http://www.dday.org/history/the-bedford-boys.html). For this reason, the National D-Day Memorial is located in Bedford. Bedford lost a total of 154 men in World War II (Viemeister, 1993).

After the war, the county initiated two large building projects. In 1950, a fundraiser began for a new hospital. Four years later, the hospital opened the same month as the new Susie G. Gibson High School. In 1958, Appalachian Power Company asked the Federal Power Commission for a license to build a $45 million hydroelectric project at Smith Mountain. The request was approved and this was the beginning of Smith Mountain Lake (Viemeister, 1993). In 1959, three new Black elementary schools opened in Bedford County. They were Body Camp, Counter Ridge, and Otter River (P. Hogue, personal communication, January 25, 2012). The dozen old elementary schools that were replaced were auctioned off in August of 1960 for $17,975. In 1960, the contract to build Liberty High School and Staunton River High School for White students was awarded to English Construction. Despite the current name, a school naming committee actually had voted 21 to 3 favoring the name Southside over Staunton River (Viemeister, 1993).

The Villages of Bedford County

At the time of the opening of Susie Gibson High School in 1954, Bedford County was divided into thirteen separate villages. A short description of each by Parker (1954) and how they got their names follows:

- Big Island is a village on the northern side of the county and it is on the James River. It was named for an island in the river at this location that is a mile and a quarter long. It is located about 18 miles northwest of Lynchburg on the Lee-Jackson Highway that leads to Natural Bridge.
- Boonsboro, also on the Lee-Jackson Highway, is just west of Lynchburg. It was named for Daniel Boone, who visited his friend, Richard Calloway, in the vicinity before their adventurous trip to Kentucky.
- Heading west from Lynchburg, Forest is the first village. It is named for Thomas Jefferson's summer home, Poplar Forest. Forest is the most historical section of the county. Matthew Talbot's home, which served as the first court, is near here.
- Goode is west of Forest. It was named for the family of the Honorable John Goode. It had its beginning with the coming of the railroad. It was the shipping point for many tomato canneries.
- Lowry is west of Goode and was named for Nelson Lowry; who donated the land for the railroad station.
- Thaxton is six miles west of Bedford. It was named for David Thaxton who donated the land for the depot. It was first called "Thaxton's Switch" or "The Switch" because it was here where the trains met and passed each other.
- Montvale is located 13 miles west of Bedford. It sits in a large basin and is surrounded on three sides by the Blue Ridge Mountains. Montvale was originally named Bufordsville after Paschal Buford who gave land for the railroad and depot. The name was changed during the land boom of 1890. An Indian mound is on the south bank of the Goose Creek near this village and a colonial fort once stood nearby. Montvale is most notable for the possible location of the Beale Treasure. (Parker, 1954, pp. 27-32)

The legendary treasure is supposed to contain more than two tons of gold, silver and jewels buried between 1819 and 1821 by a man named Thomas J. Beale (Viemeister, 1997).

- Villamont is located three miles west of Montvale. Iron ore was discovered in the mountains and the town was named Ironville for a while. The ore was of an inferior quality so the mining eventually stopped. The name was eventually changed to Villamont and it was advertised as having rejuvenating elements and healthful attractions. Its' pure water and mountain air made it a sanctuary for tuberculosis patients.
- Chamblissburg originated as a post office in the store of William Chambliss. It was halfway between Big Lick (Roanoke) and Liberty (Bedford). It was established in 1827 with Elias James as postmaster, but in 1920 the post office was discontinued and the mail was placed on the Stewartsville route.
- Stewartsville is four miles west of Chamblissburg. It was originally named Cross Roads because of its location as an intersection on the north to south road with the main thoroughfare from Liberty to Big Lick. The village was later named Stewartsville in 1842 when the post office was placed in the store of Samuel Stewart.
- Hardyville was initially established when Robert Hardy purchased 582 acres of land where the Staunton River bends. He laid off lots for the establishment of a town. Boat trade, which was to build up the town, failed and the lots went back to farmland. The area is now known as Hardy.
- Moneta is located on the south side of Bedford County. The railroad was completed through the town in 1908 and it was given the name Moneta. As a result of the railroad and Highway 122, the town grew steadily.
- Huddleston is located further east from Moneta. It was named for Henry Huddleston Rogers. Rogers financed the building of the railroad from West Virginia to Norfolk, Virginia. Huddleston is the center of one of the best farming sections in the county. The home of the Goggins ancestors of Mark Twain is not far away. (Parker, 1954, pp. 27-32)

CHAPTER 4
EARLY EDUCATION IN VIRGINIA

Colonial Beginnings of Education

In 1619, 100 children were sent to the Virginia colony from English orphanages and asylums. Until this time, there were no children in Virginia other than those of Native Americans. A year later, the colony requested more children. There were three apprenticeship laws in 1643, 1646, and 1672 that stipulated that children shall be brought up in "good breeding (learning) and in good and lawful trades" (Heatwole, 1916, p. 30).

Also in 1619, a ship sailed into the harbor of Jamestown, Virginia with Anthoney, Isabella, Pedro and 17 other Africans with Spanish names. For the first 40 years, the first African immigrants were treated the same as most White immigrants and they were considered to be indentured servants (Bennett, 1988). There were no restrictions against Africans being educated in the early colonial period (Buck, 1952).

Early Education in Virginia

The first attempts at free schools in Virginia started with the purpose of educating Indians. In 1618, the Virginia Company gave an endowment of 10,000 acres for a university in Henrico County. By 1620, over 2,000 pounds had been given for the Henrico University project. The construction of the university failed when the Indians massacred colonists in March of 1622 (Buck, 1952). According to Buck, other attempts at providing schooling for the Indians were also unsuccessful.

The Symms School was one of the first successful free schools for Whites in the colony. In 1634, Benjamin Symms left in his will "200 acres of land, and the milk and the increase from eight cows for the support of a local free school" (Henning & Bruce, P.A, 1910, as cited in Buck, 1952, p. 16). The Symms School operated through the eighteenth century, was combined into the Symms-Eaton Academy, and became a part of the Hampton public school system in 1902 (Henning & Bruce, P.A., 1910, as cited in Buck, 1952, p. 16). Buck goes on to state that free schools were mainly attended by the poorer children.

Parents who could afford to do so sent their children to pay schools. Pay schools were formed by neighbors who collaborated together to build them. The teacher was paid by a group

of parents or by a wealthy patron. The pay schools were later referred to as Old Field Schools because they were often built by cooperating neighbors in an abandoned field. These schools were completely controlled by the community in which they were located (Buck, 1952).

The General Assembly approved an act in 1660 which paved the way for the establishment of the first college in the colony. In 1691, the General Assembly sent the Reverend James Blair to England to secure a charter for the college (Heatwole, 1916). Blair returned from England two years later with donations that were made under the direction of King William and Queen Mary. A grammar school, associated with the college, opened in 1694 but the College of William and Mary did not open until 1710 (Buck, 1952).

The outlook for education for the colonies after the American Revolution was not hopeful. Two thirds of the parsons, the professional group most qualified group to teach, returned to England prior to the revolution because of loyalty to the king (Buck, 1952). Appropriately, it was Thomas Jefferson who first articulated the inseparable relationship between popular education and a free society. "If a nation expected to be ignorant and free, it expected the impossible" (Anderson, 1988, p. 1). On the other hand, Jefferson and the other decision makers in Virginia also believed that Virginia's success also depended upon repressing educational opportunities for its enslaved population (Anderson, 1988).

According to Heatwole (1916), in the latter half of the eighteenth century, academies spread rapidly in Virginia. Graduates from Princeton and Yale established these schools in sections of the state where there were strong church centers. Prince Edward Academy was established in 1776 and later became Hampden-Sydney College in Farmville, Virginia. Liberty Hall Academy became Washington College which was the beginning of Washington and Lee University in Lexington and Albemarle Academy became Central College which became the University of Virginia. Academies were originally known as classical schools but when science was added to the curriculum, the schools became known as academies. By 1800, there were over 20 academies in Virginia (Heatwole, 1916).

A fund for schools was established in 1810 that was known as the Literary Fund. Money from fines, penalties and forfeitures went into the Literary Fund and was the beginning of state financial support for free schools. Initially the fund was supposed to be for poor parents who could not afford to send their children to school. In 1816, the Literary Fund was increased by $1,210,550 by a repayment that the Federal Government made to Virginia for the War of 1812

(Buck, 1952, p. 29). In 1818, a bill was passed in the General Assembly that established a system of primary schools and a university. Thomas Jefferson persuaded the Virginia government to adopt a state university and the University of Virginia was established in January, 1819 with $15,000 per year from the Literary Fund. Despite the aid, the plan for public schools for White children was still inadequate. In 1829, the Legislature passed an act that allowed counties to establish free schools. Prior to 1846, only six out of a possible 110 counties and towns had established district systems. With the district system, the residents were responsible for three-fifths of the expense of the school building and one half the salary expenditures and the Literary Fund paid the balance. Up until the Civil War, many in Virginia believed the notion that public schools were for paupers. Private schools flourished (Buck, 1952).

The end of the Civil War set the stage for the beginning of public schools in Virginia for all children. The Underwood Constitution of 1870 was a product of the early days of Reconstruction in Virginia. Although the state was deep in debt, the responsibility for the establishment of a state public school system was placed on the legislature. The General Assembly of Virginia stated that the Underwood Constitution should be fully implemented by 1876 but much sooner if possible (Buck, 1952).

Buck (1952) provided evidence of how the Underwood Constitution was resented and unpopular. He describes the legislative responsibility as being imposed by a "carpet bag legislature" yet as being a highly significant milepost in the progress of public education in Virginia (Buck, 1952, p. 68). Among other things, the Underwood Constitution established the position of the State Superintendent of Public Instruction and a State Board of Education. It provided funding through the interest from the Literary Fund and created a new property tax. The Underwood Constitution also made a future provision for compulsory school laws by stating that the General Assembly shall make such laws to not allow children to grow up in ignorance and vagrancy (Buck, 1952).

Early Education in Bedford County

New London Academy, which was established in Bedford County in 1795, was the eighteenth academy to be formed in Virginia (Parker, 1954). New London is the second oldest remaining school in the state. The original campus consisted of a square brick building with classrooms on the first floor and sleeping quarters on the second floor. It had a principal's [head

master's] house, servants' quarters, a smokehouse, and other buildings. In 1871, there was a failed effort to turn the academy into a free school. In 1884, the school was leased to Bedford and Campbell county school boards "for the benefit of white [sic] pupils in the said counties" (Parker, 1954, p. 77). In 1910, an act of the General Assembly turned the school and its endowments over to Bedford and Campbell counties. In the deed of trust, dated June 3, 1910 and filed in the court houses of both counties stipulated that everything used in connection with New London Academy as well as "all other monies, stocks, bonds, chattels or personal property, wheresoever situated and held by the said Trustees" were to be turned over to the counties for the operation of an elementary and high school at the Academy (Siddons, 1994).

Other academies followed in Bedford County (Echoes of Olde Liberty, 1976). Among the new schools was Piedmont Institute which opened in 1850. It closed during the Civil War and was used as a hospital and it later became the first public school for Blacks in Bedford County. Randolph-Macon Academy was a Methodist military school that opened in 1898 on the site of the present Bedford Primary School. Bedford Female Seminary started in a cottage on West Main Street in 1834. In 1835 it moved to North Bridge Street where the present day Carder Funeral Home is located. In 1839 the school was transferred to Botetourt Springs, in the now Roanoke valley, and changed the name to Roanoke Female Institute. The name was later changed to Hollins College. When the Bedford Female Seminary moved its location in 1835, the Bedford Female Academy moved into its former location on North Bridge Street and remained there until 1852. Belmont Seminary was opened in 1890 by the Presbyterians and is located at the site of the present day Bedford Middle School (Echoes of Olde Liberty, 1976).

In 1871 the State Board of Education dispersed the responsibility for education in Virginia by appointing a total of 1,400 district trustees and county superintendents. By the end of the school year, 2,900 schools, 130,000 pupils and 3,000 teachers were functioning in the Commonwealth (Buck, 1952). Bedford County was originally divided into seven school districts. Each district had elected trustees. The districts were as follows: Liberty, Lisbon, Chamblissburg, Staunton, Otter, Charlemont, and Forest. In 1872, the Municipal School District was formed, which included the corporate limits and surrounding areas of Liberty. Later, Bellevue Magisterial and School District was formed from Charlemont, Forest, and Otter Districts. Each district went from having several trustees to one representative and together they formed the Municipal School Board (Bedford County, Virginia History and Geography Supplement, 1949).

The Growth of Black Schools in the United States

Before the end of the Civil War, a freedmen school opened in Hampton, Virginia on September 17, 1861. In 1862, the American Missionary Association opened schools in Hampton, Norfolk, Yorktown, Mill Creek, Portsmouth, and Suffolk. Secondary schools for Blacks opened in Richmond in 1867 and Petersburg in 1869 (Bonner, 1939).

The Freedmen's Bureau was created by Congress in March of 1865 after a two-year debate in Congress. The purpose of the Freedmen's Bureau was to provide relief for freedmen through medical and hospital services and supplies, the establishment of schools, the supervision of labor contracts, and the control of all confiscated or abandoned lands. The educational work of the Freedmen's Bureau was carried out through the philanthropic donations of Northerners (Swint, 1941).

In the first chapter of his book, *Schooling for a New Slavery,* Donald Spivey (1978) described the work of the Freedmen's Bureau as the making of free slaves. Spivey contended that Armstrong's preference for industrial education was to keep Blacks in their place and that is why this industrial education model was embraced by Whites. He suggested that Blacks were not much better off than they had been when they were slaves. Spivey asserted that the newly formed Freedman's Bureau limited and restricted the actions of free Blacks. He expressed that the Bureau was "an outgrowth of the prominent belief that emancipated slaves were inferior, child-like and unable to fend for themselves" (Spivey, 1978, p. 3). He went on to add that "Northerners who directed the Bureau such as Samuel Chapman Armstrong who was in charge of Hampton, Virginia were more concerned about bringing order to the South than uplifting Blacks" (Spivey, 1978, p. 3). Armstrong was a northerner who founded Hampton Normal and Agricultural Institute. Anderson (1988) described the curriculum as adapting Black education to the needs and interests of southern Whites. Armstrong was a self-proclaimed "friend of the Negro race" but made statements advising Black men to refrain from voting and urging every Black leader to refuse public office for generations to come (Anderson, 1988, p. 37).

Armstrong died in 1893. Booker T. Washington became the next voice for the industrial education model. According to Spivey (1978), Washington's educational practices reflected his desire to appease Whites. Washington was educated at Hampton Institute and embraced its approach, even founding Tuskegee Institute on the Hampton model. Washington extolled the

advantage of industrial schooling over academic. Like Samuel Chapman Armstrong, his mentor, he sought to make his students good laborers (Spivey, 1978).

According to Heatwole (1916) the South started to rebuild after the Civil War, the idea that education would propel southerners forward took hold. Politicians in Virginia, Tennessee and North Carolina started talking about education in their campaigns. As a result, the men elected to the state's top office were known as educational governors. In 1898, leading educators, philanthropists and ministers across the South met for an educational conference in Capon Springs, West Virginia. The educational conferences continued for several years and leaders in Virginia realized the importance of further educational progress in general (Heatwole, 1916). According to Anderson, those at the conferences recognized that they shared beliefs in universal education, White supremacy, and Black industrial training (Anderson, 1988).

The General Education Board was created by John D. Rockefeller, Sr. (Anderson, 1988) "He gave an initial endowment of $1 million, supplemented it by others amounting to $53 million in 1909, and by 1921 had personally donated over $129 million to the General Education Board" (p. 86). In 1911, the General Education Board agreed to place paid overseers in southern State Departments of Education. Virginia was one step ahead. In 1910, Jackson Davis had been hired to fill this role. Davis was converted to the industrial model of education for Blacks by the president of Hampton University, Hollis Frissell and Davis kept a close eye on Black schools to make sure they followed the Hampton Model. Davis is credited with saying, "many principals are not able to resist the popular demand of colored [sic] people for pretentious and high sounding courses" (Anderson, 1988, p. 142). By 1918, 11 other southern states had hired state supervisors for positions created to model the work of Davis.

According to Anderson (1988), the county training school that emerged during this period was very similar to the industrial school. It was the philanthropist's way of promoting the Hampton Model and training teachers. Jackson Davis estimated that between 1921 and 1928, southern state normal schools and land grant colleges produced 387 Black graduates from normal departments, 33 Black graduates from colleges and 505 Black graduates from high school departments (Anderson, 1988, p. 136). This total represented only a small portion of the number of Black teachers required. In 1922, it was estimated that over 8,000 Black teachers were needed to fill vacancies in public schools across the country so county training schools were used to fill this gap. Tangipahoa Parish Training School for Colored Children of Louisiana

was the first county training school that opened in 1911. Three others opened during the same year in the South (Anderson, 1988).

John F. Slater of Norwich, Connecticut donated $1,000,000 in 1882 for the purpose of uplifting the emancipated population of the South and assisting them with a Christian education (Redcay, 1935). Slater's donation was based upon the precedent of providing financial support to Negro education set by the Peabody Fund. The Peabody Fund was established in 1867 to provide educational aid for those in the South and the Southwest. The fund initially supported both races but when it made its final gift in 1914, it was dedicated solely to the education of Blacks. Although county training schools received support from various organizations, the Slater Fund was really the organization that provided for their early growth. A Board of Trustees was established and Rutherford B. Hayes was the first president of the corporation. This was the first educational fund that donated its entire efforts to the improvement of educational opportunities for Black students. In 1883, Congress passed a resolution to express appreciation for Slater's generosity and appropriated the funds to purchase a gold medal that was later presented to Slater (Redcay, 1935).

Dr. James Dillard was the general agent for the Slater fund and also President of the Anna T. Jeanes Foundation. In November 1910, Professor A.M. Strange, principal of a Black school in Louisiana, wrote a letter to Dillard in which he requested $4,000 to match the local money Blacks had raised to form a school that promoted the idea of having boys learning scientific agriculture, dairying and horticulture. It was suggested that girls learn sewing, domestic economy, cooking, dairying and poultry raising (Redcay, 1935). Dr. Dillard responded by saying:

> What I am greatly desirous of seeing is that….attempts should be directed in the line of simply establishing a high school for the county or parish, which may someday [sic] be a part of the public system. I wish, therefore, that the name of your institution were Agricultural and Industrial High School, because the word high school carries with it a local idea, which I think is the proper one. (Redcay, 1935, pp. 27-28)

This statement indicated that Dillard was desirous of public support in the growth of education for Blacks. In 1911, when the Tangiapahoa Parish Training School opened in Louisiana, it was a collaboration of the local school board that supplied the teachers and equipment and the Slater Fund that gave $500 towards the salary of an industrial teacher (Redcay, 1935). Between 1911

and 1931, the number of county training schools across the South grew from 4 to 390 (Anderson, 1988).

According to Redcay (1935), there were certain requirements of the state, county, or district attached to gaining support from the Slater Fund. The first was that they owned the school and that it should be a part of the public system. The second was that the state, county, or district must appropriate at least $750 for salaries and finally the teaching should extend through the eighth year and add two more years as soon as possible. The appropriations from the Slater Fund would discontinue after the school had become well organized and the public school boards would have to support them completely. By 1925, 40 county training schools had acquired the status of a four-year high school. In 1932, a modification was added to the provision of the fund that once a school attained the status of a four-year accredited state high school, they would no longer receive aid from the Slater Fund (Redcay, 1935).

The county training school was the only source of public secondary education in 293 of 912 counties in southern and border states in 1933 (Anderson, 1988, p. 145). The schools filled a void that would have normally been occupied by public secondary schools. In 1933, 66% of all rural southern Black children were educated in county training schools. Students were forced to attend these schools and had no other access to good academic opportunities (Anderson, 1988).

Redcay (1935) stated that the purpose of the county training school was to offer a "more advanced education, based upon a necessary adaptation to the demands of rural life and to the training of teachers for the rural schools within the county" (p. 35). Initially, these schools rarely extended beyond the eighth grade and it was inaccurate to call them a high school. As the training school movement gained ground, there was a push to develop training schools into four-year high schools that were supported by public funds (Redcay, 1935).

Redcay (1935) distinguished between county training schools and high schools. The county training schools were initially set up for rural Black children. The training schools usually offered three years or less of secondary training. The coursework in training schools was centered on teaching agricultural and domestic skills. High schools, on the other hand, offered the more standard curriculum of English, science, math, and social studies. High schools usually had at least a four year curriculum. As the desire to educate Blacks increased, many training schools were converted into high schools and offered a combination of standard and vocational curriculums (Redcay, 1935).

Anderson (1988) stated that county training schools and their industrial education focus met resistance from many Blacks. W.E.B. DuBois was a leading advocate in the fight against industrial education in higher education for Blacks. DuBois and his followers expressed their sentiment that the industrial school model accommodated the southern political economy rather than challenged it. DuBois, in a letter to George Peabody, said that every effort was being made to put Blacks back into slavery and that Booker T. Washington was leading the way (Anderson, 1988).

One county training school in Georgia changed its name from Ben Hill County Training School and added Greek, German, psychology, ethics, moral philosophy and evidences of Christianity (Anderson, 1988). In part, there was some resentment to curriculum requirements and the strings attached to the aid. Northern philanthropists refuted those claims and even Jackson Davis stated, "There has been no attempt to dictate what shall be taught" (Anderson, 1988, p. 141). Often, the philanthropists' actions did not match up with their statements. In recognition of the fact that many teachers and principals had been educated at liberal arts schools, the Northern philanthropists paid for them to take classes on industrial education during the summer at Hampton or Tuskegee. A meeting for state supervisors was held in New York in 1916 to agree upon a program for county training schools. Leo Favrot and Jackson Davis were appointed at the meeting to write a course guide for county training schools. Anderson describes the *Suggested Course for County Training Schools* as being deceptively titled. According to the guide, all county training schools were expected to spend half of their time on the three R's and the other half of their time on the theory and practice of gardening, cooking, woodworking, laundering, and routine and manual labor.

The Growth of Black Schools in Virginia

Prior to the Civil War, there were very few educational opportunities for Blacks in Virginia. Margaret Meagher (1939) describes the progression of sentiment for education of African Americans:

> For a full half century after the colony of Virginia was founded, the general attitude was favorable toward instructing the Negro and Indian slaves. The number of wills of the period leaving money and lands to educate an individual Negro or a family or to provide for the schooling of the Indians is proof of this statement. The Virginia Apprenticeship

> Acts of 1646 required owners to instruct and catechize their slaves that the heathen might have Christian training.
>
> During the seventeenth century and the greater part of the eighteenth, the tendency was to teach the slave at least the elements of learning. As the eighteenth century drew toward its close, unrest and discontent began to increase among the Negro population, owing to abolitionist propaganda, conducted in the South by Northern sympathizers and by aliens. There sprang up the fear of a slave insurrection and the massacre of Whites. To prevent the slaves from reading and being influenced by the abolitionist printed matter, laws were passed in the Southern states prohibiting persons other than the owner from teaching the Negro to read or write. Virginia enacted such a law on January 31, 1805, that amounted to a prohibition. It read "It shall not be lawful to require the master or mistress to teach an apprenticed Black or mulatto orphan to read or to write, or any arithmetic. (Meagher, 1939, p. 129)

Guild (1996) cites another law in Virginia that was added in 1831 against teaching Blacks to read and write**:**

> All meetings of free Negroes or mulattoes at any school house, church, meeting house or other place for teaching them reading, writing, either in the day or night shall be considered an unlawful assembly. Warrants shall direct any sworn officer to enter and disperse such Negroes and inflict corporal punishment on the offenders at the discretion of the justice, not exceeding twenty lashes. Any white [sic] person assembling to instruct free Negroes to read or write shall be fined not over $50.00, also be imprisoned not exceeding two months. (pp. 175-176)

Despite the laws against teaching slaves to read and write, many became literate. Some learned to read out of necessity. Some slave children learned through play schools with their master's children. Some religious groups continued to educate slaves because they felt that they would be more obedient if they knew how to read the Bible. Finally, some free Blacks and Whites defied the laws by secretly teaching slaves to read and write (Bullock, 1967).

A comprehensive plan submitted by Rev. William H. Ruffner, the newly elected State Superintendent of Public Instruction in Virginia, to the Virginia General Assembly in 1870 created a system of free schools for Blacks. Initially, those schools had White teachers but soon a sufficient number of Black teachers were found. At this time, there was a great deal of public

opposition to this system of education for Blacks. In 1872, Ruffner asked county superintendents whether or not Black people appeared to have a desire for education. Almost every one of them responded affirmatively. Ruffner's annual reports of 1871 and 1872 showed that in some instances the attendance at schools for Blacks were higher than schools for Whites. Ruffner concluded that the state could not afford not to educate Blacks (Buck, 1952).

The General Assembly authorized the constitutional convention that created the Constitution of 1902. The primary purpose of the new constitution was to disenfranchise Blacks and help Whites reassert racial dominance in Virginia (Boggs, 2003). There were 13 different provisions related to education. The first provision created a state board of education and one of the last of the provisions mandated that White and Colored children would be educated in separate schools (Heatwole, 1916).

The following excerpt from the *Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia with Accompanying Documents, School Year 1928-29* gives an account of education for Blacks in the state:

> It is apparent from reports of Negro education in Virginia that considerable progress has been made in this phase of education during the past ten years. In spite of the fact that between the years 1917 to 1928 the school population decreased by more than 5000, the expenditure for instruction during the period increased by almost five hundred percent. There has been a steady gain in the number of teachers employed; and the average length of the school session in the Negro schools has been increased to 144 days. The annual average salary for Negro teachers has more than doubled during the past few years and is now $489. (p. 56)

In the late 1930s and early 1940s, the National Association for the Advancement of Colored People (NAACP) started to work towards salary equalization for Black teachers in Virginia (Ihle, 1994). Salary equalization in the Commonwealth was prompted because of the success that the NAACP had with improving the salaries of Black teachers in Maryland. Although inequalities in education were pervasive in many areas (facilities, length of school terms, textbooks, the distribution of Works Progress Administration funds, and school transportation), salary equalization was contested for a number of reasons. One reason is that districts published salary schedules and the discrepancies were clear. In city school systems in Virginia, the average salary for White teachers was $1,380 and $958 for the average Black

teacher. In county school systems, the average salary for White teachers was $912 and the average salary was $598 dollars for Black teachers. Another factor is that Black teachers were likely to be more articulate and assertive than other members of their communities. Finally, Black teachers in Virginia were already organized with the segregated Virginia State Teachers Association (VSTA). The VSTA had over 4,000 members and it was easy for the organization to work with the NAACP (Ihle, 1994).

According to Ihle (1994) the interest of Black teachers in salary equalization was high but they were unwilling to serve as plaintiffs in the case. In 1938, Aline Black, a single teacher from Norfolk, Virginia finally agreed to be the plaintiff in the case. She had a Bachelor of Science degree from Virginia State College and a Master's of Science degree from the University of Pennsylvania. She had a professional teaching certificate that did not expire until 1946. Her attendance and performance were satisfactory. The Norfolk School Board responded by not renewing Ms. Black's contract the following year. Members of the community protested to no avail. The lawsuit had to be withdrawn because the plaintiff was no longer a teacher and did not have an interest in the case. Thurgood Marshall, a lawyer for the NAACP, started a new lawsuit with Melvin Alston, also a Black teacher in Norfolk (Ihle, 1994).

The school board in Norfolk denied Alston's petition on the grounds that he had signed a contract and offered to relieve him of the terms of the contract if he was unsatisfied with his pay (Ihle, 1994). Although the Norfolk District Court dismissed the case in February, 1940, the court criticized the school board for Aline Black's dismissal the year before. The case was immediately appealed to the Fourth Circuit Court and it was heard in Asheville, North Carolina in June 1940. Teachers from both Carolinas and Tennessee attended the hearing which underscored the regional importance of the case. The circuit court sided with Alston and the NAACP and dismissed the school board's argument. The Norfolk School Board appealed the case to the U.S. Supreme Court and that appeal was denied. As a result, all teacher's and principal's pay was to be fully equalized beginning in January, 1941. The U. S. Supreme Court's refusal to hear the case prompted school systems across the commonwealth to use the strategy implemented in Norfolk. Some localities had immediate success. Newport News was one of the last holdouts. The school board delayed there so much that it was held in contempt of court and salaries were not equalized there until 1945 (Ihle, 1994).

After a thorough search of school board minutes, the researcher was unable to find any mention of salary equalization in Bedford County. The school board minutes from earlier time periods were not as detailed as they are now. The first mention of salaries that the researcher was able to locate in school board minutes was the proposed salary schedule for the 1955-56 school year. In that year, new teachers with local permits started at $1,500 per year. New teachers hired on an emergency basis started at $1,700 per year. New teachers with elementary and special certificates started at $1,900. Teachers with collegiate or collegiate professional licenses started at $2,300 and those with a master's degree would begin with a salary of $2,400. In addition to the basic salary listed for teachers, principals would receive an additional $4.00 per child for up to 300 children and then an additional $2.00 per child. The maximum principal's salary was $4,400 annually (Bedford County School Board Minutes, May 12, 1955).

In addition to equal salaries in Virginia, litigation focused on equalizing facilities and also integration. The chief issues of complaints from Black citizens were inequalities in bus transportation, building and equipment, and programs of study. In 1940-41, the value of buses based on per pupil attendance for students at Blacks schools was only 27 percent of that for White schools. That 27 percent had jumped to 106 percent by 1956-57. For school facilities, the value of Black schools was 44.6 percent of that of White schools in 1940-41. By 1956-57, the average value of Black schools in the state was 78.1 percent of White schools. The sentiment expressed by the superintendent in Hampton was the sentiment of many in the state, "It was believed that if we equalized, we wouldn't have to integrate" (Wilkerson, 1960).

The General Assembly created the Battle Fund in 1950 for meeting school construction needs that were caused by the decline of building during WWII. The initial appropriation was $45,000,000 and two years later there was another $30,000,000 available. Local school officials confirmed that much of their Battle Fund appropriations went to building Black schools and part of the reason for this was because of the attention brought by the closing of schools in Prince Edward County (Wilkerson, 1960).

The Growth of Black Schools in Bedford County

Oscar Trent Bonner's Master's Thesis

Oscar Trent Bonner wrote the first comprehensive account of schools for Blacks in Bedford County. Bonner was a supervisor of schools in Bedford County who later became Superintendent of Schools in Danville, VA ("Author Related to Former School Supervisor", 1949, p. 5). Bonner completed his thesis as a part of his graduation requirements for a Master of Arts from the University of Virginia. Bonner reported that Blacks had shown an interest in education for their children; especially better high school facilities so he was asked to study the problem by the superintendent of Bedford County, A.G. Cummings. Part of his purpose was to benefit the administration of schools for Blacks in the county with information (Bonner, 1939).

According to Bonner (1939), the first school operated in Bedford County for Blacks was opened by the Pennsylvania Freedmen's Relief Association in 1866 in the town of Liberty. Alvin Varner and I.W. Shoemaker purchased the deed to property in Bedford County on January 3, 1866. They purchased 13 acres about one fourth of a mile east of the present courthouse. They subdivided the lots and sold some to freed Blacks and also built a school which opened four months later. Varner was selected as the first teacher by the Freedmen's Association. This school lasted until the Municipal School Board got a school for Blacks started at the site of the former Piedmont Institute (Bonner, 1939).

Bonner (1939) indicated that there were no records of other schools for Blacks in Bedford County prior to 1873. This is when a deed was recorded for the Munford School in Forest, which was the eastern side of Bedford County. The next school for Blacks opened in 1875 and was in the Otter district which was on the opposite side, far western side, of the county from the Forest school. The addition of Promise Land School in 1876, two miles south of Moneta in the Staunton district, made a total of three schools for Blacks in different sections of the county. About 60 Blacks attended Promise Land School and the curriculum consisted of reading, spelling and very little arithmetic. In the same district in 1880, James Compton, a White Methodist preacher, taught in a school for Blacks located in Emmeus. Apparently many Whites deserted his church because he taught Blacks. About a year later, Oak Grove School near Huddleston and Otter Branch School seven miles west of Moneta opened for Black children. In 1885, another school was opened in the Forest district near Elk Creek (Bonner, 1939).

Public education for Blacks in Bedford County began in 1883 when the municipal school board purchased property known as the Piedmont and built an elementary school there. This school lasted until 1912 and then that property was sold and the school board built another elementary school at the corner of West Franklin and South Bridge Streets. In 1923, a group known as The Citizen's Club was organized to pursue a high school for Black children. Plans were started for a secondary school but the Bedford Training School did not open until 1930 ("A Push for Better Education", 2007, p. 59).

Bonner (1939) also reported that, "facilities for Negro education continued to improve during the years until at the present time there are found thirty-three schools and forty-seven teachers in the county" (p. 20). Of the schools, 24 were one-room, seven were two-room, one was a five room consolidated elementary school, and the Bedford County Training School (Bonner, 1939, p. 31). The Bedford Training School was the only brick building for the Blacks. All of the buildings were owned and controlled by the county school board with the exception of the training school which was owned jointly by the town and county and the town elementary school which was owned by the town. In 1930, the total population of Bedford County was 29,091. There were 1260 Black students in Grades 1-7 and 69 Black students in Grades 8-11. This made a total of 1329 Black children who were enrolled in school. There were 837 school age Black children who were no longer in school and 579 Black children who never attended any school. The total of Black children who were no longer in school or who never attended was 1452 (Bonner, 1939).

Overall, Bonner (1939) was favorable in his description of the education Bedford County provided for Black students. Bonner stated that 33 of the buildings were in good physical condition and listed the elementary school owned by the town as the only one in poor condition. Although Bonner criticized the teachers' lack of recognition for the individual differences of the students, he still stated that he felt Bedford County was far advanced in the instruction of Blacks over any of the counties bordering Bedford. He did not compare the schools for Blacks to the schools for Whites in Bedford County.

Bonner detailed the ten cent tax increase that Bedford County had to levy in 1939 in order to meet the state requirement for schools to operate for nine months. Prior to this directive, schools operated in the county for only eight months. Although Bonner stated that Blacks and Whites were treated alike by the school board in such things as school supplies and materials

furnished, he included a table for the 1935-36 school year in his thesis that shows that per capita, Bedford County spent $13.04 for Black students and $22.97 for White students. For the same year, Roanoke County spent $20.14 on average for Black students and $21.77 for White students. The state average was $10.71 for Black students and $21.53 for White students (Bonner, 1939, p. 132).

An article appeared in the Roanoke Times on April 25, 1939 that reported the increases in taxes for the county to support the nine month term. The increase caused the taxes to increase to $1.35 per $100 for the county. Thirty-five cents were for the county's general purposes, 90 cents for the operating expenses of the schools and 10 cents for the school debt. In the same article, the first mention of a new high school appeared.

> The County and town has [sic] entered into an agreement for the erection of a high school for colored [sic] students. The town will buy the County's interest in the present school in Bedford and this will be maintained as an elementary school for the colored [sic] children.
>
> The high school building will be built jointly by the town and County [sic] at a cost for the building and equipment of $30,000. The cost of operating the school will be apportioned to the town and county according to the number of pupils from each territory. It is said that more than half the pupils attending the colored [sic] high school here at the present time are from the County [sic]. ("Bedford County Tax Levy Raised", 1939, p. 2)

Finally, Bonner (1939) discussed the attitude of the public towards education for Blacks in Bedford County. He interviewed 60 people and promised them anonymity. He stated that almost half of the interviews were useless because the individuals stated that they were not informed about education for Blacks and did not want to express an opinion. There were 10 Blacks and 21 Whites who made up the group of respondents whose interviews were deemed to be useful. Most were professionals or businessmen. In general, the Whites expressed their opinions as follows:

1. Negroes should have the opportunity and be encouraged to obtain an elementary education.

2. Facilities should be provided in a central location in the county for a small percentage of Negroes interested in high school and showing by progress made in the elementary school that they are capable of obtaining a secondary education.
3. The high school should give courses in industrial and domestic training.
4. That consolidation of elementary schools should be made where ever [sic] no additional cost is involved.
5. That some Negroes were outstanding scholastically and could go far but that this number was very small. (Bonner, 1939, p. 140)

Bonner (1939) stated that the ten Blacks he interviewed expressed about the same opinions as those given by the Whites. He did, however, interview Dr. G. L. A. Pogue, a Black physician who wrote him a letter the next day that contained the following statement.

> After talking with you, I visited some of the patrons of the schools and all of us are in favor of having the High School in Bedford or as near Bedford as possible. We also desire a change in the principal of the high school We want some one [sic] in charge of colored education that is making education his life's work. Children being sent home because they are late even though they have excuses and when they are not allowed to play on the playground for fear they will break a window or not allowed to play marbles for fear that they will bet on the game, does not seem to be good teaching.
>
> We also would like some improvement in supervision. We need vocational education, in my opinion, more that [sic] preparation for a collegiate education. We would like to see at least one trade in the high school course given enough emphasis to be of some practical benefit. (Bonner, 1939, p. 143)

John Harrell's Master's Thesis

John Harrell was able to offer additional insight into the history of education for Blacks in Bedford County in his master's thesis, which was written in 1951 for Hampton University. He was once the principal of the Bedford Training School. In March of 1949, he became the Jeanes supervisor for Bedford County after the death of Susie Gibson. Harrell was from Abingdon and went to Bluefield Teachers College. Harrell started teaching in Bedford County in 1935 at the two-room Poplar Springs School in Goode ("John Harrell Is Supervisor Negro Schools", 1949, p. 5). Harrell's account of the quality of the schools and the education for Blacks in Bedford

County was not as favorable as that of Oscar Bonner. This discrepancy in sentiment could be related to the fact that Harrell was Black and Bonner was White.

Harrell (1951) offered more information about the involvement of the Black community in his thesis. In 1912, when the Piedmont School was sold to Dr. Lyle, a prominent Black physician in the county, Bedford County built a new elementary school. The new elementary school "awakened Negro citizens to the extent that they realized the responsibility of getting the educational opportunity extended beyond the elementary level rested upon their shoulders" (Harrell, 1951, p.1). Initially, a group of Blacks called the Senior League met regularly but their efforts were not effective. In 1923, they reorganized as the Citizen's Club. The purpose was to work on securing a high school for Blacks. Although the Black students in the county began receiving secondary education in the fall of 1923, they did not have the training school until 1930. The new secondary school was the Bedford Training School. In 1935, when it was too crowded, the citizens again reorganized and as a result, a two story addition was added to the one story part of the training school.

No new schools were built in Bedford County for Blacks during the 12 years between the completion of Oscar Bonner's thesis in 1939 and Harrell's work in 1951. Harrell (1951) gave an update on the conditions of the schools and reported that 10 schools were at least 35 years old, five schools were at least 50 years old, five schools were 26 years old, four schools were at least 45 years old, three schools were 27 years old, and one school was 61 years old. There were nine two-room schools, 17 one-room schools, one three-room school, and one four-room school. There were 10 schools with electric lights, one with central heat, 19 with coal heaters and eight with wood heaters. There were 27 schools with outdoor privies and only one with flushing toilets. Harrell reported that although the Bedford Training School did have indoor facilities; there were not enough. There were 164 boys and 211 girls at the secondary school who were dependent upon a total of 13 commodes (Harrell, 1951, p. 21).

Harrell (1951) also gave more information about academics for Black students. Initially he discussed the number of preparations the teachers had at the Bedford Training School and how the number of different classes they taught affected their effectiveness. One teacher had six different preparations. There were four who had five different preparations per day, four teachers with four different preparations per day, and four who had three different preparations per day.

"This condition presents an undesirable feature of the educational program" (Harrell, 1951, p. 54).

In 1951, students started the Bedford Training School in the eighth grade and they graduated upon completion of the eleventh grade. Harrell stated that the twelfth grade would be needed beginning in 1953 so students could develop more skills for employment. There was also a new distinction that Harrell (1951) described with the proposed programs; one program of study would be for college bound students and the other would be for non-college bound pupils.

Table 1

Proposed Curriculum for College Bound versus Non-College Bound Pupils

College Bound	**Non-College Bound**
Basic Courses	*Basic Courses*
English	English
Algebra	Occupational Mathematics
Social studies	Personal-social problems
Physical education	Physical education
Related Electives	*Related Electives*
General Science	Agriculture
Music	Music Appreciation
Industrial arts	Industrial arts
Home economics	Home economics
Business education	Trade practice
French	Typewriting
Latin	Consumer Education
Agriculture	General Science
	Civics

Note. From A General Survey of Public Education for Negroes in Bedford County (p. 98), by John Harrell, 1951.

Harrell (1951) also made recommendations for the proposed new facility. Instructionally, he believed that it should have a science laboratory that had a demonstration desk, science tables, and special provisions for gases and fumes. He recommended a space for teaching homemaking

education that would include a living room, bedroom, kitchen and bath. Harrell suggested a space for business education that would be equipped for typewriting, shorthand, and general secretarial training. Harrell also suggested a music room near the auditorium. He thought the new facility should have a large shop that would be subdivided into a general shop and a vocational agricultural shop with space for woodwork, metal work, and home mechanics. He felt the auxiliary needs included a library, auditorium, gymnasium, lunch room, and janitor's room. Finally, Harrell recommended an administration area that should include a waiting room, general office, principal's private office, first aid and clinic room, guidance counselor's office, county supervisor's office, and a supply room (Harrell, 1951).

The timing and focus of Harrell's thesis most likely impacted decisions about the new secondary school for Blacks that was quickly becoming a reality. John Harrell's thesis was published a mere three years before Susie G. Gibson High School opened and he focused primarily on secondary education. He made a number of recommendations for the new school. As the Jeanes supervisor for the county, it is likely that Harrell had access to and contact with the community leaders who made decisions about the design and construction of the school.

Minutes from Bedford County School Board meetings also fill in information about the establishment of the school. There were two initial locations proposed by A. A. Walker, a local minister from the Black community. One was on the old turnpike and the other was in the Western Light Community (Bedford County School Board Minutes, April 14, 1949). The old turnpike is now present day U.S. Route 460 and the Western Light Community is just east of the city limits off Longwood Avenue. In the Bedford County School Board Minutes from June 8, 1950, a large group of Whites attended the meeting to protest the proposed new high school for Blacks in their vicinity and a large delegation of Black citizens from various parts of the county was also present to express their support for the proposed site. The site on U. S. Route 460 was approved by the board by a vote of seven to one but a month later, another large delegation of Whites attended the school board meeting to protest. A large delegation of Black people representing the eight districts of the county and headed by Rev. W. L. Johns was there and presented the names of 850 people in favor of the site on U.S. Route 460 for the new school for Blacks. Much discussion and opposition continued from both sides regarding the proposed location of the school. Finally, the school board held a meeting on October 26, 1950 at the court house to hear from both sides (Bedford County School Board Minutes, November 9, 1950).

In November 1951, the Bedford County School Board and the Town of Bedford entered into an agreement about the new school for Blacks. Both parties agreed that it would be located in the Town of Bedford within the Black community at the west edge of Edmund Street. Rev. S. S. Sutton and Rev. A. A. Walker, two members of the Black community who had been appointed by the school board to a committee to suggest a name for the new school reported that the name requested by the majority of the Black citizens was the Susie G. Gibson High School. The board approved this request "in recognition of the fine work done by Mrs. Gibson during her life as a teacher and supervisor in the negro [sic] schools of the county" (Bedford County School Board Minutes, May 8, 1952). In a meeting in August, 1952, the school board allotted $350,000 for the planning and construction of Susie G. Gibson High School (Bedford County School Board Minutes, August 14, 1952).

CHAPTER 5
SUSIE G. GIBSON

The Jeanes Fund

In 1907, the Jeanes Fund was established by Anna Thomas Jeanes. Jeanes, born in Philadelphia in 1822, was a wealthy Quaker who inherited all of her family's wealth as the sole survivor. At the time, Jeanes was worth $5 million dollars and she donated $1 million of this inheritance for "the purpose of assisting in the Southern United States, Community, Country or Rural Schools, for that great class of Negros to whom the smaller Rural or Community Schools are alone available" (Jones, 1937, p. 18). Jones, (1937) quoted a newspaper article written by an unnamed Tuskegee Institute student in which the student gave the following description of Jeanes:

> Anna T. Jeanes….is an extremely retiring and unostentatious person, and her benefactions have been accomplished so quietly that they escaped public notice. She hoped to avoid it in the present instance also…..but it was impossible for the precaution to avail her much, and her name is now known throughout the length and breadth of the land. Because of her modesty, Miss Jeanes wished for the fund to be known as The Fund for Rudimentary Schools for Southern Negroes, however, it is commonly referred to as the Jeanes Fund. Miss Jeanes put Dr. Booker T. Washington of Tuskegee Institute and Dr. Hollis B. Frissell of Hampton Institute on a board of trustees. The Jeanes Fund was the only educational foundation then existing that had African Americans on its board; along with President-elect William Howard Taft, Andrew Carnegie and George Peabody. Although Dr. Washington and Dr. Frissell were associated with institutes of higher learning, Miss Jeanes specified, that the fund was "not for the benefit or use of large institutions, but for the purpose of rudimentary education and to encourage moral influence and social refinement which shall promote peace in the land, and good will among men. (Jones, 1937, p. 19)

Pincham (2005) stated that knowledge of the Jeanes Fund and its purpose led to the solicitation of support for the request of funds for the Henrico Plan. The Henrico Plan, formulated by Jackson Davis, Superintendent of Henrico County Schools was presented to James Hardy Dillard, the Jeanes Fund president in 1908. The Jeanes Fund enlisted the idea of

improving rural, Black schools through the work of an "industrial supervisor" who would serve in every rural school in the entire county. Jackson Davis wanted to see vocational studies go hand in hand with academic studies. In the initial request, Davis asked for $40 a month for nine months to fund the salary of the Jeanes supervisor (Pincham, 2005). Virginia Estelle Randolph, of Henrico County, Virginia, became the first official Jeanes supervisor, or Jeanes teacher, as the position came to be known (Jones, 1937). Davis would go on to become as the first state supervisor of Black rural schools for Virginia two years later (Anderson, 1988).

Biographical Sketch of Susie Griffin Gibson

An article from the Bedford Genealogical Society gives the following description of Susie Gibson:

> Susan (Susie as she was called) Gibson was born to Thomas and Matilda Thompson and was probably their oldest daughter. The census records from 1880-1890 only list an older brother. Although she was listed as being born in 1879, her birth is recorded in the Bedford County, Virginia births, Susan Thomson [sic], daughter of Thomas and Matilda Thomson [sic], born October 29, 1878. Susie was born in Oak Mountain, an area located between Route 708 (Pisgah Road) and Route 688 (Blackwater Road) in the part of the county closest to the town of Forest, near Lynchburg, Virginia. Her parents were married in Bedford County on April 16, 1876. Thomas was a son of Harry and Dinah Thompson and Matilda was listed as Matilda Fields, father was not named and mother was Martha Martin. (Lacy, 2008, p. 6)

Gibson earned a B.S. degree from Virginia State College (VSC) in elementary education. She was noted for her determination because for one reason or another it took her 22 years to receive her bachelor's degree. She started at VSC in 1921. She left school and returned in 1926, 1928 and the summer of 1929. She took extension classes in Lynchburg in 1930, 1931, 1932, 1933, and 1934. She withdrew due to illness in 1939 but finally received her degree in 1943 (Lacy, 2008). Gibson was a classroom teacher from 1909-1926. She was the Jeanes supervisor for Bedford County from 1926 until her death in 1949 (Lacy, 2008).

Gibson's diary chronicles her life as a Jeanes supervisor. She carefully described each school she visited and made notes about the visit. She detailed academics such as what lesson the teacher was working on, the behavior of the students, and the appearance of the schools. She

chronicled each weekly meeting with the superintendent. More importantly, she gave examples of how she contributed to the advancement of Black students in Bedford County (Gibson, 1933). Her diary is proof that she tried to provide her students with more than academic knowledge.

In January of 1933, she demonstrated rug making, cutting garments, and held an Industrial Work Parents League meeting. She also observed third grade geography and talked to the students about keeping fit. In May, she shopped for materials for teachers. In June, she listed the names of all of the patrons who donated money for her rally. She collected $15.08 from forty different people. The August 2, 1933 entry, which appears to be a lesson, details the seven ways time in general, is divided:

1. Health
2. Command of fundamentals
3. Home membership – mother and father, father and children must work together, teachers must give to children homes cleaning
4. Citizenship – own something, someone pays attention to hungry, tempting
5. Vocation work – teach children that they may work
6. Ethical Character – religion, prepare children to meet situations and re-evaluate yourself
7. Leisure – Worthy use of leisure, sportsmanship, competition, attitudes, experiences from birth

Gibson's emphasis correlated with the industrial education focus of teaching Black boys and girls good moral character and how to care for the home. In September, she spoke at a church about the importance of regular school attendance. In October, she completed an activity with the Red Cross (Gibson, 1933).

Table 2 details four months of her travel throughout the county in 1933.

Table 2

Gibson's Monthly Logs, 1933

Month	Homes Visited	Teachers	League Meetings	Schools	Group	Miles Traveled
January	30	44	12	21	8	1172
February	21	49	8		8	945
March	18		6		6	1114
April	26	46	25	40	28	1312

Note. From Susie B. Gibson's Personal Diary, 1933

By 1939 when Bonner's thesis was completed, Gibson's mileage had increased by over 500 miles per month than the numbers listed on the table.

Gibson's death was noted in the January, 1949 minutes of the Bedford County School Board. "The superintendent reported with regret the death of Susie Gibson, the faithful Jeannes [sic] supervisor, on January 10, 1949. He paid tribute to her faithful service to the schools and the school children of the county" (Bedford County School Board Minutes, January 13, 1949).

Susie Gibson followed the Jeanes supervisor model of Virginia Estelle Randolph with her community outreach and vocational awareness. Her extensive travels and her apparent ability to serve as a liaison between the Black and White communities were recognized on April 28, 1952 with the recommendation for the proposed school to bear her name. Two members of a committee appointed to suggest a name of the new school to the Bedford County School Board reported, "The name requested by the majority of negro [sic] citizens was the Susie G. Gibson High School. The board accepted this recommendation with their vote on the same night (Bedford County School Board Minutes, May 8, 1952). The new school that would open two years later would bear Gibson's name for 16 years.

CHAPTER 6
A NEW HIGH SCHOOL FOR BLACKS

Although the first mention of a new high school for Blacks in Bedford County appeared in the Roanoke Times in 1939, the Bedford County School Board did not start serious discussions about the school until 1947. On November 13, 1947, the school board instructed the superintendent, A. G. Cummings, to "survey the Negro schools of the county, with reference to better high school facilities, as soon as possible" (Bedford County School Board Minutes, November 13, 1947). The survey results were reported back to the board nine months later:

> A joint meeting of the Board of Supervisors, the County School Board of Bedford County, the Municipal School Board for the town [sic] of Bedford and the council of the town [sic] of Bedford, was held in the court room in Bedford on Thursday, August 19, 1948 at 10:30. In addition the mayor elect and the council elect, who will take office on September 1, 1948, were present. This was a public meeting and the purpose was to hear a report of a survey committee appointed by the State Superintendent of Public Instruction, for the purpose of studying and making a report on the Negro high school situation in Bedford county [sic]. The present Negro high school being jointly owned by the County School Board of Bedford County and the Municipal School Board for the town [sic] of Bedford was the occasion for the joint meeting of the above named Boards. Following this report which recommended the erection of a new Negro high school to serve all of Bedford County and the town [sic] of Bedford, a discussion followed concerning the source of the revenue to supply money necessary for the plant. The over-crowded condition of all of the school buildings of Bedford County was also discussed. It was the concensus [sic] of opinion of the combined Boards that assistance from the State [sic] would be necessary before any such an extensive building program could be started. After due consideration of the general situation from the county concerning schools and free discussion, not only from members of the Boards, but by interested persons of the county who attended the public meeting, a motion was made by Supv. J. C. Oliver, seconded by Supv. V.O. Johnson and passed unanimously to request His Excellency the Governor of Virginia to call a special session of the General Assembly of Virginia for the purpose of providing State Funds [sic] to be applied to relieving the present school

building situation in Virginia (Bedford County School Board Minutes, September 9, 1948).

W. J. Key, a member of the school board, was appointed to act with the superintendent on the joint committee for the new high school facilities for Blacks and also for the Bedford Training School (Bedford County School Board Minutes, September 9, 1948). The board minutes only mention W. J. Key. The school board minutes do specify how many people were on the committee. The new high school for Blacks was not discussed again until January of 1949. Superintendent Cummings asked the board for approval to get preliminary sketches and cost estimates for a new school. The school board delayed that request by deciding that it would be best for the school board and Board of Supervisors to meet jointly before getting cost estimates (Bedford County School Board Minutes, January 13, 1949)

Rev. A. A. Walker, a representative from the County League for the Negroes of Bedford County, came before the school board concerning the site for the proposed new high school for Blacks. He suggested the Scruggs lot of 23 acres, on the old turnpike, which was for sale and though outside the corporate limits it would be near enough to town to have the use of the city water. The Scruggs lot was in an all-White settlement that was east of the Town of Bedford. A lot in the Western Light Community, off of Longwood Avenue, was suggested by the Survey Committee from the State Department. The Superintendent assured Rev. Walker both of these requests would be considered by the school board (Bedford County School Board Minutes, April 14, 1949). A month later, the superintendent reported that he had talked with an architect regarding tentative plans for the new high school for Blacks and that it would be necessary to study enrollment and immediate needs before definite plans could be started. He reported that he asked the State Department for assistance with this study (Bedford County School Board Minutes, May 12, 1949).

A few months later, Superintendent Cummings stated that he had another conference with Dr. Archie Richardson and Mr. Z. T. Kyle of the State Department “concerning the size, etc.” of the contemplated new high school for Blacks (Bedford County School Board Minutes, July 13, 1949). Archie Gibson Richardson was Black and rose through the ranks of the State Department of Education in Virginia. In 1936, he was appointed Assistant Supervisor of Negro Education. In 1951, he was promoted to Associate Supervisor of Elementary and Secondary Education. In 1966, he was promoted to the Associate Director of the Division of Secondary

Education. He also wrote *The Development of Negro Education in Virginia* and a number of articles to state and national journals.
(http://ead.lib.virginia.edu/vivaead/published/vsu/vipets00038.bioghist).

Z. T. Kyle was State Supervisor of Libraries and Text Books. He was the brother of Roy E. Kyle who became the superintendent in Bedford County in 1953. Another brother was superintendent in Orange County, Virginia ("Roy E. Kyle Named School Superintendent", 1953, p. 1). He was listed in Orange County School Board minutes as C. J. M. Kyle and he went by "Buddy" (Elaine Brown, personal communication, December 1, 2011).

Objection from the White community appeared in the school board minutes at the beginning of 1950. "A delegation was present from the vicinity east of the town [sic] of Bedford objecting to the contemplation of the new negro [sic] high school on the Scruggs property. The objection was based on the fact that it was an entirely white [sic] settlement" (Bedford County School Board Minutes, January 12, 1950). Apparently, the board took no action because the committee had decided to eliminate the site from consideration because they felt that the 23 acres was not enough.

There was disagreement between the Black and White community when the survey committee recommended a site north of U.S. Route 460 that was owned by Rosa Johnson, Miranda Jones, Overstreet-Smith Lumber Co. and Sam Arthur. The board visited this location after studying 10 different sites in the town and county. The superintendent was directed to employ A. J. Cauthorn as the lawyer to handle legal matters concerning the purchase of this land (Bedford County School Board minutes, April 13, 1950).

> A large delegation of white [sic] citizens living on Route 460 was present objecting to the proposed site in their vicinity. Also present was a large delegation of Negro citizens from different parts of the county expressing their approval of the proposed site. Each person was given the opportunity to express themselves. After hearing the different delegations the Board went on to other business and deferred action until later on in the day. They adjourned for lunch and reconvened at 2 PM after visiting the site. They also inspected a site near Longwood elementary school [sic]. The board voted seven to one, with W. J. Key voting no to accept the recommendation of the committee to build the new school on the proposed site on Route 460 opposite McGhee's' Pond. The superintendent was given authority to sign a contract with the Virginia Machinery and Well Co. to dig a new well

> on the site. The superintendent was directed to confer with S. S. Johnson, Architect who had been employed for the project (Bedford County School Board Minutes, June 8, 1950).

A month later a large delegation from the south side of Bedford County was present at the board meeting to express their disapproval of this property. A delegation of Blacks representing the eight districts of the county was there led by Rev. W. L. Johns. They presented the names of 850 people who were in favor of the site on U.S. Route 460. The group of Blacks gave as their principal reason the moral welfare of the children attending high school (Bedford County School Board Minutes, July 13, 1950). Mrs. Beulah Payne, who was involved in the NAACP at the time, said some leaders in the Black community felt that if the new school was built in the Black community, it would not be maintained as well by the school board (Payne, interview, January 8, 2012). At the next school board meeting, Dr. Pogue and Chisholm Kyle, leaders from the Black community, were present and talked about the benefits of locating the new high school for Blacks within the Town of Bedford. Despite this dissension, the Board voted four to one to build the school on U.S. Route 460 and directed the superintendent to proceed with plans (Bedford County School Board Minutes, July 24, 1950). On most of the meeting notes, the clerk, Beatrice Marshall, would indicate if all school board members were present and if not, which members were absent. Ms. Marshall did not make that distinction July 24, 1950 so the researcher is left to infer that three school board members were absent from the meeting.

A committee of Whites from the Town Council in favor of having the new high school for Blacks within the town limits attended the October 12, 1950 school board meeting. The committee had with them a contract drawn up by an attorney in which they proposed acquiring land within the Town of Bedford, south of Federal Street, and donating it to the school board. The Town of Bedford would contribute $10,000.00 toward the acquisition and grading of the site. The Town would also furnish free of charge, water, sewage disposal and electricity for the high school for Blacks so long as the Town of Bedford remained a special school district. In return, the Town of Bedford requested all of the County School Board's interest in the Bedford Training School and that the county allow Blacks from the Town of Bedford to attend the new high school based on a per pupil payment. Rev. W. L. Johns, speaking for a number of Black citizens from the county, opposed this site but the board visited it on October 12, 1950 and asked

for the superintendent to arrange for a meeting, requested by Blacks, at the courthouse to discuss it (Bedford County School Board Minutes, October 12, 1950).

This debate continued for nearly a year. Some members from the Black community, led by Rev. Johns, continued to favor the site on U. S. 460 and continued to protest the proposed location of the new high school within the Town of Bedford. The was another group of Blacks, initially led by Dr. Pogue and Chisolm Kyle, who wanted the school within the Black neighborhood in the Town of Bedford (Bedford County School Board Minutes, October 12, 1950). A surveyor, S. S. Lynn, made sketches for both sites and presented them to Stanhope S. Johnson, Architect. The architect forwarded both sketches to the Superintendent of Public Instruction to see if either of the two sites would be rejected (Bedford County School Board Minutes, December 14, 1950). Upon request, two members of the Black community were present to meet with the representative from Richmond when he viewed the two proposed sites for the proposed high school. W. L. Johns represented Black citizens from the county and S. S. Sutton represented Black citizens from the Town of Bedford (Bedford County School Board Minutes, January 29, 1951). A month later, a motion was passed “to give the new negro high school priority in the use of Battle School Construction funds" (Bedford County School Board Minutes, February 8, 1951). Seven months later, a delegation of 19 people largely from Burks Hill and Longwood appeared with W. B. Miles as spokesman asking the school board to reconsider the Edmunds Street location in the town of Bedford and to delay the project (Bedford County School Board Minutes, September 17, 1951).

> On the same night, Mayor E. L. Johnson, E. Y. Lovelace, E. L. Carlyle, Frank J. Scott, an [sic] members of the Town Council, Town Manager, R. W. Martin and Town Attorney John B. Oliver presented a proposed contract pertaining to the location, financing and operation of the county negro [sic] high school south of Federal Street in the town of Bedford. W. W. Berry, At. for the School Board, advised the School Board on legal details of the proposed contract (listed below). There was much discussion by members of the County School Board and members of the Town Council until an agreement was reached. Upon motion made by Dr. J. G. Potts and seconded by S. P. Stewart a unanimous vote by poll of each School Board member carried the motion that the following contract be approved, signed and recorded.

WHEREAS, the County School Board of Bedford County, Incorporated is contemplating the erection of a Negro High School in and near the Town of Bedford on that certain tract of real estate described as follows:

> Robert Johnson tract (formerly Garrett property) bounded on north by Federal Street; on the west by Bridge Street Extension; on the south by the Hubbard property and on the east by the Quarrels' property; thence from the southwest intersection of the property of Quarles and Robert Johnson east along the line of the north side of the public school property (athletic field) to the property of G. W. Bond, Jr.; thence with the north line of G. W. Bond, Jr., property to the John L. Carter property to Grey property (formerly Wells); thence with the Grey property in a westerly direction to the branch; thence in a northerly direction with the branch to the Miles property to the Pogue property; thence north along the Pogue property to the Hubbard property on South Bridge Street, containing 23 acres more or less.

WHEREAS, the party of the second part (THE TOWN OF BEDFORD, a Municipal Corporation) in order to procure the erection of said school on the above described real estate and to cooperate with the party of the first part (THE COUNTY SCOOL [sic] BOARD OF BEDFORD COUNTY, INCORPORATED) has made certain commitments with reference to the said school, and the parties hereto desire to reduce their agreements to writing.

NOW, THEREFORE, THIS AGREEMENT WITNESSTH: That for and in consideration of the erection of the said Negro High School on the above location and the mutual benefits to be derived hereunder the said parties hereto agree as follows:

1. The party of the second part agrees to convey without cost to the party of the first part all of its right, title and interest in and to any real estate owned by the situate within the above boundaries;
2. The party of the second part agrees to pay the party of the first part all of the costs of acquisition of said property in excess of $10,150.00 that the party of the first pary [sic] may be required to pay to acquire the real estate embraced in the above boundaries, from time to time as the several properties may be acquired.
3. The party of the second part will furnish, free of charge, water, sewage disposal and electricity for said Negro High School together with water mains, sewage lines and

electric lines necessary to connect to said buildings so long as the Town of Bedford remains a special school district;

4. The Town of Bedford also agrees to construct and maintain adequate public streets to said property for the purposes and uses herein contemplated;
5. The party of the first part will permit Negro High School students from the Town of Bedford to attend the said County Negro High School and the party of the second part will pay therefore annually to the party of the first part such proportionate part of the total instructional costs as the number of pupils from the Town of Bedford bears to the total number of pupils in said school;
6. The party of the first part agrees that should The Town of Bedford be dissolved as a special school district either by legislative action, voluntary request or by any means whatsoever within a period of five years from the date of this contract that it will pay to the Town of Bedford its regular schedule of rates for all electricity, water and sewage disposal used by it for said Negro High School from the date of this contract to the date of the dissolution of the Town of Bedford as a special school district, but in no event shall said payment exceed the amount paid by the party of the second part to the pary [sic] of the first part for the real estate acquired by it as set out in Paragraph Number 2 of this contract, but if said special school district shall not have been abolished within a period of five years from the date hereof, then no payment shall be made by the County School Board under Paragraph Number 6 of this contract; and
7. The execution of the above contract is specifically subject to and contingent upon the approval of said contract and expenditures therein contemplated on the party of the County School Board of Bedford County and further upon the ability of the County School Board of Bedford County to obtain marketable title to the real estate herein set out duly approved by attorney designated by the Circuit Court of Bedford County and approved by the Judge thereof as contemplated by Section 22-150 of the Code of Virginia.

Upon motion of S. P. Stewart, seconded by I. C. Goode, it was ordered that the School Board employ W. W. Berry as its attorney to work with the Town Attorney, John B. Oliver to carry out the provisions of the aforesaid contract, with all speed possible.

> Upon motion by W. P. Hicks, seconded by S. P. Stewart, the Chairman and Clerk were authorized and instructed on behalf of the School Board to join the officers of the Town Council in executing the aforesaid contract (Bedford County School Board Minutes, September 17, 1951).

To summarize, the new school would be owned by the Bedford County School Board but the Town of Bedford agreed to donate the land within its corporate limits for the school. The Town of Bedford also agreed to furnish water, sewage, and electricity for the new school free of charge and construct and maintain the streets to the school. In exchange, the Bedford County School Board would allow students who lived in the Town of Bedford to attend the school for an agreed upon per pupil rate. If the Town of Bedford dissolved within five years for any reason, the Bedford County School Board would reimburse the town for all expenditures up to the cost of the land.

Rev. S. S. Sutton and Rev. A. A. Walker, two of the members of a committee appointed at a former meeting to suggest a name for the new high school for Blacks, reported the name requested by the majority of the citizens from the Black community was the Susie B. [sic] Gibson High School. The Board voted to name the new high school the Susie B. [sic] Gibson High School in recognition of the fine work done by Mrs. Gibson during her life as a teacher and supervisor of the Negro schools in the county (Bedford County School Board Minutes, May 8, 1952). The school board minutes incorrectly listed the name of the school as Susie B. Gibson High School but it was named Susie G. Gibson High School. The Board allotted $350,000 from construction funds for the new high school (Bedford County School Board Minutes, August 14, 1952).

In November of 1952, a group of about 40 Blacks met to discuss the proposals for the new building. The Bedford County School Board had announced a plan that would allow the gymnasium to be built immediately but proposed that the auditorium and shop would be added later. In a statement signed by the Negro Citizen's Committee, in which S. S. Sutton was president and A. A. Walker was secretary, the group wrote:

> It is felt that since the proposed high school is to serve the educational and recreational needs of the people of the town and county, and there are activities which are necessary to be carried on in the auditorium which would not be expedient for a gymnasium, and activities for a gymnasium that would not be expedient for an auditorium. We are saying

> it might be necessary to use the auditorium and the gymnasium as a separate unit at the same time. It was also stated in the article that the shop would not be a part of the present plans, but would come later. The group feels that since the majority of the students are agricultural minded that this building should be erected along with the other portions of the proposed school. In view of the patience shown by the Negroes of Bedford County for their school, we feel that the school board should no longer make promises but provide us with a comprehensive high school which is so badly needed ("Negro Citizens Stress Need for New Auditorium", 1952, p. 2).

On Monday, June 21, 1953, the Board of Supervisors approved an application for a literary loan of $32,000 to add the agricultural building to Susie G. Gibson High School ("Approve Loan for Susie Gibson", 1953, p. 1).

In April 1953, Stanhope Johnson, the architect of the school, presented the plans to the school board and described the school as, "a heap of house for the money" ("Drafting Board Stage of Negro School Completed", 1953, p. 1). He went on to say that there was no high school plant in the entire state that had as much tucked into one plant for the money expended. The building was 23,868 square feet on the first floor, 8,171 square feet on the second floor and the basement was 4,074 square feet. The stairwells added another 87.62 square feet. Double boilers were planned to heat the entire building. Mr. Johnson made the board aware that all of the walls were to be plastered. He informed them that the gym would hold 690 and the cafeteria would hold the full enrollment of the school in three shifts. He arranged for a meeting on April 20, 1953 with the State Board of Education for approval of the plans. Once that was accomplished, Bedford County could ask for bids on the project ("Drafting Board Stage of Negro School Completed", 1953, p. 1). The State Board of Education requested the following additions: a food mixer for the kitchen, specified sidewalks and driveways, and a substitution of acoustical ceilings for the hallways ("School Board Selects Personnel", 1953, p. 1).

The plans were approved on June 11, 1953 and the Bedford County School Board set June 26, 1953 as the date for opening bids on Susie G. Gibson High School ("To Open Bids for Susie Gibson", 1953, p. 1). Paul E. Overstreet of Bedford submitted the lowest bid of $387,628. When architect fees and insurance costs were added to the rise in cost of materials because of the long delays, the total cost of the project climbed to over $400,000. The board originally requested $350,000 in Battle Funds. To cover the additional costs, the board voted to use unspent

Battle Funds along with some equalization funds ("Contract Signed for Construction of Negro School", 1953, p. 1).

In May, 1954, an article appeared in the Bedford Bulletin regarding *Brown v. Board of Education.* The article titled, Supreme Court Kills Segregation, began by stating that the nine justices unanimously declared segregation in the public schools of the nation to be contrary to the constitution. Senator Harry Byrd of commented by saying

> One of the cruel results arising out of the 'about face' of the Supreme Court is that the Southern States [sic], accepting the validity of the previous decisions, have in recent years expended hundreds of millions of dollars for the construction of new Negro school facilities in the effort to comply with the policy previously laid down by the court.

He advised Virginia to take a cautious course and strongly urged the Whites of the state against hasty or ill-advised action. Local school authorities declined to comment on the ruling or state how it might affect Bedford County schools ("Supreme Court Kills Segregation", 1954, p. 1).

A month later, the Bedford County School Board, along with others in the state, received a letter from the State Board of Education advising it not to begin integration of White and Negro schools when the next term opened in September 1954. The State Board of Education, in this action, indicated that it would adopt the course set forth by Governor Thomas Stanley when he said that Virginia would not end its segregated school plan until the court decides how its decision shall be carried out ("School Boards Advised No Change in Schools Yet", 1954, p. 1).

A month before the scheduled opening of schools in 1954, an article appeared in the Bedford Bulletin that announced that schools would open for the 1954-55 term at 9:00 for an all-day session on Wednesday, September 1, 1954. The article also discussed workshops for teachers:

> Prior to the opening of school on September 1, all white [sic] teachers will gather for a five day pre-school conference that will begin at 9:00 a.m. on Wednesday, August 25, at the Bedford High School. Negro teachers will assemble at the Susie G. Gibson High School. The general theme for the conference will be "Effective Use of Teaching Materials." Dr. Davis Y. Paschall, director [sic] of Elementary Education will initiate the subject by a talk to the white [sic] teachers on Wednesday at 1:00 p.m. and to the negro [sic] teachers at 2:00 p.m. ("Schools To Open on September 1", 1954, p. 1).

Announcement of the opening of Susie G. Gibson High School appeared in the Bedford Bulletin on August 12, 1954. The article featured Architect Stanhope Johnson's rendering of the school. Susie G. Gibson High School was described as a modern fire-proof brick construction with ten classrooms, library, home economics department, cafeteria, and combination gymnasium-auditorium at a final cost of $407,000 ("New School Plan", 1954, p. 1). Two weeks later, an article appeared in the paper that Superintendent Roy E. Kyle announced that the town and county's Negro schools would not open until Tuesday September 7 because of construction delays for Susie G. Gibson High School and renovations to Bedford Training School, which would be used as a consolidated elementary school. The article stated that the Negro teachers would hold their workshop as scheduled beginning August 25 ("Bedford Negro Schools Will Delay Opening", 1954, p.1).

Mr. John I. Jones, Principal

John Irvin Jones was born in Bedford County in 1914. He attended school in Beckley, WV and graduated with from Bluefield State with a Bachelor of Science degree. He received a Master's degree from West Virginia University. Mr. Jones started teaching in 1939 at Whitten Road Elementary School. That same year he was transferred to Green Spring Elementary School. Whitten Road was located in the Forest area of Bedford County and Green Spring was located on the south side of Bedford County. He married his sweetheart Doris Thomasson in 1941. He enlisted in the military in August of 1941 and served in Italy purifying water. He was honorably discharged in 1945 and returned to teaching the next month at the Bedford Training School (Bedford City-County Museum newsletter, March 2008).

In 1949, John I. Jones became an assistant principal of Bedford Training School. In 1951, he was promoted to principal of the Bedford Training School. Mr. Jones remained principal at Bedford Training School until it closed and Susie G. Gibson High School opened in 1954. Mr. Jones became Secondary Supervisor in Bedford County when the school system integrated in 1970. When he retired in 1976, he was teaching at Otter River Elementary School. He died in May of 2004. "He educated and shaped black [sic] children and changed them and future generations with his simple gentle giant ways. He was highly respected by both blacks [sic] and whites [sic]" (Bedford City-County Museum newsletter, March 2008).

Gail Jones Harris, the daughter of Mr. John I. Jones, said that her father was initially required to work for a half a day on Saturdays (Harris, interview, September 17, 2011). Gertrude Wright Jones, the former financial secretary and no relation to the principal, was hired at Susie G. Gibson High School in 1968. Mrs. Jones said that Mr. Jones kept all of the books and financial records until she was hired (Jones, interview, September 15, 2011).

Mr. Jones was described with awe by students and faculty alike. To the students, he seemed larger than life. Louise Bonds used the word "giant" (Bonds, interview, March 18, 2010). Ann Callaham-Thompson described him as a "beacon" (Callaham-Thompson, interview, July 11, 2011). Robbie Harris said that "reverent" was the term he would use to describe Mr. Jones (Harris, interview, February 27, 2010). Roy Bryant stated that the principal was a person who was totally in control and that people seemed to declare that he had radar and could tell what was going on. He said they felt safe with him and protected by him (Bryant, interview, March 13, 2010). Bill Crider summed it up by saying that Mr. Jones was a great leader in the community, as well as the school. "He was highly respected" (Crider, interview, July 27, 2011).

Faculty members also described Mr. Jones as well respected. Dr. Horace Rice said that in a segregated setting, there was much more affection and fatherly image on the part of administration. "It was like he is a father, in lieu of a mama and daddy at home. That was the situation with John I. Jones; they loved him". Dr. Rice went on to say that Mr. Jones appealed to the student's personal desire to do right and that he modeled that concept when he became principal (Rice, interview, February 12, 2010). Mr. James Kyle reiterated this notion and used respect as the first word to describe Mr. John I. Jones. "He had the respect of the students and faculty but he was approachable. You could always go to him with anything. I enjoyed working with him" (Kyle, interview, September 10, 2011).

Students and faculty alike both expressed that Mr. John I. Jones was firm but fair. Gail Jones Harris described an incident where Mr. Jones even suspended his own son.

> He suspended my brother. He got caught chewing gum five times. The last teacher was afraid to turn it in. She finally turned it in before the prom. Of course he had to suspend him. It was hell in the house but you have to be uniform (Harris, interview, September 17, 2011).
>
> If Mr. Jones said you done something, you done something. Parents would listen to him. He had that type of reputation. I really think that when they integrated, the White

> community wasn't used to somebody being so firm and stern so therefore it was difficult to find a position for him. He didn't make excuses for us or beg. We made do with what we had (Jerald Lowry, interview, November 12, 2011).

Gertrude Wright Jones said that Mr. Jones was a very fair person. She thought some parents didn't like him because he was stern. "He did not let kids get away with a lot of stuff" (Jones, interview, September 15, 2011).

Teachers at Susie G. Gibson High School

The names of the instructional staff approved when Susie G. Gibson High School opened were: John I. Jones (Principal), Anna W. Johnson, Ella Davenport (History), Mary L. Seymour (English), Emmett Palmer (History), Jack Fuqua (Science), Edna T. Jordan (English and French), Eleanor J. Franklin (Science), Peyton M. Otey (Physical Education), Louise S. Johnson, Hazel T. Otey (Home Economics), Lucy B. Heller (Music), Clyde W. Vaughan, Grace B. Parker (Librarian) and Sam Hughes (Agriculture) (Bedford County School Board Minutes, May 13, 1954). There were only 14 teachers and one administrator.

The following teachers were pictured in the 1970 Gibson: Glenora Alexander (Health and PE), Tempy Barksdale (Study Hall), Thomas Clark (Music), Vernon Davis (Carpentry), Ernestine DeBerry (English), Eleanor Franklin (Science), Wendell Fowler (Agriculture), Ann Jackson (Home Economics), Edna Jordan (English and French), Leon Lawing (Brick Masonry), Wallace Mitchell (Carpentry), Toby Myers (Nursing), Payton Otey (Driver's Education), Emmett Palmer (History), Horace Rice (Guidance Counselor), Mary Richardson (Business), Luke Salley (Math and PE), Edna Scruggs (Librarian), James Sigmon (History), Richard Tatum (Art), Joe Thaxton (Electronics), Lillie Wilkes (Business), and Harry Woods (English). In addition, Wista Bane (Math), Louise Coles (Math), Jack Fuqua (Science), Irene Madison (English), Hazel Otey (Home Economics), William Shepherd (Health and PE) and A. Trinko (Drafting) were listed in the yearbook but not pictured (Gibsonian, 1970). Eleanor Franklin, Jack Fuqua, Hazel Otey, Payton Otey and Edna Jordan taught at the school all of its years of existence.

Some others who taught at Susie G. Gibson High School were Robert Bonds (Science), Carolyn Bunch (Home Economics), James DeHart (Math), Inez Dow (English), Ned Dozier (Agriculture), Esther Lee (Math), J. Anderson Stalnaker (History and Art), Alberta Turner (Study

Hall), E. Alston (Science), G. Clements (Biology, Health and PE), G. Clemons (Business), E. Foy (English), L. Halloway (Social Studies), J Keeling (Music and English), W. Smith (Business), M. Waller (Home Economics) and W. Weatherly (Not listed). Linda Tyree was also the guidance counselor for two years. She later married, James Kyle, the assistant principal.

Susie G. Gibson High School 1954-1970

Students traveled from the far corners of Bedford County to attend Susie G. Gibson High School. Some of them were on the bus from over an hour. The feeder schools to Gibson were Bridge Street, Counter Ridge, Creasy, Emmaus, Goode, Greenspring, Hutter, Johnson Mountain, Montvale, Moseley, Mountain Valley, Munford, Oak Mountain, Olive Branch, Otter River, Piney Grove, Promise Land, Reid, Sharon, and Western Light (Susie G. Gibson Reunion booklet, 1996).

News from Susie G. Gibson High School started appearing in the Bedford Bulletin the month the school opened. Initially, the researcher missed the section in the paper with the title Susie Gibson News. It was located on page 11 of the paper. The news from Bedford High School, the White school in the town was on the front page of the paper and was two columns instead of the one column for the news from Susie G. Gibson High School, found on page 11 of the paper.

The first article with information from the new high school for Blacks described the bulletin boards that were put up in the building. According to the article, the bulletin board upstairs had fall leaves and various safety rules were written on them. The main bulletin board was created by the librarian, Ms. Grace B. Parker and the music teacher, Ms. Lucy Heller. It was about the Conduct Highway. The signs on the highway were Smile, Be Studious, Co-operate, Pay Attention, Be Loyal, Keep Clean Mentally and Physically, Be Dependable, Control Temper and Give Respect Where Respect is Due. The article also mentioned the first football game results, the Gibson Braves lost against Albert Harris High School of Martinsville by a score of 12-0. The next game was announced as being against Southside in Danville. Finally, it mentioned that six additional cheerleaders were picked. The qualifications were that they must have an A or C [sic] average, must be in good health, neat in appearance, must have an intergrated [sic] personality, the ability to yell, and the ability to lead and follow. The six students who were selected were Maria Hilber, Georgia Sparrow, Mary Pullen, Barbara Burwell,

Fannie Henry and Gertrude Wright (Penn, 1954, p. 11). Gertrude Wright's married name is Jones. She is the same person mentioned earlier who later became financial secretary of Susie G. Gibson High School.

Violet Penn, a student, wrote the articles about Gibson that appeared in the Bedford Bulletin. In the next article, she wrote that the football team lost to Southside by a score of 14-6. Eddie Bryant, the uncle of the researcher, was credited with scoring the first Gibson touchdown. The cheerleaders for the game were Violet Penn, Wallya Shell, Vivian Younger, Gloria Williams, Ruth Wright, Mary Pullen and Barbara Burwell. Only six of the 14 cheerleaders were allowed to go to away games. Ms. Penn also wrote that clubs would be organized and that they had not been formed earlier because the building was not complete (Penn, 1954, p. 11). In the next article Violet Penn reported that the Braves won their first football game against Northside of Gretna by a score of 47-0. Sidney Williams scored the first touchdown of that game and subsequent touchdowns were scored by Reginald Daye, Glen Jackson, Rosella Scott, Harry Stiff and Eddie Bryant. Raymond Seldon was the quarterback. This article also had a partial report of honor roll students (Penn, 1954, p. 11). The following week the football team lost to Tazewell High School in Bluefield, Virginia (Penn, 1954. p. 11).

Louise Nelms Bonds was in the first graduating class of Susie G. Gibson High School in 1955. Mrs. Bonds was from the Bunker Hill community, which is on the south side of Bedford near Moneta, she said she "came to town" to start at the Bedford Training School in the 6th grade. The elementary students attended classes downstairs at the Bedford Training School and moved upstairs in the 8th grade and were considered high school students. Until 1955, Black students graduated from the Bedford Training School at the end of the 11th grade. Mrs. Bonds was initially surprised when she learned that she would have to go to Susie G. Gibson High School for one more year. Mrs. Bonds said they presented it to the students as a year of college training. She reported that most of the teachers moved over to Gibson from the Bedford Training School. She described Gibson as having "more space and they could teach more classes than at the Bedford Training School. It had all of the modern stuff; a business room with typewriters and a science lab. It was stuff we never knew because we didn't have the room for it." She went on to say that it was so much bigger than the Bedford Training School and that she wanted to stay there for another year (Bonds, interview, March 18, 2010).

The student handbook was relatively simple. It contained the school creed, motto, school colors, bell schedule, a brief history of the school and the alma mater. The handbook had a rudimentary cover with a handmade logo. The motto was also simplistic, Progress: academic, social, moral. The school creed appears below and the bell schedule is Appendix J.

I BELIEVE:

- That Susie G. Gibson High School is the best place for me to grow academically, morally, and socially into a responsible citizen, prepared to assume a position in society.
- That it is my duty to give to my school my devotion, loyalty, and obedience.
- That my school is judged by the behavior of the individual and that I must, at all times, present to society a model worthy of imitation (Susie G. Gibson Handbook 1967-68).

The words to the Alma Mater were sung to the tune Auld Lang Syne. The words are listed below:

Way up on a hill, flushed with sky
There is a lovely school
Called Susie Gibson High.

Gibson should never be forgotten
But always kept in mind
And, it will bring back happy thoughts
Of jolly old school times.

Our love for Gibson will remain
Forever in our soul
And we will always be true
To our own purple and gold.
(Susie Gibson High School Reunion booklet, 2010).

Buses would start arriving around 8:00 am. When students got there, they were supposed to go to the gym and sit until the first bell rang. The school day began at 8:35. There was a 10

minute devotional period each morning that would include the Pledge of Allegiance and a prayer. In some classes, students and teachers would periodically sing a hymn. (Lowry, interview, November 12, 2011). There were eight class periods in each day and one of them was a required study period for every student. "We all had to have a study period" (Harris, interview, February 27, 2010).

The Curriculum

All students at Susie G. Gibson High School took the same basic classes the first three years. For their junior year, they were separated into an academic or vocational track. For the more advanced students, there was the college preparatory curriculum. Those students would go into the higher level math and science courses. They would also take two years of French. The students who did not aspire to go to college were placed in vocational classes (Hurt, interview, January 8, 2012).

Initially, the vocational courses offered at Susie G. Gibson High School were home economics, business and agriculture. Vocational education expanded in 1966 (Gibsonian, 1968). Carpentry and brick masonry were added to the curriculum. The vocational classes were typically three hours long and the students would have their vocational class in the morning or afternoon and then still take a few academic courses and have study hall. The academic courses that the vocational students took were not as rigorous (Harris, interview, February 27, 2010).

Guidance

Dr. Horace Rice was a guidance counselor for the last two years of Susie G. High School's existence. He felt that he implemented a new approach in the department by getting to know students during the first semester and using that knowledge gained about them to help them create their schedules second semester. He said that he would set up a schedule in which he called students in every 15 minutes. Upward Bound and Career Day were also two programs introduced to the students through the guidance department.

Upward Bound still exists. It is a federal student aid program that is designed to help participates succeed before applying to colleges. Upward Bound provides academic instruction. It also provides tutoring, counseling, mentoring, cultural enrichment, work-study programs for students who are limited English proficient, students from groups that are traditionally

underrepresented in postsecondary education, students with disabilities, students who are homeless or children in foster care (http://www2.ed.gov/programs/trioupbound/index.html). Bill Crider attributes the Upward Bound program as the reason he was able to go to college.

> I felt the Upward Bound program prepared me for college but it was limited to a small portion of the population. There were about ten of us that got involved in Upward Bound. For me, it started my junior year and for some others, it started their senior year. It was through Roanoke College. They would pay you a stipend. I want to say maybe $15 a week. That was to keep your grades up. On Saturdays, we would pool rides up to Roanoke College. That would be to have a day of classes or they would organize a field trip to a circus or maybe an outdoor play. This was monthly. I guess that was the most structured activity that led to my going to college. They encouraged you to keep your grades up and would have tutors for you. They would also have periodic counselors visit your house and talk to your parents about colleges. She [Ms. Tyree] would take a group of us to Roanoke College, Ferrum, Virginia State, or St. Paul's. She [Ms. Tyree] was getting paid through Upward Bound. A bunch of us got into the program and the majority of us graduated from college. They pulled strings for you. They paid application fees to go to college. We didn't have SAT prep classes back then so they would give you pointers for taking the SATs. They would also take you to different locations to take the SAT or ACT test. They did get most of us to college and got us good financial aid and everything. That is what allowed me to go to college and without it, I probably couldn't have" (Bill Crider, interview, July 27, 2011).

A page in the 1969 Gibsonian is devoted to Career Day. The sub-heading stated that career day produced a new surge of enthusiasm in the students towards building their futures. The page has pictures of speakers who were in the U.S. Marines, the FBI, social work, nursing, dieticians and business administration. In the photograph with the speaker from the FBI, the room was full and students were standing up against the wall (Gibsonian, 1969). Robbie Harris remembers a professional typist coming to the school to demonstrate his skills and try to recruit students to go to his technical school. He also remembers a dentist coming in and doing dental work. "It didn't cost very much to get it done because most of us were poor. All of us were poor; we just didn't know it" (Robbie Harris, interview, February 27, 2010).

> They had the Air Force Base in Bedford and they would get somebody to come down. There was a lieutenant. He was a real tall Black guy about 6'6''. He came down and talked to us about careers in the Air Force. They would get guys from Washington, DC from the post office. Campbell Morris had a restaurant at the bottom of the street and he would tell about careers in cooking" (Bill Crider, interview, July 27, 2011).

Efficacy of the Principal and Teachers

Among the interviewees there was a prevailing sentiment that Susie G. Gibson High School was an exceptional school because of the effectiveness of the principal and teachers. Jerald Lowry described John I. Jones as a very strict principal who had high standards for his students and teachers. Lowry said that Mr. Jones ran a tight ship (Lowry, interview, November 12, 2011). Gertrude Jones corroborated that impression of the principal by saying, "he was a very stern person with students and employees" (Jones, interview, September 15, 2011).

Only one person interviewed regarded Mr. Jones in a negative manner. That person expressed that he felt as if Mr. Jones did not do enough to try to get more resources for the school. He played sports for Susie G. Gibson High School and discussed how tattered their uniforms were. He remembered that Liberty High School had a whirlpool and weight room for its athletes and that Susie G. Gibson High School did not (Anonymous, interview, January 8, 2012).

The teachers of Susie G. Gibson High School were highly regarded. James Kyle named Eleanor Franklin, Esther Lee, Ms. Jordan, Rev. Palmer and Mrs. Scruggs as the teachers who stood out to him (Kyle, interview, September 9, 2011). Along with the above mentioned teachers, the consensus from the students was that Mrs. Jordan was also an exceptional teacher. Robbie Harris said

> We had a lot of respect for our teachers. It was obvious that they went beyond the call of duty and teaching A, B, C's. They taught us discipline and how to speak to people, how to look people in the eye and give them firm handshakes.

He went on to say that they cared about the students and wanted them to succeed (Harris, interview, February 27, 2010).

Ann Callaham-Thompson described the teachers as challengers who pushed the students to do the work. She expressed feeling different when she transferred to Liberty High School

because she felt that those teachers had an expectation that she could not do the work well and that she had to show that she could (Callaham-Thompson, interview, July 11, 2011). Harry N. Woods, a native of Lynchburg and a graduate of Dunbar High School, taught at Susie G. Gibson High School from January 1967-June 1967 and then again from September 1969-June 1970. When Susie G. Gibson High School closed, he taught at Liberty High School and then moved to Jefferson Forest High School when it opened in 1972. Mr. Woods said that he looked forward to going to work because it was such an enjoyable atmosphere. He described it as a very structured learning environment with caring teachers and administrators (Woods, interview, November 10, 2011).

Bill Crider, who also later worked at Jefferson Forest High School, felt that the teachers were more authoritative. "They laid down the rules and very seldom let you get away with anything. There was more structure" (Crider, interview, July 27, 2011). Dr. Horace Rice felt that the teachers were good at pushing students, more so at a segregated setting than an integrated setting (Rice, interview, March 13, 2010).

Other employees of the school mentioned were Mr. and Mrs. Davis. They were the husband and wife who were custodians. Granville Ross was also a custodian. The school building and its grounds were described as well taken care of. Robbie Harris said that they took care of their school because of all of the years it took to get it (Harris, interview, February 27, 2010). Gail Harris Jones expressed this same sentiment when asked about learning that Susie G. Gibson High School would cease to exist. "We didn't write on the walls. We didn't tear it up. I know a couple of years afterwards, the school was a mess" (Harris, interview, September 17, 2011). Harry Woods said that the building was kept immaculately clean (Woods, interview, November 10, 2011).

The cafeteria workers at the latter part of the school's existence were Ms. Ella Mosley, the head of the cafeteria, Ms. (Jennie) Spinner, and Ms. Anderson. Every person interviewed commented on how exceptionally good the food was. Bill Crider commented on the generosity of the portions and Jerald Lowry mentioned that Ms. Ella Mosley would not let any student go hungry. Many of the bus drivers were students (Lowry, interview, November 12, 2011).

There was a page in the 1996 reunion booklet that was dedicated to school employees. Other secretaries were Odesse Jones, Gwendolyn Murphy, and Fannie Craighead. Edna Jordan also assisted in the office part-time. Willie Whorley, Jr. and Paul Calloway were also listed as

custodians. Mary Davis, Mattie Morris, Edna Davis, Christine Goode, Frankie Davis, Bernice Sharpe, Fannie Quarles and Elsie Holland also worked in the cafeteria during the school's existence (Susie Gibson reunion booklet, 1996).

The overall sentiment from the former students that were interviewed was that although they felt that they had inferior books, equipment, and fewer course offerings; they thought that their education at Susie G. Gibson prepared them for the work force or higher education. Gail Jones Harris gave an example of how in science class, the teacher would demonstrate an experiment in front of them but the students did not get to do experiments themselves because of a lack of equipment. She went on to say, "Growing up, we were all poor. You don't know you are poor because you are loved. We had inferior things. We weren't concerned. We made do with what we had." (Harris, interview, September 17, 2011).

Family Environment

Susie G. Gibson High School has been described by students and staff members as having a familial type atmosphere. The students and staff members experienced a special bonding because it was the only high school for Blacks in Bedford County. Horace Rice was a guidance counselor at Susie G. Gibson High School from 1965-67. Dr. Rice was drafted and went to Vietnam and then returned to his job at Susie G. Gibson High School in 1969 and then moved to Liberty High School when Bedford County integrated. He described Susie G. Gibson High School as having a holistic approach. Dr. Rice explained how Mr. John I. Jones met him at the bus station when he came to Bedford County to interview. Dr. Rice went on to say that the principal had the secretary drive him out to a family's house to get a room. He said that Mr. Jones said, "Hey, we are not going to lose you to no scandal here" and encouraged him to live with a family to protect his reputation. Dr. Rice transferred to Liberty High School when Bedford County integrated and he said that he loved Liberty but it was a different environment.

> It was hands off as opposed to the holistic approach at Susie Gibson. [At Susie G. Gibson High School] we had to be concerned about everything with the child. We had to touch base with the family. We had to make sure they got good food. It was just a happy setting for poor kids (Rice, interview, March 13, 2010).

Roy Bryant described the atmosphere of the school as very good.

> It was a mix of students, as I said before, city kids and country kids. Bedford wasn't like a large city; it was a small town. Yet they were like city kids and they thought they were. There were differences between us but everybody got along. There were very few reasons for people to disagree over things and we were kind of close in that we all had struggles. Nobody was from families that were well off. Everybody was poor and we were all striving kind of for the same things. We felt like our teachers did a good job of representing all of us and keeping us informed, involved, and encouraged (Bryant, intrview, March 13, 2010).

Athletic Teams

In 1965, the basketball team finished third in the conference tournament in Salem, Virginia. The basketball team beat Dunbar for the first time ever in 1968 (Third Susie Gibson High School Reunion booklet, 1996). Paul Laurence Dunbar High School in Lynchburg, Virginia was the school for Blacks that opened in 1923. Students at Dunbar excelled academically and athletically (http://www.aaheritageva.org/search/sites.php?site_id=568). Jerald Lowry described beating Dunbar as the biggest event of Gibson's athletics. "When we beat Dunbar, John I. (Jones) took all of the team to Buddy Burger and bought us all chicken dinners because he was thrilled" (Lowry, interview, November 12, 2011).

The baseball team had a couple of seasons in which they were undefeated. "We had a very good baseball team. We were undefeated in '66 and '67. We were known for baseball but of course football was the most popular" (Harris, interview, February 27, 2011). Bill Crider also mentioned great baseball teams. He said that Bedford had a Black semi-professional team, The Bedford Athletics, and that some of the better baseball players would play for them (Crider, interview, July 27, 2011). Jerald Lowry described baseball as the biggest activity because they could win (Lowry, interview, November 12, 2011).

Gail Jones Harris remembers having football games in the afternoon because they didn't have lights (Harris, interview, September 17, 2011) and Roy Bryant added that they had to borrow bleachers for the visitor's side from the White school because they didn't have them. "Some of the football players were hauled on the truck to go and bring the bleachers. We would have to take them back so they could play on Friday night" (Bryant, interview, March 13, 2010).

Initially, there was not an activity bus so that also affected the teams. “Teams practiced after school and we made practice the best way we could. Some of the older guys would drive and they would give rides to some of the younger guys. Coaches would also help out there too. That was one of the things that really hurt us, especially in football” (Harris, interview, February 27, 2010). Bill Crider also mentioned small teams and noted that sometimes, they didn’t have enough students on the football team to scrimmage. “We didn’t have a JV team and that was all related to transportation issues because they didn’t have an activity bus.” Mr. Crider also described the field as a little more than a cow pasture (Crider, interview, July 27, 2011).

Jerald Lowry, a former student athlete from Susie G. Gibson High School went into detail about game days and the opponents:

> At 5:00, we had the team meal. We would go to the cafeteria. We always had soup, crackers and maybe a peanut butter sandwich. We were away from home for 12 hours so away or home, we had a meal. For away games, they always fed you after the game also. You have to realize that most of our games were an hour and a half or two hours away. For away games, the buses would come back after they took the kids home and we would leave. Most of the games started at 8:00.
>
> The biggest rivals were Dunbar from Lynchburg, Addison from Roanoke, Campbell County from Altavista, and Albert Harris from Martinsville. We only beat Dunbar one time but we could hang with Albert Harris and the Campbell County Wildcats. Langston and Carver-Salem were always good. We always played them hard for three quarters but we would give out because of the numbers. We would always give out. They called us a little country school. We had other schools in our capacity like Campbell County, Northside, Southside and Carver-Fieldale. Those were the ones we had a chance (Lowry, interview, November 12, 2011).

Bill Crider also named other opponents as Burley High School in Charlottesville and Langston High School from Danville. He said that they did scrimmage Liberty High School from Bedford but never played any other teams with White players.

Social Activities

Susie G. Gibson High School offered many clubs and organizations for the students. They evolved and grew during the history of the school. In the last Gibsonian, the following

clubs were at the school: Tri-Hi-Y, Reading, Library, Pow-Wow, Forensic, French, Choir, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America, Brick Masonry, Carpentry, and Music. In addition to the clubs, there were a student council, building and bus patrols, and the Gibsonian staff. Each class had a set of officers. There was also a Miss Homecoming and a Miss Gibson each year (Gibsonian, 1970). In addition, there was a Sneaky Peek magazine. Mrs. Lee was the editor and Jerald Lowry felt as if everyone looked forward to it because the magazine was social in nature and included what he described as "gossip" (Lowry, November 12, 2011).

The students reminisced about the dances. Harriett Nellum Hurt fondly remembered the frequent dances on Friday nights. She felt that they were well-chaperoned and recalled that at one dance, Mr. Jones walked by and put his hand between her and her dance partner and told them that they were dancing too close (Hurt, interview, January 5, 2012). Students also remember having sock hops a few times a year at the end of the school day. Robbie Harris said that for sock hops, everyone went into the gym and were not allowed back out until the dismissal bell rang (Harris, interview, March 10, 2010). Ann Jackson described a dance that the FHA had as a fundraiser, "It was the first time I went to a dance where there were more parents there than students. The whole families would come. They would dance. There were no social opportunities [in Bedford] for Blacks (Jackson, interview, January 7, 2012).

The prom was held in the spring of the year. Students remembered how nicely the gym was decorated. Robbie Harris remembered the good sounds of live bands such as The Jivers and Mystitones (Harris, interview, February 27, 2010). The junior class would give the prom for the senior class. A few sophomores were selected to serve food and they considered that an honor. Harriett Nellum Hurt remembered going to the after prom at Happy Land Lake off of Timberlake Road in Lynchburg (Hurt, interview, January 5, 2012). Years later when Bill Crider was in school, the after prom was held at the Union Hall building off Peaksview Street. The after prom was not a school sponsored event. Parents would pool their money and offer the students a place to go (Crider, interview, July 27, 2011).

The Saturday Session was also a special event for the students. The "Saturday Session" was a local version of "American Bandstand". The show aired on WDBJ 7 from the late 1950s into the 1970s. On Saturdays, teenagers from local high schools went to the television studio to dance to the top tunes. Ed Ewing, the director of the program, said, "there were more schools

that wanted to get booked than we had room" (http://www.roanoke.com/extra/wb/144349). The students from Susie G. Gibson High School were invited to participate on the Saturday Session on several different occasions. "I remember that there was a Saturday Session. They invited a school from the area and I remember when they invited Gibson. It was the class of '65 that I remember so well on there (Robbie Harris, interview, February 27, 2010). "At the end of the show, they would award a gift to one of the couples. My senior year, I won and it was a nice tie" (Bill Crider, interview, July 19, 2011). Jerald Lowry recalled riding a bus from Gibson to Roanoke and doing the stroll and other dances (Lowry, November 12, 2011).

Students also remembered participating in the annual Bedford Christmas parade. Ann Callaham-Thompson described it as follows:

> I was part of the majorettes. We got to do parades. I had a cute little outfit. We would march. It was interesting to march in parades without a band because there was no band at the school. We were always before or after Dunbar. It was interesting because our colors were the same as Dunbar's, purple and gold. They had a big band. We would just march to their music (Ann Callaham-Thompson, interview, July 11, 2011).

The students at Susie G. Gibson High School would also submit floats in the parade that we made by club members (Lowry, interview, November 12, 2011).

Several of the former students also reminisced about May Day. May Day started as a European pagan tradition that did not take root extensively in the United States because the Puritans opposed it. Some of the traditions associated it were basket making, wrapping the Maypole, and selecting a May Day Queen (http://www.newworldencyclopedia.org/entry/May_Day). Mrs. Susie Gibson was a proponent of May Day as a way for the students to showcase what they had made in school. In Bedford County, it was an elementary school tradition that the Black students enjoyed but they also remembered it in later years because it was held on the ball field at Susie G. Gibson High School.

The senior class would also present plays. The last senior class of Susie G. Gibson High School presented a play, "Grandad Steps Out" on Friday April 10, 1970 at 8:00 p.m. The play was in the auditorium of the school. This presentation was described as a farce-comedy in three acts. Dr. Horace Rice was responsible for assisting with the productions when he was at Susie G. Gibson High School. "I was the senior class sponsor. I was director of the senior play and got to

work with kids on their acting. We had several plays. I had to make sure that whatever we chose, they had to act well with all of the emotions and whatever. I sort of enjoyed that" (Dr. Horace Rice, interview, March 13, 2010).

There was a multipage program prepared for graduation ceremonies for the four different graduation activities. The first event associated with graduation was described as class night exercises. They were held the week before graduation in the evening. Class night was a social event for the seniors. The class president, historian, and class poet started the event off by speaking to the class. Then, several of the upcoming graduates would share their talent. The superlatives, class will, and gifts to the school were announced. Class night ended with students singing the alma mater. For the class of 1970, class night was held on Thursday, June 4, 1970 and the theme was "Soul Ball" (Sixteenth Annual Commencement program, 1970).

Baccalaureate exercises were held the Sunday before graduation. The program began with a processional of the seniors. After the invocation, the Susie G. Gibson chorus performed several songs. Mr. Jones would introduce a local minister who was invited to give a sermon. The baccalaureate ended with a recessional of the senior class. In a letter dated April 25, 1958, Mr. Jones invited Rev. R. C. Parsley from Roanoke to speak at the baccalaureate which was going to be held on Sunday, June 1, 1958 at 3:00 p.m. In the letter, Mr. Jones expressed that it was customary to give the speaker $15 for his services but told Rev. Parsley he could set the fee as he wished (J. I. Jones, personal communication, April 25, 1958). Rev. Parsley responded in a letter dated May 1, 1958. He accepted the invitation and said that the fee offered would be acceptable (R. C. Parsley, personal communication, May 1, 1958). In 1970, Rev. Henry A. Henderson, the pastor of Washington Street Baptist Church in Bedford, Virginia gave the invocation for Baccalaureate. Rev. W. C. Eural from Antioch Baptist Church in the Coleman Falls area of Bedford County delivered the sermon. The Susie G. Gibson High School choir sang "Exodus" and "Gloria in Excelsis". The senior class walked in the recessional to the tune of "War March of the Priests". The last Baccalaureate for Susie G. Gibson High School was held on Sunday, June 7, 1970 at 3:00 p.m. (Sixteenth Annual Commencement program, 1970).

Senior honor exercises were held in the auditorium during the school day the week of graduation. This program began with a processional of the senior class. A student gave an invocation. Mr. John I. Jones introduced the speaker and they were also local ministers who gave a message to the class. The choir sang a song and then Mr. Jones and Mr. James Kyle, assistant

principal, presented awards to the class. This ceremony also ended with a recessional of the class (Sixteenth Annual Commencement program, 1970).

Commencement exercises were held at the end of the last week of school in the evening. Each commencement had a theme. Commencement also began with a processional of the senior class. Several students were invited to be honorary speakers and give a short message to the class. The school choir sang. Mr. Jones, the principal, did a presentation of scholarships and then a presentation of diplomas. The audience was asked to sing the alma mater and this ceremony also ended with a recessional of the class. The student speakers for the Class of 1970 were Katie Minnis, Clara Saunders, James Lowry and Annie Nelms. The commencement ceremony for the class of 1970 was held on Wednesday, June 10, 1970 at 8:00 p.m. (Sixteenth Annual Commencement program, 1970).

Attrition

As illustrated by the number of students who graduated in the last three classes versus those who entered five years earlier as sub-freshman, the drop-out rate was high. For the last three years, the attrition rate was 49%. Several faculty members and students spoke to the high drop-out rate:

> I do think demographics played a role in graduation rate because as soon as some of them got old enough to quit, they did. Some had to quit to go to work. Statistically, I can't say what the drop-out rate was but some of them probably felt like nothing was offered to them. We didn't keep any records on that. I know the staff tried to keep as many in school as possible and encourage them to go to college. I know we had a good record on that but we still lost a lot because some of them just didn't like school. There was a lack of facilities and programs for some of them to encourage them to stay. They had driver's education and for some of them, that is all they wanted was to be able to get a car and go to work (James Kyle, interview, September 9, 2011).

Ann Jackson added that there was also a high drop-out rate in the White community where she grew up in Frederick County, Virginia. She attributed the low number of discipline problems to the high drop-out rate (Ann Jackson, interview, January 7, 2012).

A number of the students agreed that many of classmates dropped out and went to work. For some, it was the necessity of helping their families. Robbie Harris expressed that he felt they

didn't stay because they weren't encouraged. (Harris, interview, February 27, 2010). Roy Bryant felt that more boys than girls dropped out (Bryant, interview, March 10, 2010). Gail Jones Harris also stated that more boys dropped out. Mrs. Harris went on to say that most of the girls who dropped out did so because they were pregnant and were not allowed to come to school if they were expecting. She went on to say that when she first started teaching in 1968 in Roanoke; teachers who were pregnant were forced to take a leave of absence (Harris, interview, September 17, 2011).

Robbie Harris felt that his 8th and 9th grade classes were large. He remembered having to have class on the stage because they didn't have enough space for all of the students (Harris, interview, February 27, 2010). Harriett Nellum Hurt corroborated the use of the stage for classes. She was in the graduating class of 1965 and remembers having her study hall class on the stage (Hurt, interview, January 5, 2012). Jerald Lowry spoke to the overcrowded conditions in the classroom. He said:

> Well because we were the only school and had to cover the whole Bedford County, we had lots of classes together. For example, I remember 8th, 9th, and 10th grade history all being in the same class. I can remember that. It would be like ten 10th graders and then on the next couple of rows, it might be 8th graders taking basic history. Classes were always full and they had to do that to get everything in. As you got up in the 11th and 12th grade, classes got smaller (Lowry, interview, November 12, 2011).

Separate but Unequal

Those interviewed expressed the belief that the schools for Blacks in Bedford County were separate and unequal. Aside from the discrepancies with athletics, other things such as old books and buses were mentioned. Verna Bryant said that unlike the White schools, they had old buses that broke down a lot (Bryant, interview, February 1, 2010). "The biggest difference for Gibson was that it did not have a large curriculum. The integrated schools offered more electives and probably a large opportunity to prepare for college" (Bill Crider, interview, July 27, 2011). Ann Callaham-Thompson corroborated the difference in course offerings as her reasoning for going to Liberty in 1965 when freedom of choice was offered (Callaham-Thompson, interview, July 11, 2011).

Harriett Nellum Hurt remembers the Class of 1965 raised funds for the class play. She said that she and fellow classmates went out into the community and got sponsors to buy ads for the program. Mrs. Hurt said that the class had money left over and thought they were going to spend the funds on a senior day activity. She remembers going to Mr. Jones when she learned that they didn't have the funds any longer for the senior day. She said, "I told him it was our money" and he responded, "It used to be your money." Mrs. Hurt recollected that years later, at a reunion event, Mr. Jones said that he had to get money for supplies by other methods because the school board didn't give him adequate funds. It was then that she realized the left over money was used to buy things for the school (Hurt, interview, January 5, 2012).

The faculty members were able to expound upon the inequalities even more. Dr. Horace Rice went into detail about textbooks.

> Some of the textbooks were, I don't want to say rejects, but they were hand-me-downs from the White school. We know that. We saw them. We occasionally saw new books but we didn't get a lot of new things. I don't remember textbook adoption committees as we had at the integrated school. I don't remember that. It was almost like you take what you can get. I don't want to say too much about textbook acquisition and how much money was spent and that type of thing. I just felt uneasy with the quality of some of those books. One of the things minorities need was that they have to feel like their race has achieved in the past. The books never mentioned the achievement and success of Black people. It was left totally out. It was all White and no Black. Black teachers told the students what their people had done in the past and you can do it too. To give you an example of that, we would have the Career Day and the keynote speaker would be a successful Black person in the area. They [students] would look at all of the careers and go around and talk to people in the different professions, GE [General Electric] and some of the other places. Sometimes, it would be 30 or 40 people there. The keynote speaker in the auditorium or gym would always be a person who was successful. I dwelt on achievement (Rice, interview, March 13, 2010).

Mr. James Kyle also described inequities from when he taught business classes at Gibson:

> It was definitely different than the White schools. When I was teaching, I would become upset. We didn't have the new typewriters and things. We got hand-me-downs. I know I

> got upset with Mr. Jones one time because we didn't have type cleaning fluid and I know they had it over at the Bedford High School. I asked and he wouldn't get it. It was things like that that they had that we couldn't get. When you are in that particular phase, you learn to accept it. We weren't active like some of the kids now that would march. And you see over at Staunton River, the Klan was still active over there. It was just accepted as it is because we weren't going to get it (Kyle, interview, September 10, 2011).

Everyone knew things weren't equal, yet they were still grateful for what they had. "I saw Mr. Jones go as far as he could go without losing his job and causing the school to not have a leader" (Rice, interview, March 13, 2010). When asked how he thought Gibson compared to the White schools, James Kyle responded, "With what they had to work with, Gibson was a better school because they had to make do with nothing and they did it successfully. I guess it was what they were used to coming from those one room schools" (Kyle, interview, September 10, 2011).

How and Why Did the School Change During Its Existence?

During its 15 years of existence, over 2,000 students entered Susie G. Gibson High School as 8th graders. 852 students received high school diplomas from the school. In 1955, there were 43 students in the first graduating class. The last graduating class of 1970 had 82 graduates which was the highest number in a Gibson graduating class (Susie Gibson High School Reunion booklet, 1996).

The auditorium was added along with ten additional classrooms (Susie Gibson High School Reunion booklet, 1996).

> They added the new part to the school and we had more room. They added the auditorium. They moved the library to the new part. They had business and the choir room. They had a French room. It was a lot of space. Then, everybody had a locker. In the beginning, everybody did not get a locker. I think they added on in '65 or '66 (Jerald Lowry, interview, November 12, 2011).

James Kyle started at Susie G. Gibson High School in 1957 as a business teacher. He then went to work in the business department at St. Paul's College and returned to Bedford in 1967. Mr. James Kyle joined Mr. John I. Jones as the assistant principal in 1967 and stayed in that position until 1970. Forrest L. Frazier, the superintendent in Bedford County, wanted Mr.

Kyle to go to Liberty as an assistant principal when Bedford County integrated. Mr. Kyle stayed in the building for another three years after it was changed to Bedford Educational Center. He expressed that he stayed there because he was comfortable. James Kyle remained in Bedford County for another 25 years in various positions including Visiting Teacher, Director of Pupil Services, and Director of Administrative Services for the Superintendent (Kyle, interview, September 10, 2011).

Prior to the 1968 school year, there was only a class picture for each of the graduating classes. All 13 class pictures are included as appendices. Yearbooks were produced for the last three years of Susie G. Gibson High School. In the 1968 school yearbook, there were 22 teachers and one guidance counselor pictured and five teachers who were not pictured. The eighth graders, who were known as sub-freshmen, began Susie G. Gibson High School in 1963 with 140 students. When that same group started as seniors in 1967 there were only 74 students remaining (The Gibsonian, 1968).

In the 1969 school yearbook, there were 24 teachers and a guidance counselor pictured. For the first time, there were five White teachers at the school. The White teachers were Mr. Wista Bane (General Business), Miss. Carolyn Bunch (Home Economics), Mr. James Sigmon (History), Mr. J. Anderson Stalnaker (History and Art), and Mr. Joe Thaxton (Electronics). The art and electronics teacher positions were added. This group of students started out in 1964 as 145 sub-freshmen. There were only 66 who entered their senior year. During this year, the Arts, Brick Masonry, Carpentry, French and Math-Science clubs were new (The Gibsonian, 1969).

In the 1970 school yearbook, 20 teachers and a guidance counselor were pictured and seven teachers were not pictured. There were six White teachers pictured in the 1970 yearbook. They were Mr. Wendell Fowler (Agriculture), Mrs. Ann Jackson (Home Economics), Mrs. Toby Myers (Nursing), Mr. James Sigmon (History), Mr. Richard Tatum (Art), and Mr. Joe Thaxton (Electronics). Mr. Bane was still at Susie G. Gibson High School but was not pictured. The vocational program expanded again that year with the addition nursing and drafting classes. There were 155 students who started in 1965 as sub-freshmen and there were 85 who started their senior year in 1970 (The Gibsonian, 1970).

Mrs. Ann Jackson started teaching at Susie G. Gibson High School in December of 1969. She said she replaced a White teacher who “was run out because she was White and didn’t have a backbone” (Jackson, interview, January 7, 2012) was able to offer a different perspective:

> It took me a while to get used to walking down the hall with a whole bunch of Black faces. That's a different experience when you haven't been in to that. I kind of bent over backwards to make the Black teachers feel like I wasn't a threat and that I wasn't there for any reason except to teach. Some of them had the feeling like they are bringing these White teachers in here.

Mrs. Jackson was referring to the discontent among some Black teachers with the addition of White teachers to the building. Ann Jackson said that during her tenure at Susie G. Gibson High School, she learned what it was like to be a minority. She said it wasn't a bad experience but simply a learning experience. She went on to say that after a while, she was able to blend in and everything went well. She described the cafeteria as having poor acoustics and being extremely loud. Despite the loudness, Mrs. Jackson made it a point to eat in there at the teacher's table.

> We were not required to eat in there but I tried really hard, and I don't know how successful I was, to blend in and not make the Black teachers or students feel as if I was any better than any one of them. I was just one of the gang (Jackson, interview, January 7, 2012).

New Schools in Bedford County

Bedford County added two new high schools in the early 60's. The first school to open was Staunton River. It opened in 1963 on the south side of Bedford County. Liberty High School opened a year later. Liberty was more centralized and was located just outside of the corporate limits of the Town of Bedford. Initially, Staunton River was referred to as Southside High School and Liberty was referred to as Central High School. There was also discussion of a third high school which was to be built in the Forest area. Before any of the schools were built, there were controversies about zoning and who would get to attend which schools. In January, 1960 a delegation from Huddleston met with the school board to remind the board of their desire to be included with the Central High School. The residents from Moneta also made requests regarding the new schools.

> As if in answer to implications that the Central School might be superior to the Southside School, a resolution from the Moneta Ruritan Club was presented to the school board specifying certain things for the Southside School. The resolution asked for an auditorium at this school of a minimum 1,000 capacity, cafeteria, 850 capacity, up-to-

> date vocational-agriculture department, home economics department; and classroom space for approximately 625 pupils with provisions for additional [students] when necessary. The resolution also urged that work on the Southside School to begin as soon in 1960 as possible ("School Board Hears Delegations", 1960, p. 1).

At this same meeting, Dr. John Potts introduced a motion for the board to study a plan for a third new high school in the Forest area. The board denied the motion ("School Board Hears Delegations", 1960, p. 1).

At the school board meeting on August 14, 1963, the name of the high school on the south side of Bedford was approved by the board to be Staunton River High School. This was after a two year debate. The name of the other school, set to open in September of 1964, was approved as Liberty High School. Not only was the name of Staunton River debated, there was also a lot of controversy over who would get to attend the new school. Those on the south side of Bedford closest to Liberty only wanted their children to attend Staunton River until Liberty High School opened. Although the school facilities were comparable, some residents felt that the best teachers would not want to teach in the country ("Board Names New Schools Staunton River", 1963, p. 1).

Freedom of Choice

The Civil Rights Act of 1964 was passed in 1964. This bill authorized the U. S. Attorney General to bring lawsuits against officials, including school administrators, who continued to promote *de jure* segregation (Patterson, 2001). In order for Bedford County to continue to receive federal funding, the school board had to adopt a plan for complete and total desegregation. Rev. W. L. Johns was the president of the Bedford Chapter of the National Association for the Advancement of Colored People at the time and John H. Duren was the spokesman for the group. In a letter from the NAACP dated August 26, 1964, they expressed the following sentiment:

> We as a committee appointed by the Bedford Chapter of the National Association for the Advancement of Colored People come to you in interest of Negro Citizens of Bedford, County.

> We are aware of the fact that separate and unequal schools have seriously retarded the educational progress of our children in Bedford County. As of today we still have separate and unequal schools.
>
> The law of the land now calls for integrated and equal schools. We come to ask that a system of integration of schools be immediately put in practice in Bedford County.
>
> Where we have some schools far overcrowded and vacant desks in other schools, we are asking that the assignment of pupils to schools will be made so as to equalize the teacher load of all instructors, regardless of color.
>
> We are asking that you will give us your plans for integrating the schools of Bedford County (Bedford County School Board Minutes, August 26, 1964).

In response, a motion was made and unanimously carried that a committee be appointed to make a study of the request by the NAACP (Bedford County School Board Minutes, August 26, 1964). An Assurance of Compliance with Title VI of the Civil Rights Act of 1964 was discussed and it was unanimously approved that the Chairman of the Bedford County School Board was authorized to sign it stating that the county was in compliance (Bedford County School Board Minutes, February 10, 1965).

According to Viemeister (1993), in August of 1965 the Board of Supervisors, which was responsible for receiving and appropriating funds for the school board, rejected federal funding. To offset having less money, the school board eliminated the school supplementary remedial reading program. In this same year, the Bedford County Private School Foundation opened the Otterburn School. The Ku Klux Klan also held a rally with over 300 people in attendance and White parents were criticized by the Grand Kaliff of Virginia, Charles Elder, for allowing their children to attend school with Black children. In October of the same year, there was a joint school board and Board of Supervisors meeting in which citizens expressed displeasure for allowing Federal intervention in the schools (Viemeister, 1993). This meeting is described in detail later in the account of an interview with then Superintendent Forrest L. Frazier.

Also during this time, the Rev. Jerry Falwell announced a plan for a Christian day school near the Bedford-Lynchburg line. Falwell began speaking out against the *Brown v. Board of Education* decision. He declared that "If Chief Justice Warren and his associates had known God's word and had a desire to do the Lord's will, I am quite confident that the 1954 decision would have never been made." He told his congregation in Lynchburg, "The facilities should be

separate. When God has drawn a line of distinction, we should not attempt to cross that line." (Blumenthal, 2007). In this same article, the Lynchburg News is credited with describing Falwell's Lynchburg Christian Academy, now known Liberty Christian Academy (LCA) as a private school for White students. LCA opened in 1967 (http://www.lcabulldogs.com/index.cfm?PID=19523).

Forrest L. Frazier became the superintendent in Bedford County in 1965 and served in that capacity 1971. Mr. Frazier stated that the school system in Bedford County was required to immediately integrate the elementary schools because one Black school in the county, Counter Ridge, had been recently built to try to meet the expectation of equal facilities for Blacks and Whites but the school did not satisfy federal requirements. The school housed approximately 100 students with three teachers, one of the three acting as principal. The facility was nice but it did not have a library, cafeteria, or an office for the principal. The three teachers had to cover the first through seventh grades. The U. S. Department of Health, Education and Welfare (HEW) required all school systems to complete forms to show equality of opportunity for all students. According to Mr. Frazier, the small Black school's inequalities were the impetus for why Bedford County was required to integrate at that particular time. Mr. Frazier said that he took the information from the Department of Health, Education, and Welfare to integrate schools to the board and the board approved it. The Chairman of the Board resigned that night. "He was a good person but he could not accept full integration" (Frazier, interview, July 19, 2011). The next day a cross was burned in the vice chairman's yard and he also resigned. Mr. Frazier recounted that this was a difficult time for Bedford County because the Virginia headquarters for Ku Klux Klan was located in the southern part of Bedford County. He described the challenges:

> The law required me to call a special meeting of the remaining board members to organize the board by electing a chairman and vice chairman. At first no one wanted to accept a leadership position. After three or four hours of discussion, the person representing the Town of Bedford accepted the chairman position stating that the Klan was not going to bother him. The Klan was headed by a local minister. He immediately contacted the Board of Supervisors demanding a joint meeting of the two boards and the leadership of the Klan. This was done and the meeting took place in the courthouse with 500 citizens in attendance.

> A day before this meeting, I was at a meeting in Roanoke and had a discussion with a friend who was superintendent in Halifax County and he had already gone through the situation. He shared how he handled it; so I prepared by staying up late at night just before the called meeting copying minutes from both boards showing their acceptance of federal funds. The Klan was claiming that I had accepted federal funds which in turn had caused the system to be integrated. The Klan spokesperson had me responding to their questions from 7 PM until 11 PM. I had prepared and learned that the Board of Supervisors had accepted money way back and so had the school board.
>
> An influential lawyer, who had been in the Virginia General Assembly, was in attendance at the meeting and immediately afterwards called to give me his support. Another lawyer, Lacey Putney, who was in the Virginia Assembly did not seem to take sides but was very helpful in starting a private school but continued to support the public schools. Mr. Putney, to my knowledge, was always open and supportive of me.
>
> After that was over, the Klan burned a cross in our front yard. Many of their supporters made threatening calls to my house and office. There were many problems occurring during the next year; however, we got settled in and were able to accomplish much in the school system (Frazier, interview, July 19, 2011).

Bedford County offered freedom of choice beginning in the 1965-66 school year. Students and their parents could ask for permission to go to another school. Superintendent Frazier sent a letter home in which he stated that the community had adopted a desegregation plan that had been accepted by the U.S. Office of Education under the Civil Rights Act of 1964. Mr. Frazier stated that every student or their parents would have to choose a school that the student would attend for the upcoming school year. The superintendent stated, in the letter, that no school personnel could influence nor penalize a student because of their choice (Bedford County School Board minutes, May 11, 1966). The letter in its entirety is in Appendix AA.

Ann Callaham, Adeline Lazenby, Nellie Mitchell and Ray Grant were the first four students from Susie G. Gibson High School who went to Liberty High School under the freedom of choice in 1965. No White students attended Susie G. Gibson under freedom of choice. Ann Callaham-Thompson started at Susie G. Gibson High School in 1963 and felt that the school was great but was also limited. Ms. Callaham-Thompson felt that going to Liberty High School would give her a different opportunity and a better chance to go to college. She described

making this decision with much distress because she was the great-niece of Susie Gibson and she felt that she was leaving the family name and heritage. Ann Callaham-Thompson described the transition to Liberty as follows:

> Each one of us, the four of us were all in separate classes. We went from a community where we were loved, respected, and cherished to a situation where that was not the case. Everything was a challenge. We had to fight for the right to do anything. I felt discrimination from the kids but not the teachers. I don't necessary remember blatant discrimination but it was always there. You feel it. Not from administration because they just had to deal with us. I never got into a fight or anything like that. I was a quiet person so I did challenges in the classroom. Let's just take the test and we will see (Callaham-Thompson, interview, July 11, 2011).

Ann Callaham-Thompson went to nursing school at Lynchburg General Hospital and the Ohio State University. She went on to become an operating room nurse and then a nurse anesthetist. She was elected president of the Georgia Association of Nurse Anesthetists two times (Callaham-Thompson, interview, July 11, 2011).

Horace Rice, a guidance counselor at Susie G. Gibson High School, substantiated the desire for a better education for those students who transferred to Liberty High School. He said that privately some of those students told him that they did not get the attention, affection, and support that they received from Susie G. Gibson High School. "They were always hanging around Susie Gibson for activities. They wanted that closeness" (Rice, interview, March 13, 2010). Robbie Harris elaborated by saying that when the reunion committee organized the reunion for the Class of 1967, the committee members invited those students back who would have graduated in with them because, "a couple of them told me that they were always outcasts at Liberty High School" (Harris, interview, January 27, 2010).

> Roy Bryant decided not to take advantage of freedom of choice. He explained:
> For me personally, when the opportunity came to leave Susie Gibson and go to Liberty High School and finish my high school career, I chose not to go because Susie Gibson was a family. I had come to know these people. We had studied together and gone through things together. I did not want to leave, even if that meant denying myself a little bit. I did not want to leave that school (Bryant, interview, February, 12, 2010).

Mr. Bryant attended St. Paul's College after graduating from Gibson. He has worked at the Virginia Employment Commission for 34 years. He has been the head of Investigations and Overpayment Operations for the past 20 years.

Bill Crider also felt that freedom of choice was not an option. He recalled an incident from the grocery store.

> I wasn't encouraged to go to Liberty. With my mom, it was out of the question. She didn't think too much of Black folks going to Liberty. Two years before integration, we were in the Kroger store off of Edmund Street. My brother and I were playing with this little White kid. His mother saw him playing with us and threw a fit. She said, 'You will never go to school with those Black kids.' I think that was one of the things that encouraged her not to send us to Liberty (Bill Crider, interview, July 27, 2011)

Mrs. Beulah Payne grew up in the Huddleston area of Bedford County and attended Creasy school. She graduated from Bedford Training School in 1944. In order to graduate, she had to stay at her grandparent's house in Bedford during the week because there was no transportation for Black students in the county at the time. She said a bus went right by where she lived and picked up White students and took them to the segregated Huddleston High School. She had two children but they did not go to Susie G. Gibson High School. Mrs. Payne said that freedom of choice was already in place by the time her children were in the 8th grade so she sent them to Liberty High School because it was so close to their house (Payne, interview, January, 8, 2012).

Turbulent Times in the United States

The years of the existence of Susie G. Gibson High School were turbulent times in the United States, and especially in the South. The decade of the sixties seemed to begin with optimism and hope. John F. Kennedy, a young Irish Catholic president, was elected. Kennedy was the youngest man ever elected to the office. With his beautiful young wife and two children, the new family added "youth and glamour" to the White House (http://www.history.com/topics/john-f-kennedy). In Bedford County, John F. Kennedy won over Richard Nixon by 3150 to 2911 votes (Viemeister, 1993).

Also, in the early 1960's, conflict was escalating in Vietnam. President Kennedy sent a team to Vietnam in 1961 to report on the conditions in the country and they advised him to

increase U. S. aid and build up the American military presence in the Southeast Asian country. Working under the assumption that if one Southeast Asian country fell to Communism, then others might, President Kennedy increased aid and starting sending troops to Vietnam. In 1952, there were 9,000 U.S. troops there. By mid-1965, there were 182,000 U.S. troops in Vietnam. As the number of casualties rose, so did the bitterness in the United States (http://www.history.com/topics/vietnam-war).

Martin Luther King, Jr. emerged as a Civil Rights leader and a new movement began with Blacks. The sit-in movements and marches started throughout the south with the hopes of bringing peaceful equality. Over 200,000 people participated in the March on Washington in August, 1963. The eyes of the nation were also drawn to Birmingham, Alabama. When the police turned hoses and dogs on protestors, including school children, the country was appalled. Months later, four school girls were killed when their church was bombed during Sunday School and this also gained the attention of the country. These events, along with others, led to the Civil Rights Act of 1964 (http://www.history.com/topics/civil-rights-movement).

As the decade progressed, Simon Hall (2008) stated that idealism curdled into disillusionment and despair. The young president was struck by an assassin's bullet and the country was able watch the horrific incident replay numerous times on television. Students at Susie G. Gibson High School remember being called into the auditorium in November 22, 1963 to be told as a group that President John F. Kennedy had been assassinated in Dallas, Texas. "We were alerted to the assassination of President Kennedy. We were brought together in the auditorium where they alerted us what happened" (Bryant, interview, March 13, 2010). Harriett Hurt also remembers the student body being called in the auditorium and told about the death of the president. She said they later watched news coverage on television (Hurt, interview, January 5, 2012).

Nineteen men from Bedford died in Vietnam. Sergeant Alfred William Robinson was the first graduate from Susie G. Gibson High School to die in Vietnam. Sergeant Robinson was killed on May 18, 1967. His father-in-law, Sergeant Alfred Carey had been killed three days before while he was serving the army in Korea (Viemeister, 1993). Students were drafted. Dr. Horace Rice was also affected by the draft.

> College got me out of the draft in South Carolina. When I got to Susie Gibson, every year, I was drafted. For the second year (1967), a guy came by, the assistant

> superintendent, and said, 'Look, we can keep you in Bedford forever but if you leave, the draft board in South Carolina has already informed us to let them know so they can catch you in transit.' I said, 'Well, thank you for telling me'. I decided to go ahead and volunteer to go in and get my responsibility over with so I would not be in bondage. I went to Roanoke and got enlisted. Susie Gibson kept my job for two years (Dr. Horace Rice, interview, March 13, 2010).

Simon Hall (2008) describes the sixties as ending badly for the country. He supported this by mentioning the assassinations of Dr. Martin Luther King, Jr. and Bobby Kennedy. He also touched on the riot that took place at the Democratic Party's National Convention in Chicago in 1968. In addition, people witnessed state governors such as George Wallace and Orval Forbus defy orders from the federal government to integrate schools in the south (Hall, 2008).

Beulah Payne has been a member of the Bedford NAACP for over 50 years. She remembers a peaceful sit-in led by Rev. Johns at Greens Drugstore that successfully integrated the lunch counter. Mrs. Payne could not recall other marches or protests in Bedford related to civil rights. She felt that Blacks did not protest much in Bedford because overall, they were satisfied (Payne, interview, January 8, 2012).

Massive Resistance

Massive Resistance was a policy adopted in 1956 by Virginia's state government in response to the *Brown v. Board of Education* decision of 1954. There were three key players in Massive Resistance; they were Harry F. Byrd, Sr., Lindsay Almond, and Thomas Stanley. Byrd, U. S. Senator, had been the governor of Virginia. He coined the term Massive Resistance based on the fears of his power base in Southside Virginia. Byrd also disliked the federal government's interventions in state affairs. Lindsay Almond, Jr. was the State Attorney General who argued for segregation. He later became the governor of Virginia. Finally, Governor Thomas Stanley was also a prominent figure in the movement. Stanley chose 32 state legislators from the southern part of Virginia to create a plan on how to respond to *Brown vs. Board of Education* (Hershman, 2011).

The first part of the Massive Resistance Plan was to ensure that Whites who objected could avoid attending schools with Blacks. In November 1955, the Gray Plan, proposed selective

repeal of the compulsory school attendance law, established pupil placement criteria and created provisions for students who left desegregated schools for private segregated schools. The next part of Massive Resistance was the Stanley Plan which was created in August of 1956. Based upon the Stanley Plan, the governor would close any school facing a federal desegregation order, the state government would attack the NAACP's ability to bring lawsuits by harassing Black parents who were willing to be plaintiffs, and finally supporters created the Commission on Constitutional Government. The commission defended state's rights in the court of public opinion (Hershman, 2011).

Lindsay Almond was elected as governor of the commonwealth in 1957. In September, 1958 a federal court judge ordered that Black students were to be admitted to Warren County High School in Front Royal. He also ordered a high school and elementary school in Charlottesville to desegregate. Finally, a U.S. district court judge ordered six White schools in Norfolk to be desegregated. Governor Almond closed all of the schools and this impacted 13,000 students. Ten thousand of these students were in Norfolk and the private school initiative was not enough. White parents got together, formed committees, and started dissenting against the governor's hard stance (Hershman, 2011).

In response, Governor Almond created a new legislative commission. This commission was led by state senator Mosby Perrow from Lynchburg and it favored limited desegregation as opposed to Massive Resistance. The plan was initially dubbed the Perrow Plan and it put the burden of desegregation on Black parents by offering a "freedom of choice". In April, 1959, in a specially called session of the General Assembly, the governor said it was time to back down from the Massive Resistance movement. The new plan narrowly passed the General Assembly. Despite the change, Prince Edward County schools were closed in September, 1959 to avoid desegregation. They did not re-open until 1964 (Hershman, 2011).

Desegregation for Bedford County

The School Desegregation Plan of the Bedford County School Board, Bedford, Virginia, was submitted to the U.S. Office of Education on May 18, 1965. It was revised on Tuesday, May 11, 1966 and an abbreviated version appears below:

> School Desegregation Policy – To effect the desegregation of its schools, the Bedford County School Board has adopted a policy which combines freedom of choice and a

system of nonracial geographic attendance zones. For the school year 1965-66, all pupils enrolling were given Freedom of Choice [sic] of schools. All choices have been granted. Pupil assignment policies for the future are described below:

Assignment of Pupils in Grades 1-7 – Beginning with the school year 1966-67, and thereafter, each pupil entering grades 1-7 regardless of race, color or national origin, will be assigned to the school in his area of residence which serves his grade level.

Grades 8-12 – All pupils regardless of race, color or national origin who will be enrolled in grades 8 through 12 for the 1966-67 school year have been given complete freedom of choice to attend the nearest white [sic] or negro [sic] school.

Resident and Non-Resident Attendance – This system will not accept non-resident students, nor will it make arrangements for resident students to attend schools in other systems where this would tend to preserve segregation or minimize desegregation.

Transportation – Transportation will be provided on an equal basis without segregation or other discrimination because of race, color or national origin. Every student eligible for busing shall be transported to the school which he is assigned under the provisions of this plan.

Services, Facilities, Activities and Programs – There shall be no discrimination based on race, color or nation origin, with respect to any services, facilities, activities and programs sponsored by or affiliated with the schools of this school system.

Staff Desegregation – Teacher and staff desegregation is a necessary part of school desegregation. Steps were taken beginning with school year 1965-66 toward elimination of segregation of teaching and staff personnel based on race, color or national origin, including joint faculty meetings, in-service programs, workshops, other professional meetings. Race, color or national origin will not be a factor in initial assignments to a particular school or within a school of teachers, administrators or other employees who serve pupils, beginning in 1966-67.

Publicity and Community Preparation – Immediately upon acceptance of this plan by the U. S. Commissioner of Education, copies of this plan, as amended and accepted, will be made freely available to all persons at the Superintendent's Office and all schools, and will be given to all television and radio stations and the newspaper serving the area.

Certification – This plan of desegregation was duly adopted by the Bedford County School Board at a meeting held on May 11, 1966 (Bedford County School Board Minutes, May 11, 1966).

What Led to the Closing of Susie G. Gibson High School in 1970?

On January 29, 1970, the U.S. Department of Health, Education and Welfare declared that all schools in Bedford County must be fully integrated in September. The school board asked for a delay until the new high school, Jefferson Forest, was built but the federal government denied this request (Viemeister, 1993). The Bedford County School Board held a called meeting on February 27, 1970 to discuss desegregation options. The following members were present: Mr. Wayne Murphy (Chairman), Mr. H. L. Shepherd (Vice-Chairman), Mr. J. D. Cocke, Mr. W. W. Huddleston, and Mr. J. A. Lyle, Jr. At this meeting, there was a lengthy discussion about how the diminished use of Susie G. Gibson High School would cause significant crowding at Liberty High School and Staunton River High School. Superintendent Frazier suggested that the use of Susie G. Gibson High School for all of the counties 8th graders would help alleviate the overcrowding. Mr. Huddleston objected to this because he opposed students being required to travel from Vinton to Bedford when Staunton River was closer; he emphasized that is opposition was the long bus ride and not integration. Mr. Frazier offered a compromise in which the school system would add some mobile classrooms to Staunton River and some of the students could be dropped off there and not driven to Liberty. This vote passed with Mr. Murphy, Mr. Lyle, and Mr. Shepherd agreeing. Mr. Cocke opposed it and Mr. Huddleston abstained from voting (Bedford County School Board Minutes, February 23, 1970).

On March 27, 1970, Forrest Frazier received official notification that the desegregation plan for Bedford County was approved by the HEW. In the Bedford Bulletin-Democrat, the following account appeared on April 2, 1970:

> It was the first communication from the HEW the Bedford school administration had received since Jan. 29, when a letter from Health, Education and Welfare's regional director in Charlottesville denied the Bedford board's request [sic] for further delay in integration of the high school and announced the Bedford County file had been sent to HEW, Washington, "with recommendation that enforcement proceedings be initiated which could lead to the termination of federal financial assistance" ("HEW OKs County

> Plan", 1970). In that same article, the county was notified that it could borrow the first one million dollars that it needed to build the northeastern high school at a rate of 5.75 percent, which was lower than anticipated ("HEW OKs County Plan", 1970).

The northeastern high school opened in 1972 and was named Jefferson Forest High School.

Susie G. Gibson High School was changed into the Bedford Educational Center and all 8th graders in the county went there, with the exception of the 100 who were at Staunton River in mobile classrooms. The other 8th grade students were sent to Bedford Educational Center to help alleviate crowding at Liberty and Staunton River (Bedford County School Board Minutes, February 23, 1970). The cosmetology program was also added to the vocational offerings (Kyle, interview, September 9, 2011). Bridge Street Elementary School, which had once been the Bedford Training School, was turned into the school board office. Forrest Frazier remembered the following regarding the decision to turn Susie G. Gibson High School into the Bedford Education Center:

> We felt it was centrally located right in the town. Some people said it was in a bad section but we had a school there. I don't know anything other than it was a facility that wouldn't have been used otherwise. How would we have used it? It was older than the other schools but wasn't large enough. I know there was some opposition but yet there were many people who said it was logical and good. Here we were using a Black facility for both Black and White. The name change was the only thing that maybe the Black community may have resented. When you are an administrator in a school system, you have to deal with all kinds of things and you can't get upset. I don't believe that I got angry over any of this. I was concerned about my family because they worried my wife to death with a lot of telephone calls but I tried to take things as they came (Frazier, interview, July 19, 2011).

Mr. James Kyle and Dr. Horace Rice, the assistant principal and guidance counselor of Susie G. Gibson High School respectively, both remembered Mr. Frazier favorably. Mr. Kyle remembered going to his office for certain things and feeling as if Mr. Frazier was responsive (Frazier, interview, September 9, 2011). Dr. Rice commented, "Forrest Frazier did his best and it may have taken a toll on him during that era of trying to get schools integrated" (Rice, interview, March 13, 2010). He went on to say that Mr. Frazier made it clear that he was the superintendent and the county was going to integrate.

Gail Jones Harris confirmed the sentiment about the Black community's response to the name change of Susie G. Gibson High School. "I didn't like the name change. That is what everybody was doing, changing the name (of schools named after Blacks) because they didn't want their children to go there, but it was special to us (Harris, interview, September 17, 2011). Jerald Lowry described removing Susie Gibson's name from the building as a slap in the face (Lowry, interview, November 12, 2011). Bill Crider felt that it took away from the Black community (Crider, interview, July 27, 2011). Robbie Harris also shared this sentiment and expressed that many people thought it helped tear the Black community apart.

> At one time, in the Black Community, we had a health clinic. We had two doctors; Dr. Pogue's house is still up. Dr. Johnson's house is torn down now. There is a church there now at the corner of Franklin Street. It used to be a café. We had about a half a dozen small mom and pop stores where you could get groceries on time. We had a dance hall and a band. We had a pool hall. My grandfather owned a pool hall. We had barber shops. It was unreal. We had everything but a hospital (Harris, interview, February 27, 2010).

There was protest in the Black community and a meeting was held at Shiloh Church. At the start of the meeting, Rev. W. L. Johns turned it over to Mrs. Beulah Payne, who spoke on behalf of the Black community. Mrs. Payne stated that there was only one grievance and that was the proposed change of the name. Mrs. Payne voiced that those in the Black community had no chance to make their wishes known. Rev. Johns warned the group that the dispute over the name change should not be allowed to defeat the real objective of equal educational opportunities for Black students in Bedford County. Superintendent Frazier was there to speak. He stated that no one on the board wanted to take away from the memory of Mrs. Gibson and that the decision was made because there were no other schools in Bedford County named after an individual. When asked his opinion, he stated that he had not come to offer any opinion or advice, only to inform ("Meeting Protests", 1970, p.1).

Superintendent Frazier discussed the meeting at Shiloh Baptist Church at the school board meeting on March 4, 1970. He reported that the church was filled. He said that he explained that the name change came about because of the reorganization of the high schools. He explained that the board reached this decision because Susie G. Gibson High School would no longer be a high school. He said that he explained to the citizens that the board was trying to be equitable because the request to name Staunton River after an individual was denied. Mr.

Frazier also made the citizens at the church aware that the request was denied to keep the name of Bedford High for the newly built Liberty because of the students who would attend there that lived in Big Island and Montvale. Mr. Frazier reported that there was one militant man in the group who served at a church in Coleman Falls and lived in Roanoke. Mr. Frazier reported that the minister from Roanoke was very agitated and asked Mr. Frazier and Mr. Clay, the assistant superintendent, to leave the meeting. Joe Cunningham later reported to Superintendent Frazier that the minister was getting a committee of five people together to appear at the next school board meeting. Rev. Cunningham expressed to the superintendent that he and Rev. Johns were not on the committee because they didn't want people from the Black community to attend it (Bedford County School Board Minutes, March 4, 1970).

Rev. W. C. Eural was at the next school board meeting with the names of 1,160 to keep Susie G. Gibson's name on the building; even if it would not continue to serve as a high school. Rev. Eural stated that the removal of Mrs. Gibson's name "showed contempt on the part of the white [sic] power structure" and ended his address to the board by saying, "we want it clearly understood that if immediate action isn't taken; and we are continuously disregarded, we will be forced to further action" (Bedford County School Board Minutes, March 11, 1970). Rev. Eural was mentioned earlier in this paper as the baccalaureate speaker in 1958. Rev. N. S. Walker attended the meeting to represent the Peaks of Otter Baptist Association and Rev. Johns was there to speak for the NAACP. The Peaks of Otter Baptist Association was the largest Black group in Bedford County. Rev. Johns stated that the NAACP represented reason and not riot. He said that his group believed that the name of a school does not affect its aim (Bedford County School Board Minutes, March 11, 1970).

At the March 11, 1970 school board meeting, there was also discussion about the placement for John I. Jones. A school board member reported that it was discussed at the Bedford City School Board meeting that there was a sentiment that the White teachers would object to having "a colored" Supervisor of Secondary Schools and would have difficulty going to him for advice. Superintendent Frazier responded that those who could not call upon a "Negro" to help them could go to the Director of Instruction. The chairman of the school board, Wayne Murphy, interjected that he did not think the board should make decisions based on color (Bedford County School Board Minutes, March 11, 1970).

On Friday, April 17, 1970, nine shots were fired into the house of Rev. W. L. Johns. No one was injured. An article in the weekly Bedford-Bulletin on April 23, 1970 stated:

> Mr. Johns, who will be 74 next month, has been in the news recently as spokesman for a committee of the black [sic] community urging the Bedford County School Board to retain the name Susie G. Gibson when the all-black [sic] high school which now bears that name is converted into an educational center next school year when the county's high schools become fully integrated. This was the second time in a little more than two years that shots were fired into the Johns home. In January, 1968, several shots were fired into the residence, apparently from the highway, and hit Mr. Johns' car and garage ("Shots into NAACP Head's Home", 1970, p. 1).

On May 21, 1970, there was an article in the Bedford Bulletin-Democrat that reported that Susie Gibson's name was kept for the auditorium. By a 3-2 vote, the board rejected a motion to name the building the Gibson Educational Center. If the motion had passed, the February 1970 decision to name the building the Bedford Educational Center would have had to be rescinded. The board decided that suitable plaques would be placed at the entrance of the auditorium and at the main entrance of the building. Members of the board made it clear that they were not influenced by flyers that had been spread around town the night before that said "Remember Susie Gibson" and declaring "We will come again." It was believed that the flyers came from outside of Bedford. The article concluded by saying, "Some members of the black [sic] community have sought to disavow any intention of threatening or intimidating the school board and in general to cool off the controversy over the school name" ("Susie Gibson to Be Kept as Name", 1970, p. 1). The inscription on the plaque states "Susie Gibson. Born 1879-Died 1949. Dynamic and Progressive Champion to All Youth" ("Susie Gibson", 2000, p. 1).

The Transition of Students and Employees to Integrated Settings

The Bedford Bulletin-Democrat reported that the Bedford County public school system would open on Thursday, August 27, 1970 with a total enrollment of approximately 8,000 students. The article stated that "for the first time it will be a completely desegregated or unitary system". The article stated that all Black students except some eighth graders would attend Liberty or Staunton River ("Schools Opening Thursday", 1970, p.1). The next week, an article stated that the Bedford County's public school system opened with the high schools completely

integrated and that there were “no reports of troublesome incidents”. The article went on to report that there were 508 eighth graders at the Bedford Educational Center, Staunton River had 993 students as opposed to 778 from the year before, and Liberty had 1618 compared to 1683 from the year before. Liberty was built for 1,200 students and Staunton River was built for 625 (“High Schools Crowded”, 1970, p.1).

Glenora Alexander taught health and physical education at Susie G. Gibson High School from 1956 until Bedford County fully integrated. In 1970, she transferred over to Liberty High School. Mrs. Alexander describes her transition to Liberty High School:

> I have to admit that we had more to work with at Liberty. At Liberty, the classes were smaller. At Gibson I had between 30-35 students and at Liberty, I had about 25. When I went to Liberty, I taught one eighth grade class and the rest were ninth grade classes and I had a planning period. I didn’t have a planning period at Gibson but I loved it. I am going to tell the truth. When they first asked me to go, as if it was an honor, I didn’t care to go. I thought I would be the only Black. I didn’t know how I was going to take it and how they were going to take me. I shouldn’t have been concerned because I was there to teach and not socialize but still I felt a little let down. I asked if I had to go. They told me that I didn’t have to. I asked if my sister (Louise B. Coles) could go since we rode together and they considered it. It was good when we went over there because the principal gave her head doings for the math department. They really welcomed me, especially the physical education department (Alexander, interview, July 18, 2011).

Mrs. Alexander later clarified that her sister became the department chair and was also Bedford County Teacher of the Year (Alexander, personal communication, January 6, 2012).

Horace Rice also left Susie G. Gibson High School and went to Liberty High School. Dr. Rice stated Bedford County had workshops in which they trained about eight to ten faculty members to work with desensitizing teachers on integration and he was one of those trainers. The trainers would then work with a group of about twenty teachers. He remembers one teacher standing up and stating, “You can say hero and zero, so why can’t you say Negro.” He remembers explaining to White teachers the negative connotations associated with calling a Black male a “boy” or a Black female “gal”. He feels as if Bedford County was successful with integration because of putting the right people at the right place (Rice, interview, March 13, 1970).

Mr. Woods described the closing of Susie G. Gibson High School as a sad moment. He felt that there was a change in cultural values and a loss of cultural identity. He believes that friction existed in the new schools and there was racial tension. Mr. Woods felt that Black students lost the most. He described a loss of dignity and a breakdown of discipline. "Discipline was very poor as White teachers did not know how to discipline Black children" (Woods, interview, November 10, 2011).

Mr. James Kyle felt that there were positives and negatives associated with integration. He felt that integration was a good occurrence because students were exposed to more than they were at Gibson. There were more course offerings. He also believed that the schools for Black students got hand me downs. On the other hand, he also felt that there were negatives associated with integration. He expressed that students went from environments in which teachers wanted them there and offered encouragement to a setting in which they were not always wanted (Kyle, interview, September 9, 2011).

Reunions

Harriett Nellum Hurt graduated in the Class of 1965 and she has been one of the Susie G. Gibson High School Reunion organizers. Her love of the school motivated her to assist with the organization of a Class of 1965 reunion and then eventually an all-school reunion. Mrs. Hurt said that in her five years at Susie G. Gibson, she only missed one day and that was because of the death of a man who had been like a father-figure to her. Mrs. Hurt describes the beginnings of the all-school reunion:

> We had our 20th year reunion at the Terrace House in Bedford. We knew so many other people in other classes. We decided to have a dance and invite everybody that went to Gibson. We had a good turnout. The next time we met, we mulled over it and said let's do an all school reunion. I said we can do it. Lorenza Davis, Rosa Robinson Carson, Betty Otey-Pullen, and I each put in a $100 because we had no startup funds. We sent out letters and things. When people started paying, we got our money back. The first one we did, we had so many people, and it was actually a fire hazard. It was at Greenstone. We had one at the American Legion building. Those people complimented us on how professional we were.

The all-school reunions are three day affairs that are well attended. The activities begin on Friday night with a meet and greet night in which the alumni have the opportunity to mingle and get reacquainted. On Saturday night, there is a sit-down dinner in which formal attire is expected. The scheduled weekend events conclude on Sunday morning with a praise and worship service. Until his death in 1994, John I. Jones attended and spoke at each one of them. The last all-school reunion was held on Thanksgiving weekend in 2010. The tickets were $60 and there were over 300 people in attendance.

CHAPTER 7
SUMMARY

The purpose of this research was to document the establishment, operations, and closing of Susie G. Gibson High School. The researcher also intended to document the experiences of the students and staff members who attended and worked at Susie G. Gibson High School. The researcher believes that the facts gathered, presented, and interpreted in this paper tell the story of Susie G. Gibson High School.

The Bedford Training School opened in 1930 and provided a combined elementary and secondary education for the Black students of Bedford County. The school was crowded and a group, The Citizen's Club, comprised of citizens from the Black community reorganized and started asking for more space as early as 1935. Officials in Bedford County first mentioned consideration of a new high school for Blacks in 1939 but the school was slow to materialize. The Bedford County School Board started serious discussion of a new high school for Blacks in 1947. After much deliberation and disagreement, the plans for the new Susie G. Gibson High School were approved in June, 1953. The only issue not debated during the planning for the school was the proposal that it should be named after Susie Griffin Gibson, an educator in Bedford County for 40 years and the Jeanes supervisor for 23 years.

After a construction delay, Susie G. Gibson High School opened on September 7, 1954. Black students from all over the county were bused to the building. Some of the students who lived in the Town of Bedford walked to school. Susie G. Gibson High School was very different from the one and two room elementary schools that most of the students attended in the rural areas of the county.

The school operated under the capable leadership of Principal John I. Jones, who supervised14 teachers in the school's first year. As time progressed, the number of teachers and course offerings increased. There were 27 teachers, a guidance counselor, and also an assistant principal in the last year of the school. Despite those changes, there was always the constant element in the school was of the leadership of Mr. Jones. Mr. Jones was highly regarded by nearly all of the staff and students. He was described as a disciplinarian who knew his students well and appealed to their desire to do right.

In addition to academic preparation, the Susie Gibson High School provided social opportunities for the students and their families. Athletic events were described as being well

attended. The school occasionally hosted sock hops at the end of the school day and dances on some Friday nights. The prom was a major event that was held annually during the spring of the year. The students also participated in plays, parades, and celebrated the commencements at the end of the year with ceremonies that spanned the course of several days. Susie G. Gibson faculty members also sponsored clubs, student councils, and career days to offer the students more opportunities for success. Susie G. Gibson High School was an institution Black students and families in Bedford County could call their own.

In the spring of 1970, the last group of students graduated from Susie G. Gibson High School. The Bedford County School Board was forced by the U. S. Department of Health, Education and Welfare to fully desegregate its dual system of education. Under the leadership of Superintendent Forrest L. Frazier, Bedford County Public Schools starting integrating elementary schools and offered freedom of choice to high school students in 1965. After a turbulent five years on the local, state, and national level, Bedford County fully integrated its school system.

Discussion

Susie G. Gibson High School was named after Susie G. Gibson, who was an educator in Bedford County for 17 years before becoming the Jeanes supervisor for another 23 years. The Jeanes Fund was created by Anna T. Jeanes to benefit the education of rural Blacks in the south. As a Jeanes teacher, Susie Gibson followed the model by visiting schools and working with teachers to shape the education of students in small country schools. During Mrs. Gibson's tenure as a Jeanes supervisor, with the exception of Bridge Street and Bedford Training School, the other 31 schools in Bedford County were one or two room schools (Bonner, 1939). Her diary chronicles that while she worked on lessons, she assisted the students with vocational training. She was remembered for the annual May Day celebrations in which students from all of the elementary schools could get together and showcase their talents.

Equalization lawsuits started in Virginia in 1938 when the Virginia State Teacher's Association collaborated with the NAACP. The first challenge was to salaries, then facilities, and finally to integration. In 1938-39, Black teachers and community members under the leadership of Principal Chauncey Harmon and physician Dr. P. C. Corbin petitioned the Pulaski County School Board for equalization of salaries and school facilities (Tripp, 1995). In April of 1939, an

article in the Roanoke Times discussed the agreement between the Town of Bedford and Bedford City to build a new high school for Blacks that would cost $30,000 ("Bedford County tax levy rose", 1939). In addition to opening Susie G. Gibson High School in 1954, Bedford County opened three new elementary schools in 1959. This allowed the county to consolidate and get rid of many of those one and two room schools. The school board office auctioned a dozen small schools for $17, 975 (Viemeister, 1993). Four new schools for Blacks in a period of five years after so many years without any seem to suggest that Bedford County was also trying to avoid integration by providing equal facilities for Blacks.

As described by Bonner and Harrell, the schools for Blacks in Bedford County were primarily one and two room schools that were all at least 25 years old. When Bonner wrote his thesis in 1939, he showed that the school board spent 57% of the amount of money on Black students as they did on White students (Bonner, 1939). At that time, the Bedford County Training School, which provided secondary education for Blacks, was less than ten years old. In 1951 John Harrell, a former Jeanes supervisor, talked about the effectiveness of teachers because of the unusual number of different classes that they had to teach. Of the 28 schools that existed for Blacks in Bedford County at the time of Harrell's thesis, 20 of them were at least 35 years old, only one had indoor bathrooms and only one had central heat (Harrell, 1951).

Susie G. Gibson High School opened a mere three years after Harrell's sobering descriptions. As the interviewees said, it was a school that they could be proud of. The school had the things that people today take for granted but that many of those students had never experienced before such as electricity, indoor plumbing and bathrooms, and classrooms in which the teacher had the ability to teach only one subject. The school was described as being bright, spacious, clean, and pleasant. The students and staff described good food and a caring atmosphere. It was a place where students were called by name and taught to be ladies and gentleman. Susie G. Gibson High School was described as if it was more than a school but like a second home to those who spent their formative years there. It was said to be a happy time for poor kids.

The descriptions of the one and two room schools that persisted into the twentieth century help to explain why the parents and students were content with what they had. Because of the lack buses and the need to work, many of the parents did not have access to secondary education in Bedford County. While there was an acknowledgment by study participants of Susie G.

Gibson High School being unequal to the White schools in Bedford County, the school was still a much better school than the parents had ever experienced and was quite a progression from the small rural schools that the majority of the students had attended. For this reason, it seems as if students and staff of Susie G. Gibson High School were grateful for what they had as opposed to being bitter about disparities.

Clearly, Mr. John I. Jones and his staff filled in the gaps for the students. Although there were undeniable inequalities within the dual education system that existed in Bedford County, those who worked at Susie G. Gibson High School apparently tried to compensate for what was lacking. They discussed Black history and heritage that was not included in hand-me-down textbooks. They borrowed bleachers from the White school before each home game. Teachers demonstrated labs when they did not have the equipment for students to do them. Mr. Jones apparently sometimes used money gathered by small groups to benefit the whole. The staff of Susie G. Gibson High School found ways to compensate for some of the inequalities.

The researcher has spent 15 years working in the secondary school setting. It was surprising to her to note that despite the fact that Susie G. Gibson High School was segregated, it had many similarities to secondary schools today. The school had a structured environment in which there were high expectations for students and staff. The students followed a bell schedule and had five minutes between classes to get from one location to the next. Susie G. Gibson High School offered an SCA, clubs, and pep rallies during the school day. There were extracurricular activities after school in which students could be a part of a team, participate in a play, and march in the annual Bedford Christmas parade. It took a long time for Susie G. Gibson High School to be built but when it opened, there were many opportunities for the students.

Bedford County was slow to fully desegregate. The school systems integrated in 1965 with freedom of choice but that was token. The high schools did not fully desegregate until the fall of 1970. Although the KKK was mentioned as being active, there appeared to be little interaction between that group and Blacks. Despite the turbulence of the times and the protests going on nationally and in other parts of the state, Blacks in Bedford County seemed to be passive. There appeared to be a prevailing feeling of contentment.

Recommendations for Further Study

The conclusion of this study leads to recommendations for potential further research. Using the research questions that guided this study, examination of the histories of other Black schools in Virginia and across the country to compare their formations, operations and closures to Susie G. Gibson High School's would be a worthwhile comparative study. For example, the relatively passive experiences with desegregation and integration in Bedford County were quite different from the experiences of Black students at R. R. Moton High School in Prince Edward County, whose protest of the condition of their school eventually led to a suit that was bundled into the renowned Brown v. Board case only to result in the closure of all public schools in that county for many years. Why in one instance was there contentment and in the other instance resentment?

When the Bedford County School Board fully desegregated its school system in 1970, what had been Susie G. Gibson High School became the Bedford Science and Technology Center. It is currently operates as the Bedford Education Center. In addition to an expanded vocational department, all of the eighth grade students from the county were housed in the building. A logical extension of this study would be a investigation of the experiences of students and staff members after the transition of the building to other uses. The experiences of the staff members who were members of the Susie G. Gibson High School faculty would be especially worthy of further examination.

Similarly, an in-depth study of the experiences of the students and staff members who transitioned to Liberty High School and Staunton River High School under the freedom of choice option would be valuable. Documenting how their experiences compared to those students who remained at Susie G. Gibson High School could provide insight into two different perspectives on the Black experience in Bedford County. It would also be of value to learn whether the opening of Jefferson Forest High School in 1972 eased tensions for both races because Jefferson Forest was not viewed as belonging to either race but a new school to all.

It would be worthy of further investigation to compare integration and desegregation in Bedford County with other cities and counties in Virginia. In comparison, did Bedford County integrate and desegregate at a later period or did the school board follow along with federal mandates in a timely manner? Research to compare the histories of other Black schools in Virginia including Susie G. Gibson with the histories of Black schools across the country could

identify similarities and differences in their establishment, operation, and closure. Patterns of behavior among Black and White community leaders, educators, parents and students might emerge from such a metaanalysis.

Finally, it would be important to study the perceived gains and losses that occurred as a result of desegregation. Did Black students, with access to better supplies and curriculum perform better? Did the nurturing and familial environments of some segregated settings compensate for other inequalities? Was there a loss of role models as a result of Black administrators often being reassigned to central office duty as was the case with Principal Jones.

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APPENDIX A
INTERVIEW QUESTIONS FOR FORMER STUDENTS OF SUSIE G. GIBSON HIGH SCHOOL

Relationship to the school

1. Please tell me about yourself.
2. Where did you attend school before going to Susie G. Gibson High School?
3. What were your dates of attendance at Susie G. Gibson High School? Did you graduate?

Establishment of the School

4. What do you remember about the establishment of the school?
5. What do you remember about the opening of Susie G. Gibson High School?

School Operations

6. Please describe your typical day as a student at Susie G. Gibson High School.
7. How were you transported to school? If you rode a bus, how long was the ride? If you walked, how far did you have to walk?
8. Can you describe times outside of the classroom, such as lunch, the library, recess?
9. What special days were celebrated in school? Were there special events for which the schedule was altered?
10. Who were your teachers and how did you view them?
11. Did the teachers perform other duties in the building? Did they perform duties outside of the building?
12. Who were other school employees and what were their various roles?
13. Please describe your principal and his role? How was he regarded by the students? How was he looked upon by the community?
14. What courses did you take at Susie G. Gibson High School? Which of your courses were required? Which of your courses were electives?
15. Which vocational courses did you take?
16. Did any member of the community or outside organizations ever come into the school to teach certain skills or subjects? Which do you remember?
17. Please describe what it was like in classroom. Approximately how many students were in each class?

18. Are there any stories you would like to share regarding your experiences in the classroom?
19. What types of things would students get in trouble for at the school?
20. What types of incidents would result in a visit to the principal's office? Were you ever sent to the principal's office?
21. What athletic teams, extracurricular activities and clubs were there at Susie G. Gibson High School?
22. Did you participate on any team, join a club or organization?
23. Which extracurricular activities the most popular?
24. Who were the opposing schools the athletic teams played? Which were the biggest rivals?
25. Can you describe an athletic event?
26. Are there any other memories you would like to share regarding athletics, clubs or other organizations at the school?
27. What was the atmosphere of the school?
28. Did you feel as if it was a safe environment?
29. Did you witness any problems?
30. What were your feelings regarding school spirit?
31. Can you describe other activities such as proms, dances, May Days, etc.?
32. Were you proud of your school? Why or why not?

Closing of the School

33. How did you learn that Susie G. Gibson High School would cease to exist? How did you feel about this?
34. What was the community's response to the closing the school?
35. What impact did the closing of the school have on the community?
36. What did you do after leaving high school?
37. Do you think your education at Susie G. Gibson High School prepared you for the workforce or further education?
38. How do you think your school and education compared to the White students in Bedford County?

39. Is there anything else that you would like to share regarding Susie G. Gibson High School?
40. In addition, do you have any suggestions of others to interview or other sources of evidence to use as documentation for the school?

APPENDIX B

QUESTIONS FOR FORMER STAFF MEMBERS OF SUSIE G. GIBSON HIGH SCHOOL

Relationship to the School

1. Please tell me about yourself.
2. Where did you attend school? Post-secondary school?
3. What were your dates of employment at Susie G. Gibson High School?
4. What was your job and what were its functions?

Establishment of the School

5. What do you remember about the building or establishment of the Susie G. Gibson High School?
6. Were parents or other community members involved in the establishment of the school?

School Operations

7. Please describe a typical day at Susie G. Gibson High School when you were a staff member there.
8. How did students view and interact with staff members?
9. Describe the academic and vocational courses at the school.
10. Please describe your principal. How did you view him? How do you think others perceived him?
11. Which clubs and student organizations did they have at Susie G. Gibson High School?
12. Did you sponsor a club or organization?
13. Are there any stories that you would like to share regarding your involvement in a club or student organization?
14. Please describe the athletic program at Susie G. Gibson High School.

Closing of the School

15. What do you remember about the closing of the school?
16. What was the community's response to the closing the school?
17. What impact did the closing of the school have on the community?
18. How do you think Susie G. Gibson High School compared to the White high school in the county?

19. Are there any other memories you would like to share regarding the establishment or closing of the school?
20. In addition, do you have any suggestions of others to interview or other sources of evidence to use as documentation for the study?

APPENDIX C
QUESTIONS FOR PARENTS AND COMMUNITY MEMBERS OF SUSIE G. GIBSON HIGH SCHOOL

Relationship to the School

1. Please tell me about yourself.
2. Do you remember your parents and other community members talking about differences between the Black schools and White schools in Bedford County?
3. Do you remember hearing discussions from your pastor or other community members regarding the schools in Bedford County?
4. Do you remember local, state, and national news broadcast and newspapers addressing school issues?
5. How were you affiliated with the Susie G. Gibson High School?

Establishment of the School

6. What do you remember about the building or establishment of the Susie G. Gibson High School? Who was involved?
7. What do you remember about the opening of the Susie G. Gibson High School?

Operations of the School

8. How many times did you visit the school? For what purpose?
9. How would you describe the school in comparison to previous schools for Blacks in Bedford County?
10. Please describe the principal and your interactions with him?
11. Do you remember any teachers from the school? Tell me about them.
12. Please describe the athletic program and other extracurricular activities at Susie G. Gibson High School.

Closing of the School

13. How was Susie G. Gibson High School viewed within your community?
14. What do you remember about the closing of the school?
15. What was the community's response to the closing the school?
16. What impact did the closing of the school have on the community?

17. How do you think Susie G. Gibson High School compared to the White high schools in the county?
18. Are there any other memories you would like to share about the Susie G. Gibson High School?
19. In addition, do you have any suggestions of others to interview or other sources of evidence to use as documentation for the school?

APPENDIX D

INTERVIEW QUESTIONS FOR SUPERINTENDENT

1. Please tell me about yourself.
2. Can you please describe your job in Bedford and its functions?
3. Did you consolidate any schools?
4. Would you please describe your relationship with the School Board?
5. Please describe your relationship with the Black community.
6. Can we talk about the Federal Integration Plan?
7. Please tell me how you felt about integration.
8. What were your challenges in working with the Federal government?
9. What can you tell me specifically about Susie G. Gibson High School?
10. Can you tell me what went into the decision to close the school and remove the name?
11. Is there anything that you would like to share with me regarding your career, your work in Bedford County, or Susie Gibson, that I did not ask?
12. In addition to that do you have suggestions of others to interview or any other documentation to use for this study?

APPENDIX E
PROTOCOL FOR PHONE CALLS

- Introduce myself
    - Grew up in Bedford County
    - Family members attended SGHS
    - Doctoral student at Virginia Tech
    - Desire to tell the story of Gibson
- Tell them about my proposed study
- Tell them why they were selected
- Ask them if they will agree to be interviewed
- Agree upon location and time of interview
- Explain the letter, interview questions and IRB form that they will receive in the mail

APPENDIX F
LETTER TO INTERVIEWEES

Date

Dear Participant,

I would like to begin by thanking you for agreeing to participate in my study of Susie G. Gibson High School. Your firsthand knowledge of the school will be valuable to this research project. As we agreed upon by phone, I look forward to meeting you on (insert date here) at (insert time here) at the Bedford branch of the Bedford Public Library. We will meet in the lobby of the library.

I have enclosed a copy of the interview questions that I will ask you. Please read through the questions prior to us meeting. I have also enclosed the Institutional Review Board consent form. This is a requirement of Virginia Tech for all participants in a research study. Please read the form thoroughly, sign it and return it to me when we meet for the interview.

I look forward to meeting you on (Insert date here) and hearing about your recollections of Susie G. Gibson High School. Please feel free to contact me at (434) 525-4353 if you have any questions or if you need to change the date or time of our meeting.

Sincerely,

Tracy B. Richardson

APPENDIX G

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

INFORMED CONSENT FOR PARTICIPANTS IN

RESEARCH PROJECTS INVOLVING HUMAN SUBJECTS

Title of Project: A historical study of Susie G. Gibson High School from 1954-1970
Investigators: Tracy Bryant Richardson

I. Purpose of this Research Project

The purpose of this study is to describe, record, and analyze the actions that led to the establishment, operation and demise of Susie G. Gibson High School. The result will be a detailed account of the culture of the school. This will be garnered by studying the experiences of the students, staff, parents and community members who were involved in the school from 1954-1970.

II. Procedures

You will be interviewed for 60-90 minutes about your recollections of Susie G. Gibson High School. The interview will take place at the Bedford City and County Museum. After the interview, the researcher will type a transcript and make comments. If you choose, you may read the transcript and offer any clarifications.

III. Risks

Potential risk to study participants is minimal. Study participants will be asked questions regarding their educational, employment, and other experiences in relation to Susie G. Gibson High School and the events surrounding the era of the school's operation. At any time, the study participant may decline to answer a question or withdraw from the interview or the study.

IV. Benefits

The anticipated benefit of this study for study participants and the local community is the historical recording of the curriculum practices of Susie G. Gibson High School, its educational and economic impact on the surrounding community, and the relationship of the school with historical events.

V. Extent of Anonymity and Confidentiality

Confidentiality of study participants will be maintained except for their approved disclosure of certain personal information such as name, dates, and type of relationship with Susie G. Gibson High School, and data obtained from responses to interview questions.

Upon the request of individual study participants, all personal identification will be withheld and a pseudonym will be used. Study participants' personal information will be housed in a secure location with access only granted to the researcher.

VI. Compensation

Involvement in this study and in its interview process is voluntary. There will be no monetary awards, copyright royalties, or other compensation in this study.

VII. Freedom to Withdraw

Study participants are free to withdraw from the study at any time without penalty or prejudice.

VIII. Subject's Responsibilities

Study participants' responsibilities include participating in the study voluntarily and providing accurate information to the best of their recollection.

I hereby give to Tracy Bryant Richardson, for whatever scholarly or educational purposes may be determined, the tape recordings, transcription and contents of this oral history interview subjected to the restrictions listed below.

IX. Subject's Permission

Option A - I have read the Consent Form and conditions of this project, and all my questions have been answered. I hereby acknowledge the above and give my voluntary consent along with permission to use limited personal information (e.g., name, dates of attendance) in all study materials and presentations.

_____ Date _____

Study participant signature

Option B - I have read the Consent Form and conditions of this project, and all my questions have been answered. I hereby acknowledge the above and give my voluntary consent on the basis that my name will remain confidential and a pseudonym used in all references about me in study materials and presentations.

_____ Date _____

Study participant signature

_____

Study participant pseudonym

Should I have any pertinent questions about this research or its conduct, and research subjects' rights, and whom to contact in the event of a research-related injury to the subject, I may contact:

Tracy B. Richardson	434-851-4353 /sigma1@vt.edu
Investigator	Telephone/e-mail
Dr. Wayne Tripp	540-231-9728 /wtripp@vt.edu
Faculty Advisor	Telephone/e-mail
David M. Moore	540-231-4991/moored@vt.edu
Chair, Virginia Tech Institutional Review Board for the Protection of Human Subjects Office of Research Compliance 2000 Kraft Drive, Suite 2000 (0497) Blacksburg, VA 24060	Telephone/e-mail

APPENDIX H

IRB APPROVAL

MEMORANDUM

DATE: November 2, 2011

TO: Wayne Tripp, Tracy Richardson

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)

PROTOCOL TITLE: A Case Study of Susie B. Gibson High School from 1954 – 1970
IRB NUMBER: 09-989

Effective November 16, 2011, the Virginia Tech IRB Chair, Dr. David M. Moore, approved the continuation request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents. Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others. All investigators (listed above) are required to comply with the researcher requirements outlined at http://www.irb.vt.edu/pages/responsibilities.htm (please review before the commencement of your research).

PROTOCOL INFORMATION:
Approved as: **Expedited, under 45 CFR 46.110 category(ies) 6, 7**
Protocol Approval Date: **11/16/2011 (protocol's initial approval date: 11/16/2009)**
Protocol Expiration Date: **11/15/2012**
Continuing Review Due Date*: **11/1/2012**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:
Per federally regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

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Institutional Review Board
2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, Virginia 24060
540/231-4606 Fax 540/231-0959
e-mail irb@vt.edu
Website: www.irb.vt.edu

APPENDIX I

PICTURES OF MRS. SUSIE GIBSON

Mrs. Gibson with students at Everett School in Forest, Virginia

APPENDIX J

ENTRY FROM SUSIE GIBSON'S DIARY

SUNDAY, JANUARY 22, 1933

Went to meet a teacher at Lyman Station and carried her to her school at Big Ballard.

MONDAY, JANUARY 22, 1934

MONDAY, JANUARY 23, 1933

Polar Springs

TUESDAY, JANUARY 23, 1934

Evening School

Langford

TUESDAY, JANUARY 24, 1933

Sharon

Mountain Valley

WEDNESDAY, JANUARY 24, 1934

WEDNESDAY, JANUARY 25, 1933

Extension class closing program

THURSDAY, JANUARY 25, 1934

THURSDAY, JANUARY 26, 1933

Antioch Home visited 30

teachers 34 League meetings 12

Schools 31 Livings 8

Talks trailed 1172 hours 47

FRIDAY, JANUARY 26, 1934

FRIDAY, JANUARY 27, 1933

Johnson Mountain

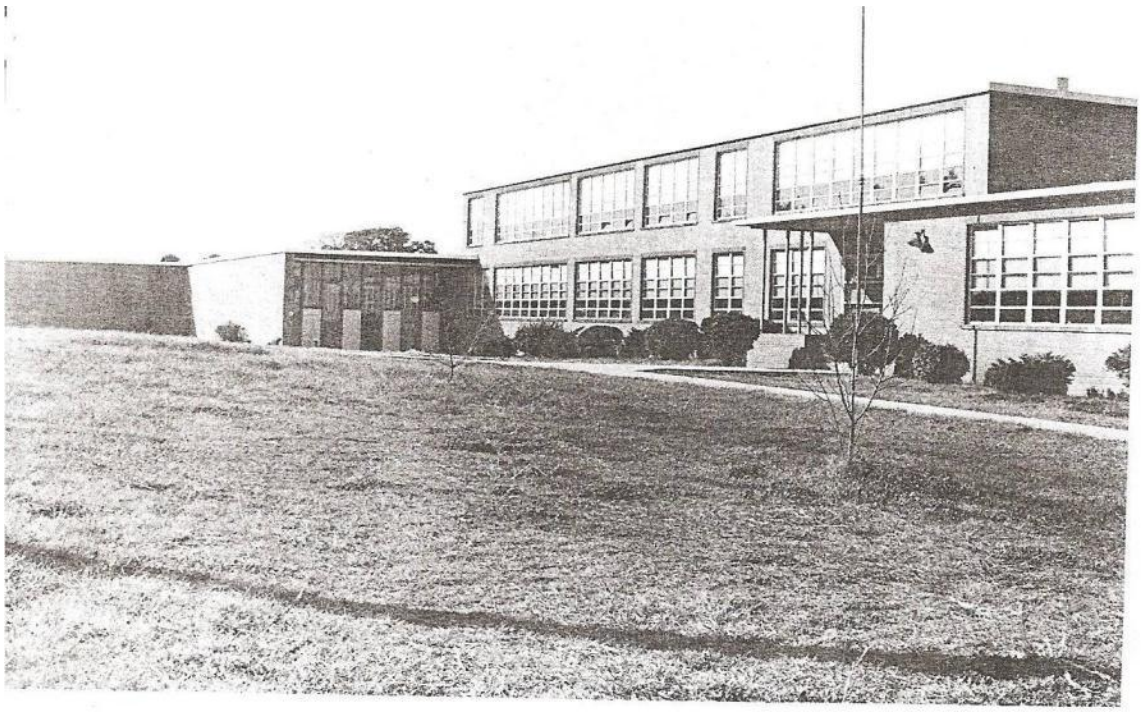
Hours Reading 21. Office 12

Examination 142.

SATURDAY, JANUARY 27, 1934

APPENDIX K

PICTURE OF SUSIE G. GIBSON HIGH SCHOOL



SUSIE G. GIBSON
HIGH

APPENDIX L
PICTURE OF JOHN I. JONES

Mr. John I. Jones

APPENDIX M

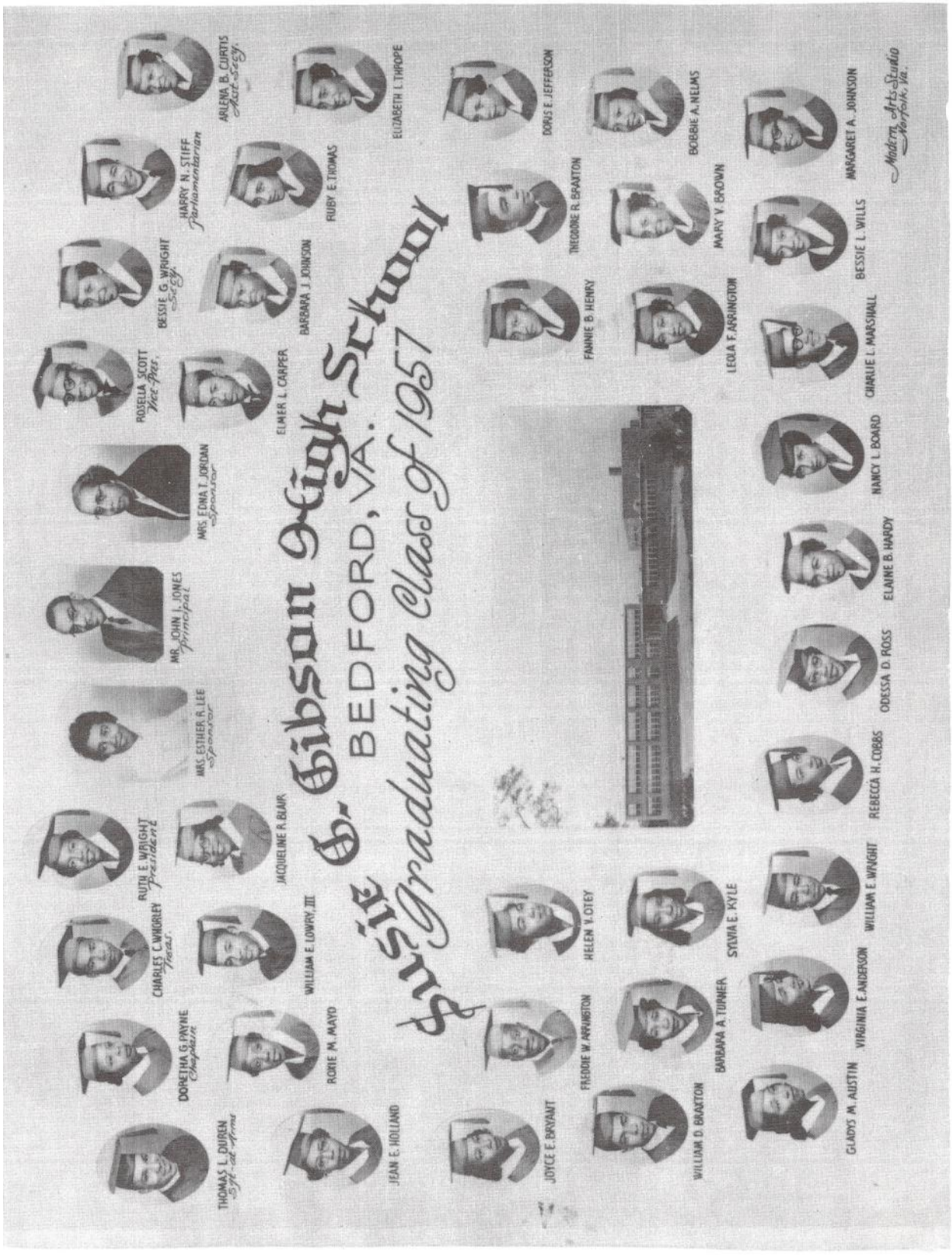
CLASS OF 1955

APPENDIX N

CLASS OF 1956

APPENDIX O

CLASS OF 1957

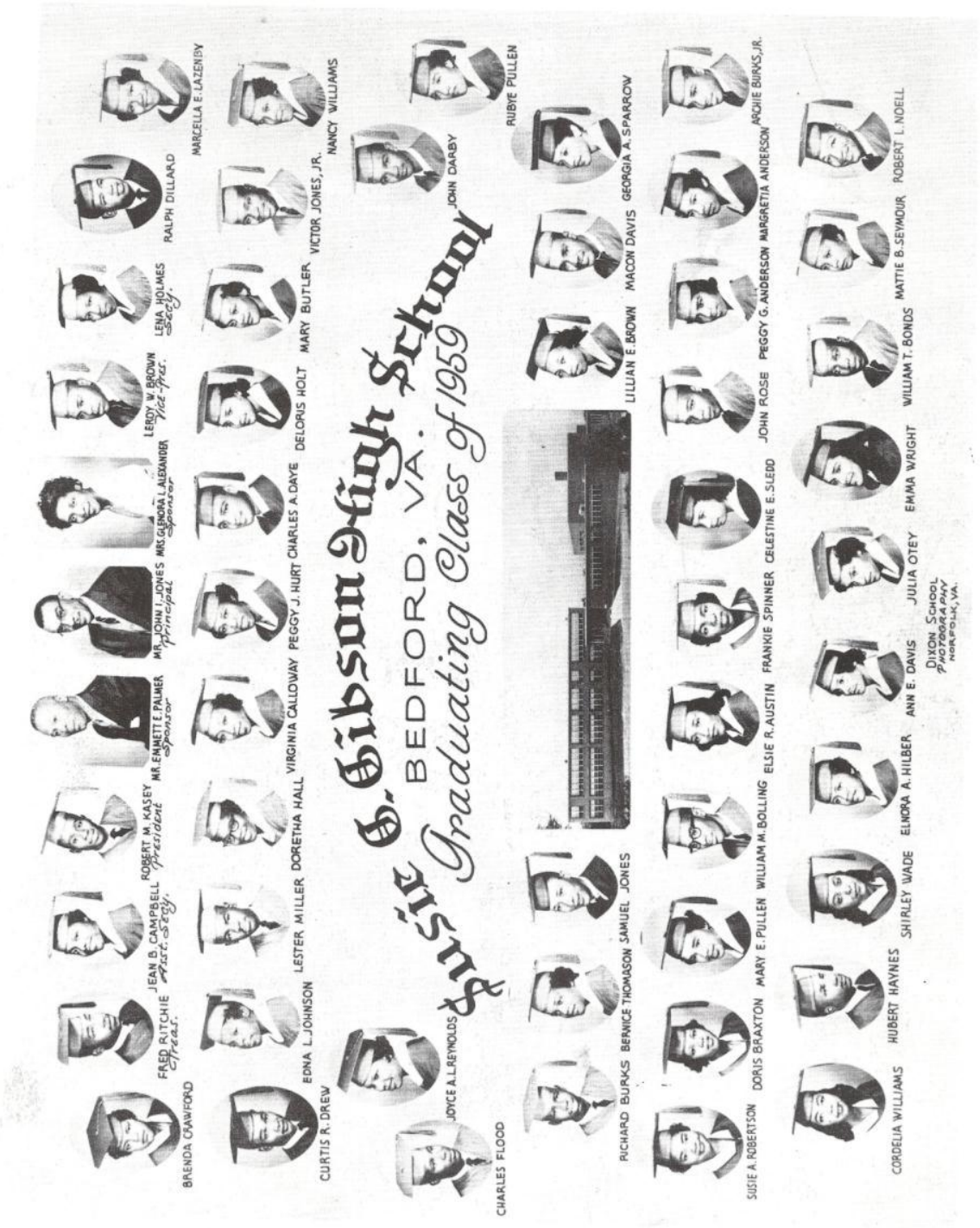


APPENDIX P

CLASS OF 1958

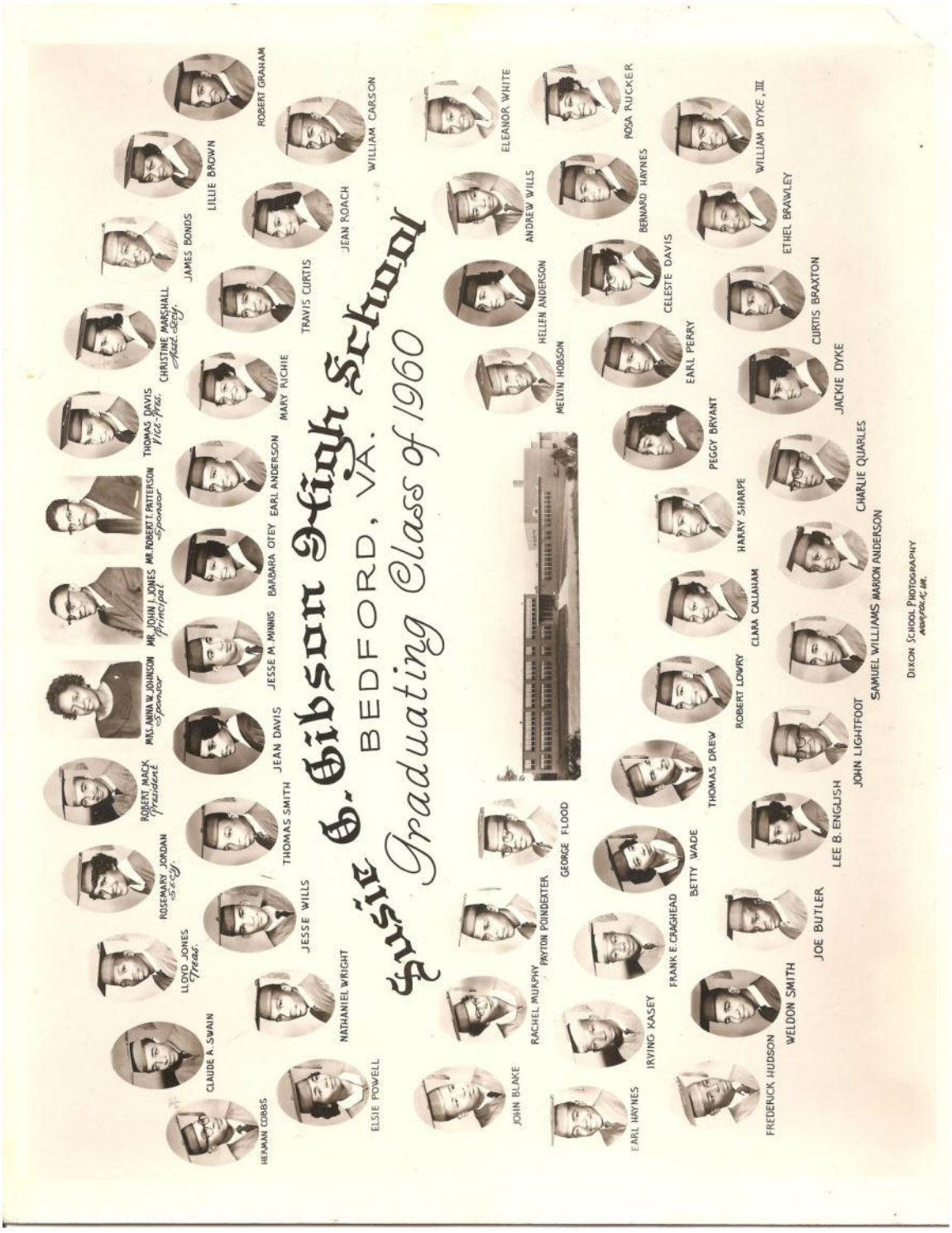
APPENDIX Q

CLASS OF 1959



APPENDIX R

CLASS OF 1960



APPENDIX S

CLASS OF 1961

APPENDIX T

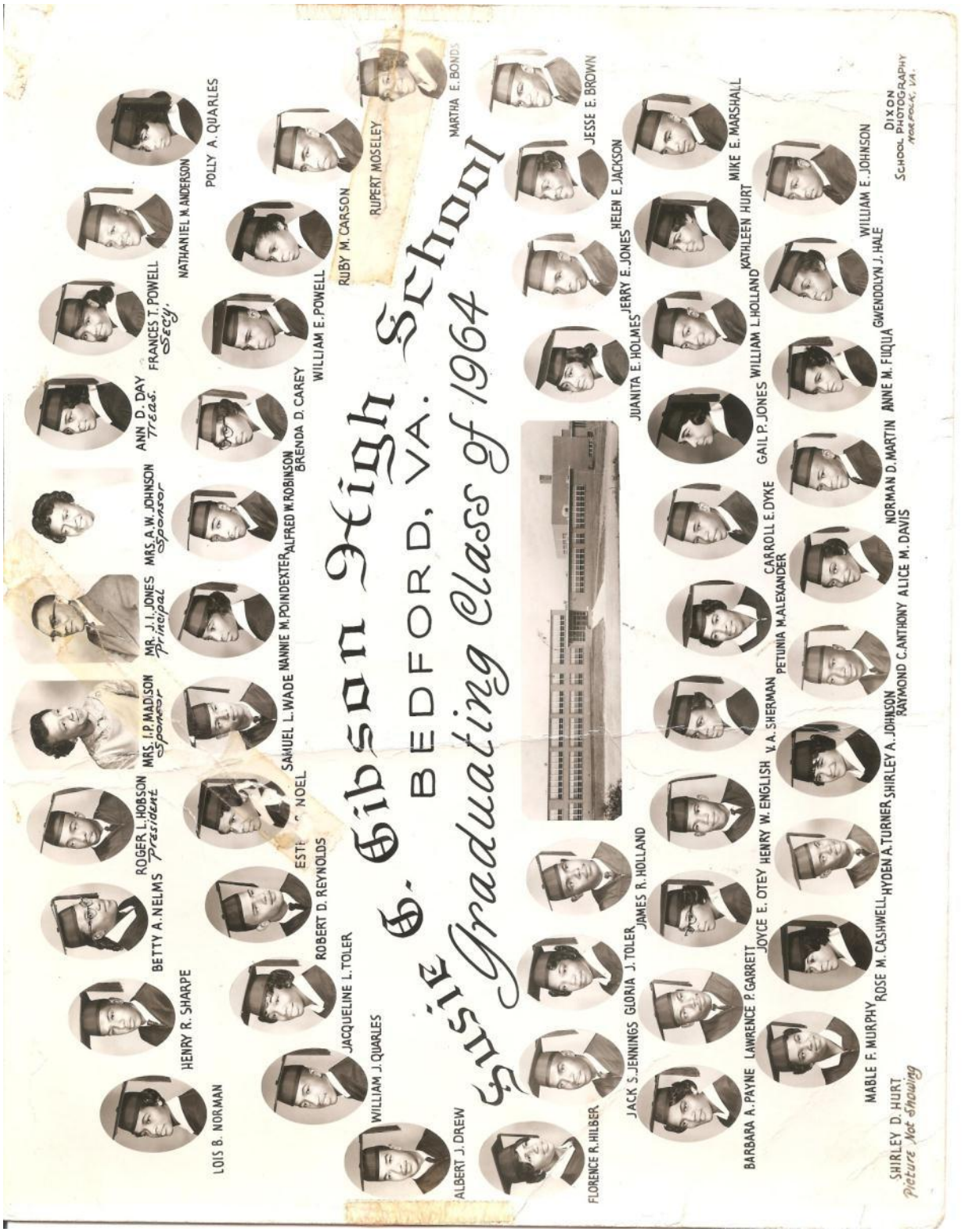
CLASS OF 1962

APPENDIX U

CLASS OF 1963

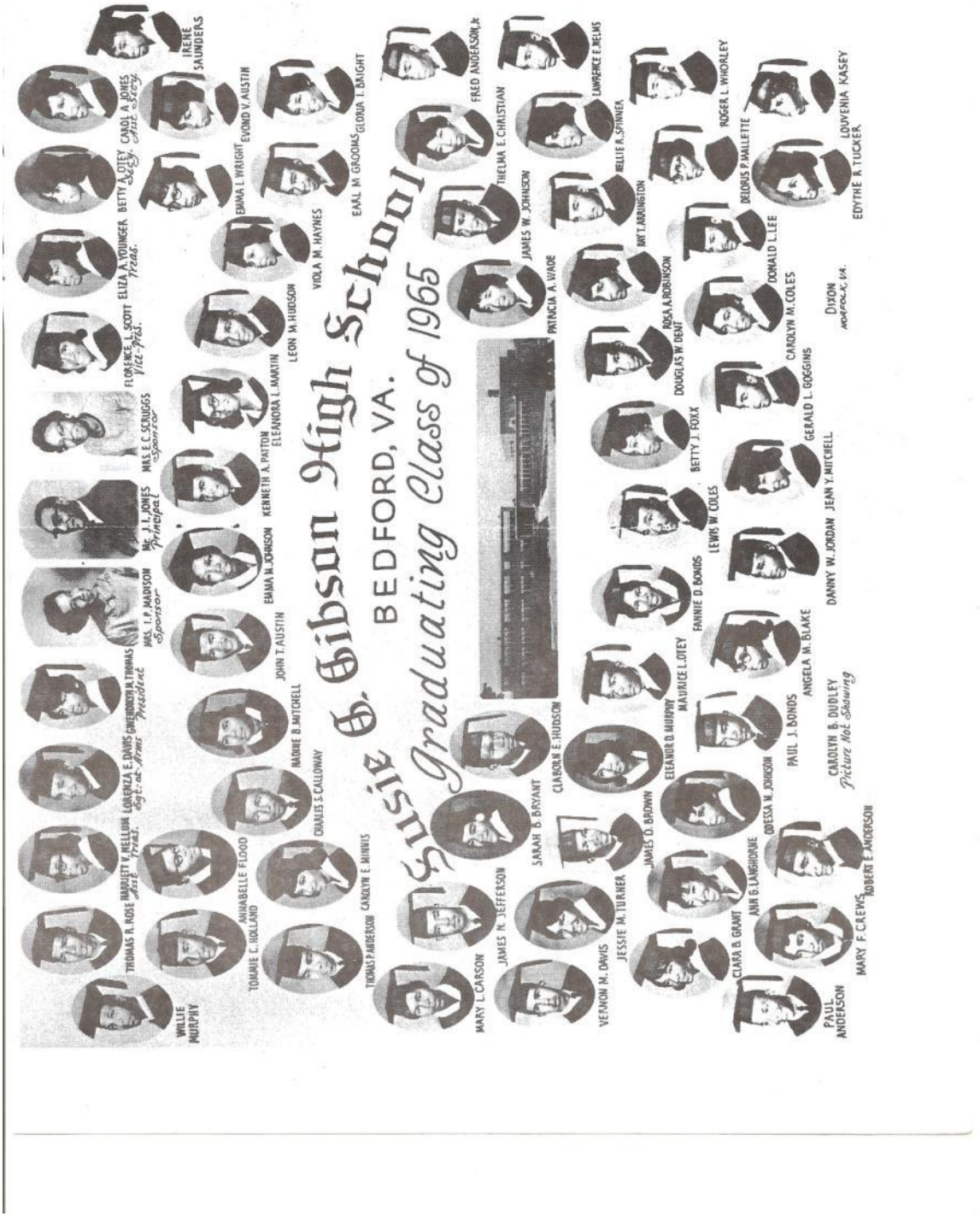
APPENDIX V

CLASS OF 1964



APPENDIX W

CLASS OF 1965

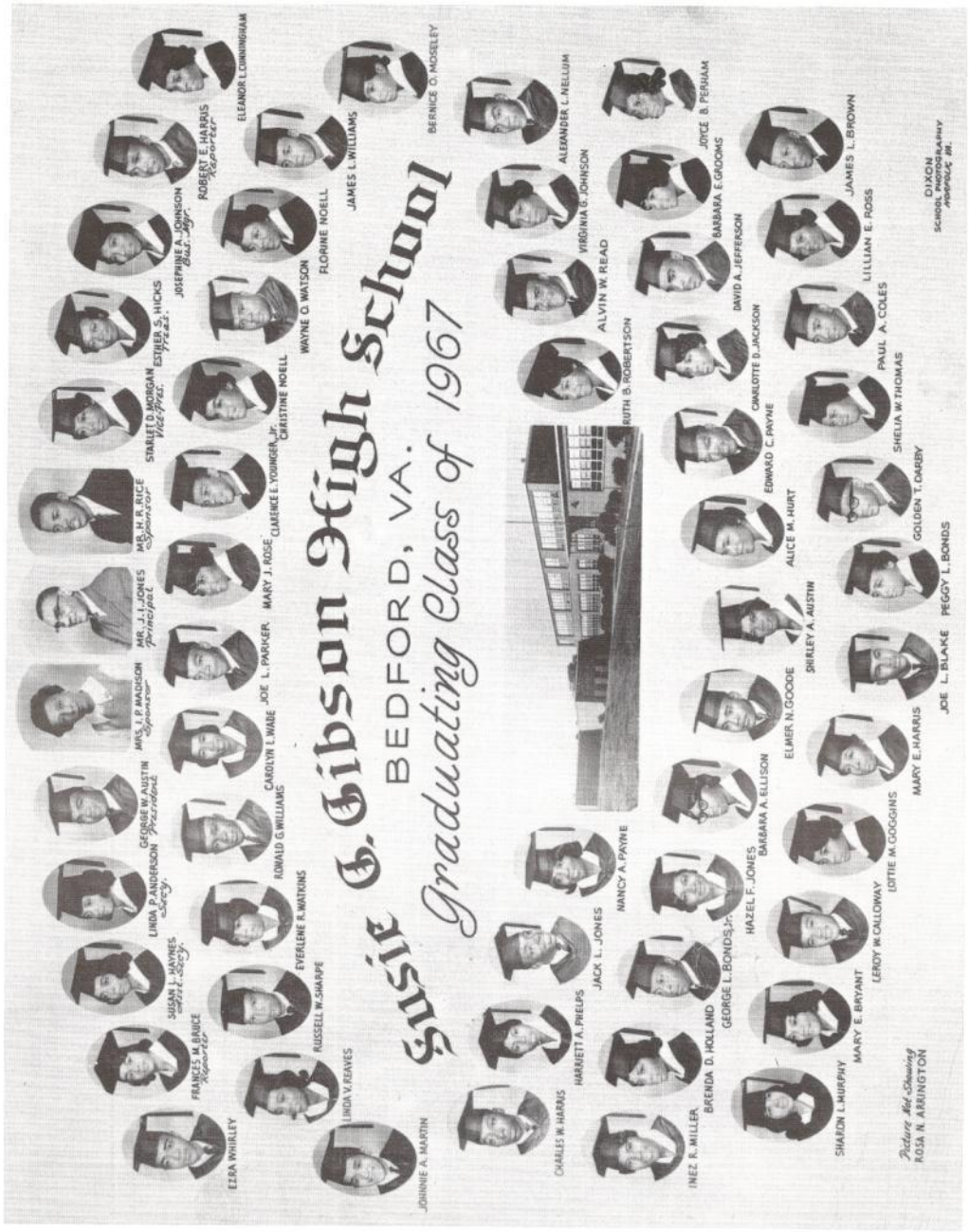


APPENDIX X

CLASS OF 1966

APPENDIX Y

CLASS OF 1967



APPENDIX Z

SUSIE G. GIBSON HIGH SCHOOL BELL SCHEDULE

8:35-8:45……Devotions

8:45-9:40……First Period

9:40-10:35……..Second Period

10:35-11:30……Third Period

10:35-11:55……First Lunch Period

(Activity Period for 10th, 11th, and 12th graders)

11:55-12:20……Second Lunch Period

(Activity Period for 10th, 11th, and 12th graders)

12:20-1:15……...Sixth Period

1:15-2:10.……Seventh Period

2:10-3:05.……Eighth Period

Note: There will be five minutes [sic] intervals between bells for changing classes

Re-typed from Susie G. Gibson High School handbook, 1967-1968

APPENDIX AA

LETTER HOME ABOUT FREEDOM OF CHOICE

March 17, 1966

Dear Parent:

Our community has adopted a school desegregation plan. We will no longer have separate schools for children of different races. The desegregation plan has been accepted by the U. S. Office of Education under the Civil Rights Act of 1964.

The plan requires every student or his parent to choose the school the student will attend in the coming school year. It does not matter which school the student is attending this year, and it does not matter whether that school was formerly a white or a Negro school. You and your child may select any school you wish.

A choice of school is required for each student. A student cannot be enrolled at any school next school year unless a choice of schools is made. This spring there will be a 40-day choice period which began February 21, 1966 and will end April 1, 1966.

You have received a choice form previously. This form must be filled out and returned. You may mail it, or deliver it by hand to the choice school any time during the choice period. No preference will be given for choosing early during the choice period.

No principal, teacher or other school official is permitted to influence anyone in making a choice. No one is permitted to favor or penalize any student or other person because of a choice made. Once a choice is made, it cannot be changed except for serious hardship.

Your School Board and the school staff will do everything we can to see to it that the rights of all students are protected and that our desegregation plan is carried out successfully.

Sincerely yours,

Forrest L. Frazier
Division Superintendent

This letter was re-typed from Bedford County School Board Minutes from May 11, 1966.

APPENDIX BB

BEDFORD COUNTY SCHOOLS

REGISTRATION AND FREEDOM OF CHOICE FORM FOR SCHOOL YEAR 1966-67

In accordance with the policies of the Bedford County School Board as outlined in the notification form to pupils and parents or guardians of pupils of Bedford County Schools, all pupils in the Bedford County Schools for the school year 1965-66 must fill in this form to register for the 1966-67 term.

Name of Pupil_____

1965-66 Grade Level_____ 1966-67 Grade Level_____

Name of School in which pupil is presently enrolled_____

Address_____

Name of Parent or Guardian_____

Address_____
Rural Route Street Number P.O. Box

School pupil desires to attend:

First Choice_____

Second Choice_____

If both parents are living, both father and mother shall sign the form.

Father's Signature_____

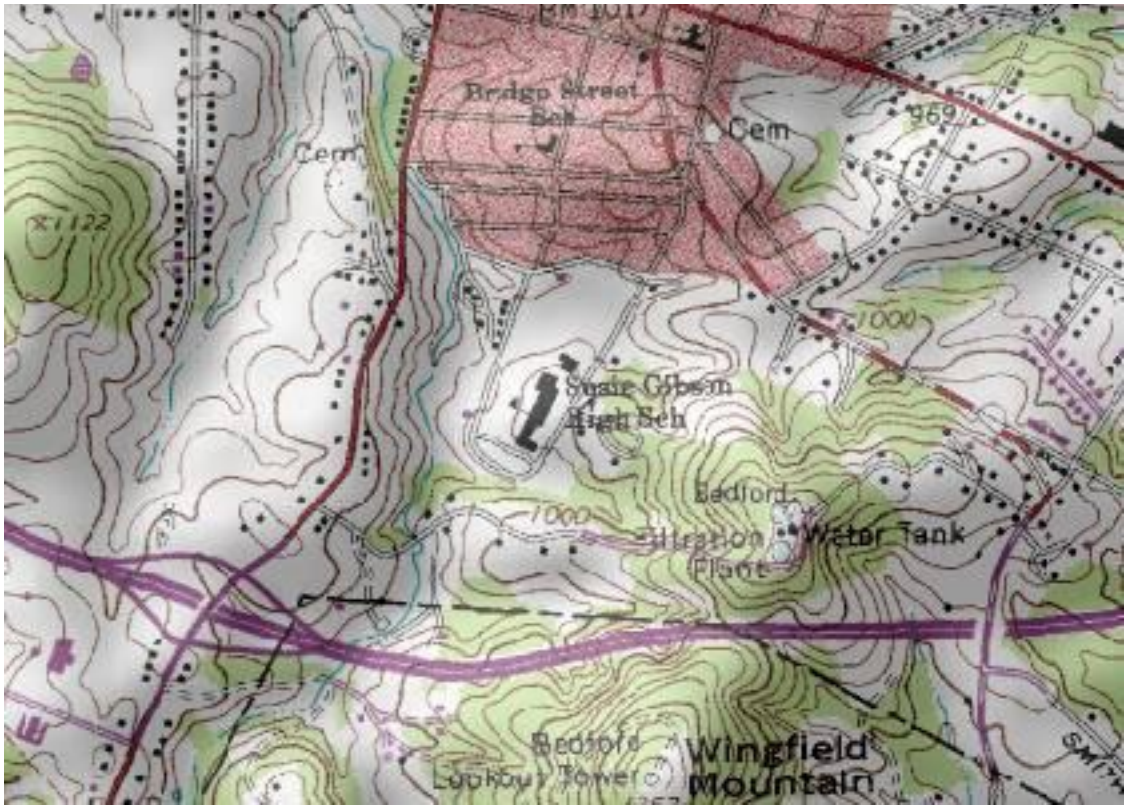
Mother's Signature_____

Guardian's Signature_____

<u>This form must be returned to the principal of your present school by March 21, 1966.</u>

APPENDIX CC

MAP OF SUSIE G. GIBSON



APPENDIX DD

MAP OF BEDFORD COUNTY