

Education Restoration through the *Brown v. Board of Education* Scholarship Program and Fund

Linda J. Mann
PhD, Education Policy

George Mason University, Fairfax, VA



The deprivation and the restoration of education for a group of African Americans was center to this study



• Richmond Afro-American (Sept. 1964)

➤ The *Brown v. Board of Education* Scholarship Program is designed to provide educational opportunities to persons who were "*directly*" affected by public school closings during Massive Resistance, and who were unable either to begin, continue, or complete their public education. It is acknowledged that, in the many years preceding Massive Resistance, public education for African Americans throughout the Commonwealth was grossly inferior, dismal, and replete with inequalities and indignities. Massive Resistance deprived many Virginians— African American and White—of an education when the public schools were closed. Although this tragic course of events may have precipitated generational repercussions, nevertheless, the progeny of the persons affected by school closings were not denied an education in Virginia's public schools. Therefore, the purpose of the Scholarship Program is not reparation. **The sole and only purpose of the Scholarship Program is "restoration of education" to those who were "directly" affected. (p. 3)**(The *Brown v. Board of Education* Scholarship Program and Fund Policies of the Committee (2013))

Restorative Justice

- Problem-solving medium for those directly wronged (Doolin, 2007)
- Goal is to re-establish some type of moral order or sense of justice (Yamamoto, 1997) and to provide reparation or material to change racist structures (Yamamoto, 1998).

Repair Paradigm (Yamamoto, 1998)

recognition of wrongdoing;

responsibility for wrongdoing;

reconstruction or active steps toward healing wrongdoing, i.e. an apology.

reparation or material to change social, economic, or political structure.

Brown v. Board of Education Scholarship Program and Fund

Available to displaced students, public school eligible, 1954 to 1964, Warren County, Prince Edward County, and the cities of Norfolk, Arlington and Charlottesville.

“...severely affected the education of African-American students, wounding the human spirit and ultimately contributing to job and home losses, family displacements and separations, and a deep sense of despair (House Joint Resolution 613, 2003, para. 13).

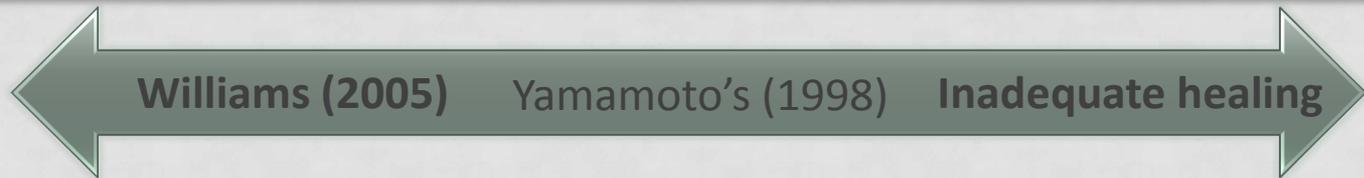
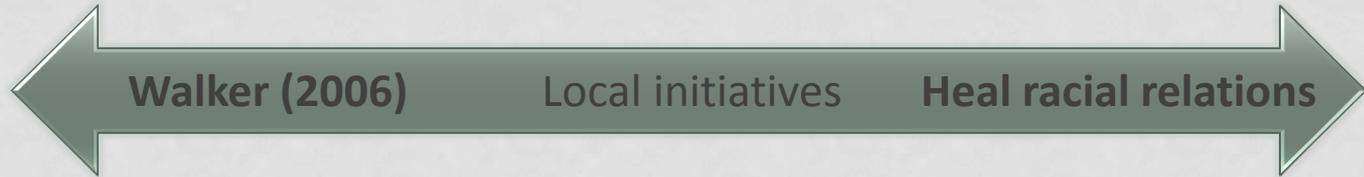
“Restoration of education” (*Brown v. Board of Education* Scholarship Policies of the Committee, 2013, p. 7).

Full or part-time, accredited two-year or four-year public, Virginia residents. Awarded yearly during the month of July.

PREVIOUS RESEARCH ON THE SCHOLARSHIP PROGRAM

restoration

relations



- Lack of prescriptive design (Zehr, 2002)
- assessment should be outcome based versus process based (Walgrave, 2011)
- restorative justice analysis should based on the perceptions and experiences

Missing from their research are the voices of the African American recipients. What does it mean to be the recipient of a policy aimed to restore an education denied 50 years prior by the same government? How can we know what the impact of this policy is? The African American recipients of the *Brown* Scholarship Fund can better inform researchers what the policy means to them.

Research
questions and
goals

Education Restoration for a group of African Americans from Prince
Edward County, Virginia

- Q1. What are the Prince Edward County African American scholarship recipients' perceptions of the *Brown v. Board of Education* Scholarship Program and Fund?
- Q2. What if any, has been the impact of the *Brown* Scholarship Fund on the lives of the recipients?
- The goals of this study included:
 - to better understand how Prince Edward County scholarship recipients perceive the *Brown v. Board of Education* Scholarship Program and Fund;
 - to explore the resulting outcomes of the fund through the perceptions of the Prince Edward County displaced student;
 - to document the Prince Edward County African American perspectives on their lived experience as a fund recipient after being denied an education by the same government.

PREVIOUS RESEARCH ON EDUCATION DEPRIVATION

- Green, Hofmann, Morse, Hayes and Morgan (1964) performed a comprehensive case study sponsored by the United States Department of Health, Education and Welfare to explore the overall effects of education deprivation, as well as the social and emotional concerns
- Background information on family members, Participants were interviewed, parents were surveyed, students were tested using the Stanford Bidet I.Q. test.
- **FINDINGS:** outside educational options i.e. Kittrell College, American Friends Service Committee (AFSC) mitigated the impact of the school closings
 - many students dropped out of the program as it was too difficult
 - at-home education reported lower self-esteem and a lack of future aspirations when compared to neighboring African American students with similar demographics
 - self-esteem, family relations, humiliation returning to school

PREVIOUS RESEARCH ON EDUCATION DEPRIVATION

- Hale-Smith (1993) compared the long-term implications of the school closing
- 1958-1959 African American student enrollment lists from the Prince Edward County public school system and were randomly selected
- Two hundred ten students were contacted. Forty-five participants received formal education, and 165 students received no education during the school closures.
- 55% response. Survey and interview.
- **FINDINGS**: 79% of the participants who attended formal education completed their high school degree, versus 49% of those that did not.
 - Formal education resulted in managerial and professional positions vs. those who did not complete an education as their vocations resulted in low socio-economic status. Job opportunities were minimal and Individuals had negative views on future.

PREVIOUS RESEARCH ON EDUCATION DEPRIVATION

- Heaton (2008) quantitative: to what extent did the Prince Edward School closings impact the students' educational attainment, economic status, incarceration rates, and mortality levels
- multiple data sets and compared data to a neighboring community with similar demographics. Datasets: Natality Detail files from the National Center for Health Statistics demographics, income data from the Census Bureau, and incarceration statistics from the National Corrections Reporting Program.
- Findings: education distribution for students born in the 1946-1949 cohort contrasted greatly to that of the same-age neighboring community cohort.
 - For instance, 66% of the students failed to complete a high school degree compared to 37% of neighboring schools
- Turner (2004) 39 interviews, archival newspaper articles and school board meetings
 - Findings, “the closings wreaked havoc on the educational and emotional lives of Black children and on the vitality of the Black community as a whole” (p. 1683). Many expressed bitterness and anger over loss. “Even students who continued their schooling during the closings often experienced intense emotional losses due to their dislocation from their home community” (p. 1686).

H. P. MILLER, D. D. S.
410 Main Street
Farmville, Virginia

November 20, 1936

Honorable Patrick H. Drewry,
Member of Congress,
Washington, D. C.

Dear Sir:

We, the Citizens of Farmville and of Prince Edward County, Virginia, wish to solicit your aid in a cause which is of vital importance to us. Our public school which is known as the R. H. Morton High School listed in Farmville, the only one in Prince Edward County serving the entire colored population of the County has a total enrollment of 475 pupils. The enrollment is divided as follows:

	Boys	Girls	Total
Grades	142	143	285
High School	89	105	190
High School	Town of Farmville	65	345/8
	County	125	657/0/0

There are four rooms allotted for high school pupils with a seating capacity of 120. Shifts are used to take care of the overflow. The auditorium is used for class room and study.

We have put forth efforts to get our building enlarged. We have petitioned our school board. We feel that you can render this community and State a good and lasting service if you will contact the proper person or persons and sponsor this worthy cause.

Thanking you in advance for any service you may be able to render us. We beg to remain

Respectfully yours,

(Sgd.) Prince Edward County School League,
N. P. Miller, Pres.

RESEARCH METHODS

Archival type research. Analyzed historical photos, correspondence, newspaper articles, architectural drawings, speeches, and Public Works Administration records. Documents were viewed at the Library of Virginia, Richmond, Virginia; Virginia State University Library, Petersburg, Virginia; the National Archives and Records Administration, College Park, Maryland; Martin Luther King Jr. Memorial Library, Washington, District of Columbia; and the Library of Congress, James Madison Memorial Building, Washington, District of Columbia.



TOWN WITHOUT SCHOOLS
Main Street of Farmville, Va., in
Prince Edward County, where
schools have been abandoned.

Downtown Farmville

August 15, 1959

Richmond Afro American Times

RESEARCH METHODS

- **Site selection.** Virginia’s massive resistance resulted in school closings in Warren County and Prince Edward County, as well as the cities of Norfolk, Arlington and Charlottesville (Sweeney, 2008).
- Prince Edward County selected due to large potential participant pool as a result of the five year school closure. Maxwell (2005), the selection of an extreme situation can better “illuminate what is going on” (p. 90)

Methods

Education Restoration for a group of African Americans from Prince Edward County, Virginia

Case study
(Patton, 2002)
Instrumental case study
(Stake, 1995)

Site Selection
(Maxwell, 2005).

Previous research.

Logging time
and gaining access
(Glesne, 2011).

Gatekeeper
(Flyvbjerg, 2011).

Participant Selection

Criteria
Based on literature review, many influences.

Cross-section
in reference to age and gender.

Letter campaign.

interviews

Meaning of phenomenon
(Englander, 2012)

Gather, record, and preserve
personal narratives
(Patterson, Mickelson, Hester & Wyrick, 2011).

Logistics

Pilot interview

Audiotaped
Older adults
(Wegner, 2003)

Unique negotiations
(Hamera, 2011).

Data Collection

Interview guide
(Sampson, 2004).

Moment by moment
(Roulston 2010)

Respondent validation
(Patton, 2002)

Silence (Kim, 2008).

Performing interviews on sensitive topics
(Dickson-Swift, James, Kippen & Liamputtong, 2007).

Data Collection continued...

Place of comfort

42 minutes to one hour and 12 minutes

Audiotaped

90 minutes between interviews. No more than three

One month - November/December

PARTICIPANTS

Matsuda (1987), “those who have experienced discrimination speak with a special voice to which we should listen” (p. 416).

Pseudonym	Gender	Age	Degree/ Scholarship	Vocation
Suzanne	F	65	Y	Writer, current. Public school employee, retired.
Cheryl	F	63	Y	Writer, current. Firefighter, retired.
John	M	62	Y	Bus driver, current. Air force, retired.
Rose	F	62	Y	Public school employee, current. Factory worker.
Judy	F	68	Y	Writing memoirs, current. Human resources in DC, retired.
Jean	F	58	Y	Supervisor at same company for 35 years, current.
Wilma	F	64	N	RN, current.
Joe	M	58	Y	Disabled, current. Independent business owner, 29 years.
Ellie	F	65	N	Government employee, retired.
Miles	M	62	Y	Author, current. Counselor, current.
Debbie	F	63	N	Mental health professional, current.
Rose	F	67	Y	Government employee, current.
Carol	F	62	Y	Mental health professional, current.
Mike	M	65	Y	Business owner, current.

Individual Case Findings

One member
stated policy
provided
education
restoration

Policy provided a
good start to
discussing
restoration

Pride
Empowerment
Visible

11 of the 14 members completed a
bachelor's degree
2 completed a master's degree

Positive personal experience
Personal growth and development

Q 1 perceptions of the scholarship

Minimal
economic gain.
One place of
employment
change.

Lack of restoration
- Material and/or
sense of justice

Role model to family and
greater community

Significance of St. Paul's College
Satellite program held at the R.R. Moton
Museum, Farmville, in Prince Edward
County, Virginia

Age

Q 2 impact of the scholarship program

Cross-case
analysis

FINDINGS

Conditions
for success =
necessary
Structures

Characteristics
of recipients

Policy impact

Restoration
revised

Access

- Support from:
 - receiving institutions (St. Paul)
 - faculty
 - African American community



Literacy

- *Education value*
- *Perseverance*
- Learning the system
- Role model
- Parents
- Faith



Personal growth and development

- Pride
- Empowerment
- Visible
- Lack of economic and vocational impact
- Lack of restoration otherwise, sense of justice.



Age

- Generational
- Options
 - Degree options
 - Out-of-state
- Literacy

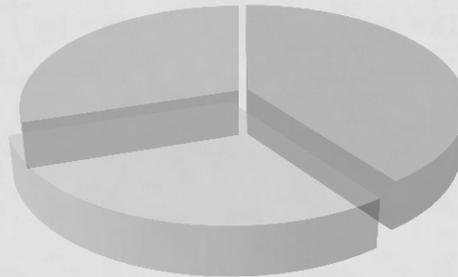
Comprehensive restoration

Multiple, concurrent systems (Honig, 2009)

Policy Implications

- THE FINDINGS FROM THIS STUDY PRESENT THAT THE *BROWN* SCHOLARSHIP FUND SHOULD BE COMPREHENSIVE AND GIVE ATTENTION TO THE MANY SYSTEMS THAT MAKE UP A COMPREHENSIVE RESTORATIVE JUSTICE PROGRAM.

Brown v. Board of Education Scholarship Program and Fund



- Policy improvements
- Additional losses
- Generational

Policy improvement

- Buy-in from state approved institutions
- Excluded populations
 - Out-of-state (Hicks & Pitre, 2010; Turner, 2003)
- Theological studies (Anderson, 1988; Williams, 2011)



Additional losses

- Literacy (Brookover, 1993; Hale-Smith, 1993; Heaton, 2008).
- Loss of family and childhood norms (Hicks & Pitre, 2010; Turner, 2004)
- Make history visible (Ladson Billings & Tate, 1995; Yamamoto, 2008)



Generational

- Age
- Timeliness
- Economic and vocation
 - Limited impact
- Literacy
- Utilize a Degree

AVENUES ALREADY EXIST WITHIN THE *BROWN V. BOARD OF EDUCATION* SCHOLARSHIP PROGRAM AND FUND TO FACILITATE BUY-IN TO THE PROGRAM WITH STATE APPROVED HIGHER EDUCATION INSTITUTES. ACCORDING TO SECTION 30-§ 23-9.8:1, THE “POWERS AND DUTIES OF THE COMMITTEE,” THE STATE COUNCIL OF HIGHER EDUCATION AND THE *BROWN* SCHOLARSHIP FUND COMMITTEE MUST WORK TOGETHER TO IMPLEMENT AND SUPERVISE THE SCHOLARSHIP PROGRAM (VIRGINIA LEGISLATIVE INFORMATION SYSTEMS, 2005)

”

- The Strategic vision statement reads, “Higher education will transform the lives of Virginians, our communities and our Commonwealth
- Statewide Strategic Plan for Higher Education (2014). The framework includes four goals: (a) provide affordable access for all; (b) optimize student success for work and life; (c) drive change and improvement through innovation and investment; and (d) advance the economic and cultural prosperity of the Commonwealth and its regions goal one “traditionally underserved populations.”
 - Goal two “degree completion and lifelong learning.”
 - Goal three “scholarship and diversity.”
 - Goal four states “expand participation and engagement in public service & institutional service to the community.”
 - Revisions of policy – again a great avenue

ACCORDING TO SECTION 30-§ 23-9.8:1, THE “POWERS AND DUTIES OF THE COMMITTEE,” THE STATE COUNCIL OF HIGHER EDUCATION AND THE BROWN SCHOLARSHIP FUND COMMITTEE MUST WORK TOGETHER TO IMPLEMENT AND SUPERVISE THE SCHOLARSHIP PROGRAM (VIRGINIA LEGISLATIVE INFORMATION SYSTEMS, 2005)

- The Committee could argue the application of the scholarship program is a great way for higher-level institutions to achieve the strategy goals outlined within the framework such as (a) degree completion and lifelong learning; (b) scholarship and diversity; (c) expansion of participation and engagement in public service and institutional service to the community (Framework for the Statewide Strategic Plan for Higher Education, 2014).

POLICY IMPROVEMENT BUY-IN FROM STATE APPROVED INSTITUTIONS

Excluded populations

- Create on-line course programs for students Virtual learning.

Allow for theological studies through community programs (Anderson, 1988. Williams, 2011)

- Literacy centers. The Committee could argue that the promotion and development of said programs supported the vision of the Statewide Strategic Plan to transform lives and would be positive publicity for higher education institutes.
- Literacy programs could offer ways for students to write **their story** about the school closings and therefore document the fight for civil rights in education. This information could be integrated in **Virginia's required history curriculum.**
- Students enrolled within counseling programs could perform internships at these sites.

similarly promoted via State Council of Higher Education.

➤ Age

- Timeliness to these programs. Limited impact
- Utilize the scholarship and the potential of a college degree the committee must consider the next generation
- Rosewood Compensation Act included Rosewood Family Scholarship Fund.
- Create a scholarship program in honor of the displaced students. These scholarships would be given annually to a deserving student from the schools systems that closed schools to deny desegregation.

Counseling

- Counseling centers

Generational

Literacy

SIGNIFICANCE OF THE STUDY

- *Brown* Scholarship Fund is unique in its attempt to restore education as a result of government policies implemented to deny desegregation as outlined by *Brown v. Board of Education*, 1954. Therefore, adds to the conversation on the legacy of *Brown* and America's efforts to heal from its racist past.
- Add to research on government-sponsored programs intended to make amends for past wrongdoings.
 - Special niche within restorative justice aimed to make amends for historical wrongdoings against African Americans.
- Documented the Prince Edward County African American participants' perspectives on their lived experience as a fund recipient after being denied an education by the same government.



Further, demonstrates that there is a continuum of success within restorative justice programs and sometimes, restorative practice may result in only partial repair (Walgrave, 2011).

Considerations
for restorative
justice policies

Education Restoration for a Group of African Americans from Prince Edward County

- Restorative justice policies should provide redress for both material and emotional loss (Walker, 2006; Williams, 2005; Yamamoto, 1998).
- Restorative justice programs should solicit the views of the recipients in order to better understand what practices are effective.
- Bittker (1973) posed that reparations should focus on wrongdoings committed within the last century. However, the findings from this study suggested that restorative justice programs must be developed in a timelier manner.
 - Material gain from the scholarship program was mitigated due to the ages of the recipients.
 - Goals of the restorative justice program must be practical and meet the needs of the victims.
 - The voices of those impacted do change over time.

Discussion

Beyond providing restitution, Yamamoto (1998) suggested that the ultimate goal of restorative justice was to transform racist structures and attitudes.



■ Continued racism

■ Policy voice

■ Further race considerations

Continued racism (Bell, 1980; Delgado, & Stefancic, 2012; hooks, 1990)

- Get on the Bus Campaign
- Town leaders
- Cross-cultural relationships



Policy voice

- No outreach for feedback
- No value for their voice



Further considerations

- Continued African American community efforts to secure an education (Turner, 2004)
- Get on the Bus campaign, bill sponsorship, St. Paul's College

Limitations

And Future
Research

Education Restoration for a Group of African Americans from Prince Edward County, Virginia

LIMITS

Participant selection
Excluded other potential
stakeholder
Criterion assumption
Not generalizable



- PARTICIPATION SELECTION
- CRITERION ASSUMPTION
- METHODS
 - CROSS-SECTION

FUTURE

Survey
Replicated studies
Generational case studies
Intervention



- SURVEY
- REPLICATED STUDIES
- GENERATIONAL CASE STUDY
- INTERVENTION STUDIES