

**Gift and Release Agreement:**

We LINDA C. Barnett and Dawn Roberson  
(Interviewee, print) (Interviewer, print)

do hereby give and grant to Jacksonville State University, all literary and property rights, title, and interest which we may possess to the audio or video recording(s) and transcript(s) of the interview(s) conducted at Munford on the date(s) of 3-26-96 for the oral history collection being compiled by the Jacksonville State University Library.

Linda C. Barnett  
(Interviewee's signature)

Address 753 Jennifer Rd.  
Munford, AL 36268  
Phone 358-9888

Date 3 / 26 / 96

Dawn Roberson  
(Interviewer's signature)

Address 398 Mary Jo Lane  
Lincoln, AL 35096  
Phone 763-0448

Date 3/26/96

**Gift and Release Agreement:**

We Rosa Terry Brown and Dawn Roberson  
(Interviewee, print) (Interviewer, print)

do hereby give and grant to Jacksonville State University, all literary and property rights, title, and interest which we may possess to the audio or video recording(s) and transcript(s) of the interview(s) conducted at 1708 W. BATTLE ST Talladega AL on the date(s) of 3-15-96 for the oral history collection being compiled by the Jacksonville State University Library.

Rosa Terry Brown  
(Interviewee's signature)

Address 1708 W. BATTLE ST.  
TALLADEGA, AL  
Phone 362-7357

Date 3 / 15 / 96

Dawn Roberson  
(Interviewer's signature)

Address 398 Mary Jo Lane  
Lincoln, AL 35096  
Phone 763-0448

Date 3/15/96

**Interviewee Background Information**

Name: Linda Barnett  
Address: 253 Jennifer Rd. Munford, Al 36268  
Phone Number(s): 358-9888  
Approximate age or date of birth: 1-4-44  
Mother's name: Mary Camp  
Father's name: Cecil Camp Sr.  
Places lived and when: Munford, Eastaboga, 2208 Deborah Lane Oxford, Al.

Education: Masters Degree P.E. Minor History Jacksonville State University  
Religion: Church of Christ  
Business, political and social memberships (past and present): \_\_\_\_\_

Present occupation: Retired Teacher  
Former occupation(s): Teacher

Special skills: \_\_\_\_\_  
Major Accomplishments: Worked with Children.

Local events in which you have participated: \_\_\_\_\_

State and/or regional events in which you have participated: \_\_\_\_\_

National events in which you have participated: \_\_\_\_\_

International events in which you have participated: \_\_\_\_\_

Natural born U.S. citizen? Yes  
Naturalized Citizen: Yes/No Date: \_\_\_\_\_  
Country from which you emigrated: \_\_\_\_\_  
Documents, photographs, and artifacts which are in your possession: \_\_\_\_\_

Individuals you recommend who might be candidates for an oral history interview: \_\_\_\_\_

Additional information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interviewee Background Information

Name: Rosa T. Brown  
Address: 1708 W. Battle St. Talladega, AL  
Phone Number(s): 362-7357  
Approximate age or date of birth: 1920  
Mother's name: Odella Patterson Terry  
Father's name: Marion Terry  
Places lived and when: Eastabok 1920-1938 Talladega 1938-present

Education: High school: Dwrey Practice High  
College: Alabama A + M, UAB Gadsden, Boston University  
Religion: Methodist  
Business, political and social memberships (past and present): \_\_\_\_\_

Present occupation: Retired  
Former occupation(s): Teacher

Special skills: \_\_\_\_\_  
Major Accomplishments: \_\_\_\_\_

Local events in which you have participated: Girl Scout Sponsor

State and/or regional events in which you have participated: \_\_\_\_\_

National events in which you have participated: \_\_\_\_\_

International events in which you have participated: \_\_\_\_\_

Natural born U.S. citizen? Yes  
Naturalized Citizen: Yes/No Date: \_\_\_\_\_  
Country from which you emigrated: \_\_\_\_\_  
Documents, photographs, and artifacts which are in your possession \_\_\_\_\_

Individuals you recommend who might be candidates for an oral history interview: \_\_\_\_\_

Additional information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# SEGREGATION: ISSUE OR ATTITUDE?

by:

LAURA DAWN ROBERSON

ALABAMA HISTORY

MWF 8:45 - 9:45

DR. JACKSON

APRIL 1, 1996

## SEGREGATION: ISSUE OR ATTITUDE?

To answer this question we must look back to attitudes that were in place before the Civil War. Negroes were brought to this country against their will. They were forced to labor on plantations against their will. The question that comes to mind is how did a relatively small number of white planters control a larger number of slaves? How did these planters keep these slaves from rising up and taking back their freedom? Answer: The planters instilled an attitude of inferiority in these slaves.

In this paper I wish to explore how these attitudes of inferiority and white supremacy resulted in the institution of segregation. I also wish to show how these attitudes are very much alive today.

In preparing for this paper I looked to four different people and their attitudes about segregation as my resources. These people are Martin Luther King, Jr.; Governor George C. Wallace; Rosa T. Brown, a retired black school teacher; and Linda Barnett, a retired white school teacher. These four people share four different views on the subject of segregation.

Martin Luther King, Jr. was born on January 15, 1929, in Atlanta, Georgia. Both of King's parents were college trained, talented, and prosperous. His father, Martin Luther King, Sr., was a community leader and pastor of the Ebenezer Baptist Church, a successful black congregation in Atlanta. His mother, Alberta, was a school teacher and an accomplished pianist. Through his parents

received a strong cultural background on which he would later build as a preacher and a social activist.<sup>1</sup>

King's attitude toward segregation developed early in his life. He witnessed the effects of poverty not only for poor blacks but for poor whites as well. His family was not affected by poverty but they were affected by segregation. Segregation was that bond that King shared with even the poorest blacks and their struggle would inevitably become his struggle. When King was fourteen years old he was forced to surrender his bus seat to a white passenger. "That night will never leave my memory," he said. "It was the angriest I've ever been in my life."<sup>2</sup>

This event brought King very close to resenting all white people. As time passed he was able to overcome this feeling of resentment. His affiliation with his family and the black church family helped him in this endeavor. King's family and his church instilled in him a hope that one day everyone would be part of one community, the human race.

To understand Martin Luther King, Jr.'s, attitude about segregation we should look at his home life. His thinking was shaped in a large part by what his mother and father taught him. They gave him a sense of self worth. They encouraged him to excel

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<sup>1</sup> Lewis V. Baldwin, "There is a Balm in Gilead" (Minneapolis: Fortress Press, 1991) p.17

<sup>2</sup> James M. Washington, ed., "A Testament of Hope: The Essential Writings of Martin Luther King, Jr. (San Francisco: Harper and Row, 1986), pp.342-43

in his education. They nurtured him and gave him security that allowed him to grow into the leader that one day would change the course of history.

It was his knowledge of who he was that helped him stay focused when faced with the degrading events that segregation brought about in his life. "I would get on that bus day after day and I would end up having to go to the back of the bus with my body," he recounted. "But everytime I got on that bus, I left my mind up on the front seat. And I said to myself, one of these days I'm gonna put my body up there where my mind is."<sup>3</sup>

With this hope of a better day firmly in his mind he began his studies at Morehouse College. He later studied at Crozer Theological Seminary and Boston University.<sup>4</sup> Here he was exposed to teachings by Gandhi and Henry David Thoreau's "Essay on Civil Disobedience."<sup>5</sup> These teachings would shape his ideas on non-violent resistance that would become the main weapon of the Civil Rights Movement.

After Martin Luther King finished his studies he became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. It was here that he would emerge as the spokesman and leader for what would become known as the Civil Rights Movement.

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<sup>3</sup> Martin Luther King, Jr., "A Speech to Blacks," (Grenada, Miss.)

<sup>4</sup> Baldwin, "There is a Balm in Gilead" p.41

<sup>5</sup> Ibid.



The first organized attempt to challenge segregation came when a black woman named Rosa Parks refused to give her bus seat over to a white passenger on the Montgomery Bus line. According to Alabama law and a Montgomery city ordinance, a black passenger must give up their seat when asked to accommodate a white passenger. Ms. Parks defiance of this ordinance resulted in her arrest. The black community leaders in Montgomery rushed to her aid. The results of this incident brought on the Montgomery Bus Boycott and their chosen leader was none other than Dr. Martin Luther King, Jr..

This was the beginning of thirteen years of King's work in the Civil Rights Movement. During this time he became aware of some of the basic problems that blacks faced as a result of their own attitudes. He witnessed a passiveness among the older blacks that disturbed him. He was also disturbed by the violence among the black militant groups, but the thing that disturbed him most was the middle-class negro. "Many of these Negroes," King argued, "are occupied in a middle class struggle for status and prestige. They are more concerned about conspicuous consumption than about the cause of justice, and are probably not prepared for the ordeals and sacrifices involved in non-violent action."<sup>6</sup>

"All too often the Negro who gets a little money and a little education, ends up saying, "I've got mine and it doesn't matter what happens to anybody else." "What I want to see in the black community is a middle class of substance, a middle class that is

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<sup>6</sup> Martin Luther King, Jr., "Where Do We Go From Here?" pp.131-32.

concerned about the masses of people. For let me assure you that we all go up together, or we all go down together."<sup>7</sup>

The fight against segregation was like a journey for Martin Luther King. That road carried him to jail on several occasions. The same road brought violence into his life but it also brought him the Nobel Peace Prize.

Martin Luther King did not live to see all of his dreams of a better world for everyone fulfilled. As a matter of fact, even today some of his dreams have yet to be fulfilled. Yet we see in him an attitude of hope that was instilled in his life at an early age. An attitude that he was willing to die for and ultimately did die for.

George Corley Wallace was another example of the complex attitude of segregation. He was born on August 25, 1919 in a town called Clio, Alabama. Clio is in Geneva County in the wiregrass region of Alabama. Clio was in a poor farming area where people grew cotton and timber and sold turpentine to make their living.<sup>8</sup>

George Wallace was born into a family that was not wealthy by any means, neither were they poor by the standards of their neighbors. His father owned a couple of farms and his grandfather was Dr. G.O. Wallace. No country doctor's family went hungry.<sup>9</sup>

Wallace became interested in politics at a very early age. He

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<sup>7</sup> Ibid. p.132

<sup>8</sup> Sandra Baxley Taylor, " Me 'n' George", ( Mobile, Alabama: Greenberry Publishing, 1988) p.5

<sup>9</sup> Ibid. p.6

was always concerned about his public image because he knew one day he would be the governor of Alabama. Many of his attitudes were formed through the school of public opinion. Public opinion at this time supported segregation in the world where George Wallace grew up.

Many people, including myself, associate the name George Wallace with racism, segregation, and white supremacy. Most people remember his famous stand in the schoolhouse door, when two blacks attempted to enroll at the University of Alabama. Actually, Wallace figured if he did not get involved and carry out his campaign promise to stand in the door, there would be violence. Wallace was against the violence that had occurred in Birmingham and certainly did not want the nation viewing more violence on live television.

He also figured he could make a national name for himself if he stood in the door like he had promised in his inaugural speech.<sup>10</sup>

Wallace's attitude toward segregation as a proper way for a society to operate came more from his political ambition than a personal attitude of racism. Wallace was once quoted as saying, "What we have to do to solve the race problem is find these folks jobs and give their children good educations so they can get good jobs when they grow up. You don't have problems with well fed people who got a place to come in out of the cold. You have problems when folks are hungry and don't have a place to go."<sup>11</sup>

According to this quote he and Dr. King were not far apart on their

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<sup>10</sup> Ibid. p.32

<sup>11</sup> Taylor, "Me 'n' George", p.29

views concerning black poverty.

Simply saying George Wallace was a racist in his attitude toward segregation does not paint a clear picture of who George Wallace is concerning this topic. Many people assume that Wallace ordered Al Lingo, the commander of the Alabama State Troopers, to Selma to drive back the Civil Rights Marchers at the Edmund Pettus Bridge. The fact is, Wallace knew Lingo was a racist and would let the situation escalate out of control. With this fact in mind, Wallace told Lingo to stay at home. Lingo disobeyed Wallace's order and went anyway.<sup>12</sup> The rest is history.

It appears that Wallace was a man who was driven by political ambition. At this point in time segregation was "politically correct" in Alabama. Therefore, his attitude was pro-segregation. I think it is interesting to note that in more recent years his attitude has shifted concerning the issue of segregation. In his inaugural address Wallace said, "Segregation now, segregation tomorrow, and segregation forever."<sup>13</sup> Wallace said that there was a difference between a segregationist and a racist.

"A racist... despises the handiwork of God," George said, "A segregationist feels that God made some black and some white and separated them from the beginning."<sup>14</sup>

Today he says he was wrong.<sup>15</sup>

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<sup>12</sup> Ibid. pp. 36-37

<sup>13</sup> Stephen Leshner, "George Wallace: American Populist", (Addison Wesley Publishing 1994)

<sup>14</sup> Taylor, "Me 'n' George", p.28

<sup>15</sup> Ibid.

Rosa T. Brown was another person whose opinion I sought out on this issue. She was a teacher at Munford High School for a number of years. She influenced the lives of many students who attended school there. I happened to be one of those students who benefitted from her caring yet tough style of teaching.

She was born in 1920 in Eastaboga, Alabama. She was the daughter of a black farmer who was fortunate enough to own his own farm,

She described her life to me before integration as one of hardships yet filled with joy. Her parents encouraged her to "get her lessons" because they realized the importance of a good education.<sup>16</sup>

She told of how she and her siblings would walk the eight miles to school everyday because, "there were no buses for us then."<sup>17</sup>

She also mentioned that the school term was cut short every year. "Sometimes we would go to school on Friday and the teacher would dismiss us for the rest of the year."<sup>18</sup>

During the winter heating the school wa a problem because the county did not provide enough coal to heat with. Her father decided

they were wasting too much study time, so he donated timber from his land for firewood. He and his sons would cut the firewood and

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<sup>16</sup> Rosa T. Brown, Personal Interview. March 15, 1996

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

haul it to school so the children could stay warm and "get their lessons."<sup>19</sup>

When asked about the separate drinking fountains she said, "My mother always carried a jug of water to town. I asked her why she carried water when there were water fountains in the stores?" Her mother told her that they were in a minority and the rules said they could not drink from the fountains. She told her that there were not enough black voters to change the rules, but that there would be a better day someday.<sup>20</sup>

She told me other stories about segregation. She told of how the school bus carrying the white students would pass them on their walk to school. On rainy days they would have to jump the ditch to prevent the bus from splashing mud on them.<sup>21</sup> She related this story to me with a fond smile.

When asked how these events affected her attitude toward white people she responded, "My parents were Christians and active in the church. Her father would stress to her that there would be a better day."

Much like the family of Martin Luther King, her family was nurturing and caring. They refused to dwell on the negative points of segregation. They concentrated on preparing themselves for that "better day".

Once again we see that attitude of hope rising up in the face

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<sup>19</sup> Ibid.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

of segregation. This seems to be linked to the strong family unit and the extended "church family."

It was interesting to hear her view of the education system when integration became a reality. She said that among the teaching community both black and white, there was agreement that it was time for a change.<sup>22</sup>

She described the integration time as one of co-operation between black and white teachers. In her opinion there was little friction and the whole process of integration was basically a smooth one.

Her opinion of Governor George Wallace was a bit surprising. She remembered his stand in the school house door, but she was quick to point out that he was only doing his job. She said he was defending the state law of segregation and as governor he had to defend the state. She also pointed out that Wallace brought industry to the state that benefitted everybody.<sup>23</sup>

She remembered the violence that took place in Birmingham, Montgomery, and Selma. It was clear, however, that she had not allowed herself to dwell on the bad but to keep looking for that "better day". It is also clear that she was able to have this

attitude of hope because of her family and what they taught her when she was younger.

Linda Barnett had a totally different attitude toward segregation.

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<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

She was born on January 4, 1944 in Munford, Alabama. Her father was a member of the Ku Klux Klan.<sup>24</sup> She is quick to point out, however, that this did not cause her to be prejudice.

When asked how she viewed integration she said in her opinion, "it brought the level of learning in Alabama's education system down."<sup>25</sup>

She described the transition period of integration as hard and full of conflicts between whites and blacks. This is a much different view than the previous view Ms. Brown gave.

I also asked Ms. Barnett if she remembered Governor Wallace's stand in the school house door. "I sure do, Buddy was on the steps with him." I learned that Buddy was her husband. She indicated she had mixed emotions about this incident because of her status as a teacher.<sup>26</sup>

Throughout my interview with her, Ms. Barnett repeated several times that she was not a racist. Many of her comments lead me to think otherwise. She blamed present day gang activity on blacks. She noted that in her opinion white gangs were a result of black gangs who had set the example.<sup>27</sup>

She mentioned that one week black students were receiving free lunches and the next week they were wearing gold jewelry. She also said this was influencing the white students to participate in drug

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<sup>24</sup> Linda Barnett, Personal Interview March 26, 1996

<sup>25</sup> Ibid.

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.



and gang activity.<sup>28</sup>

At the end of the interview she did express an idea that I think is correct. She said that the racial attitudes of students were growing worse everyday. She attributed this to the fact that children were not being instructed at home about the issues concerning race.<sup>29</sup>

Segregation is not only an issue but it is an attitude. Integration was a step in the right direction. However, to change the attitude of segregation we must teach our children at home to value themselves and to value everyone as a human being. This is the race that should concern us, the human race.

It is evident in each one of the four people that I focused on in this paper, that their attitudes about segregation were shaped by their families. Whether they had positive attitudes of hope or negative attitudes each one was influenced by their families.

I have learned from writing this paper that it is my job to teach my son that everyone is equal and no one race is superior to another. Only when this happens in every home across America will we begin to see a positive change in attitudes. Then and only then, will segregation be a thing of the past.

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<sup>28</sup> Ibid.

<sup>29</sup> Ibid.

## U.S. CHRONOLOGY

1920 - 1970

- August 26, 1920 --- Nineteenth Amendment ratified. Women get the right to vote.
- November 2, 1920 --- Warren Harding elected President. Calvin Coolidge Vice President.
- October 3, 1922 --- Rebecca L. Fenton, first woman senator appointed by the governor of Georgia.
- August 2, 1923 --- President Harding dies.
- August 3, 1923 --- Calvin Coolidge takes oath as President.
- September 15, 1923 --- Gov. J. C. Walton declares martial law in Oklahoma because of KKK outrages.
- November 24, 1924 --- Coolidge is re-elected President.
- July 10, 1925 --- "Monkey Trial"; John T. Scopes is accused of teaching evolution in Public Schools in Dayton, Tennessee. Scopes is convicted and fined but his sentence is set aside.
- November 21, 1925 --- David Stephenson, grand dragon of the KKK, is convicted of second degree murder. This breaks Klan power in the Midwest.
- March 7, 1926 --- Radio telephone conversation between London and New York.
- June 20, 1926 --- One million pilgrims are drawn to Chicago for the opening of the Eucharistic Congress of Roman Catholic Church. This is the first gathering in the U.S..
- September 29, 1926 --- First 8 hour work day, and 5 day work

week introduced by Henry Ford and the Ford Motor Co.

April 1927 --- Mississippi Valley suffers severe flooding.

May 20-21, 1927 --- Charles Lindberg pilots the Spirit of St. Louis from New York to Paris.

November 6, 1928 --- Herbert Hoover elected President. Charles Curtis is elected Vice President.

June 15, 1929 --- Federal Farm Board is set up to help sell surplus agricultural products at stable prices.

October 24, 1929 --- Stock Market crashes.

October 1930 --- 4.5 million people are unemployed.

December 11, 1930 --- The Bank of the U.S. in New York closes it's doors.

March 3, 1931 --- President Hoover vetoes Muscle Shoals Bill, which proposed government operation of facilities constructed at Muscle Shoals on the Tennessee River.

May 1, 1931 --- The worlds tallest building, the Empire State Building, dedicated in New York.

March 23, 1932 --- Congress adopts Norris- La Guardia Act, bars using injunctions to curb unions.

November 8, 1932 --- Franklin D. Roosevelt is elected president. John Nance Garner is Vice President.

March 4, 1933 --- F.D.R. inaugurated. Tells the nation "The only thing we have to fear is fear

itself."

- March 31, 1933 --- Civilian Conservation Corp created.  
provides jobs for young men.
- May 18, 1933 --- The T.V.A. is established.
- June 16, 1933 --- F.D.I.C. created protects bank deposits  
of less than \$5,000.00
- December 5, 1933 --- Twenty-first Amendment is adopted.  
Repeal of prohibition.
- April 21, 1934 --- Congress passes the Bankhead Act, designed  
to control the production of cotton on a  
mandatory basis.
- September 8, 1935 --- Huey Long, senator from Louisiana, is  
assassinated.
- February 29, 1936 --- Congress passes the Soil Conservation  
and Domestic Allotment Act as a substitute  
for the Agricultural Adjustment Act.  
Farmers are to be paid for withdrawing  
acreage from crops that deplete the soil.
- March 1, 1937 --- The U.S. Steel Corp. accepts a contract  
with the United Steel Workers.
- July 2, 1937 --- Amelia Earhart, on a round-the-world  
flight, disappears when radio contact with  
her plane is broken over the Pacific  
Ocean.
- July 22, 1937 --- The Bankhead - Jones Farm Tenant Act is  
adopted. This established a loan program  
to enable tenants and others to acquire

farms.

- June 25, 1938 --- President Roosevelt signs the Fair Labor Standards Act. This stimulates minimum wages and maximum work weeks for businesses engaged in interstate commerce.
- February 27, 1939 --- Supreme Court rules sit-down strikes are unconstitutional.
- August 2, 1939 --- Albert Einstein writes the President about the feasibility of an atomic bomb.
- September 16, 1940 --- The President signs the Selective Training and Service Act. This requires men from twenty-one to thirty-five to register for military training.
- June 15, 1941 --- A presidential order creates the Fair Employment Practices Committee to prevent racial discrimination in defense work.
- December 7, 1941 --- Planes launched from a Japanese naval task force attack the naval base at Pearl Harbor. Nineteen warships were destroyed and 2,403 people were killed.
- December 8, 1941 --- Congress declares war on Japan.
- March 1942 --- Japanese and persons of Japanese ancestry are moved from the Pacific Coast to relocation camps.
- November 18, 1942 --- The age at which men become subject to military service is changed to 18.
- April 8, 1943 --- The President issues an executive order

freezing prices, salaries, and wages.

May 1-2, 1943 --- Federal seizure of the Eastern Coal mines ends a strike called by John L. Lewis to protest the wage freeze.

May 27, 1943 --- The President issues an order that all contracts with war industries forbid racial discrimination. Detroit is the scene of race riots in June.

June 22, 1944 --- The Servicemen's Readjustment Act is signed by the President. Known as the GI Bill of Rights, it offers veterans grants for education and other assistance.

April 12, 1945 --- President Roosevelt dies at Warm Springs, Georgia. Vice President Harry S. Truman succeeds to the Presidency.

May 1, 1945 --- Adolf Hitler's death is announced.

May 2, 1945 --- Soviet troops take Berlin.

May 7, 1945 --- Germany surrenders unconditionally.

May 8, 1945 --- Designated V-E Day.

July 16, 1945 --- An atomic bomb is exploded successfully on a test site at Alamogordo, New Mexico.

August 6, 1945 --- An atomic bomb is dropped on Hiroshima.

August 8, 1945 --- U.S.S.R. declares war on Japan.

August 14, 1945 --- Japan surrenders.

August 15, 1945 --- Designated as V-J Day.

April - May 1946 --- Strikes by coal miners and railroad workers end when the mines and railroads

are seized by the federal government.

November 9, 1946 --- Price controls are abolished, with the exception of those on rents, rice, and sugar.

June 23, 1947 --- Congress adopts Taft - Hartley Act over the Presidents veto. The new law prohibits the closed shop and restricts union activities.

1947 --- Jacky Robinson joins the Brooklyn Dodgers and is the first black player on a major league team.

March 8, 1948 --- In Illinois ex. rel. McCollum v. Board of Education the Supreme Court rule that religious instruction in public schools is unconstitutional.

May 14, 1948 --- The United States is the first country to recognize the State of Israel.

July 17, 1948 --- "Dixiecrats" opposed to the President's strong civil rights stand form the States Rights Party and nominate J. Strom Thurmond for President.

1948 --- Mohandas Gandhi is assassinated.

September - November 1949 --- Major strikes occur in the coal and steel industries.

October 26, 1949 --- The President signs a bill amending the Fair Labor Standards Act and increasing the minimum hourly wage to 75 cents.

June 27, 1950 --- North Korea invades South Korea.

July 8, 1950 --- General Douglas MacArthur is appointed as commander of the United Nations forces in Korea.

November 1, 1950 --- Puerto Rican nationalists fail in an attempt to assassinate President Truman.

1950 --- Althea Gibson is the first black to in the United State's Women's Championship tennis singles.

April 11, 1951 --- General MacArthur is relieved of his commands in Korea and Japan. This is due to his differences with the administration.

April 8, 1952 --- President Truman orders the seizure of most of the steel mills as their workers are about to strike.

November 4, 1952 --- Dwight D. Eisenhower is elected president. Richard M. Nixon is elected vice president.

July 27, 1953 --- The two sides in the Korean conflict sign an armistice at Panmunjom.

March 1, 1954 --- Puerto Rican nationalists shoot from the visitors gallery of the House of Representatives, wounding five congressmen.

May 17, 1954 --- The Supreme Court in the historic case of Brown v. Board of Ed. of Topeka, rules



that segregation in education is unconstitutional.

- 1954--- Polio vaccine developed by Dr. Jonas E. Salk.
- May 31, 1955 --- The Supreme Court relegates school desegregation to the federal district courts and does not stipulate a time limit.
- August 12, 1955 --- Minimum wage raised to \$1.00 per hour.
- December 1955 --- Dr. Martin Luther King, Jr., leads a Negro boycott of the Montgomery, Alabama bus system.
- November 13, 1956 --- The Supreme Court rules that an Alabama law and a Montgomery ordinance requiring racial segregation in intrastate buses are invalid.
- August 29, 1957 --- Congress adopts the Civil Rights Act of 1957, which provides penalties for the violation of voting rights and creates the Civil Rights Commission.
- September 2-4, 1957 --- Gov. Orval Faubus employs units of the Arkansas National Guard to prevent the integration of Central High School in Little Rock.
- September 25, 1957 --- Federal troops are sent to escort nine black students to school.
- 1957 --- U.S.S.R. launches Sputnik 1.
- July 29, 1958 --- The President signs a bill creating the

National Aeronautics and Space  
Administration.

- 1958 --- The United States launches Explorer 1.
- January 3, 1959 --- Alaska is admitted to the Union as the  
forty-ninth state.
- August 21, 1959 --- Hawaii becomes the fiftieth state.
- 1959 --- Fidel Castro comes to power in Cuba.
- February 1, 1960 --- Negroes begin a series of sit-in  
demonstrations to desegregate lunch  
counters and similar facilities in the  
South.
- May 6, 1960 --- President Eisenhower signs the Civil  
Rights Act of 1960, which provides for  
the use of federal referees to register  
black voters.
- January 3, 1961 --- The United States breaks off diplomatic  
relations with Cuba.
- April 17, 1961 --- Cuban crisis known as the Bay of Pigs  
occurs.
- May 1961 --- Biracial groups known as "Freedom Riders"  
begin to travel through the South to  
integrate facilities. In Alabama and other  
states some groups are attacked by mobs.  
Other groups are arrested.
- May 5, 1961 --- The United States puts its first man in  
space. Alan B. Shepard, Jr., makes a sub-  
orbital flight in a Mercury capsule.

May 5, 1961 --- Minimum wage raised to \$1.15 per hour.

1961 --- Wilt Chamberlain sets NBA record for scoring 4,029 points in a single season.

1962 --- James Meredith becomes the first black to attend the University of Mississippi.

February 3, 1962 --- The President bans all trade with Cuba.

February 28, 1963 --- President Kennedy asks Congress to enact a program of civil rights legislation.

March - September 1963 --- Civil rights demonstrations take place in many localities. In Mississippi Medgar W. Evers is killed on June 12. In Alabama Dr. Martin Luther King, Jr., is arrested (April 12), Negro properties are bombed, and four Negro girls are killed when a church is bombed (September 15).

June 10, 1963 --- The President signs a bill forbidding sex discrimination in payment for equal work.

November 22, 1963 --- President Kennedy is assassinated.

January 23, 1964 --- The twenty-fourth Amendment to the constitution, outlawing poll taxes is adopted.

June 21, 1964 --- Three young civil rights workers engaged in a voter registration drive in Mississippi disappear. Their buried bodies, marked by bullet wounds, are found by the FBI on August 4.

July 2, 1964 --- The President signs the Civil Rights Act

of 1964, which protects voting rights, prohibits racial discrimination in employment and in public accommodations, and encourages school desegregation.

October 14, 1964 --- Dr. Martin Luther King, Jr., is awarded the Nobel Peace Prize.

February 1, 1965 --- Dr. Martin Luther King, Jr., and 770 other Negroes are arrested in Selma, Al., during demonstrations against voter registration rules.

June 8, 1965 --- President Johnson commits U.S. troops to Vietnam.

August 6, 1965 --- President Johnson signs the Voting Rights Act of 1965, ensuring Negro voting rights.

1965 --- Black leader Malcolm X is killed.

December 1966 --- United States forces in Vietnam total 380,000 by late December, as compared with approximately 180,000 at the beginning of 1966. Antiwar sentiment mounts in the U.S..

January 27, 1967 --- Three astronauts are killed when fire breaks out on an apollo spacecraft being tested on a launch pad at Cape Kennedy.

May 29, 1967 --- In Keitman v. Mulkey, the Supreme Court invalidates an amendment that permits racial discrimination in private housing.

June 12, 1967 --- In Loving v. Virginia the Supreme Court

rules unanimously that states cannot constitutionally bar marriages between whites and non-whites.

June 13, 1967 --- President Johnson appoints Solicitor General Thurgood Marshall, a Negro, to succeed Justice Tom Clark on the Supreme Court.

October 20, 1967 --- Seven men are convicted by a federal jury of conspiracy in the murder of three civil rights workers in Mississippi in 1964.

February 29, 1968 --- The National Advisory Commission on Civil Disorders issues a report in which it attributes Negro unrest to white racism and recommends measures to aid Negroes.

April 4, 1968 --- Dr. Martin Luther King, Jr., is assassinated in Memphis, Tennessee. His death is followed by racial violence in 125 cities throughout the nation.

June 5, 1968 --- Robert F. Kennedy is assassinated.

September 17, 1968 --- The American Independent Party convenes in Dallas. It nominates George C. Wallace for president.

November 5, 1968 --- Richard M. Nixon is elected president.

November 5, 1968 --- New York Democrat Shirley Chisholm becomes the first black congresswoman.

July 20, 1969 --- Neil Armstrong and Col Edwin E. Aldrin,

Jr., become the first two men to step on the moon.

October 29, 1969 --- In Alexander v. Holmes County Board of Education, the Supreme Court rules that there must be no delay in discontinuing school desegregation.

1969 --- Half of a million people attend Woodstock.

January 14, 1970 --- The Supreme Court issues an order for the integration of all schools in Alabama, Florida, Georgia, Louisiana, Mississippi, and Texas by February 1.

INTERVIEW QUESTIONS  
ROSA BROWN

1. When were you born?
2. What was life like before integration?
3. Did most of the black people in your community own their land?
4. What do you remember about the separate public facilities?
5. What was your ideas toward white people in general? Were you bitter or angry?
6. Where did you go to college?
7. Were you teaching when integration came about?
8. When you got to Ophelia school was it still segregated?
9. When they integrated what happened to the black teachers and administrators?
10. Among the teaching community did you all work together?
11. What was the students attitude toward integration?
12. When did your mother and father pass away?
13. Did they get to see that "better day"?
14. Do you remember Gov. Wallace's stand in the school house door?
15. So he was not all bad?
16. Did Martin Luther King come to this area?
17. What was his impact on the black community?
18. Were you in Anniston when the "Freedom Riders" came through?
19. Were the KKK active in this area?
20. What was the education system like before integration?

21. Did you find the black students were behind?
22. When did you retire?

#### INTERVIEW QUESTIONS

Linda Barnett

1. Did all school systems integrate at the same time?
2. What was life like before integration?
3. Do you remember the separate facilities?
4. What was the reaction within the teaching community to integration?
5. Did you have to go to another school?
6. What happened with the black teachers after integration?
7. Did they want to work with the white teachers?
8. What age students did you teach?
9. Did you notice a difference in their attitudes?
10. Was it equal between blacks and whites as far as attitudes were concerned?
11. Was the KKK active in this area?
12. Do you think the gang issue is racial?
13. Do you remember Gov. Wallace's stand in the school house door?
14. Do you remember anything about Martin Luther King?
15. Do you think whites in general were unaware of the race issue?
16. Do you think they teach history different now?
17. You resented having to teach a special week of black history?



18. Did you see the education system change after integration?
19. Do you think the black students fell into that lower level?
20. Do you see that as much in white children?
21. What do you think of Mr. Humphries?

**ROSA T. BROWN**

**CHRONOLOGY**

1920	Birth Date
1944	Graduated High School
1948	Graduated College
1951	Married John Brown

**LINDA BARNETT**

**CHRONOLOGY**

1944	Birth Date
1962	Graduated High School
1963	Married Buddy Barnett
1966	Graduated College

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