

THE EVELYN A. HALLMAN SCHOLARSHIP FUND
FAIRHAVEN UNITED METHODIST CHURCH
12801 Darnestown Road
Gaithersburg, Maryland 20878 .

June 11, 1992

Dear Graduate:

Congratulation for the completion of your secondary education.

If you plan to continue your education you may be interested to know that there are funds available through The Evelyn A. Hallman Scholarship Fund.

Inclosed herewith is a Scholarship Criteria and Application Form. We welcome this opportunity to help you.

You may contact me at the church on Sunday or at home on (202) 265-9367.

Sincerely,

Enclosures

Thompkins W. Hallman
Chairperson

THE EVELYN A. HALLMAN SCHOLARSHIP FUND

SCHOLARSHIP CRITERIA

The Evelyn A. Hallman Scholarship Fund awards scholarship(s) to graduating high school seniors who are active members of Fairhaven United Methodist Church. The applicant(s) for this award is required to meet the criteria stated below. Failure to meet these criteria may result in the rejection of your application or the denial of your award.

1. Basic Criteria

a. Membership - Applicant(s) shall be an active member of Fairhaven Methodist Church at least fifteen (15) months immediately prior to the date of scholarship award.

b. Age - Applicant(s) shall not have reached the age of twenty (20) years on the date of award.

c. Scholastic Record - Applicant(s) shall have a minimum grade point average of 2.5 (high school cumulative).

d. Citizenship - Applicant(s) shall be U.S. citizen or permanent U.S. resident. (Resident shall be defined by the U.S. Bureau of Immigration).

e. Recommendations - Applicant(s) shall furnish three (3) letters of recommendation at least one of which shall be written by your school counselor. Letters shall be written by persons not related to the applicant.

f. Acceptance for Further study - Applicant(s) shall be eligible to enroll as a full time student in an accredited post-secondary school.

g. Non-traditional Study - The eligibility of a scholarship applicant enrolling in a non-traditional program shall be determined on a case by case basis, requiring the unanimous vote of the Scholarship Committee. (study other than four year college).

h. Period of Consideration - Applicant(s) shall be eligible for the award the academic year of graduation from secondary school. (consider those in college if no one eligible from current academic year).

2. Performance Criteria

Applicant(s) who have met the "Standards for Basic Criteria" under 1 above, shall also meet one of the following criteria of this section:

a. Talents and Abilities - Applicant(s) must have demonstrated a special talent or ability in some specific area. These areas include but are not limited to academics, athletics, vocational arts, work experience, fine arts or the technical sciences.

b. Community Service - Applicant(s) shall exhibit leadership qualities, perform community services and must have the potential for continued community service. Participation in any of the following organizations is acceptable for qualifications under this section: Boy Scouts or Girl Scouts of America, 4-H Clubs, Department of Recreation and Parks activities, Church Organizations, extra-curricular activities, and other community service organizations.

3. Interview

Applicant(s) must successfully complete an interview before the Scholarship Committee. In addition to a review of the applicant(s) credentials, the applicant(s) will be evaluated on the basis of personal appearance, and attitude or demeanor. After the interview the committee will vote on the applicant's eligibility. A majority vote of the committee is required to approve an applicant.

4. Scholarship Awards

The final scholarship award shall be a single award of \$300.00. Subsequent scholarships awarded for the academic year shall be single awards of \$300.00 each.

5. Eligibility

The scholarship is intended to assist the student in meeting the expenses of college. It will apply towards tuition costs and other related expenses of the applicant(s) in attending the school of his/her choice.

The Evelyn A. Hallman Scholarship Fund
for Members of Fairhaven United
Methodist Church

Please supply all requested information. Application should be completed and returned to: THE EVELYN A. HALLMAN SCHOLARSHIP FUND, % Fairhaven United Methodist Church, 12801 Darnestown Road, Gaithersburg, Maryland 20878, on or before August 1, 1992. Applications postmarked after August 31, 1992 will not be accepted. (Please print or type).

1. Applicant's Name John Austin Konkus 2. Birthdate 8 / 14 / 74

3. Address 17116 Chiswell Road., Poolesville, MD 20837 No. 972-8359

5. Name of High School _____

6. Expected date of Grad _____

7. Parent(s) or Guardian _____

8. Address 17116 Chiswell

9. Telephone Number (H) _____

10. My cumulative Grade Point Average at the end of the 2nd semester transcript, for verification, also.

11. Hobbies/Interests Golf

12. Summer Employment Lake

13. Extra-Curricular Activities

A. School Track 1991;

B. Community Piano lessons



DESEGREGATION

LEAGUE OF WOMEN VOTERS OF

A Fact Sheet
Covering the Period
March 1955 through November 1955

January 1956

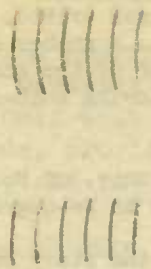
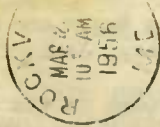
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DESEGREGATION

Civility Committee
206 Adams Court
Rockville, Md.

Tompkins W. Hallman
Gaithersburg, Md

100
200
300



LEAGUE OF WOMEN VOTERS
of
Montgomery County, Md.

937 Pershing Drive
Silver Spring, Md.

This is the second Fact Sheet on
Integration in Montgomery County,
compiled by the Integration Committee
of the League of Women Voters. Copies
of both may be obtained from our
office, at prices listed below.

Fact Sheet #1

Single copies - 5¢

Not available in quantity

Fact Sheet #2

Single copies - 10¢

25 copies \$2.00

100 copies \$5.00

DESEGREGATION IN MONTGOMERY COUNTY

SCHOOLS

A. Statement of Policy and Program to be put into effect after the removal of legal barriers:

1. On March 21, 1955, the Board of Education issued this statement of policy:

"In recognition of the Supreme Court ruling of May 17, 1954, that segregation in public school education is unconstitutional, the Montgomery County Board of Education affirms its intention to proceed to integrate the public school system of Montgomery County in an orderly and just manner. In so doing, the Board of Education also acknowledges the moral and democratic implications of the ruling, and regards compliance as an opportunity to extend all of its educational programs and facilities to all the children on an impartial basis.

"The Board of Education is making a study and analysis of the problems involved in desegregation, of the Report of the Citizens' Advisory Committee, as well as the minority reports received from the members of that Committee, and of the materials and communications received by the Board of Education and its members.

"In order to develop a plan of operation for the desegregation of the Public Schools of Montgomery County to be put in operation when the legal obstacles have been removed, the Board adopts the following basic principles:

I - Upon receipt of a ruling or advice from the Attorney General of the State of Maryland, that there is no legal barrier existing in Maryland to the integration of all students in Public Schools, the Board of Education will instruct its Superintendent to place in operation its program of integration.

II - The primary consideration of the Public Schools shall continue to be the educational needs of the pupils.

III - The same policy of integration shall prevail throughout the County, provided, however, the Superintendent, with the approval of the Board, shall have discretion to vary the timing of integration, as conditions warrant.

IV - The integration of Board of Education employees shall be accomplished at the same time as the integration of pupils.

V - Employment and placement of all personnel shall be based on relative merit, established by personal and professional qualifications for the requirements of any particular vacancy.

VI - School district lines shall be drawn without regard to race; pupils shall attend the school of their district, unless by special permission of the School Administration.

VII - Wherever necessary, there shall be a realignment of school districts or a reassignment of pupils to accomplish proper use of existing facilities; new facilities shall be provided as promptly as possible to relieve overcrowded conditions.

VIII - Wherever a pupil in a secondary school desires a particular course or courses, not available at the school which he would normally attend, the pupil shall have the option to go to a school that will provide the course desired. These decisions shall be made by the Board of Education in accordance with present administrative policies, but without regard to race.

IX - Changes would normally become effective at the beginning of a school year."

2. At a special meeting on Integration at the Wheaton High School on April 28, 1955, the Board of Education adopted three resolutions dealing with the integration of county schools, to become effective after the removal of legal barriers. These resolutions provided that the Board of Education would:

I - Plan for the merger and absorption of Carver Junior College by Montgomery County Junior College.

II - Close the substandard River Road, Ken-Gar, Takoma Park and Linden Schools and send the pupils to their new district schools, if facilities permit; otherwise transport them to the nearest school having facilities available, until local conditions permit. Make kindergarten facilities available for these children for the first time.

III - Permit any Negro students in grades 7-12, who live in the Montgomery Blair, Bethesda Chevy Chase and Wheaton High School areas, to enter the secondary school of their district, if they desire.

Dr. Forbes H. Norris, Superintendent of Schools of Montgomery County, also recommended at this time the appointment of Mr. Fred Dunn as a special assistant to the superintendent, to inaugurate an educational program for the professional staff, and to work on community relations.

B. Removal of Legal Barriers

1. On May 31, 1955, the Supreme Court of the United States issued the second unanimous opinion outlawing segregation of races in public schools. The following is an excerpt from the decisions:

"At stake is the personal interest of the plaintiffs in admission to public schools as soon as practicable on a nondiscriminatory basis. To effectuate this interest may call for elimination of a variety of obstacles in making the transition to school systems operated in accordance with the constitutional principles set forth in our May 17, 1954 decision. Courts of equity can properly take into account the public interest in the elimination of such obstacles in a systematic and effective manner. But it should go without saying, that the vitality of these constitutional principles cannot be allowed to yield, simply because of disagreement with them.

"While giving weight to these public and private considerations, the courts will require that the defendants make a prompt and reasonable start toward full compliance with our May 17, 1954 ruling. Once such a start has been made, the courts may find that additional time is necessary to carry out the ruling in an effective manner. The burden rests upon the defendants to establish that such time is necessary in the public interest and is consistent with good faith compliance at the earliest practicable date."

2. On May 31, 1955, Maryland State Superintendent of Schools, Dr. Thomas G. Pullen, Jr., said that, if the Attorney General interprets the court ruling as nullifying present state segregation laws, "then the counties have the right, at any time, to act" toward integration.

3. The same day, Maryland Attorney General C. Ferdinand Sybert said the Supreme Court's ruling had removed all present legal barriers to integration.

4. On June 2, 1955, the Evening Star reported: "Governor McKeldin said yesterday that, although the ending of segregation will take longer in some areas than in others, it must be done with 'no deliberate delaying actions.'"

5. On June 1, 1955, School Superintendent Forbes H. Norris issued this statement: "The Supreme Court, in my opinion, has made a very fair and reasonable decision in regard to the end of segregation in our schools. I see now the possibility of making plans and implementing the decision in terms of community needs and problems. Not all communities can be treated alike. The policy enunciated will give us the opportunity to move reasonably and surely and in a way that will aid the schools to provide proper facilities and to maintain standards.

"The School Board has discussed already some of the first steps that can be taken. Coming at this date, I see no reason why we cannot take the steps in September 1955. This will mean the closing of four substandard Negro schools in the suburban area and sending these pupils to neighboring schools. In some cases, pupils may have to be transported out of their district for a year or so, until building space is available.

"Junior and Senior High School students, living in the Montgomery Blair, Bethesda Chevy Chase and Wheaton High School areas, may elect to go to the nearest junior or senior high school. There is a strong possibility also of the merging of the Montgomery and Carver Junior Colleges."

6. On the same day, it was reported in the Washington Post that: "Montgomery County School Board Chairman Willard McGraw yesterday said integration of county schools is unlikely next fall. He praised the high court for taking 'the common sense view' of giving local jurisdictions a broader hand in desegregating their schools. Montgomery school authorities will be bound by the decision of the State Attorney General and Superintendent of Schools, he said."

7. On June 20, 1955, Attorney General C. Ferdinand Sybert, in his first formal opinion on the Supreme Court's recent segregation ruling, left no doubt that the integration order applied to Maryland. In this ruling, he quoted the language of the Supreme Court decision that "all provisions of

Federal, State or local law, requiring or permitting such discrimination, must yield to this principle (that racial segregation is unconstitutional).

"It would necessarily follow that, since the Constitution of the United States is the supreme law of the land, all constitutional and legislative acts of Maryland requiring segregation in the public schools in the State of Maryland are unconstitutional, and hence must be treated as nullities."

This opinion was issued at the request of Dr. Thomas G. Pullen, State Superintendent of Schools.

8. On the day following the Attorney General's opinion of June 20, the State Board of Education called upon local public school officials to begin desegregating "at the earliest possible date." The State Board then abolished segregation in Maryland's five teachers' colleges, three of which had been open only to whites and two to Negroes.

C. Development of Program following the Removal of Legal Barriers

Mr. Dunn, special assistant to Dr. Norris, sent letters on June 4 to parents of Negro Junior and Senior High School pupils living in the suburban area, explaining that as of September 1955, these children would be entitled to attend the schools nearest their homes. The letter asked each parent to indicate whether or not he wanted his child to remain in his present school or to transfer to the school nearest his home. Counselling was offered to parents who desired help in making their decision.

Twenty-one teachers and other school officials from Montgomery County registered in June for summer workshops on intergroup relations at American, Catholic and Howard Universities. The Board of Education appropriated \$300 to cover expenses for seven participants. The American Friends Service Committee provided grants for three; the National Conference of Christians and Jews, three; the Anti-Defamation League of B'nai B'rith, eight.

Mr. Dunn stimulated interest in these workshops and met with participants to discuss how their experience and study would be of maximum value to the county in the transition period. He also participated in local meetings and workshops of teachers and principals to discuss problems of desegregation.

On June 10, 1955, it was announced that one Negro student would be admitted to the summer session at BCC High School.

During the summer, several different plans for future desegregation were proposed by Board members.

On June 14, 1955, the following resolution was introduced at a meeting of the Board of Education by Board member Harrison King:

"That, work on all steps toward integration by the administrative staff be suspended until the Board of Education has had the opportunity to meet and explore the situation in Montgomery County in relation to the recent Supreme Court ruling, hold public hearings, confer with its Advisory Committee on Integration, confer with other affected County agencies, assemble and summarize information available, and then proceed upon a normal course of action."

All members, except Mr. King, voted against the resolution.

On June 20, the following resolution was introduced at a meeting of the Board of Education by Members Lathrop Smith, Rose Kramer, Helen Scharf and Wayne Birdsell:

"WHEREAS: It is essential to determine, as soon as possible, the succeeding steps of desegregation in order that the school administration, the teaching staff, and the people of Montgomery County may plan and prepare accordingly,

"THEREFORE, BE IT RESOLVED That this Board announces the following further steps of desegregating the school system of Montgomery County:

September 1955: Initial steps as already provided for;
September 1956: Integration of all County schools on
the elementary level; and not later than
September 1957: Full integration of the County schools
to include all secondary schools and all others not
previously integrated;

"The above program of integration to proceed under the
principles enunciated in this Board's Statement of
Integration dated March 21, 1955.

"The Superintendent is hereby authorized to proceed
accordingly."

On June 27, when the above resolution was brought up for
action, Wayne C. Birdsell withdrew his sponsorship. After
much discussion, Mr. Smith, Mrs. Kramer and Mrs. Scharf voted
with the rest of the Board to table the resolution. This was
a parliamentary move on the part of the remaining sponsors to
enable them to reintroduce the time-table plan at a later
date. No further action has been taken on this resolution.

Also at the June 27 Board of Education meeting, Superintendent
Norris made the following three recommendations:

I - That Negro schools be included in the regular
supervisory areas.

II - That Negro schools be included in schedules of
special area teachers.

III - That Mrs. Margaret Jones, a Negro Supervisor-
Principal, be made Principal of Rock Terrace Elementary
School starting September 1955.

The first two recommendations were approved by the Board. No
action was taken on the last.

Mrs. Jones was, at the time of this recommendation, the
principal of Rock Terrace Elementary School and also a
supervisor of all Negro elementary schools. Some Board
members questioned this personnel action on the grounds that
it was an arbitrary decision. They felt a clear policy should

be formulated to govern similar cases which might arise in the future. Other Board members saw this as a purely administrative decision under the jurisdiction of Dr. Norris and not as a policy matter. No action was ever taken by the Board. Mrs. Jones is at the present time principal of Rock Terrace.

On July 12, County Superintendent Dr. Norris submitted a "tentative" plan for integration of Negro pupils and teachers in the suburban area in the fall. The plan involved reassignment of pupils from the four substandard Negro elementary schools, slated for abandonment, to twelve previously white schools. In each case, the children were to be assigned to the school nearest their homes, with the exception of Linden pupils. Of the two nearest schools, Woodlin and Rock Creek Forest, the latter was already overcrowded and would not be relieved until completion of the new Rosemary Hills School in 1956. Therefore, the administration planned to divide Linden pupils between McKenney Hills, Rollingwood and Woodlin. Rollingwood was selected because it had space for 100 additional pupils.

On July 25, a group of Rollingwood residents protested Dr. Norris' assignment of 32 Negro pupils from the substandard Linden School to the Rollingwood School. The spokesman for the group, Andrew A. Lipscomb, presented a petition bearing 328 signatures, which charged that the transfer would "leap-frog" the Negro pupils over adjoining school districts and "dump" them into the Rollingwood School. He demanded redistricting of the suburban area, so that Negro pupils would go to schools nearest their homes.

The acting president of the Rollingwood PTA stated, at the same meeting, that the Lipscomb group's protest did not reflect the views of the Rollingwood PTA and announced that Dr. Norris had been invited to address a special PTA meeting scheduled for the following week. On August 3, at the special Rollingwood PTA meeting, a secret ballot of 176 to 55 overruled the PTA executive board's acceptance of the school administration's plan. Dr. Norris cited the special resolution adopted by the Board on April 28 at Wheaton High School, which permitted transportation of children "to the nearest school having facilities available." In answer to a suggestion that the Linden School be kept open another year, till the completion

of the Rosemary Hills School, Dr. Norris pointed out that Linden's outdoor privies had led to condemnation of the school by the Health Department.

Following the vote by the membership, the president and eight other officers of the Rollingwood PTA resigned.

On August 9, the Board of Education, after discussion, renewed its support of Dr. Norris' decision on assignment of pupils to Rollingwood.

The Lipscomb group then appealed for a hearing before the State Board of Education. On August 31, about 20 Rollingwood residents appeared before the State Board with Andrew Lipscomb, attorney, as spokesman. (This was the first time that a protest of this kind had come before the State Board.) They based their case primarily on the fact that school district lines were being "jumped" and this produced a "forced, artificial and arbitrary integration." The alternatives suggested by the group were that the Linden School remain open another year or that pupils be transferred to Rollingwood from Rock Creek Forest School (where children would be on double sessions) to make room for Negro pupils at Rock Creek Forest. Dr. Norris maintained that putting money into Linden School to make it habitable would be like "pouring it down a rat hole," and that shifting pupils from Rock Creek Forest would only disrupt a greater number of pupils.

On September 1, the State Board of Education denied the appeal of the Rollingwood citizens that the Board overrule Montgomery County authorities. The State Board maintained that evidence presented at the hearing "does not show any bad faith or capricious action" on the part of the Montgomery County School Board or Superintendent Norris. The State Board ruled that Montgomery County authorities acted within their legal rights and within the field of discretion, but stated that "scattering of children from a particular school among a number of other schools for a one-year temporary period is educationally unsound, unless a real emergency exists."

The State Board's opinion was promptly sent to county superintendents throughout the State. This opinion was interpreted as setting a precedent with regard to the autonomy of the local school board in determining local integration programs.

On September 2, the Montgomery County Board of Education announced that there would no change in its program before the opening of schools September 12.

D. Program in effect in the Fall 1955

In accordance with the three resolutions adopted by the Board of Education on April 28, the following program has been put into effect:

1. The junior colleges are theoretically desegregated. At the present time, there are no white students attending Carver nor Negro students attending Montgomery County Junior College. There were requests by whites to enter Carver and by Negroes to enter Montgomery County Junior College this term, but all came after the close of registration. These students will be admitted next semester.

Carver Junior College is now primarily a vocational school and Montgomery County Junior College a liberal arts school. There is duplication of curriculum only in the secretarial training program. The policy here is that white students must attend Montgomery County Junior College, if the courses they want are offered there.

2. The four substandard schools, River Road, Ken-Gar, Takoma Park and Linden, were closed. The pupils from these schools were assigned as follows:

Bethesda Elementary - 2; Brookmont - 10; Clara Barton - 49;
Kensington - 57; McKenney Hills - 52; Potomac - 19;
Rollingwood - 30; Somerset - 12; Silver Spring Intermediate - 2;
Takoma Park - 47; Westbrook - 12; Woodlin - 34; Woodside - 4.
Total - 330. (Figures are as of September 30, 1955.)

3. Negro secondary school pupils living in the suburban areas were permitted to enter suburban Junior and Senior High Schools in their districts. Whether they did this or continued at Lincoln Junior High or at Carver High School (both in Rockville) was optional. The 160 Negro pupils who chose to attend secondary schools nearest their homes were enrolled as follows:

Junior High Schools: Eastern - 7; Kensington - 18;
Montgomery Hills - 29; Takoma Park - 18; Western - 48;
Wheaton - 1. Senior High Schools: Bethesda Chevy Chase - 12;
Montgomery Blair - 25; Wheaton - 2.

4. On the staff level, this program involved the integration of six Negro teachers, all in the elementary schools. Two Negro teachers were assigned to McKenney Hills, two to Clara Barton, one to Kensington and one to Takoma Park.

In October 1955, the integration program was extended with the adoption by the Board of Education of the following resolutions on adult education and handicapped children:

"1 - RESOLVED, That, on the recommendation of the Superintendent, and beginning with the 1955-56 school year, the Adult Education Program in our schools shall be open to all adults without regard to race.

"2 - RESOLVED, That, beginning in October 1955, the special classes for handicapped children, i.e., classes for crippled, brain-damaged, hard-of-hearing, speech therapy, sight conservation, and mentally retarded cases, be made available completely on the basis of need without regard to race."

E. Recent Board Hearings on Integration

The National Association for the Advancement of Colored People was represented at a School Board meeting on August 29 and asked the Board six questions. On September 26, the NAACP received a letter from Dr. Norris, giving the answers to the questions "as agreed to by the School Board." Below are the questions and answers:

1. What disposition has been made of teachers of the four substandard schools?

The Superintendent reported that the teachers of the four substandard schools had been absorbed by assigning two to McKenney Hills, two to Clara Barton, one to Kensington and one to Takoma Park. (These are integrated schools.) Of the remaining four, two were assigned to Longview, one to Rock Terrace and one to Sandy Spring. (These are Negro schools.)

2. What has been decided in regard to Lincoln Junior High and Carver High School?

"No changes are being planned for the Carver and Lincoln Schools for this coming school year. Some of the pupils, approximately 108, have elected to attend their nearest secondary school beginning in September. However, this was limited to down-county students. The number of pupils involved will not affect the organizations of Lincoln or Carver materially, and their programs will remain the same."

3 & 4. Since there is a need for some 220 teachers, have you considered the Negro applicants in your office files? Have you considered appointing Negro supervisors, since supervisors are needed?

"In setting up some guiding principles to integrate the schools, the School Board specified some policies that apply to personnel. These policies state:

"While the same integration policies shall prevail throughout the County, the School Administration shall have leeway to vary the timing of executing them as building or community conditions warrant it.

"The integration of administrative, supervisory and teaching personnel shall take place at the same time as the integration of pupils.

"Employment and placement of all personnel shall be based on relative merit established by personal and professional qualifications for the requirements of any particular vacancy; provided, however, that the judgment of the School Administration shall be the deciding factor.

"Filling a vacancy in our school system will be based on the particular needs of each vacancy and the qualifications of the candidate applying.

"Other items to be considered are the degree and caliber of service required by the school system, and the prospects of success faced by the candidate. As with pupils, so with other personnel, it is a wise policy to place individuals in situations where they will have a reasonable chance to succeed.

"In view of the above, no Negro candidates for filling vacancies in white schools, or the appointment of Negro supervisors, are being considered this year."

5. What are your plans for integrating bus drivers?

"Bus drivers, white and Negro, now employed, will be kept on the routes they have been following, if their work has been satisfactory."

6. Since school housing is a problem in the upper county, what is being done about this situation?

"School housing needs in the Upper County will be met to a great extent in the 1955-56 Capital Budget. There is every reason to believe this will be carried out, unless the steel shortage becomes acute or there is a marked increase in construction costs."

The NAACP requested time to comment on policy involved in the answers to their questions. After receiving similar requests from several other organizations, the Board of Education scheduled time at their regular meeting on November 14 for these groups to appear.

CIVIC UNITY COMMITTEE

The organizations represented were: NAACP, Social Action Committee of the Christ Congregational Church, American Veterans Committee, Washington Fellowship, and the League of Women Voters. The League's statement was directed to the question of whether or not the answers to the NAACP constituted a change in the Board's original policy adopted on March 21, 1955. Another statement was made by Mr. Charles Horsky, chairman of an organization serving as a clearing house on information concerning desegregation of the schools; Mr. Horsky submitted a new series of questions to the Board.

Following these statements, several individuals and representatives of groups, such as the Maryland Petition Committee, We the People, and the Farm Bureau, demanded to be heard. Mr. McGraw indicated that all who desired would be given an opportunity to speak at a later date, provided requests were submitted in advance to the Board of Education.

RECREATION

On March 14, 1955, the Fourth U.S. Circuit Court of Appeals in Richmond, Virginia, reversed a Baltimore Federal District Court decision which had held that racial segregation, as applied to public parks and playgrounds, provided substantially equal facilities were provided separately, did not violate the Fourteenth Amendment.

"Such theories," the Appeals Court said, "were swept away by the Supreme Court's decision last May 17, banning racial segregation in public schools."

On November 7, 1955, the U.S. Supreme Court unanimously, and without comment, affirmed the March 14 decision of the Fourth U.S. Circuit Court of Appeals.

On the same day, Governor McKeldin stated, "Officials of the State of Maryland have never, to my knowledge, questioned the supremacy in law of the U.S. Constitution or the interpretations of that document by the Supreme Court of the U.S. I see no reason to do so now."

Attorney General C. Ferdinand Sybert said that the ruling "seems to be the last word" and that ending of segregation in state parks would be largely an administrative matter to be decided by the Department of Forests and Parks.

Following the Circuit Court of Appeals decision on recreation, Montgomery County Recreation Director Forrest Gustafson declared on June 12, 1955, that all recreational facilities in the county would be open on an integrated basis. During the summer, programs were operated at about 50 centers. Some centers remained all white; others had mixed attendance, ranging from only a few Negroes to as many as 30%. The seven Negro centers were kept open, since this summer's program was on a permissive basis. However, it was no longer necessary for children to be taken to an up-county Negro school for baseball and other games requiring facilities not available at some of the Negro centers, since they could now use nearby playing fields formerly reserved for white children. All schedules were organized without regard to race, and buses were integrated. There was no integration of staff, although Negro directors participated fully in organizing and directing the inter-center competition.

BIBLIOGRAPHY

There is a wealth of material which has been written on inter-cultural relations in the United States, as well as a number of recent studies specifically relating to the desegregation of the schools. From the available literature, we suggest the following much-condensed reading list:

BOOKS:

- Ashmore, Harry, S.: The Negro and the Schools, Univ. of No. Carolina Press, 1954
Hill, Herbert & Greenberg, Jack: Citizens Guide to De-Segregation, Beacon Press, 1955
Nichols, Lee: Breakthrough on the Color Front, the story of integration in the armed services, Random House, 1954
Smith, Lillian: Now Is The Time, Norton, 1955
Williams, Robin M., Jr. & Ryan, Margaret W., Eds.: Schools in Transition, Case studies of a number of communities which have recently desegregated their school systems, Univ. of No. Carolina Press, 1954.

PAMPHLETS:

- Amicus Curiae, Brief of the Attorney General of Maryland, Daily Record Co., Baltimore 3, Md., \$1.50
American Friends Service Committee: Integration of Washington Schools, 1954; The Right of Every Child, The Story of the Washington, D.C. Program of School Integration, April 1955; American Friends Service Committee, 104 C St. N.E., Washington, D.C., 10¢ ea.
Grabs, Dr. Jean D.: Education in a Transition Community, National Conference of Christians and Jews, Southern Bldg., Washington, D.C., December 1954, 25¢.
Maryland Commission on Interracial Problems and Relations: Desegregation in the Baltimore City Schools. The Baltimore Commission on Human Relations, 719 St. Paul St., Baltimore 2, Md.
Public Affairs Pamphlet #209: Segregation and the Schools, 25¢.
Southern Regional Council: Schools in the South, Answers for Action. Southern Regional Conference, 63 Auburn Ave. N.E., Atlanta 3, Ga., 20¢.
Wallace, Weldon: This is Prejudice, Baltimore Sun (no charge).

NEWSPAPERS:

- Southern School News, Southern Educational Reporting Service, P.O. Box 6156, Acklen Station, Nashville 5, Tenn. (A comprehensive factual and objective monthly report of developments in each of the states affected by the Supreme Court decision, written and edited by leading southern newsmen, representing each state.) \$2.00 annual subscription.
Also available from the Southern School News at the above address, at a minimal price, an article by Prof. Robert Lefflar: What the Court Really Said.

January 1956

P R O G R A M

- WELCOME
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- REFLECTIONS
Segregated & Integrated HS Years Margaret Hawkins Simons '57
Major General Thomas Prather '58
- ROLL CALL
Class of 1931 to Class of 1960
- MUSICAL SELECTION
If I Can Help Somebody Reverend Kenneth E. Green '51
- KEYNOTE SPEAKER
The Honorable Isiah Leggett,
County Executive
- BENEDICTION
Reverend Kenneth E. Green '51

HISTORICAL CLASS REUNION



Rockville – Lincoln – Carver High Schools

Students from 1927 – 1960 Era Share Fond Memories

Memories are the threads that hold together the patchwork of friendship.

ROCKVILLE COLORED HIGH SCHOOL

Class of 1931 – Class of 1935

LINCOLN HIGH SCHOOL

Class of 1936 – Class of 1951

CARVER HIGH SCHOOL

Class of 1952 – Class of 1960

.....

ROSS J. BODDY COMMUNITY CENTER

18529 Brooke Road – Sandy Spring MD

Sunday – August 14, 2011

.....

PRINCIPALS (1927 - 1960)

Rockville Colored High School

1927 - 1928 Edward U. Taylor,
Colored Elementary Teachers'
Supervisor & Principal Teacher
Theodore Watkins
1928 - 1929 Robert Chase
1929 - 1930 Namon Allen
1930 - 1931 Thomas Kemp
1931 - 1932 Namon Allen
1932 - 1935

Lincoln High School

1935 - 1936 Namon Allen
1936 - 1938 Herbert H. Moore
1938 - 1951 Dr. Parlett L. Moore

George Washington Carver High School

1951 - 1956 Dr. Parlett L. Moore
1956 - 1960 Silas E. Craft

2011 HISTORIC REUNION PLANNING COMMITTEE

Corrie Powell Awkward '49 - Chairperson
James C. Offord '45 - Co-Treasurer & Master of Ceremonies
Warrick S. Hill '45 - Co-Chair of Programming Committee
Earl A. Claggett '48 - Co-Treasurer
Kathryn Boston Bishop '53 - Secretary & Pianist
Estelle Prather Stewart '46 - Food
Mary Askins Myers '46
Eleanor Genies '54
Carolyn Bond Finley '58

LIFT EVERY VOICE AND SING
Lyrics by: James Weldon Johnson (1871-1938)
Music by: J. Rosamond Johnson

Lift every voice and sing, till earth and heaven ring,
Ring with the harmonies of liberty;
Let our rejoicing rise, high as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past has taught us,
Sing a song full of the hope that the present has brought us;
Facing the rising sun of our new day begun,
Let us march on till victory is won.

Stony the road we trod, bitter the chastening rod,
Felt in the days when hope unborn had died;
Yet with a steady beat, have not our weary feet,
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered,
We have come, treading our path through the blood
of the slaughtered;
Out from the gloomy past, till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years, God of our silent tears,
Thou Who hast brought us thus far on the way;
Thou Who hast by Thy might, led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places, our God, where we met Thee,
Lest our hearts, drunk with the wine of the world, we forget Thee.
Shadowed beneath Thy hand, may we forever stand,
True to our God, true to our native land.

.....

LIFE'S MIRROR
Madeline S. Bridges

There are loyal hearts, there are spirits brave, there are souls that are pure and true;
Then give to the world the best you have, and the best will come back to you.
Give love, and love to your life will flow, a strength in your utmost need;
Have faith, and a score of hearts will show their faith in your word and deed.
Give truth, and your gift will be paid in kind, and honor will honor meet;
And a smile that is sweet will surely find a smile that is just as sweet.
For life is the mirror of king and slave; 'tis just what we are and do;
Then give to the world the best you have, and the best will come back to you.

Did You Know That ...

1. There was no public high school in Montgomery County for black students until September 1927; while, at the same time, there were 10 public high schools for white students?
2. Noah E. Clarke, then-Chairman of the United Trustees of Montgomery County and later father-in-law of Nina Honemond Clarke (elementary school teacher, administrator, historian, author) with his persistent determination was mainly responsible for the Montgomery County School Board's approval of this much-needed building?
3. The first high school for black students was named Rockville Colored High School which had just two classrooms, one room for a library (but was used for a classroom instead), and no restrooms? The restrooms in the nearby elementary school were used?
4. Rockville Colored High School (RCHS) was opened with the Supervisor of the Colored Elementary Schools, Edward U. Taylor, as principal; who taught 40 eighth graders for one-half day? Only nine graduated from grade 11 in June of 1931?
5. Most of the African-American students (who wanted a high school diploma when there was no high school in Montgomery County) went to a high school in Washington, DC; one went to Raleigh, NC; one went to Baltimore, MD; one went to New Jersey; several went to New York?
6. The students who attended RCHS and who lived in the Poolesville-Dickerson area, during the 1927-1928 school year, rode the train; Mr. Taylor transported six students from Emory Grove; and Mrs. Bertha J. Bishop, a parent, transported four students from Sandy Spring to Rockville?
7. The students, who rode the school bus in the late 1920s and the early 1930s, paid \$3 to \$6 per month? The white students rode the school bus free of charge?
8. The first driver of the school bus coming from the Spencerville area was Solomon Hart (a ninth-grader) and was paid \$5 per month in 1928-1929?
9. Without the existence of an assembly hall at RCHS, the Montgomery County School Board rented Fisherman's Hall (a Rockville fraternal association's hall) for class usage and for other assemblages for \$18 per month?
10. In the absence of a chemistry lab, the basement of the nearby elementary school (Rockville Colored Elementary) was divided into two sections – a furnace room (with a dirt floor) and a chemistry room behind it (with a wooden floor, one Bunsen burner, one test tube, one clamp, and one beaker)?
11. White teachers were paid more than black teachers? William B. Gibbs, Jr., (principal and teacher at Rockville Colored Elementary School) sued Superintendent of Schools Edwin W. Broome and the Montgomery County School Board in an effort to equalize teacher salaries; the salaries were equalized, but Mr. Gibbs was demoted and dismissed? The black teachers donated a portion of their monthly salary to Mr. Gibbs (for a year) because of his unselfish concern for their welfare?
12. Norma Hill Duffin (Lincoln High School Class of 1946) initiated a program to honor the altruistic accomplishment of Mr. Gibbs, and her daughter, Sharon, was active in a campaign to have a public elementary school named in his honor?
13. Lincoln High School (LHS) opened in September 1938 with six teachers and Carver High School (CHS) opened in September 1951 with 20 teachers?

14. Norman Briscoe Ridgley (LHS Class of 1942) was the first and only Lincoln High School graduate who was killed during World War II while serving in the Navy?
15. Charles Herbert Dorsey (LHS Class of 1942) and Evelyn Roberta Hallman (CHS Class of 1952) were the first graduates to earn a doctorate?
16. The black elementary and high school students used hand-me-down books from the white schools? In the school year 1943-1944, the Lincoln High School students taking the academic course had no geometry textbook but had a qualified, competent teacher?
17. Lincoln High School Class of 1944 was the first class to graduate from the 12th grade? There was no commencement in June 1943; however, two eleventh graders did receive their high school diploma: Gladys Owens and Betty Prather?
18. The 12-year system of education had its inception (for the white students) with the Class of 1931; 12 years before the African-American students had this privilege?
19. The 14-year system of education began, for the white students, with the establishment of Montgomery Junior College in 1946?
20. Dr. Parlett L. Moore, then-principal of George Washington Carver High School, founded George Washington Carver Junior College for the African-American students and became its Dean in 1951?
21. Dr. Moore served as principal of Lincoln High and Carver High for a total of 18 years (from September 1938-June 1956) twelve years more than the total administration of the seven other principals?
22. In the absence of a physical education teacher, funeral director Robert L "Mike" Snowden coached the Rockville Colored High School baseball team?
23. Integration actually started in September 1943 at LHS when Maynard E. McPherson (a white part-time welding teacher employed by the Federal Government) taught acetylene welding at Lincoln High in the morning and at Montgomery Blair High in the afternoon?
24. Mrs. Genevieve S. Brown taught every subject in the LHS curriculum (except music, foreign language, shop, and home economics) prior to becoming vice-principal in the school year 1949-1950? CHS Class of 1952 dedicated their yearbook to her?
25. Initially, there was no electricity in many of the public elementary schools, as well as no indoor plumbing except at Rockville Colored Elementary School?
26. Nina H. Clarke and Allison H. Claggett were the first African-American teachers to integrate the white elementary schools?
27. The senior-dominated Lincoln High School baseball team of 1936-1937 set a school record and went undefeated against their opponents from Washington, Baltimore, New Jersey, Pennsylvania, and Virginia with 12 victories?
28. In five years, RCHS had 77 graduates; in 16 years, LHS had 671; in nine years, CHS had 572 graduates; and in 30 years, 1,320 graduated from the three high schools?
29. The largest number of graduates in any class was 75 in the CHS Class of '52 and '54?
30. The dual system of education on the high school and junior college level was practiced in Montgomery County until the total desegregation of schools started in September 1960?
31. The Hill sisters spearheaded an initiative to have the LHS and CHS buildings designated as historic landmarks (Barbara Hill Talley '51, LHS; Bessie Hill Corbin '42, CHS)?
32. Initially, white children attended school nine months per year; whereas black children attended just seven and one-half months?

LINCOLN HIGH SCHOOL UNDER SEGREGATION

I am a graduate of the Class of 1941.

I remember the text book handed down from the white students that often had missing pages.

I remember the American history books that made no mention of African-American or their contributions to America's development. I do remember that we had a teacher that taught us about those patriots like Chispus Attucks, Sojourner Truth, Paul Lawrence Dunbar, Marion Anderson, Frederick Douglass, Harriet Tubman and others. This certainly gave us a sense of belonging.

I remember those long rides on the school bus from Darnestown Road, to Germantown Road and down 355 to Lincoln Park. Mr. Ed Clarke was the bus driver on that old beatup bus that would have shaken all the sleep out of us before we got there. What a ridiculous trip to maintain segregation. What a contrast to have Quince Orchard High School now about a half mile from where I walked to elementary school.

Living in the country, I had no idea where the nearest white high school was, so segregation was not very conscious to me. I first became aware when my two younger brother, Eugene and Melvin, who use to play with Henry and Jake Gassaway, two white boys who lived just across from us on Riffleford Road. When they became school age my brothers went to Quince Orchard and the Gassaway boys went to the white school which was closer to where we lived than the school where by two brother attended. The price of segregation.

I remember Miss McNeil our English teacher who taught us about Nathan Hawthorne, Henry Wadsworth Longfellow, Edgar Allen Poe and many others. We had a drama class and gave a performance for the parents at night and for the student body the next day. It always seemed that we performed better for the student body. My fellow classmate, Arthur W. Talley, was one of the performer as was the late George Duvall.

I remember when the U.S. Supreme Court gave its unanimous decision on school desegregation in 1954 a statement made by Rose Kramer who was elected to the school board the same year. She said, "the Court has given us the courage to do what we knew in our hearts was the right thing to do."

I leave you with a very pleasant memory of my time in high school. Blessings on the memory of Ms. Queen E. McNeil. This poem which I have never forgotten I printed on line.

A Psalm of Life by Henry Wadsworth Longfellow.

A Psalm Of Life

by Henry Wadsworth Longfellow

What the heart of the young man said to the psalmist.

Tell me not, in mournful numbers,
"Life is but an empty dream!"
For the soul is dead that slumbers,
And things are not what they seem.

Life is real! Life is earnest!
And the grave is not its goal;
"Dust thou art, to dust returnest,"
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Find us farther than to-day.

Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act, - act in the living Present!
Heart within, and God o'erhead!

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time; -

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labour and to wait.

Thomas Hallman

PARISH NOTICES

TODAY

- 12:00 Fairhaven-Coffee and Fellowship Hour
Fairhaven-Short Building Committee
Meeting in the Kitchen
- 3:00 Membership Class at Parsonage
- 7:00 Methodist Youth Fellowship-Fairhaven

MONDAY

- 7:00 Fairhaven: Choir Practice
- 7:30 Pleasant View: Choir Practice
- 8:00 Fairhaven: Worker's Conference for
all teachers and Comm on Ed. members

TUESDAY

- 7:30 Young Adults at the home of Mr. & Mrs
Gerald Kessell-off Longdraft Road

WEDNESDAY

- 8:00 Joint W.S.C.S. sponsored Service of
Prayer and Self Denial at Fairhaven.
Husbands are invited to attend with
their wives.

THURSDAY

- 8:00 Joint Commissions on Missions and
Christian Social Concerns at
Pleasant View.

- - - - -

Nov. 2 - Thursday: Fairhaven Methodist Men
sponsor the Nov. Fellowship Dinner.
Covered Dish at 6:30 p.m.



AN ALTERNATIVE TO WAR

FAIRHAVEN-PLEASANT VIEW METHODIST CHURCH

October 22, 1967

Douglas E. Harton Pastor

948-2037

* * * * *

THE PRELUDE

The lighting of the candles

THE CALL TO WORSHIP

M: Make a joyful noise to the Lord, all the lands; Serve the Lord with gladness!

Come into his presence with singing!

P: Know that the Lord is God! It is he that made us, and we are his; we are his people, and the sheep of his pasture. Enter his gates with thanksgiving, and his courts with praise! Give thanks to him and bless his name!

P: For the Lord is good; his steadfast love endures for ever, and his faithfulness to all generations!

*THE HYMN OF PRAISE No. 4 Mit Freuden Zart

"Sing Praise to God who Reigns Above"

No. 723

*INVOCATION (The people standing)

*CALL TO CONFESSION

GENERAL CONFESSION

(by all the people, seated and bowed)

PRAYER FOR PARDON

THE LORD'S PRAYER

CALL TO PRAISE

M: O Lord, open thou our lips

P: And our mouth shall show forth thy praise.

M: Praise ye the Lord.
P: The Lord's name be praised.

*PSALTER

*GLORIA PATRI

THE ANTHEM

THE SCRIPTURE LESSON

Micah 4:1-5

James 4:1-12

*AFFIRMATION OF FAITH

No. 741

CALL TO PRAYER

COLLECT

PASTORAL PRAYER

Choral Response

THE PRESENTATION OF TITHES AND OFFERINGS

The Offering

*The Doxology

THE PARISH NOTICES

THE CHILDREN'S SERMON

*THE HYMN OF PREPARATION No. 108 St. Hilda

"O Jesus, Thou Art Standing"

THE SERMON

"Let There Be Peace"

*THE HYMN OF CONSECRATION No. 242 Ebenezer

"Once to Every Man and Nation"

*THE BENEDICTION

The extinguishing of the candles

*THE POSTLUDE

No. 564



REFLECTIONS ON R. DOUGLAS FORCE

I came to the PPR meeting and saw this tall Afro-American male stranger in the area of what is now the choir room. It became clear to me that he must be the new minister.

What has that mean for me?

I remember riding with you to Mt. St. Mary's College on two occasions and going to the conference center through the old country roads. Some I had not traveled on for over twenty or more years. It brought back some very pleasant memories.

I remember the conversations on those trips. You were always open-minded, and easy to converse with. Nor can I forget the many conversations in your office on Sunday mornings. You always had a sense of humor. So many conversations about church, politics, religion, and other things. Your sermons were inspiring, not the fire and brimstone type but ones showing the ever loving God, who forgives over and over again, and is always there to pick us up when we fail. Not the God of the old testament of an eye for an eye, a tooth for a tooth, a God of revenge.

I remember Easter Sunday service. Your message was "Men Are Such Cowards." You spoke of Mary asking the disciples to go with her to the tomb. That she may need some help to remove the stone, and they said it wasn't safe, we may be arrested by the Roman soldiers. Then after conversation with Christ, she ran down the dusky roads to tell the disciples, "I have seen the Lord." What an imaginary trip. Tears ran down my face as I thought about it. Christ has indeed arisen. I heard someone say at a later date that you spoke only about five minutes. That was enough for me. This is one of the many inspiring sermons.

I remember when Arianna was christened at the Washington National Cathedral. That was the first time I'd seen such a ceremony at conference. I'm so glad I was there to witness it with you and Elaina.

The world around us, and how our religious life impacts that world. The fact that our faith is not separate from the world give me hope for the future.

It's been wonderful having known you for these few years. I will miss you my friend but I will have some very pleasant memories.

I wish the best for you, Elaina and little Arianna. Keep in touch.

Sincerely,

Tom Gallman



REMEMBERING ROBERTA

When I was about 16 years old (sometime around 1940) my mother said to me, "You are the oldest son, take care of your younger brothers and sisters." I never forgot that statement.

There was no such thing as what a boy or a girl should do. We were taught to do everything. Care for the baby, rock to sleep, change diapers, anything that needs to be done. I had my share of caring for babies. There was Upton, Eugene and Melvin, three boys. Then came Roberta. It was good to have a baby sister. No more diaper cleaning for me except for Melvin who was just one year older than baby sister. Washing dishes and putting away left over food. We lived on a farm and so we fed the pigs, chickens, cleaned out the chicken house, milk the cow and cleaned out the stable, plant the vegetable garden, gathers the fruits and vegetables for mother to can and store in the cellar under the house.

I don't remember the year Roberta graduated from high school but it was in the 1950's. She had been a good student but mother and dad could not afford to send her to college. Mother asked for help from my brother, Upton, and I. We agreed to help her. I had returned from military service and was gainfully employed. I had gotten a brand new chevy and would go to Morgan State College as it was then called, in Baltimore, and bring her home for the holidays. I never learned much about Baltimore but I could always go out North Avenue to the campus. Joan Kelly was going there at the same time and sometime her husband John Kelly would bring them home and I would take them back. I also remember that was the first time I saw and heard Dr. Martin Luther King Jr. speak.

Trip to Knoxville, TN when she got her doctor's degree at UT. Drove down there from Washington, DC. What a trip! Got lost on Route 66 and came back to DC a couple times. Finally got it right. We all took a trip to the Smoky Mountains. Show photos after graduation at UT.

What you do for others comes back to you. In 1986 I had the opportunity to purchase my own place and she was there for me. Read letter from her dated December 10, 1986. Trips over many years to the airports at Dulles and National to pick her up when she came home and take her back to the airports when she had to return. Those days are over now, it's left to Curtis and Esther, the younger generation.

The trip with Roberta, Curtis, Esther and I to the Panama Canal. What a wonderful experience to be together.

We are a close net family, have always been there for each other, and always will be. The family that prays together will always be together.

It's so wonderful to be here for your 80th birthday.

Thompson W. Hallman



69

SEP

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Rev. Douglas Horton
Marilyn & Paul
Financial Institute
Chicago

Tom Hallman

June 9, 1968

I remember Doug on that night in June 1965, 3 years ago when he first came to this area as minister to Fairhaven. It was right here in this parish house at a joint Methodist Men's meeting between Fairhaven and Pleasant View.

I remember Doug when he delivered a message at an afternoon service here in the spring of 1966.

I remember Doug at a meeting with the joint committees of Fairhaven and Pleasant View with Rev. Carroll, the District Superintendent to discuss the future relationship of the two churches.

I didn't get to know him until it became clear that he would probably be the minister of Fairhaven-Pleasant view Charge. We began a series of periodic meetings. He inquired as to whether he was getting his message across to the congregation. We discussed problems with the local congregation. How to improve our relationship with Fairhaven? And so I came to confide in him and he in me, and I began to feel that I could call him at any time to discuss our mutual concern. We almost always agreed but there was respect for each others opinion when we didn't agree. At meetings he welcomes discussions, even of his ministry which I found refreshing.

He has shown his leadership not only in the ministry but in the community by giving his support for public accomodation, fair housing, the Poor People's Campaign, his concern for the unchurched and the sick. And always there was Marilyn: kind, considerate, concerned.

A few days short of one year ago Doug & Marilyn came to us, and yet it seems that we've known them forever.

In all of my memory here at Pleasant View, I can say that this has been the most wonderful year with two of the most wonderful people I know.

And so, on behalf of the members and friends of Pleasant View United Methodist Church, I have the honor to present to you this gift in appreciation of your service to us.

Doug, Marilyn and Paul, we feel confident that you will carry to the Ecumenical Institute in Chicago the same happiness, joy, and inspiration that you have brought to us.

Thomas Jallman
Chairman, Board

Farewell JW

Good Luck and best wishes on your new journey





Now I've had my say. No, not quite. There's one more thing and this is serious. You say in this booklet signed by you (J.W. Park, Dec. 2007) about Korean Pastors in Non-Korean Local Churches in the United Methodist Church that you hoped they would be judged as servants of God rather than by their ethnicity.

We know what that means because we at Fairhaven broke the bars of segregation and became the diverse congregation we are today. We are diverse racially, economically and many other ways.

I remember the old segregated Washington Conference and the now merged Baltimore-Washington Conference and there has never been an Asian District Superintendent. This is a great step forward for the conference.

We hope that your experiences at Fairhaven have added to that goal. We're so happy for you. We pray that the Central Maryland District will come to see you as we do, not by your ethnicity, but as a person called of God.

Bless you and your family, as you go forth to your new assignments.

Ms. Jackson is the daughter of Samuel U. Hallman (deceased) and Evelyn Hallman. She is a lifetime resident of Montgomery County. She is employed by Bechtel Power Corporation as a Cost Engineer.

Mr. Lyons is the son of Mr. and Mrs. Milbert Lyons, Sr., Whitakers, North Carolina. He is formerly of the same address. He is employed by National Institute of Health as a Bio-Lab Technician.

The Bride and Groom are active members of Fairhaven United Methodist Church.

W E D D I N G

OF

Esther Mae Jackson

AND

Curtis Darnell Lyons



SATURDAY, MARCH 15, 1980

2:00 P. M.

FAIRHAVEN UNITED METHODIST CHURCH
GAITHERSBURG, MARYLAND

HOLY MATRIMONY

Officiating Minister Rev. Glenn Young, Pastor
Organist Kathleen Howard
Mt. Calvary Baptist Church
Rockville, Maryland
Soloist Edna Mae Campbell
St. Paul's Church of God
Washington, D. C.
Flower Arrangements Johnson's Garden Capital
Gaithersburg, Maryland

BRIDAL PARTY

MAID OF HONOR Faye Greene
ATTENDANTS Pamela and Darlene Jackson
FLOWER GIRL Alesia Lyons
GIVEN IN MARRIAGE BY Gerard Green, Sr.
BEST MAN Kenneth Greene
USHERS Milbert Lyons, Jr.
James I. Dickens
RING BEARER Travis Lyons
PROGRAM GREETER James T. Dickens

Reception immediately following wedding
12430 Fellowship Lane

Reception Coordinator - Frank Wint

HOSTS: Bride's Brothers Groom's Brothers
Thompkins Hallman Calvin Lyons
Upton Hallman Eugene Lyons
Eugene Hallman
Francis Randolph
Melvin Hallman
George Hallman

HOSTESSES: Bride's Sisters Groom's Sisters
Pearl Green Geneva Dickens
Roberta Hallman Vivian King
Alma Lyons
Bettie Lyons
Brenda Lyons
Beverly Lyons

On Tours, Uncovering Forgotten Footprints

Group Aims to Help Others Remember Old Black Schools

By BRIGID SCHULTE
Washington Post Staff Writer

At first blush, the little white building lying low against a rise off Darnestown Road is barely noticeable. With the upscale Kentlands development town houses to your right and spanking new shopping malls up ahead, your eye may not even veer to the left to see it. But the little one-room Quince Orchard School is one of only a handful of buildings left in Montgomery County that stand as reminders that once upon a time in America, almost no one thought its black citizens were worth educating.

No one, that is, except the black communities, scattered throughout the county, that donated land and labor, found teachers and built the "colored" schools that crammed as many as 50 eager learners around a potbellied stove in one or two rooms. As late as 1949, there were 31 such schools, when the county school board finally voted to build new brick and mortar schools and consolidated them into five. They had done the same thing for white children in the 1920s.

In Montgomery, as in most places, the history of those small communities and their schools is, if not lost entirely, hidden or vaguely remembered by a few.

And that's something that Anita Neal Powell, 48, and Shirley Small-Rougeau, 61, have vowed to change. They head the Lincoln Park Historical Society, a grass-roots operation run in what little spare time the two, who work for the federal and county governments, respectively, have to document the long and rich life of the black community in Montgomery before it disappears.

As the car pulled up the gravel driveway between the church and the whitewashed Quince Orchard school, Powell mused, "If we don't tell this story, it will never be told. Flip through the history books, look at the pamphlets, we're not there. What about the struggle of these schools, built by blacks because no one else would, giving up their own property because they valued education. We don't talk about that."

On this recent Saturday, the two women were running through one of several tours they put on through the historical society called "Tracking the Footprints of African Americans in Montgomery County." They have or will put on tours of black churches and cemeteries, old farmlands, famous locals, some of the 165 once-thriving communities, the Underground Railroad and the Negro baseball league.

And they spent this day, as they do most of their research days, sharing historical tidbits and endlessly getting lost driving back roads until long after the sun set.

As town houses, shopping plazas and million-dollar homes continue to spring up in Montgomery at a dizzying pace, the two women are racing against time. Snake's Den. Razor Blade. Haiti. Jones Lane. Martinsburg. Jerusalem Road. Emory Grove. Big Woods. Communities either gone or landlocked by upscale development. Many places, like the old Rockville Colored High School, now the site of a CVS, survive only in pictures.



BY MARIE POIRIER MARZI FOR THE WASHINGTON POST

Pearl Green, 82, sits in her old classroom at Quince Orchard Colored School. She walked a half-hour to attend the school in the 1920s with 49 other students and one teacher. "It was pretty primitive," she says.

It's not that they want to freeze-frame the past. They just want people to know it. "If you live on land that a black family once farmed, you should know that," Powell said. You should understand the stories of the land.

For Powell, her own awakening came in the 1970s when her community, the historic black Lincoln Park in Rockville, got a bad reputation. "I thought, that's not me. And there must be more people like me," she said. "So I began my research." She held the first exhibit in 1977 of old-timers sharing their stories, and began the county tours in 1996.

So for those speeding along Darnestown Road, Quince Orchard Colored School, one of about 23 such schools left, was built in 1874 for the children of farmers, laborers and freed slaves. State law required that the building be used only for educating black children. Meetings for any other purpose, particularly political, were barred.

In 1901, the school burned to the ground. Although arson was suspected and a reward offered, no one was ever charged. In 1902, an abandoned white school building was dragged to the site and school started anew.

"When I was doing my research, it became such a big question: 'Did your school or church burn?'"

Powell said. "The answer was always yes."

Pearl Green, now 82, attended Quince Orchard in the 1920s. She, like her classmates, started the day by the stars, doing her farm chores before walking a half-hour to the one-room schoolhouse. There were 50 children in that one room. And one teacher.

"It was surprising how much we learned. When she was teaching one class, you had to be quiet, but you could listen as she taught the upper classes, and you'd be way ahead," Green said. "We didn't have books, we only got what the white children didn't want. Some had pages."

There were seven grades at Quince Orchard, and that was new. In the 1890s, the Montgomery County school board decreed that no black school could go above fifth grade and no child below third grade could take a book home.

The school year in the black schools was shorter than in the white schools. And when the county ran out of state funds allocated for the black schools, they simply closed them down. One year, school ended in February. Another year, school was over in March. Black teachers were paid less than half the salary of white teachers—until a young attorney for the fledgling NAACP, Thurgood Marshall, helped a local teacher file suit against the school board. The case was settled in 1936, and the schools were equal-

ized.

By the 1930s, as many as 16 of the black schools operating had been built, not by the state or county, but through funds given by Julius Rosenwald, heir to the Sears Roebuck fortune, who donated a portion of the funds to any black community in 15 Southern states wanting to build a school, according to Nina H. Clarke's "History of the Black Public Schools of Montgomery County, Maryland, 1872-1961."

As late as 1934, no black school in the county had indoor plumbing, as did many white schools, when the Civil Works Administration built sanitary outdoor privies.

Bessie Corbin, a young teacher at the Ken-Gar Colored School, remembered the privy hole was so big that three children were routinely sent out—one to use the privy, another to hold on, and a third to run for help in case they both fell in.

"At Quince Orchard, we had outhouses, a pump and a bucket with a dipper in it," Green said. "It was pretty primitive. But then, most of the homes were like that, too."

The school day ran from 9 to 4. After a walk home, Green and her seven siblings milked the cows, fed the pigs and chopped wood before settling in to do homework by kerosene lamp. "It

taught you to do without," she said matter-of-factly. "It was fun."

With 50 students of all ages in one room, discipline was mandatory, Green said. Her teacher, though fair, was firm, and ruled with a tight fist on the ruler. For punishment, children were made to stay in during the lunch break and clean up. No one was made to stay after school. The teacher knew the children had too far to walk.

Green herself sees the "Footprints" tours as imperative.

"When it was an all-black community, we knew all the places. But so many houses have been torn down and people have moved away, it's disappearing," she said. "The house where I was born, there are seven houses there, with grass you could cut with scissors. It's a white community. Soon, there will be no one left to ask about the past."

Green, who went on to the segregated high school in Rockville before working for the Department of Energy for years, wants her grandchildren to know that black families have lived for a century all over the county, that many owned large tracts of land—Leisureworld and Montgomery Village were once black farms—and that the black students in

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THE FAIRHAVEN MESSENGER^{edition}

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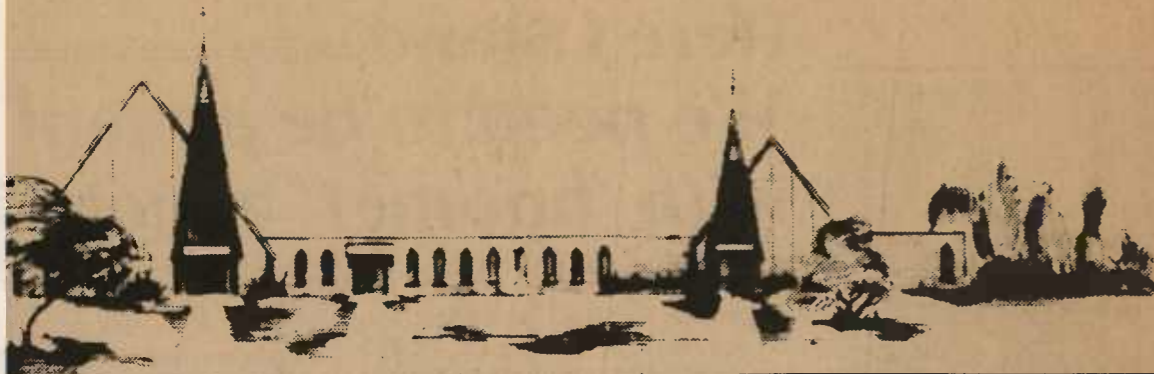
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OCTOBER 2, 1992

Hallman Scholarship



Pictured here are members of Evelyn A. Hallman's family — Thompkins Hallman, Esther Lyons, Eugene Hallman and Melvin Hallman.

On Sunday, September 20 (Christian Education Sunday) John A. Konkus was presented the "Evelyn A. Hallman Scholarship Award" by the members of her family. Her children are: Pearl Green, Thompkins Hallman, Upton Hallman (deceased), Eugene Hallman, Melvin Hallman, Evelyn R. Hallman (Knoxville, TN) and Esther Lyons.

The members of the Scholarship Committee are: Thompkins Hallman (shown presenting the award), Bunny Heller, Franklin E. Wint, William Ridgley, Curtis Lyons and Susan Hill.

Mrs. Hallman, who was originally a member of the Pleasant View Methodist Church from 1910 until 1968, joined Fairhaven that year and remained a faithful member until the day she departed this earth on April 5, 1982. While at Pleasant View Methodist she served in various duties such as President of WSCS, choir member, communion steward and Sunday School teacher.

Mrs. Hallman was very much interested in education and the scholarship fund was established in her memory to benefit a member of Fairhaven by her children.



Thompkins Hallman presenting the scholarship to recipient John A. Konkus.