

published at Tuskegee by ... points out on page 13 that "From 1850 to 1880, according to the records of the liberation there appears to have been more of a tendency for the people to take the law in their own hands. Out of forty six negroes put to death for the murder of owners, and ~~over~~ overseers, twenty were legally executed and twenty six were summarily executed. Nine of these were burned at the stake. For the crime of rape upon white women, three negroes were legally executed and for were burned at the stake." This is evidence that the black man was not human, the ~~not~~ ^{not} ~~had the status~~ ^{I am} versed in the law, I am neither omnipotent nor omniscient enough to take issues of property with the ~~past wisdom~~ ^{stupid} of the united decision of the Warren Court. And, yet I must ~~and~~ ^{and} ~~do~~ ^{do} just that.

THE BLACK LAW JOURNAL

The Warren Court made a mistake in handing down its May 17, 1954 Decision and ^{of the US Supreme Court} ~~and~~ ^{gave} no direction of how the decision would be implemented, until a year later,

May 1955. Although I understand why, it was nevertheless a mistake. Anyone born in South Carolina before the turn of the Century can appreciate the Court's position. ^{24 years of slavery & 100 years of Segregation has made the Black Subhuman man. Even after} ~~Things were tough for me and all Negroes, with similar circumstances~~ ^{in Greenwood County South Carolina} ~~Every-~~ ^{didn't belong} thing in the environment said to Blacks or Negroes ~~that they didn't count~~ that they were inferior to whites, any white--imbeciles, idiots, and morons. Insane white asylums were segregated from those of Blacks. The Negro was sent into the World for one purpose, to serve the white man. And that purpose was to ~~draw~~ ^{do} wood, draw water, pick cotton, pull fodder, scatter guano, and plow a mule. ^{I experienced all of that before I left the farm, that was true in every Southern state.}

The slave was not human, like the slave in the Drad Scott case, he was property to be sold at the will of the master. Slave women were used for breeding purposes by the male slaves and white masters. Both fathered children by the Black females, like mules, horses, cows, and pigs, they were ~~not~~ ^{family with} lynched. ^{they were not lynched & most many of them raised two sets of children - one by his female slaves and the other by his white wife.} Lynching came after Emancipation ^{and} between the time of the Haynes-Tilden Com- ^{promise in 1877} ~~promise in 1877~~ ^{lynchings occurred, and the vast majority were} Negroes. ^{They were lynched in the North as well as in the South.}

As a boy in Greenwood County, I witnessed the mob and attended school four ~~months~~ ^{months} out of the year, November through February. ~~The Warren Court knew all this and more.~~ ^{the Warren Court} They knew that everything built for Negroes had been shortchanged--

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of the US Supreme Court

Human

didn't belong

family with ... they were not lynched & most many of them raised two sets of children - one by his female slaves and the other by his white wife. Thus the slave owner and the master's wife were slaves to the system.

beginning ... during slavery ... according to the Negro ...

I was ... H.S. & 24 ...

the mob at the ...
was published by Tuskegee ...
the date on how Negroes ...

So, the only way to bring about equality for Negroes ^{and} ~~and~~ Brown vs. the Board of Education based on equality as set forth in the 14th Amendment, ^{there} had to be desegregation flowing one-way, from Black to white. Waiting one year, from May 1954 to May 1955 to tell ^{the people} ~~us~~ that the lower Federal courts--District Courts and the ~~Fifth~~ Circuit Courts of Appeal, gave the South ample time to organize against the decision. Virtually the whole of the white South was against the Decision and much of the "self-righteous North," ~~since~~ ^{the} the 1954 decision was leveled at the South where segregation was entrenched in state laws. Every crack and crevice was segregated. The exceptions were found in the ^{white Christians} Negro and white abolitionists, ^{and} ~~and~~ the Church people from the North to educate the sons and daughters of slaves

and ^{the} ~~the~~ founding various denominational colleges: ^{the Baptists came South + established 'non-sectarian' schools, Episcopals, Presbyterians, Methodists, Lutherans, etc.} ~~The Congregationalists came to found Atlanta University, Fisk, Spelman, etc.~~ ^{to go to} We might have been saved from this predicament if the Warren Court had ordered integration both ways--Black to white, and white to Black. The Warren Court set the tone for the liquidation of everything that was Black. It was not good for Negroes, because it said to them the only way you can have equality in education is to go to school with whites. ~~Such mandates were never given to white private schools, Jewish schools, Catholic, Episcopalian, Presbyterian, United Methodist, and other church bodies.~~ ^{I know that} This is water over the dam. The Decision is history now ^{and} ~~and~~ it will ^{not} ~~not~~ be ^{reversed} ~~reversed~~.

The delay gave governors an opportunity to meet in Richmond and caution the South not to obey the Supreme Court. Southern governors threatened to cut off state funds if schools integrated; several states ^{unenforced the law of interposing} ~~superseded~~ the law where the State law was interposed ~~over and~~ against Federal law. Every conceivable means was used to destroy Federal law ^{as manifested in the May 17, 1954 Decision.}

Furthermore, the Supreme Court has no army or police force to enforce its decisions. There is no law to stop white flight. No law which says whites can not take flight to escape Negroes. No law ^{to keep} ~~where~~ Boards of Trustees ^{Education} ~~can~~ ^{from being} ~~scheming~~ ^{informed} to keep ~~from~~ implementing Brown vs. the Board of Education. Federal judges are human. They can be influenced by the people who they know oppose Federal decree.

Handwritten notes on the left margin:
 + The problem
 + The South
 + The North
 + The Church
 + The Baptists
 + The Congregationalists
 + The Episcopals
 + The Presbyterians
 + The Methodists
 + The Lutherans
 + The Catholics
 + The Jews
 + The Negroes
 + The Whites
 + The Board of Education
 + The Supreme Court
 + The Warren Court
 + The Richmond Conference
 + The Southern Governors
 + The State Laws
 + The Federal Laws
 + The Interposition
 + The Segregation
 + The Desegregation
 + The Equality
 + The Justice

Handwritten notes on the right margin:
 + what is
 + now
 + difficult

what happens

I recall in 1967 when I moved from Morehouse living in a house furnished by the college. Sadie and I ~~moved into the~~ ^{found a home in} Southwest ~~section~~ of Atlanta. The section covered several square miles. The white area was white when the first

Negroes moved in, in 1966. In two or three years, the area had turned from a complete white neighborhood to a virtually all-Black neighborhood, ^{Schools Martin} ~~student bodies~~

^{White enrollment} all-Black or 98 percent. ^{White in South 50% in Sept 1967} Churches formerly all-white, ^{for two or three years the school would be 98% Black} now ^{virtually} all-Black. ^{per cent Black}

When we moved into the ^{Southwest} section, there was an organization called the Southwest ^{Organization} Society for Progress. The aim was to demonstrate to Atlanta and the Nation that

Atlanta was a city where Black and white could live next door to each other ^{and} on the same street, ^{and no one would be afraid to walk.}

Apparently the people meant business. They met every two weeks, and Black and white women met in homes for breakfast to spread the news of brotherhood and ^{good will} interracial ~~lives~~. Distinguished Atlantans, such as Ralph McGill, came ^{out & spoke to us} to endorsing the idea and encourage us, ^{in the press to work} but it didn't last long. ^{Some} White people who were meeting with us had signs on their houses--for sale! ^{in their yards say this house is} Soon, all schools were almost wholly

Black, and churches were sold to Blacks. It made no difference what the professions of the Negroes who moved in, ^{here} Professionally, they had more training than the whites who moved in. They were lawyers, public school teachers, college professors, professional base players, such as Hank Aaron. Nothing could make whites satisfied to live in neighborhoods with Negroes. As whites moved out and Negroes moved in, the areas became more congested and new schools had to be built ^{and} housing projects were also built. As one white woman told the press, she didn't mind living with Negroes, but the real estate men, Black and white, came to her and told her Negroes were buying in the area. She said she didn't want to be the last white person to move. There is an unfounded fear that crime will increase and property values will go down. ^{In fact property values go up because as whites move, real estate men sell to Negroes at an exorbitant price!}

I am of the opinion that until white people make up their minds to live in an integrated society, it will be a long time before we have a thoroughly desegregated school systems in the U. S. A!

We may have to settle for as much integration as we can ^{get} and be sure that we can stabilize enrollment ^{enough to keep from} ~~somehow~~ ^{from schools} rather than resegregating ~~forever~~. This ~~is~~ Atlanta, Memphis, New Orleans, Los Angeles, Chicago, New York, Philadelphia, Baltimore, Washington, D.C., and even Boston, "the center of culture." For example: Baltimore had in 1971, 118 of the 286 schools in the city that had an enrollment of 90 percent or more Blacks, and 34 of the remaining schools are 99 percent white; a similar configuration of circumstances was ^{if it's} true in Chicago. The school system had in 1972, 609 in attendance (schools and branches). There were 313 centers with enrollment of 90 percent or more Black and 116 that are 90 percent white. Only 30 centers are completely integrated. If this maintains, 314,000 Black children in Chicago will hardly receive what the Warren Court provides. We find the same high degree of segregation obtained in New York, Philadelphia, and even Boston. In Washington, D.C., the school enrollment is approximately 98 percent Black. The whites have flown to white sections in Virginia and Maryland, and lest we forget this is the Nation's Capitol, home of the Supreme Court and Congressmen, where laws are made.

As of 1977, we will give official ~~the~~ data from the ~~to~~ ^{to}

~~Let us trace the history of desegregation in Atlanta.~~

~~Schools ~~as~~ listed above:~~

1. Atlanta has approximately ~~140,000~~ ^{130,000} ~~Black~~ ^{White} students in ~~the~~ Atlanta public schools. Although we have only 130,000 ~~Black~~ ^{White} students in all of the high schools in Atlanta due to a ~~court~~ ^{high} ruling that Black students would be in all White schools. This requires no greater outlay of money for busing because many students can use money ~~and~~ ^{we pay} a relatively small fee to the National Transit Bus Company to transport about 3000 students. The fallacy here is the fact that this ~~is~~ ^{bussing is} a one way ~~street~~ - Negro are transported from Black school, where their race is in the majority to a White school where ~~the~~ ^{they} are a minority, known as the M + M plan, but in all schools in Atlanta there Negro & White teachers. There are White principals in a variety of ~~Black~~ ^{Black} schools & White principals ~~in~~ ⁱⁿ a variety of Black schools. ~~The~~ ^{Administrative Dept} ~~is~~ ^{is} ~~completely~~ ^{is} integrated. ~~Three~~ ^{are} Superintendents are ~~also~~ ^{also} integrated from highest rank to the lowest rank, Black & White. ~~As~~ ^{As} stated earlier in this chapter we will never have an integrated school system until the Whites want it.

It is my considered judgment that quality education is the main emphasis ~~of~~ ^{is} ~~integration~~ ^{integration} ~~is~~ ^{is} ~~needed~~ ^{needed} ~~for~~ ^{for} ~~an~~ ^{an} ~~integrated~~ ^{integrated} ~~society~~ ^{society} ~~is~~ ^{is}

Handwritten notes on the left margin:
 Let's
 elaborate
 on
 this
 from
 the
 center

What America is all about is a melting pot for the people of the world. This is the meaning of the Secession of the Seneca, the Bill of Rights & the 14th Amendment. This is what the words on the Statue of Liberty mean; located in the Statue of Liberty National Monument, which includes Liberty Island, its site, & Ellis Island in New York Harbor. Although the grounds are beautiful, the woman uplifted right hand and a torch & a book in the other representing freedom; how strange! How odd! The uplifted hand is facing Europe. The word are: "and far tried, teaching millions, gleaming to be born. And these I place the Alchemic lamp

besides their golden shrine"

It might well be that the Black Man is called of God to be the Conscience of the Nation to give equality in the Schools of America &

in the Nations as well.

[put date here for the schools already mentioned]

John Nelson, Superintendent of Schools, came up with the idea that when we celebrated our 100th Anniversary in 1977, we should, through recording of what happened during the 100 years. Doctor Harold W. Eck of Georgia State University accepted the mention & wrote

article a 469 page volume from Jay Street to Kennedy Center

In writing the present volume, I have relied on Eck's book on the history of the schools & I have relied on Eck's book on the history of the schools & I have relied on Eck's book on the history of the schools. Eck has been of inestimable value to me in my research.

When I said that the emphasis should be on quality education, I mean the quality that statement, I do not believe that in order to have quality education, I must go to school with whites. If that is so, it says that I am people are inferior and we need the white people to inspire us to do our best. In 1974, I have never believed that in order for Negroes to achieve quality education that all black colleges should be closed and black students should go to white schools. Good teachers, good buildings, excellent libraries, the black schools can be as good as any white school. A reporter asked me recently if the black colleges had any future. The fact that this black reporter asked the question, meant that he or she did not believe that they did. I believe that all good schools, and if there is a need, they should survive & be supported. Brandeis should not close because it is Jewish. Notre Dame should not close because it's Catholic. Schools should not close because of the Baptist origin. We should not close because it was founded by and for

- See appendices
- Study Caribbean
- enrollment
- from 1872 to 1923
- 1872 - 1923
- 1925 - 1946
- 1947 - 1971
- 1872 - 1906
- 1907 - 1936
- 1946 - 1971
- at present
- 1946 - 1971

Evidence of Nelson, Woodward, Meyer, etc. mentions. Council

Ends among, Vanderbilt, says not close, says not close because it is present.

More a model, it's present.

Not close because it's present.

Not close because it's present.

← mention of ... Should not close because of the Baptist origin. Not closed because it was founded by and for ...