

IN THE UNITED STATES DISTRICT COURT FOR THE
SOUTHERN DISTRICT OF ALABAMA
NORTHERN DIVISION

UNITED STATES OF AMERICA, by
NICHOLAS deB. KATZENBACH,
Attorney General,

Plaintiff,

vs.

WILCOX COUNTY BOARD OF EDUCATION;
J. O. DEVAN; R. E. LAMBERT, JR.;
EDWARD B. HALE; L. Y. SADLER, JR.;
HARRY A. MASON, members of the
Wilcox County Board of Education;
GUY S. KELLY, Superintendent of
Education for Wilcox County;
A. R. MEADOWS, State Superintendent
of Education and THE STATE BOARD
OF EDUCATION OF ALABAMA,

Defendants,

WILLIAM P. THOMPSON, et al.,
ALBERT JAMES GORDON, et al.,
PATSY PRIMM, et al.,

Intervenor-Plaintiffs.

CIVIL ACTION
NO. 3934-65

APPENDICES TO PLAINTIFF'S TRIAL BRIEF

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APPENDICES

APPENDIX A

Selected Witness
Summaries

APPENDIX B

Description of Exhibits

APPENDIX C

Statistical Tables

APPENDIX A

Witness Summaries

Table A consists of summaries of the testimony of the eight witnesses listed below. Those eight witnesses were selected because their testimony contributes the most to an explanation of the issues the plaintiff raised in this case. The first three were plaintiff's witnesses. Mr. Kelly is the Superintendent of Education and a defendant. Mr. Jones is the ex-superintendent. Mr. Gordon is an intervenor-plaintiff. Mrs. Li appeared on behalf of the intervenor, Patsy Primm. Father Furman was a defense witness.

Plaintiff's trial notes are the basis of the summaries. Each summary is written in the first-person as the narrative of the witness, the note takers having attempted to preserve the language of the lawyer's questions and the witness' answers. A secretary, a lawyer, and a college student took trial notes. For clarity, the testimony of each witness has been broken down by subject matter (e.g., courses, segregation) and the direct and cross examination concerning each subject integrated. Information relevant to a witness' testimony, such as exhibit numbers, appears in brackets.

The witnesses whose testimony has been summarized, and the pages at which those summaries may be found, follow:

<u>NAME</u>	<u>PAGE</u>
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Jean Mason	A-5
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Guy Kelly	A-8
W. J. Jones	A-19
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Father W. J. Furman	A-27

ANNIE JOHNSON

My name is Annie Johnson. I'm 17 and reside at Lower Peach Tree, Alabama. I am a senior at Lower Peach Tree High School, which I've attended since the first grade.

Pages 45 and 46 [of Pl. Ex. 6] are pictures of the Lower Peach Tree Elementary Building. Pages 47 and 48 are pictures of classrooms in that building. Page 49 is the high school. Page 50 is the tenth grade classroom and science room. 51 - 53 are pictures of science equipment there; I don't know if some equipment has been stored for the summer, but I've never seen any other science equipment. 54 is our playground area. I don't know when the pictures were taken.

There are partitions in two of the elementary classrooms, between the third and fourth grades and between the fifth and sixth grades. It may be sheet-rock that divides the rooms. You can hear what goes on in the other classroom. There is also a partition between two of our rooms in the high school department. There are twelve classrooms, counting the partitioned rooms as two rooms. We have about 300 students. We have no assembly hall; we meet in the eighth and ninth grade rooms for assemblies.

We have had trouble with the stoves in the elementary department; the heaters smoke up, so the students have to leave the classroom. I saw that happen myself during this last school year.

There is no course in physics at Lower Peach Tree High School. There is no home economics, no agriculture, no shop. We don't have a library. One classroom has some books; there are three sets of encyclopedias and about nine dictionaries.

I've taken biology. The only animals we conducted any experiments with were frogs. The students would go out to the pool and catch the frogs. We didn't dissect the frogs. We look at them in the classroom. There is no lab. That was not this year, I disremember which year it was. I did not work on the frog.

There is a chemistry classroom, but no chemistry lab. No senior took either chemistry or physics this past year.

I was a junior last year. I took English, history, Spanish, Algebra II, and typing. No shorthand. The school has typewriters. Miss Juanita Cunningham teaches Spanish. Our principal is F. S. Ervin, who has the ninth grade homeroom and teaches math. He is principal for both elementary and high school departments. Our books were furnished this year.

We play basketball on a cement platform, and baseball on the playground. There's no gym. We change clothes in the restrooms or on a bus or in the storage room. The restrooms are outside. There aren't any showers.

We have no janitors. There are broken windows that are not replaced promptly. Students in each class clean their own rooms. That takes about five minutes of class time. The elementary children clean outside in the morning; the high school students clean outside in the afternoon; that's during school hours. The principal lives on the campus; he might take a vacation, but he stays there all year round; he takes care of some repairs.

That [Pl. Ex. 9] is a copy of the letter my parents received.

The elementary building is old. No, the high school building is not new; I don't know when it was built; it's a cement block building. I don't know about any petition to keep the school open.

I live about one-half mile from the school toward Lower Peach Tree. I ride the bus to school every morning. The bus is "very crowded." I have had to stand on it.

We have a lunchroom. Students help there; I have helped.

All the students at Lower Peach Tree are Negroes. So are all the teachers, the principal, and the help in the lunchroom. There is no white school in the area. White students go to Pine Hill or Thomasville.

*Learn to read
get down*

JEAN MASON

My name is Jean Mason. I'm 19 years old and live on a Pine Hill route in Kimbrough, about 7 miles from Pine Hill. I graduated from Annie Manie in May 1966; I attended that school from grade 8 through 12. Before that, I went to the Lutheran School, which is all-Negro.

That [Pl. Ex. 8] consists of a picture of the Annie Manie High School, the science room, and part of our ball field.

I drove a bus for the school system this term, a 1946 Chevrolet bus, bus number 3. Yes, I had mechanical difficulties with the bus. I was paid \$46.74 a month; I don't know what white drivers received. I drive the Arlington route. We got a new Chevrolet bus in 1965. The other five buses are old; one is 1958. They run every day during the nine-month term, except when they're broken down; Number 27 was broken down most of the time.

Annie Manie has no foreign language or physics course. Chemistry is available, but there are only four spots for experiments. Two students work at each spot. There were 48 students in my chemistry class; while eight conduct experiments, the other 40 watch and take notes. We had experiments only on Fridays. There are two other chemistry classes. The chemistry teacher stays until lunch. We had a science fair last year. Most of the students had projects and would explain them to the class.

The library has the World Book Encyclopedia and the Reader's Digest. It has no fiction books. We use the library when a class is scheduled to go into it. It is not open all the time. You get permission from the principal to use it alone. There is no librarian. I'm not sure of the size of the library.

We have biology. We have algebra and plane geometry; no solid geometry, trigonometry, or calculus.

There are about 300 students in the high school grades. There is an elementary school, too, in a separate building. There are nine classrooms in the high school building. We moved from room to room for classes. We had about 13 teachers, one Bible teacher. We have a separate chemistry classroom. There is a lunchroom; no classes are held there. We have an assembly room, no classes in it. We have a gymnasium, but no physical education program in it. We did have a P. E. teacher. The classes were outside, basketball and softball. Sometimes the gym is used for basketball games. There is a bowl outside. The picture [in Pl. Ex. 8] shows only the corner of the athletic field. No, we don't have a football team. In the fall we play basketball. One P. E. teacher is in charge of the girls and the boys.

Textbooks are furnished by the school board. I'm not sure of that. This year is the only year that they were. We had about 25 chemistry books in my class.

The Presbyterian Church is said to operate Annie Manie, but I don't know. There is a minister living on the grounds in an old building. He doesn't teach at the school. Students are required to attend devotions and prayers. I don't know if they teach Presbyterianism.

All the teachers are Negro and also the principal. No white teacher ever came to lecture. The workers in the lunchroom are all Negro. There are regular lunchroom workers. We have a Negro janitor, no maid. All the students are colored. I am colored. Annie Manie doesn't play any white schools in basketball. There are white students in the area. They attend school at Pine Hill.

MRS. FREDDIE CHARLEY

My name is Mrs. Freddie Charley. I have ten children. The children of school age attend Coy Public Junior High.

I applied sometime in the spring last year for two of my children, Samuel and Alberta, to go to a white school. I went to the superintendent's office with Mrs. Mary Kelso and one of Mrs. Kelso's children and two of my children. Reverend Harrell took us, but he didn't stay.

Superintendent Jones was there. He asked what could he do for us. I told him we came to ask for a application to transfer from Coy Public to Camden. He asked for our names, the children's names, the schools they were in, and the grades, and we gave him that. He wrote that down and said that was all he could do because his time was out in June.

Then we got a letter from Mr. Jones, with application blanks and instructions. I filled out the blanks and mailed them to Mr. Kelly. I don't remember what month it was. I brought the letter from Mr. Jones and the instructions to court [Pl. Ex. 10].

I received a letter from the Board of Education saying that my children had been assigned to Coy Public Junior High School. The letter was on a form of the type in Pl. Ex. 10B.

GUY KELLY

My name is Guy S. Kelly. I am 55 years old. I have been Superintendent of Education in Wilcox County since July 1, 1965. I was appointed by the Wilcox County Board of Education. W. J. Jones preceded me as superintendent. I was superintendent in Conecuh County before I came to Wilcox County. I graduated from high school in Conecuh County in 1928. I went to school at Birmingham Southern College in 1931 and 1932. In 1940 or 41 I began summer school at the University of Alabama; I graduated with a B. S. degree in education in 1951, I believe. I entered Auburn University in the summer of 1953 and graduated with a Master of Education degree in 1955. I had one additional year of study leading to a AA certificate. I was principal and teacher for one and a half years at the Range Elementary School, then I was teacher and coach at Evergreen High School for part of the year. I was principal for three and a half years at Evergreen, then Superintendent of Education in Conecuh County for nine and a half years.

There are no particular procedures for assignment of students that I know of. I did tell FBI agent Tammaro that the normal procedure is for a child to go to the school nearest to him. I did not tell Tammaro that the normal procedure was for the child to go to the school of his race nearest to him. There are no geographic zones in the county. If a child lives in Oak Hill and wants to go to Camden, rather than Pine Apple, that's all right. If the Camden bus goes to Oak Hill he can ride it, but otherwise he can transport himself to the end of a bus line that does go to Camden.

No pupil is assigned to a particular school when or before school opens. Parents usually carry their children to the schools. There has been no assignment of students except for what is in the record here.

Yes, my office sent the letter in Pl. Ex. 9. We sent them "to the parents and guardians of Negro children" throughout the county.

I don't know how many applications from Negro students to transfer to white schools my office received between May and September of 1965. Ten sounds about right. We sent their parents a form letter; I don't remember what was in it. [Upon being shown Pl. Ex. 10B] Yes, I believe that's correct. I did not tell Agent Tammaro that I rejected 8 of the 10 applications. I did not tell him that 5 or 6 had applied for transfer to Camden High School and that there was no such school. I did tell him that I considered the applications for transfer to Camden High School invalid. I probably did tell the agent that they were invalid because there was no such school as Camden High School.

On page one of Pl. Ex. 7, the picture shows that the letters above the entrance to the Wilcox County High School say "Camden School." I did tell the FBI agent that I rejected 2 applications for transfer from Coy Public School to Coy Public School. I made no effort to determine what was meant by "from Coy Public to Coy Public." Two of the applications were valid.

This letter [Pl. - Int. Thompson Ex. 1] is from my office and is signed by me. It assigns Jesse James Smith to Lower Peach Tree School; it is dated August 31, 1965.

Last summer we received applications from some white students who live in Dallas County to attend Moore Academy. Their school in Dallas County was being closed and they asked to be transferred to Moore Academy in Wilcox County. They were assigned to Moore Academy. Yes, I presume that the bus does pick them up at the county line between Dallas and Wilcox.

In the spring of 1966 there were Negro students who came to my office and requested transfer to white schools. I told them we were not accepting applications for the coming year at that time. I did not tell them when we would be accepting applications. We haven't set any date for receiving applications.

There are no Negro and white students attending school together in Wilcox County, and I do not know of any who will attend class together next year. Negro janitors in the white schools is the only desegregation in the system. There have been no announcements, public or private, that there would be any desegregation this year. There have not been any transfer applications for next year.

There are no white persons working in Negro schools on a permanent basis. We have consultants that go into these schools and work. There are Negro teachers in Negro schools and white teachers in white schools. I believe there are some Negro janitors in white schools but no white janitors in the Negro schools. Athletics in the county are run on a segregated basis. There are no activities for which the school is responsible where whites and Negroes participate together.

The board has never filed a desegregation plan. There is not \$611,000 available to us. Under the Elementary and Secondary Education Act there is about \$300,000 available to us. We have never applied for that money. They have a 30% limit, and our budget is one million dollars. There is not \$611,000 or \$674,000 available to Wilcox County; that is a deliberate falsehood by the federal government. I get correspondence from HEW, but I do not correspond with them to find out what money is available.

The Wilcox County Board of Education directed me to attend the various institutes that have been held for the purpose of dealing with integration in the schools. I attended several institutes. I attended a seminar at the University of Alabama. I attended one at Auburn University. I attended one in Selma at which there was a representative of the Office of Education. I went to a meeting of superintendents in Greensboro. I attended one at Tallahassee, Florida, in which the guidelines for 1966 were discussed. Dr. McClure was there. He was with HEW. These are all the places I recall. The board had Dean Pierce come before it and talk. I believe he was designated by HEW to talk with the schools.

Pl. Ex. 15 is a letter from John Doar to the Wilcox County Board of Education.

There is one school which operated last year, but not this year, Catherine; that is a white school. I did not participate in the plans for closing that school. We have discussed closing other schools. We hope to put these plans in operation. We are considering consolidating Yellow Bluff with Pine Hill, that is Pine Hill Junior High School, not Pine Hill High School. I don't know exactly where we will put the students from Burson. We will probably send those students to Snow Hill or to Pine Apple. By Snow Hill I mean Snow Hill Institute and by Pine Apple I mean William J. Jones High School, not Moore Academy. We are considering enlargement of Pine Hill High School. We are securing additional land and hope to consolidate Annie Manie and Lower Peach Tree into Pine Hill. The board is working on it; we have an architect who has drawn some plans. I have no estimate of the value of the buildings to be built at Pine Hill. I know consolidation was in process when I came. There has been more talk of it since I came. I don't know if the teachers have been notified of the plans for consolidation. I have discussed it with some of them. We have not discussed it with the parents. I believe we will change at Yellow Bluff this fall. We have moved the books. I've received no protests from parents at Burson School to keep the school open.

I don't know that we have made any plans for remedial programs for children who have not had equal educational opportunities.

This [Pl. Ex. 31] is a copy of the letter I sent to the Mobile Press Register. [To the question, Did you make any effort to determine whether there is a teacher at Camden who teaches 84 students at one time] I determined the pupil-teacher ratio. [Upon being asked the same question] I determined the pupil-teacher ratio. I did hear that one teacher had 84 pupils in a class. I decided that was a matter for the principal and that he must have some reason for it. Yes, I can see a reason for one teacher teaching 84 students.

No, I have never held joint meetings of Negro and white teachers.

I have never inquired of any white teacher if he would be willing to teach in a school with a predominance of Negro students. I have never inquired whether any Negro teacher would be willing to teach in a school with a predominance of white students.

I don't know how many vacancies I have for next year. These [Pl. Ex. 33] are the letters of resignation I have received during this year. I don't know the names of any other teachers who are going to resign; I have had some tell me, I believe, that they are going to.

[Looking at a folder marked for identification as Pl. Ex. 34] It is marked "White Applications" and contains teacher applications for this year. I did not write the words, "White Applications," on that folder, but that was done in my office. The other folder is marked, "Negro Applications." There are nine white applications and twenty-six Negro applications, approximately. I believe we have filled six of our vacancies. None of the teachers were of a different race than the school to which they have been assigned. I have not tried to determine whether persons who applied would be willing to teach in a school of a different race.

I have never had all teacher positions filled when school opened.

To the best of my knowledge, this teacher directory [Pl. Ex. 12] contains the names of all the teachers in the system.

This is my handwriting on the summary of enrollment [Pl. Ex. 11].

No other plans [referring to Pl. Ex. 30] have progressed as far as paper yet. That is for Pine Hill Junior High School, a Negro school.

Insurance inspectors evaluate the buildings after consulting with the superintendent [Pl. Ex. 16]. I have changed some of their evaluations myself.

As to the applications for accreditation [Pl. Ex. 22], the state is an accrediting agency, and there is a Southern Accreditation Association. It requires a certain number of books and so on. The principal makes an application, and I sign the form.

I don't know what the circled No. 20 means on the left hand side of the first page for Pine Hill High School in Pl. Ex. 21. Under the column for books on hand, the first entry is the actual number of books on hand. The second number is the number of books the teacher has requested. The third number is the number the board either ordered or delivered, I'm not sure which. [In the same exhibit] For the first grade science book at Boykin School the No. 22 has been crossed out and the No. 11 written in. 11 is the number of books delivered.

Last week and the week before L. Y. Sadler, Jr., and McLean Pitts, and I made some pictures at the schools. This book [Def. Ex. 3] contains pictures; each school has a number and the number on the picture refers to the school with the corresponding number. The first picture is of Alberta Junior High School; I don't know how old the school is. Next is the gym at Annie Manie; that is on land owned by the Wilcox County Board of Education. The gym was constructed by the board. I have designated the buildings and classrooms by writing on the picture what it is. I indicated the buildings that don't belong to Wilcox County. Annie Manie is on Presbyterian Church property. Wilcox County owns the gym and the vocational building. These are the only two buildings the board owns. The Presbyterian Church keeps up the paint, I have seen them painting. Wilcox County furnishes teachers, transportation, and upkeep. We furnish all teachers, except for some special teachers. They have a Bible teacher, but I don't know whether they have a Bible teacher at every school.

Boykin is on the west side of the river and is also known as Gee's Bend. It is 16 miles from Alberta to Boykin. I don't think there are any white families after you leave Alberta. The pictures in No. 3 include the main building and the vocational building at Boykin. The elementary school is there too. Picture No. 7 is part of the school of Lower Peach Tree. I believe that is the high school. The elementary building is a pretty old building, I guess. The principal lives there, but I don't know if he lives on the property. The board pays him for janitorial services at Lower Peach Tree.

Picture No. 8 is Pine Hill Junior High School, a Negro school. I don't know if they have a science room.

Prairie is also on the west side of the river; it is also a church school. The pictures of Prairie are No. 9. They only have classes in one building.

Def. Ex. 4 is a book of pictures. I have listed after each school whether it was a white or Negro school. We have no pictures of Yellow Bluff.

The pictures for No. 6 are Coy Public School. Coy is a junior high school. Students go on to Camden Academy for high school.

No. 15 is pictures of Camden Academy. It was originally a Presbyterian Church School. All of the property is now the property of the board and a large white building is the old Presbyterian Church property. Two buildings have been constructed by the Wilcox County Board of Education, and the board also constructed a football field. It has been lighted and leveled. We've started a retaining wall on the side of the field. Camden Academy is accredited by the Southern Association of Secondary Schools and Colleges and by the State Department of Education. No other school, white or colored, in Wilcox County is accredited by the Southern Association. There is an auditorium and a big classroom building which you see as you come up the hill. The library facilities in Camden Academy are much better than in Wilcox County High School. It is hard to judge which has more books. I don't know if the Presbyterian board contributed to the library. I don't know if all the books were given by donors. The Presbyterian Church owned the shop building until this year.

No. 16 is Moore Academy, a white school in Pine Apple. I don't know when the building was constructed. It is not a new building. It has a gym. The gym is similar to the one at Annie Manie.

No. 17 is the gym at Pine Hill School.

No. 18 is Wilcox County High School in Camden. The first picture is an extremely old building. The next building, I read the cornerstone, was built in 1937. [On cross-examination] The building in the upper left hand corner of page 18 is the old academy. That building is used for the band. It may be used for music classes; it is not used for any other classes. There is a new elementary building at that school; it is not pictured. There is a new vocational building; it is nonpictured. I believe the gym is connected to the main building.

No. 10-Snow Hill Institute is still a corporation. The Board of Education owns the auditorium and basketball court, also the main building, lunchroom building, and vocational building.

Tate's Chapel is in the colored community. It has six grades. It is No. 11 in the book.

W. J. Jones, No. 12, is a Negro school north of Pine Apple. The elementary building is south of the high school. There is a gym, auditorium, a shop, typing courses, and vocation courses for girls.

No. 13-Wilcox County Training School, is in Millers Ferry. It is another Presbyterian Church school. The county has the high school and vocational buildings. The Presbyterians own the elementary building.

I have visited the Negro schools. I visited all of them last week when they took the pictures. I had never been to some of them before. [Looking at Pl.-Int. Primm Ex. 3, pictures at Boykin School] That looks like it might be Yellow Bluff.

The Presbyterians still have Arlington (Annie Manie), Millers Ferry and Prairie. I don't know the total acreage at Arlington. About 600 acres. Some buildings are still owned by the Presbyterian Church. Wilcox County owns the gym and the shop building. I don't think they have a lunch room. There are some dining facilities. They are owned by the Presbyterian Church. I don't know who pays the cook. I sign the payroll. I'm not sure who pays the cook. The lunchroom program is operated on the same basis as all the other lunch room programs in the county. The schools turn in the report every month for the program for reimbursement from us. The schools operate the program. I don't know if the Presbyterian Church furnishes the food. We don't furnish food to any of the schools, we furnish commodities from the government. That is all we furnish any of them. I believe Arlington is on the same basis. I don't know about the free lunch program at Annie Manie. We don't actually pay the cook. It is done by the individual lunch room. We get the figures in the monthly report from the principals. I would have to check to see if the Presbyterian school sent in their report. I don't know what the Bible teachers are paid. I have been told that the Bible teachers teach courses other than Bible. I believe a principal, Professor Hobbs, told me he had a Bible teacher teaching a subject matter course. I don't know how much acreage is at Millers Ferry or Prairie.

I believe we acquired 39.1 acres at Camden. I believe there was a board meeting prior to the condemnation of Camden Academy in which the Academy was discussed. [Being shown Pl. - Int. Primm Ex.6] Those are the board minutes for the last twelve months. The last two meetings are not there. [Looking at page 23 for August 17, 1965] I don't recall whether two nonmembers of the board were at the meeting. I don't recall whether Gordon Madison and our representative of Mr. Meadows' office were there. Yes, it was discussed that the National Board of Missions of the United Presbyterian Church had arranged to let SCLC use Camden Academy for their meetings.

Page 23 does not mention Mr. Madison. Mr. Madison was at one of the meetings, the same meeting in which the board decided to condemn Camden Academy. I believe they have assemblies at the church schools, but I have not attended any of them.

There were probably nine Negro teachers whose contracts were terminated at the end of 1965. We terminated the contracts of Valerie Watts, Vashti Jones Hayes, and Jessie J. Lymons because of a reduction in teacher units. The state notifies us each year of the number of teacher units the county earns, on which funds are available. It is based on average daily attendance. There was a decrease in the average daily attendance. There was a decrease in the average daily attendance last year. I don't know why it fell.

We didn't terminate the contracts of any white teachers. We did hire some Negro teachers last year. I don't know how many years of service were rendered by Watts, Hayes, or Lymons. There are white and Negro teachers in the Wilcox County School system who have less years of service than Watts and Hayes. I believe we do have teachers in the Wilcox County system without degrees.

I know Albert Gordon. His contract was terminated before I went into office on July 1, 1965. I believe I was present at the board meeting when Gordon was heard, but I wasn't too interested. He had a rank II certificate. It's for one year; it expires at the end of the school year. It has to be renewed at the end of every school year. A teacher gets a new certificate like that each year from the Board of Education. There are permanent types of certificates. They have to be renewed at the end of the number of years they are for. There are lifetime certificates based on six years of college training.

No, the teachers' contracts were not canceled because of their participation in Civil Rights activities. There were no Civil Rights demonstrators in Wilcox County after I came.

I know Frank Smith; he is colored. He was employed by the board, but he is no longer. He has not been reinstated. The State Tenure Board said they would not uphold us in our decision. This [Pl.-Int. Thompson Ex. 8], as best I can tell, is an accurate copy of the letter to Frank Smith. It is a notice of a meeting to consider a cancellation of his contract. The date of the letter is August 10. I don't know at what board meeting the decision was made.

I never met with an interracial faculty group. I don't know when the last time I met with the white teachers was. I have met with the Negro teachers; I don't recall when I last met with them. I met with them at the beginning of the school year. They were questioning me about the firing of the school teachers. I did leave that meeting. I did not get angry and leave. I did not just walk out of the meeting.

There are two teachers at Yellow Bluff. We have moved the books from Yellow Bluff. The teachers will follow the students.

That [Page 43 of Pl.-Int. Primm Ex. 6, board minutes] is a legal notice that a bill is to be introduced to abolish the tenure for Wilcox County.

We do pay Negro and white teachers on the same salary schedule.

I do not know the regular salary scale for bus drivers. I don't know if we pay them all the same salaries. [Testifying three days later] Student bus drivers are paid \$48.50 a month. Regular white drivers are paid \$113.50 a month. Regular Negro bus drivers are paid \$88.50 a month. All student drivers are paid the same amount. I did not know there was a difference in salary when I started working here. I gave all regular bus drivers a raise of \$13.50 a month, effective September 1, 1965. There is some consideration with white bus drivers relative to taking care of mechanical trouble, but I don't know what it is. We have a transportation supervisor, but that would be under my supervision. He handles the routing of the buses and recommends the employment of drivers. He is responsible for the upkeep of the buses. There is a shop for the buses adjacent to the Wilcox County High School grounds. Buses of both systems are checked periodically. New buses are assigned by the transportation supervisor.

I don't recall how many buses there are in our system. I presume we have some 64-passenger buses. I don't know if there are 100 Negro students on a 64-passenger bus.

There are 4,700 Negroes in average daily attendance and 1,000 whites. We have 50 white teachers and about 160 Negro teachers. I don't know if the white teachers have 15% of the secondary school children. There are 21 and some few tenths pupils for each teacher in white schools and 26 and some tenths in the Negro schools. I don't know if the pupil-teacher ratio is 27 in the white elementary schools and 39 in Negro elementary schools. [Three days later] I made up a list of the average daily attendance for white and Negro schools for 1965-66. The pupil-teacher ratio is 21.16 for white students and 26.63 for Negroes.

[Upon being shown a book] The History Book of Alabama by Dr. Sommerset. The cover shows a confederate flag and an Alabama flag. [Upon being shown a book, Civics for Use In Alabama Schools] I don't know too much about the books used in the school system. [Court reporter reads the words "White Supremacy" on the top of the ballot reproduced in the book]. Until May 3, 1966, every ballot which carried the Democratic symbol had those words on it. I would say that ballot was in there, on page 124, to show the children about and teach them about voting. I never have looked into the books. I am not in the publishing business. I don't know which place publishes those books. I am not interested in Colonial Press. I don't know what is in these books; I wouldn't know if they contained Communism. [Upon being asked if there are any Negroes in the books] I have never looked at them. [Testifying three days later and upon being shown the book entitled The Making of Modern America] This book is taught in the Wilcox County School System. I don't know if it is taught in both Negro and white schools. Pages 590 and 591 contain a picture of George Washington Carver, a Negro, and a story about him. Def. Exs. 6 and 7 are lists of text books by grade approved for use in the schools of Alabama. The books are selected by a textbook committee and approved by the State Board of Education. Committees of the various schools select the books they want to use. We do not have different books selected for white and Negro students. The lists are made available to Negro and white principals and teachers.

Foreign languages are taught at Negro schools, Spanish and French. I believe that's all.

I brought a list of the courses taught in the three unaccredited Negro schools [Pl.-Int. Primm Ex. 7].

We have a lunch program, and we have a free milk program. The free milk program is not for all the schools. I guess that 14 of the schools have these programs. There is a free milk program in the schools without lunchrooms, Coy, Boykin, and two others. This program is subsidized by the federal government.

I have heard the county health nurse say that a building was available to her on the Boykin Campus for a health clinic. The state has a dental program; I don't know if it is in this county.

I know Father Furman. He is from Springhill College. He is in the field of mathematics. I first knew him about four years ago in Conecuh County. He came to us through the National Science Foundation, to help upgrade the teachers in the system. I recommended him to the Wilcox Board. He made his first trip to Wilcox County in November of 1965. He visited Annie Manie, Pine Hill Junior High, Camden Academy, and W. J. Jones. The schools requested that he visit them.

There are four Negro principals attending Spring Hill College at the Human Relations Institute. Father Furman is in the math institute.

Father Furman does not live in Wilcox County. November 1965 was probably his first trip to Wilcox. He comes and works with the teachers and students with the new math.

One of the principals requested that I get someone to help him with modern math; that was the Professor at Annie Manie. Then the other principals asked for him. I believe he went to Pine Hill Junior High School for one day. I'm not sure about W. J. Jones and Annie Manie; it may have been two days. He went to Camden Academy for two days. He didn't visit the white schools. They teach modern math at the white schools. I either picked him up myself or had him picked up. I believe his first trip was in November. His coming didn't have anything to do with the lawsuit.

Uniform tests, the National Defense Education tests, were administered to students of both races in the eighth and eleventh grades. Other tests are administered in certain schools; it's up to them. The tests test I.Q. and educability. The tests are machine graded by the state. Cards showing results are then sent back to the Wilcox County Board of Education. I arranged for a study to be made of those cards. The study is a general evaluation being made of these tests to determine the relative score between the white and Negro pupils. I don't know if the tests have been evaluated. I have no results from the tests. I have been in both white and Negro classes. I have never taught Negro students. I have observed Negroes in class. It would not be feasible and advisable to have a mass integration of the two races in the Wilcox County public schools. It would not [apparently question misunderstood] be advisable to wait until the testing system was set up before integration.

W. J. JONES

My name is W. J. Jones. I live at Oak Hill, Alabama. I'm the former superintendent of Education in Wilcox County. I retired July 1, 1965. I lacked three months of working 42 years. I've been succeeded by Mr. Kelly.

I know Albert Gordon, I have known him for a number of years. Albert is a resident of Wilcox County. He taught a number of years. I think he was in demonstrations before his contract was terminated. I don't know about his getting the church for the civil rights movement. I don't think I discussed his civil rights activity with him before he was fired. I may have talked with him in a general way. I did not slap one of the students during the demonstrations. Gordon was discharged during my administration. We have a policy concerning the payment of debts and garnishments, but it is not a written policy. If a person is garnished more than once, his contract is canceled. Gordon was discharged because of the garnishments and bad checks. One other teacher was fired because of garnishment, James Rivers. I believe he was in jail when his contract was terminated.

The State Board of Education has a formula to allot money for teacher's salaries. It sets up teacher units based on average daily attendance, which is compiled from the county's annual report at the end of each year. This is compiled from the principal's annual report. The State can only pay on the teacher units you earn.

Each year, the state provides a list of available teacher units. Until this last year, teacher-unit money was required to be used by race. During several years, we could not use all the available Negro teacher units because of space problems. During 1964-65, we turned \$20,000 of Negro teacher-unit money back to the state. We turned that amount back more than once. We used all the white-teacher units. We hired eight white teachers over the state allotment, and the board paid those teachers' salaries with county money. That was necessary to get accreditation at the white schools.

I had two Negro supervisors, one for the elementary department and one for the high school department. They had desks, but not in the same building as my office; they were in the Community Building. We never had white supervisors. The supervisors were to look after instructional programs to help me. They would visit the schools and classrooms and help with instruction. There was one man and one woman. The woman had charge of the elementary department and the man the high school. The man was K. P. Thomas, and the woman was Betsy Munden. They are

still employed, but I don't think they are working as supervisors. They had no teaching duties when they were supervisors.

The State Board recommends the text books. They have some alternatives. I worked with the principals in group meetings and tried to have the same books at all schools. For the most part, the books were uniform. If a principal wanted another book, he could get it. The white schools and Negro schools did not have different books. All the schools had the same courses for the most part. Some courses were constants, and some were electives. The constant courses are the same at all schools. They are required by the state. Electives are different from school to school, but they are the same for the most part. Camden Academy had chemistry one year and physics the second year. There is a science lab there. It is a modern building with modern equipment. The school board put the building on land acquired from the church. Miller's Ferry has chemistry and physics, I believe. There is a lab there also. I visited the schools often. I talked with the Negro supervisors every day. I am rather familiar with the courses of study. I can be reasonably sure about what courses were taught. Mathematics is a high school constant. General mathematics is a constant, and geometry is an elective. I don't know which schools teach geometry and which schools don't. I don't know which schools teach chemistry or physics definitely.

Camden Academy is the only school accredited by the Southern Association. Their standards are higher. Camden Academy would not have got that accreditation without the help from the Presbyterian Church. They put in a lot of money. All three white schools have state accreditation. The Negro high schools were accredited. Some were on a warning list. Miller's Ferry, Annie Manie, Boykin, Snow Hill, Lower Peach Tree, were state accredited. W. J. Jones applied for accreditation, but I think it may have been turned down last year.

My stationary office was at Camden. I had a bookkeeper and a secretary, both white. There are five members on the Board of Education. All are white. All board members during my administration were white. They have never had Negroes in white schools. Board members are voted on in public elections. I don't know of any Negroes who voted before 1965. The county has never had half as many white persons as Negroes.

For a while the state furnished only elementary books, and children bought some of the books. Children were not allowed to take books home. The state started out with furnishing books for the first three grades. Then the state extended it to the sixth grade. We would get a list of the books available to us from the state and would make up requisitions. We had a text-book committee made up of teachers who advised us on the selections of books. The requisition orders were made to the state. The same system was used for getting books in both Negro and white schools. I heard that the state furnished all books last year.

Typing was taught in practically all the Negro high schools; I don't know about shorthand. The science labs would vary as to the adequacy of the facilities they had. I don't know about portable labs.

I have visited Lower Peach Tree and Yellow Bluff a number of times. There was a program of consolidation all through the years. We had to hold up on plans to consolidate Lower Peach Tree and Yellow Bluff because we did not have the buses.

The parents at Lower Peach Tree filed a petition to keep the school open. Some white people joined with them.

There were 46 white schools when I went into office. When I retired, there were three. There were about 100 Negro schools when I began; now there are fifteen. The survey made by the University of Alabama and one by the State Department said there should be as few centers as possible.

Students from Yellow Bluff and Pine Hill in grades 10, 11, and 12 are transported to Annie Manie. Presbyterian(s) own a large tract of land at Annie Manie. The church deeded some land to the state. The Presbyterian put teachers in the schools.

The state allowed us to take over these teachers, and we relieved the Presbyterian Church of the salaries around 1935. Wilcox County paid salaries, the Presbyterian Church was to keep up its property, we were to maintain the state property. They keep up theirs pretty well. The county hired janitors, and they hired additional janitors. They also hired Bible teachers. A minister lives in Camden. A religious teacher taught Bible.

Boykin is in Gee's Bend; it is about twelve miles from Alberta to Gee's Bend. I don't think there are any white students on the road to Gee's Bend. No white families live below Rehoboth.

Snow Hill is near the Dallas County line. A corporation owns some of it. I believe the state owns ten acres. It is a twelve grade school.

Burson is a two teacher school. Some parents requested that Burson be kept open.

W. J. Jones High School is named for me; it is about three years old. It's between Pine Apple and Furman. The high school and an elementary school down the road are under one principal.

Snow Hill was not approved by the state survey as a twelve grade center, but only as a sixth grade center. High school students were to be moved to W. J. Jones. We received a loud protest from Negro parents, and they were joined by white people.

At Camden Academy, the big building, the principal's home, the minister's home, two dormitories, and the brick building used for manual arts are owned by the Presbyterian Church. The county owns two brick buildings, the elementary building and the high school building. Bible was being taught when I was superintendent. The Presbyterian Church furnished the Bible teacher. Teachers lived in the dormitory. Some students used to stay in the dormitories, until bus transportation was provided by the county.

I officially left office on June 30, 1965. There had been some discussion about obtaining federal funds in the spring of 1965. There were a number of meetings, some with Negro people, about getting these funds. I set up a biracial committee, but it did not work out. It was mostly a teacher group. I have discussed federal money with Mrs. Mu Song Li. I made no effort to get the federal money.

ALBERT GORDON

My name is Albert Gordon. I've lived in Wilcox County all my life. I now work with the Wilcox County Civic League. I know Patsy Primm, Selina Smiley, Samuel Chester Charley, and Marie Charley. They are all Plaintiffs in this suit. They are parents of children in this suit. They signed retainers in my presence.

I know J. O. DeVan, he is on the Wilcox County School Board. I know all of the Board members. Mr. Kelly is the superintendent of Education.

I was formerly employed as an instructor in physical education in the Wilcox County School System. I received an AB Degree from Knoxville College. I was employed for fourteen years. I first taught at a junior high, Tate's Chapel Junior High School. I was instructor and coach there. I was transferred to Camden Academy as football, basketball, and track coach. I was at Camden Academy for five years and was employed there at the time of my dismissal.

I am acquainted with the conditions at Camden Academy. The physical education equipment is about naught. It is the largest school in the county without a gym. The materials that we used in the class were bought by me. From 75 to 80 percent of the money I received went back into the school system. I was in debt when I was fired because I spent money on sports equipment.

Camden Academy has a football field now. Lights were put up on the field last September. There is no gym at Camden Academy. Annie Manie has the only complete gym, used for P. E. classes.

I am acquainted with the bus system. There is a difference in the salary scale, and some of the Negro buses are unheated. On some parts of the route, the white children are taken to their door.

Students and teachers have to leave their classes to work in the lunch room.

Most of the toilet facilities at Camden and Snow Hill are unsanitary, and the children have to walk through urine sometimes to get to them.

Of the seven Negro high schools, one has a gym. The one at Miller's Ferry is two classrooms combined. The gym is used as a lunch room at Snow Hill. Only Annie Manie has a gym that meets the requirements.

About 35 percent of the Negro teachers are natives of Wilcox County.

The students have to pay for some sports transportation.

There is no Negro truant officer.

I was first contacted by the superintendent of Education in a letter stating that I would meet with the Board of Education concerning the renewing of my school contract because of garnishments. The hearing was held in either May or June. I was not represented by counsel at the hearing. I did not know about my right to appeal to the tenure board.

I most certainly did meet with the board prior to my dismissal. I did tell them my financial condition. I was earning about \$250 a month. I got no warning before I was dismissed. Yes, I have a wife. She was employed in the Wilcox County School System last year. I did have garnishments against me. I had some checks to bounce.

Tate's Chapel is Coy. I taught there about nine years. I believe I had a B certificate. Any Negro certificate is temporary. Mine was suppose to become permanent after I did some studying in Alabama State. Yes, I did file for another certificate.

Mr. Jones met with the teachers at Camden Academy. He stated to me that the Civil Rights workers would not have been in Camden if I had not got them Antioch Baptist Church. I most certainly did get the church. I am a member of the Wilcox SCLC. I am vice president. I am president of the Wilcox Democratic Conference.

MU SONG LI

My name is Mu Song Li. I reside at 47-F Hilliard Street, Atlanta, Georgia. I work for the Southern Christian Leadership Conference.

I worked in Wilcox County for about seven months prior to the last two months. I went into Wilcox County in August of 1965. I talked with Mr. Jones and Mr. Kelly, Mr. Lambert and other board members. I told Mr. Kelly about the dissatisfaction of some of the Negro people. I said that there was a number of people with whom I had talked who wanted the schools desegregated. I told them I had seen money earmarked in Washington for Wilcox County under the Elementary and Secondary School Act of 1965.

In many schools, there were more students than text books.

In Boykin School, I went into the science room; there were three pieces of visual aid material, which comprised the complete equipment for grades 7 through 12. One was a jar holding a pickled frog in suspension. There was battered elements chart. And there was a broken model of the human heart. At the time I went into the mathroom, there was no math teacher. I went in November of 1965. In that room, there were about six or seven broken seats. The blackboard was so scarred that writing was illegible beyond twelve feet. In the music room, the piano was not in playing condition. I found as I entered the building conditions were considerably delapidated. About 30 percent of the windows were broken. I visited the school again in February and saw that those windows were still not replaced. There were two outside privies, of the pit type. I have seen those pictures [Pl. Int. Primm Ex. 3]; I did not take them. I was present when they were taken, in November of 1965, at Boykin.

I went to Camden Academy and found one class with 82 students and one class with 62 students and one teacher teaching two grades, grades three and four. I was at Camden Academy in March of 1966.

There are no facilities available for students to wash hands after using the privies.

There are only three schools with facilities of the flush type.

I found that P. E. classes for boys and girls were being taught by men.

There were a number of schools without lunch rooms. In many rooms, the lighting was very poor. The visual aids were a little better than the ones I found at Boykin, but not much better.

I visited Coy. The building was in better shape than Boykin.

I received a degree in Education from the University of Hawaii. I have just my dissertation before obtaining a doctorate in Social Psychology from Columbia University. I'm coauthor of The Art of Social Conversation.

I talked with Mr. Jones before and with Mr. Kelly before and after my visits to the school. I talked to Mr. Kelly before about the dissatisfaction of Negro parents and about the school funds. I did not express dissatisfaction to Mr. Kelly about my findings in the school system.

FATHER W. L. FURMAN

I am Father W. L. Furman, S.J. I work at Spring Hill College in Mobile and am a professor of mathematics there. I've been at Spring Hill from 1940 through '46, that's six years; 1951 through '53, that's two years; 1957 through '59, that's two years; and 1960 to the present, that's six years; for a total of sixteen years.

I was teaching when I first went there, physics and math. Now I teach math only.

I was born in Charlotte, North Carolina. I was graduated from Central High in Charlotte in 1929. I went to the Citadel in Charleston, to the University of Florida, St. John's College. I obtained a master in physics in 1941. From 1940 through '43, I was studying philosophy at Spring Hill; from 1946 through '50, I did work in theology, obtaining a degree in Sacred Theology, S.T.L.; from 1953 through '57, I did graduate work in math and physics at the University of Florida. I did some mathematics research in Latin American countries. In 1961, I obtained a Ph. D. from the University of Florida.

I have been very active in the Visiting Science Program financed by the National Science Foundation in the Alabama Academy of Science. I have been in that program for the past four years and will be in it in the coming year. Its primary purpose is to give first class people to schools in science, math, physics, biology, engineering and the like schools in the state to upgrade the students and to assist teachers. The lecturer will do whatever the school wishes him to.

I am a part of the Cooperative College Schools Science program of the Alabama Academy of Science. A small school may consult the College for curriculum improvement in the science area.

I have known Guy Kelly for four years, since he was superintendent in Conecuh County. He asked me to come to Conecuh County as a visiting scientist in mathematics. Then when the cooperative program was introduced, I worked as a consultant in Conecuh County.

While Mr. Kelly was superintendent in Conecuh County he told me he was going to have me come to Wilcox County. I have met with the Board of Education in Wilcox County and with the Board members individually. I met the entire board in March.

I have visited Annie Manie, Pine Hill Junior High School, W. J. Jones, and Camden Academy. I never asked about the race of the schools, but the majority of the students were Negroes.

My first visit to Wilcox County was in December of last year. I stayed there all day. I was at Camden Academy three days, at Pine Hill Junior High School two days, at Annie Manie two days, and at W. J. Jones two days.

My primary purpose is to assist the schools in any way I can. I have actually taught in some of the classes. I present some of the new ideas in math. That can be done in grades one through twelve. I have taught practically every math class that I have visited in Wilcox County. There is a four-year math program at W. J. Jones, Moore Academy, and Wilcox County High School. There is not a four year program at Lower Peach Tree, Annie Manie, Camden Academy, or Boykin. I have not been at all of those schools, but some of the principals have told me. I have never been at Miller's Ferry. A school without a four-year math program, that school's math program is a full year behind. Lower Peach Tree teaches Algebra I in the tenth grade, whereas in a four-year program, Algebra I would be taught in the ninth grade. We are going to begin in this coming school year with introduction of the four-year math program in every school in Wilcox County. There will be an Algebra teacher in every school with a ninth grade. I have discussed this with Mr. Kelly and the Board, and they have authorized it.

Any school with only a three-year math program is weak in math. A good math program has to include solid courses in trigonometric analysis, transcendental analysis, solid geometry, advanced algebra.

W. J. Jones is the only Negro school I've visited with a good math program.

If a person transfers from a stronger to a weaker program, it has a worse effect than if he is transferred from a weak program to a strong program. The effect is bad in both cases, though. It would work an academic hardship in either case. Massive transfers from a school with a weak program to a school with a strong program would be detrimental. Yes, remedial programs could be designed to help ease the transition. I believe remedial programs could be used to ease the transition in any subject, not just mathematics. What we are trying to do now is to bring things up to the standard in all the schools.

I am now teaching at Spring Hill College. I have no persons from Wilcox County in my classes. There are some principals from Wilcox County attending a Human Relations Institute at Spring Hill, to help prepare them for the problems of integration. The two principals I know there are Negroes.

APPENDIX B

Description Of Exhibits

This Appendix consists of a description of each exhibit offered into evidence in this case. The exhibits were admitted unless otherwise noted. We have included detailed descriptions only of plaintiff's exhibits, simply giving the title or a summary description of the defendants' and intervenor-plaintiffs' exhibits. The chief purpose of the descriptions is to show the type of information that may be obtained from plaintiff's exhibits. In describing them, we have noted testimony or other exhibits that are of assistance in using or evaluating the described exhibit.

A. Plaintiff's Exhibits

Pl. Ex. 1A.

Annual Report for Wilcox County--Part I, Attendance Report, 1962-63, 1963-64, 1964-65. These reports list each school in Wilcox County, white schools first, then Negro schools. Totals for each item tabulated in the report are kept separately by race. The reports list the number of teachers at each school (column II), grades taught (column III), and such attendance data as the number of students on the rolls at the close of the last month of school (column V) and average daily attendance (column XI). In addition to the attendance statistics by school, which are broken down only by department (e.g., elementary grades), there is a compilation of attendance by grade and by race (items XVII through XXII). Item XXVI lists attendance workers; XXVII lists janitors and maids; XXVIII lists high school graduates, by race.

Pl. Ex. 1B.

Annual Report for Wilcox County--Part II, Financial Statement, 1962-63, 1963-64, 1964-65. These financial statements contain the ordinary type of balance

sheet and a statement of public revenues and receipts. Most importantly, they contain a statement of public receipts and expenditures which, until 1964-65, was kept almost entirely by race. See Appendix C, Table IV. Exhibit 5 to the report lists expenditures for transportation by race. Exhibit 6 to the report lists receipts and expenditures of local funds, by race.

Pl. Ex. 1C.

Annual Report for Wilcox County--Part III, Transportation Reports, 1962-63, 1963-64, 1964-65. These reports reflect, as to each bus in the system, such information as bus number, school served, seating capacity, number of pupils transported, number of trips each day, make and model of the bus, and number of years in service. White buses are listed first, then Negro buses. In addition, these reports give certain figures by school (white schools first), such as number of students transported.

Pl. Ex. 1D.

A letter from State Superintendent of Education, Austin R. Meadows, certifying the authenticity of Pl. Exs. 1A, 1B, 1C, 4, and 5.

Pl. Ex. 2A.

Educational Directory, 1964-65. This booklet lists the high schools in Alabama by race and shows their accreditation status, as well as whether they are located at state-approved sites. It lists junior high schools with at least three teachers and elementary schools with at least six teachers, all by race.

Pl. Ex. 2B.

Educational Directory, 1965-66. Same as 2B, except for the date.

Pl. Ex. 3.

Annual Reports, 1955-65. Only those pages dealing with Wilcox County were offered in plaintiff's

amended offer. Most of each report (except the last, for 1964-65) is presented by race. Thus, Negro and white enrollment is given by grade and by grade group (e.g., grades 1-6). Expenditures are not listed by race, except for teachers' salaries and transportation costs. All statistics are for the entire school system, rather than by school.

Pl. Ex. 4.

Report of Partial Survey of Wilcox County School System, 1963-64; State Board of Education. This is a report of a survey the State Department of Education conducted in Wilcox County during the school year 1963-64. It is divided into three general areas, child accounting, present school buildings and sites, and attendance areas and recommendations. The first chapter discusses the number of children of school age, enrollment, and average daily attendance of pupils in Wilcox County. The holding power (i.e. the number of drop outs) of the schools of Wilcox County is also discussed in Chapter one. All tables are done separately by race.

Chapter two describes each school. For example,

The Lower Peach Tree School has a six-classrooms and lunchroom concrete block building on a 15-acre site which has not been developed. There is a four-room frame building which houses six teachers and about 175 pupils. This elementary situation is intolerable and there is barely room for children to be seated. Two classrooms are divided into four by the use of two partial partitions. There are flues for only two stoves and in cold weather two groups burn up and the other two freeze....

Further, the survey classifies buildings and sites at each school as "should be abandoned" (1 white building, now used only for band, and 10 Negro buildings, 6 still used for academic classes; 1 white site, now abandoned, and 9 Negro sites, 5 still in use), "suitable for temporary use" (2 white buildings, one of which is no longer in use, and 3 Negro buildings, all still in use; 1 white site and 6 Negro sites, all still in use), and "suitable for permanent use" (4 white buildings and 11 Negro buildings; 2 white sites and 5 Negro sites). The authorities for whether the buildings and sites are still in use are Pl. Exs. 6 (Photographs), 17 (insurance reports), and 1A (attendance reports), and Testimony of Guy Kelly.

Pl. Ex. 5.

Regulations of the State Board of Education pertaining to the Annual Apportionment of the Minimum Program Fund. These regulations contain the formulae for determining teacher units and the method for determining state aid for instruction, school transportation, capital outlay, and other current expenses. The regulations also contain a provision requiring pay raises in 1965-66 for all bus drivers.

Pl. Ex. 6.

A notebook of photographs of eleven Negro schools. The notebook contains 51 pictures, identified in the exhibit's table of contents.

Pl. Ex. 7.

A notebook of photographs of two white schools. The notebook contains 11 pictures, identified in the exhibit's table of contents.

Pl. Ex. 8.

Three photographs of Annie Manie School, the main building, science classroom, and part of the ball field.

Pl. Ex. 9.

Letter dated March 24, 1965, from the defendant Board of Education to all Negro parents in Wilcox County. In it, the Board expressed the belief that desegregation is not good for either race and requested the parents to have their children choose to attend the same (Negro) schools they now attend.

Pl. Ex. 10.

Letter to Samuel Charley from ex-superintendent, W. J. Jones, dated May 4, 1965, and an enclosed set of

Regulations concerning the assignment and transfer of pupils. The letter was in response to the efforts of Mrs. Samuel Charley to have two of her children attend the white school in Camden. Testimony of Freddie Charley. The regulations set forth the responsibility of the superintendent to assign and transfer students.

Pl. Ex. 10B.

Blank Form of "Temporary" Assignment. This is the form the defendants used to notify Negro parents their children's applications to attend white schools had been denied and that their children were being assigned to Negro schools. Testimony of Freddie Charley.

Pl. Ex. 11.

Summary of Enrollment as of October 1, 1965. Two forms defendant Kelly labeled "White Schools" and "Negro Schools," respectively, containing enrollment figures for the two school systems.

Pl. Ex. 12.

Teacher Directories, 1965-66. Defendants have two teacher directories, one for Negro teachers and one for white teachers. There are 47 white teachers and three white principals who do not teach. 151 Negro teachers are listed, including six principals who also teach, and nine nonteaching Negro principals. One of the Negro teachers, Corrine B. Small from Boykin, apparently left the system after the directory was prepared, as she is crossed off the Institute Records, Pl. Ex. 23.

Pl. Ex. 13.

Applications for Transfer. The exhibit contains ten applications from white residents of Dallas County to attend Wilcox white schools; all were accepted. It also contains ten applications of Wilcox County Negroes to attend Wilcox white schools; all were rejected. Testimony of Guy Kelly. Finally, it contains blank forms the defendants prepared for use in connection with transfer applications.

Pl. Ex. 14.

Four letters signed by 67 parents of Lower Peach Tree High School students requesting that their children be transferred to Pine Hill High School (white) and that their teacher Mr. Frank Smith be given back. A portion of the letters reads

Our school does not have a science room, a library, a gym, water toilets, two classrooms do not have a heater at all. Our children have to sweep their own classroom and make their own fires. In one section of our community the children have to wait one hour after school before they can get a bus home. Therefore, we are asking that our children be transferred....

Pl. Ex. 15.

Letter from Assistant Attorney General John Doar to the Wilcox County Board of Education, dated August 10, 1965. The letter informs the Board of complaints the Attorney General had received of segregation in the Wilcox County Schools. The letter on its face shows it is written pursuant to section 407(a) of the Civil Rights Act of 1964.

Pl. Ex. 16.

Insurance Schedules, 1965-66 and 1966-67. These Insurance Schedules list the insured buildings in the Wilcox County School System by school. Negro schools are designated by a "C." For each building the following information is given: number of rooms, type of construction (e.g., wood frame, masonry, etc.), building value, and contents value. More information about insurance rates, fire premiums, etc. is also given. No buildings at Burson, Yellow Bluff or Prairie (all Negro schools) are listed on the Insurance Schedule.

Pl. Ex. 17.

Insurance Inspection Reports, 1966. These reports give additional information concerning the buildings listed in Pl. Ex. 16. For each building the report lists such items as the number of classrooms,

number of indoor restrooms, and whether the building contains a lunchroom, auditorium, gymnasium, or home economics room. Details related to fire danger are listed, such as type of construction, type of floor, type of heating, and the location of the heating unit.

Pl. Ex. 18.

Not offered.

Pl. Ex. 19.

Purchase Orders, 1965-66. The Court reserved its ruling on this exhibit. It consists of purchase orders for the school year 1965-66, ending May 9, 1966, the date of our Rule 34 photography. The orders are classified as being for instruction, maintenance or janitorial supplies, or transportation. Most of the orders for instruction and for maintenance, and a few for transportation, show the school for which the items on the orders were purchased. Although the orders represent only a small portion (3.4%) of the Board's total expenditures, they are almost the only representative list of expenditures that the Board still lists by race. Thus, they are relevant to show that the Board still discriminates against Negroes. Appendix C, Table V.

Pl. Ex. 20.

Monthly Attendance Report for October 1965. This exhibit consists of Attendance Reports from each school in Wilcox County for the month of October. The reports show attendance statistics for each grade, as well as elementary, junior high, and senior high totals and a grand total. Among the statistics given are enrollment at the end of October (Item 11) and average daily attendance (Item 9). Reasons for absences are given in Item 23. Eleven white children were absent for work a total of 12 days; over 2,000 Negro children were absent for work a total of almost 10,000 days. According to the Testimony of Albert Gordon, there is no Negro truancy officer, while Pl. Ex. 1A shows there is an attendance officer in Wilcox County.

Pl. Ex. 21.

Requisitions for Textbooks, 1965-66. This exhibit consists of an inventory of selected textbooks in each grade at each school as of December 1965. It also lists the number of books needed for 1966-67 and the number of books actually delivered.

Pl. Ex. 21A.

Inventory of State-Owned Textbooks, July 1965 and June 1966. This exhibit contains an inventory by school and by grade of state-owned textbooks. After each book title there is space to indicate: 1) The number of copies on hand, July 1, 1965; 2) The number of copies received; 3) The number of copies worn out or lost; and 4) The number of copies on hand, June 30, 1966. There are forms for all the grades in the three white schools, but for only ten of the Negro schools. There are no Inventories for Annie Manie High School, Lower Peach Tree High School, Wilcox Training School, Tates Chapel Junior High School, or Canton Bend Elementary School.

Pl. Ex. 22.

Applications for Accreditation, 1965-66. This exhibit consists of the applications for secondary school accreditation submitted to the Alabama State Department of Education by the three white high schools and four of the seven Negro high schools, Camden Academy, Snow Hill Institute, Wilcox County Training School, and W. J. Jones. The other three Negro high schools are unaccredited. Pl. Ex. 2B. These applications are in four parts. The first portion includes general information about enrollment, number of library books, etc. The Program of Studies, Part II, lists by grade, seven through twelve, the required subjects and electives offered. Part III lists the teachers and principals at each school. It also gives for each his salary, degrees, college or university attended, class and type of certificate, teaching experience, and subjects taught. The last part of the application is a Daily Schedule for each teacher. For Camden Academy, the exhibit also contains a supplementary information sheet for accreditation by the Southern Association of Secondary Schools and Colleges.

Pl. Ex. 23.

Institute Records, 1960-65. These are IBM lists

of teachers, principals, supervisors, and the Superintendent for each year, white persons first, then Negroes. The teachers and other personnel are listed by school. The school code indicates whether a school is white or Negro (the first number is 0 for white schools and 1 for Negro schools). For each teacher the record lists teaching assignment (e.g., elementary), total years experience, rank and type of certificate, and annual contract salary.

Pl. Ex. 24.

White School Map. This map shows the location of each school in the white system, the state's evaluation of its buildings and sites (from Pl. Ex. 4), and the state's recommendation as to the school's future use. The symbols for the recommendations are not listed on the map's key. Reference to Pl. Ex. 4 shows that an orange circle stands for a recommendation of use as an elementary school, a triangle for junior high school, and a square for senior high school. A broken circle indicates a recommendation of temporary use as a grade school.

Pl. Ex. 25.

Negro School Map. This map is the analogue for the Negro school system of Pl. Ex. 24.

Pl. Ex. 26.

White Bus Routes. There have been some changes since this map was drawn. For example, the bus route that is shown as going as far as Furman, now goes an additional four miles to the Dallas County line to pick up the white children from that county who now attend Moore Academy. Testimony of Guy Kelly.

Pl. Ex. 27.

Negro Bus Route Map.

Pl. Ex. 28.

Annual Reports. This exhibit contains the same

type of annual reports as Pl. Exs. 1A, 1B, and 1C, except that the reports in this exhibit begin in 1955 and end in 1962. Transportation reports for 1957-58 and 1961-62 are missing.

Pl. Ex. 29.

Not offered.

Pl. Ex. 30.

Plans for Construction at Pine Hill Junior High School. The defendants intend to add to this Negro school so that it can absorb Negro students from Yellow Bluff and Lower Peach Tree. Testimony of Guy Kelly.

Pl. Ex. 31.

A letter from Defendant Kelly to the Mobile Press-Register, dated January 28, 1966. Mr. Kelly wrote this letter to refute a statement in a news article which had stated there were 84 students in one class at Camden Academy. Kelly stated he could see no reason for this being true, as there were only 26.43 pupils per teacher at Camden Academy. He added that the Board of Education might have to dismiss as many as 24 Negro teachers in Wilcox County in 1966-67. In fact, defendant Kelly knew there were 84 students in one class at Camden Academy and did nothing about it. Testimony of Guy Kelly.

Pl. Ex. 32.

Not offered.

Pl. Ex. 33.

Letters of Resignation from teachers. There are letters from three white teachers and two Negro teachers. Mr. Kelly testified that there were other

teachers who had told him they planned to resign
and that he has hired six teachers for next year, all
for schools of their own race.

Pl. Ex. 34.

Not offered.

Pl. Ex. 35.

Not offered.

B. Plaintiff-Intervenor Thompson's Exhibits

Pl. Int. Thompson Ex. 1. Two notices sent to Rev. Smith assigning Jesse James Smith and Larry Whittie Smith, respectively, to Lower Peach Tree High School and Pine Hill Junior High School

Pl. Int. Thompson Ex. 2. Deposition of Eugene Carson Blake.

Pl. Int. Thompson Ex. 3. Deposition of J. Forrest Burns.

Pl. Int. Thompson Ex. 4. Deposition of William P. Thompson.

Pl. Int. Thompson Ex. 5. Not offered.

Pl. Int. Thompson Ex. 6. Deposition of Claude C. Brown.

Pl. Int. Thompson Ex. 7. A copy of the resolutions adopted on May 18, 1966, at the meeting of the 178th General Assembly of the United Presbyterian Church in the United States of America.

Pl. Int. Thompson Ex. 8. Not offered.

C. Plaintiff-Intervenor Gordon's Exhibits

Pl. Int. Gordon Ex. 1. An article titled "A Description and Analysis of the Elementary and Secondary Education Act of 1965" appearing in American Education, April 1965.

D. Plaintiff-Intervenor Primm's Exhibits

Pl. Int. Primm Ex. 1. School Management: A Schoolman's Guide to Federal Aid, reprinted from the June 1965 issue of School Management Magazine.

Pl. Int. Primm Ex. 2. Copy of an article titled "In 14 Districts 30,000 Children Facing Funds Loss" appearing in The Birmingham News, Friday, December 31, 1965.

Pl. Int. Primm Ex. 3. Eight photographs of Boykin High School.

Pl. Int. Primm Ex. 4. A Schoolman's Guide to Federal Aid, reprinted by the House Committee on Education and Labor (89th Congress, 1st Session, October 1965).

Pl. Int. Primm Ex. 5. Education '65 - A Report to the Profession, Office of Education, United States Department of Health, Education, and Welfare, 1966.

Pl. Int. Primm Ex. 6. Minutes of the Wilcox County Board of Education from April 20, 1965 through April 20, 1966.

Pl. Int. Primm Ex. 7. A list of the subjects taught in grades seven through twelve at the three unaccredited Negro high schools in Wilcox County, Annie Manie, Boykin, and Lower Peach Tree.

E. Defendant's Exhibits

Def. Ex. 1. Circuit Court Cases Nos. 219, 220, 221, and 229 (Civil) Wilcox County.

Def. Ex. 2. An application filled out by Mrs. Valerie Watts on April 1, 1966, requesting the return of the accumulated contributions to her credit in the Teacher-Retirement System of Alabama.

Def. Ex. 3. A notebook containing pictures of eight Negro schools, Alberta, Annie Manie, Boykin, Burson, Coy, Lower Peach Tree, Pine Hill Junior High School, and Prairie.

Def. Ex. 4. A notebook containing pictures of five Negro schools, Camden Academy, Snow Hill Institute, Tate's Chapel, Wilcox County Training School, and W. J. Jones High School; and of the three white schools.

Def. Ex. 5. Pages 590 and 591 of The Making of Modern America by Leon H. Canfield and Howard B. Wilder, 1964.

Def. Ex. 6. Textbook List for Elementary Schools, Grades 1-6, 1964-65, Alabama Department of Education.

Def. Ex. 7. Textbook List for High Schools, Grades 7-12, 1965, Alabama Department of Education.

Def. Ex. 8. A list prepared by Mr. Guy Kelly showing the average daily attendance per teacher for 1965-66 at each Negro and white school in Wilcox County.

Def. Ex. 9. Preliminary tabulations of the test scores of selected students in Wilcox County, prepared by Frank C. J. McGurk.

Def. Ex. 10. "Selected Pupil and School Characteristics in Relation to Percentage of Negroes in School Enrollment," by George R. Bursset, Project Talent, 1963.

Def. Ex. 11. "Racial Difference in School Achievement," by R. T. Osborne, Mankind Monographs III, November 1962.

Def. Ex. 12. Investigation of Public School Conditions, House Subcommittee to Investigate Public School Standards and Conditions, and Juvenile Delinquency in the District of Columbia (89th Congress, 2nd Session, 1957).

Def. Ex. 13. "'Negro vs. White Intelligence' - An Answer," by Frank C. J. McGurk.

Def. Ex. 14. Reprint of an article titled "Socioeconomic Status and Culturally-Weighted Test Scores of Negro Subjects," by Frank C. J. McGurk, appearing in the Journal of Applied Psychology (Vol. 37, No. 4, 1953).

Def. Ex. 15. Reprint of an article titled "On White and Negro Test Performance and Socioeconomic Factors," by Frank C. J. McGurk, appearing in the Journal of Abnormal and Social Psychology (Vol. 48, No. 3, 1953).

Def. Ex. 16. Reprint of an article titled "The Law, Social Science and Academic Freedom - A Psychologist's View," by Frank C. J. McGurk, appearing in the Villanova Law Review (Vol. 5, No. 2, Winter 1959-60, pp. 247-254).

APPENDIX C

Introduction To Tables

Appendix C consists of eight tables, each of which presents compilations of statistics from documents of the defendants.

Table I shows the enrollment as of October 31, 1965, in each grade of each school in Wilcox County. The figures come from Pl. Ex. 20, the monthly attendance reports for October, 1965. We used the figures from Item 11 of each school's report, "Number on Roll at Close of Month." In addition to showing the enrollment by grade, by school, Table I shows total enrollment for each school, total enrollment for each elementary, junior high, and high school department, and total enrollment by race for each grade, for each department, and for all grades. When the figures for each grade in Pl. Ex. 20 did not add to the totals listed there, we disregarded the listed totals and relied only on the figures for each grade.

In Table 1, as in all succeeding tables that give figures for each school, we list in alphabetical order first the white schools, then the Negro high schools, then the Negro junior high schools, and last the Negro elementary schools.

Table I's chief function is for use in obtaining per pupil statistics, such as books per pupil and expenditures per pupil.

Table II lists the number of pupils per teacher in Wilcox County, by school and by race. It contains a further breakdown of pupils per teacher for the elementary departments and grades 7-12 at each school.

The figures were obtained by dividing the appropriate enrollment figure from Table I into the number of teachers listed in Pl. Ex. 12, teacher directories. One teacher listed in the directory, Corrine B. Small from Boykin, was not counted because her name was crossed off the defendants' employment records, Pl. Ex. 23. The defendants contend that average daily attendance, rather than enrollment, should be the divisor. To accept their contention would result in a pupil-teacher ratio for Negroes of 25.9:1 and 21.7:1 for white schools. We have used enrollment figures as the divisors for two reasons. One, we have used them in all per pupil calculations and for consistency's sake do so in calculating pupils per teacher. Two, the enrollment in a given classroom may affect average daily attendance. Crowded schools appear to have higher absence rates. Compare the absences at Camden Academy, for example, where there are 35.3 enrolled students per teacher and 116 students absent every day, with W. J. Jones High School (also Negro), where there are 28.6 enrolled students per teacher and 11 students absent every day.^{1/} A similar pattern appears to hold true at the white schools; Moore Academy has 12.4 enrolled students per teacher and only 1 student absent per day, while Wilcox County High School has 29.5 enrolled students per teacher and 18 students absent each day. The above figures on absences come from a comparison of average daily attendance (item 9) and enrollment (item 11) in Pl. Ex. 20.

^{1/} Of course, other factors contribute to high absences. For one, while there is an attendance officer in Wilcox County (Pl. Ex. 1A), he is not for the Negro students (Testimony of Albert Gordon). In October 1965, there were only 11 white children who missed school/or work a total of 12 days, while over 2,447 Negroes missed school for work a total of 9,213 days (item 23 from attendance reports for October 1965, Pl. Ex. 20).

Table III consists of three parts. Table III A lists library books per pupil, Table III B lists textbooks per pupil, Table III C lists selected textbooks per pupil.

Table III A lists four figures at each accredited school. First, it lists the number of library books at each accredited school, obtained from the accreditation reports, Pl. Ex. 22. Then it divides that ~~number~~ by three sets of enrollment figures from Table I; for ~~grades~~ 1-12, 7-12, and 9-12. The reason for this is that the accreditation reports are not consistent as to which enrollment figure they use in determining the book-pupil ratio. Three of the seven reports use enrollment for grades 7-12, while two each use 1-12 and 9-12.

No figures were available for the number of library books at the eleven unaccredited Negro schools; their enrollments were not used in obtaining the Negro per pupil totals listed in Table III A.

Table III B lists by grade and by race the number of state-owned text books on hand per pupil in June 1966. The number of books comes from Pl. Ex. 21A, textbook inventories, while the per pupil figures are the result of dividing number of books by enrollment figures from Table I. Five Negro schools - Lower Peach Tree, Annie Manie, Wilcox County Training School, Tates Chapel, and Canton Bend - had no inventories for June 1966. Their enrollments were not used in obtaining the total per pupil figures.

Table III C lists by race, the number of science texts per pupil in grades 1, 2, 6, 7, 11, and 12 and the number of readers per pupil in grades 1, 2, and 6, as of June 1966. The figures are again based on number of books

from Pl. Ex. 21A, divided by enrollment from Table I. Science texts and readers were chosen for this table because of their importance. Grades 1, 2, 6, 7, 11, and 12 were selected for a representative sampling and to show that the most serious discrimination occurs in the low elementary grades. Included in the figures for "readers" are both "readers" and "reading" books, as designated in Pl. Ex. 21A; excluded are primers and pre-primers. There are no readers in grades 7, 11, and 12. Enrollment figures for the five Negro schools without inventories are excluded; in addition, as the number of science texts at Wilcox County High School for grade 12 was not reported, we excluded the twelfth grade enrollment for that school.

Table IV lists per pupil expenditures in Wilcox County by race. There is one table for each school year from 1955 through 1964 and a table giving the average annual per pupil expenditures for those nine years. 1964 was the last year expenditures were kept by race. The expenditures appear in Pl. Exs. 1B and 28, financial statements; they were divided by enrollment figures for each year, from Pl. Exs. 1A and 28. We have omitted expenditures the defendants did not record by race. In 1963-64, this amounted to \$58,484, among total expenditures of \$1,376,201. Items not listed by race include debt service, insurance, and superintendents' salaries.

Table V lists expenditures by race for 1965-66.

Since defendants no longer record most expenditures by race in their financial statements, we used the purchase orders in Pl. Ex. 23, on whose admissibility this Court reserved its ruling. The last purchase order in evidence is dated May 9, 1966. Purchase orders list only a very small percentage (approximately 3.4%) of all defendants' expenditures, but it is the best record available. To obtain the expenditures by race, we tabulated them by school, then obtained totals for the Negro and white schools. When it was not apparent for which school an expenditure was intended, we excluded it from the calculation. To obtain per pupil expenditures, we divided by the enrollment figures in Table I.

The purchase orders almost always state themselves to be for one of three purposes, instruction supplies, maintenance or janitorial supplies, and transportation. When an expenditure was not classified, we classified it (for example, we classified a \$325 ditto machine for the Negro Pine Hill Junior High School as instruction equipment).

Table V A is a summary of the expenditures that are listed by race. It gives the total and per pupil figures by race for instruction, maintenance, and transportation. The figures for transportation are not as nearly complete, hence not so nearly valid, as the figures for instruction and maintenance.

Table V B is a summary of expenditures not listed by race. It indicates that over two-thirds of the transportation expenditures were not listed by race. Since past records in which transportation was kept by race indicate that the defendants spent three and four times as much per white pupil for transportation (Table IV), it is reasonable to suppose that a disproportionately large share of the nearly \$20,000 undersigned transportation expenditures went to white students.

Table V C shows the expenditures per pupil by race in each category at each school. It includes only the expenditures for which the recipient school could be identified.

Table VI shows in graphic form the availability at each school of auditoriums, Gymnasiums, vocational buildings, central heating, fire resistant classroom buildings (i.e., not a wood frame building), and indoor restrooms. The information comes primarily from Pl. Ex. 17, insurance inspection reports, and Pl. Ex. 16, insurance schedules. The defendants do not insure three schools, however - Burson, Prairie, and Yellow Bluff. For these, we have relied on photographs in Pl. Ex. 6 and Def. Exs. 3 and 4. Photographs in Def. Ex. 3 show outhouses at Prairie, but an attorney for the plaintiff happens to know there are also indoor restrooms at that school, so we have shown their presence. We did not consider the presence or absence of auditoriums, gymnasiums, or vocational buildings at elementary schools, as it seemed unlikely that an elementary school would require them.

We do show the absence of these types of facilities at the Negro junior high schools, as white junior high students enjoy their availability.

Table VII shows the per pupil value, by school and race of buildings the defendants insure. Pl. Ex. 16, insurance schedules shows the value of both buildings and contents. We divided the values by the enrollment figures from Table I to obtain per pupil values. We include the value of buildings the defendants insure at two schools at which they do not own every building, Annie Manie and Wilcox County Training School. In addition, we show that the defendants insure no buildings at Burson, Prairie, and Yellow Bluff. Omitting the enrollment and valuation figures from the three schools in which the Presbyterian Church has an interest (Annie Manie, Prairie, and the Training School) would raise the per pupil valuation of Negro schools to \$239. Further omitting the enrollments at Burson and Yellow Bluff would raise the per pupil value of Negro schools to \$250. We have not made the omissions since the schools, including the low-value uninsured buildings, are the defendants' responsibility.

Table VIII contains information about the transportation system in Wilcox County, drawn from the transportation reports in Pl. Exs. 1C and 28. Pl. Ex. 28 contains reports from 1955 through 1961, except 1957-58, which is missing, while Pl. Ex. 1C contains reports from 1962 through 1965; the 1961-62 report is missing.

Table VIII A lists eleven buses in use at Negro schools in 1964-65 (the last year for which records are in evidence) which had formerly been used at white schools. The first column lists the bus number, from Pl. Ex. 1C. The bus numbers have, with almost no exceptions, remained constant since 1955; in 1955, for example, bus number 27 was a 1948 Chevrolet, and in 1956, 1957, 1959, 1960, 1961, 1963 1964 and 1965 bus number 27 was a 1948 Chevrolet. The second column lists the model year for the bus; unless otherwise noted, each bus is a Chevrolet. The third column lists the white school to which the bus was assigned from 1955 until the year of transfer. Moore Academy is called Pine Apple in this column and Wilcox County High School is called Camden: this conforms with the usage in the transportation reports. The fourth column lists the Negro school to which the bus was transferred and at which the bus was still in use in 1965. Two of the buses were first used as substitute, or "Extra" buses after the white schools discarded them, and were later assigned to Negro schools. Column five lists the last year the bus was used at a white school and the first year it was used at a Negro school. The last column lists the number and model of the bus the white children received to replace the transferred bus. In eight of the eleven instances white buses were transferred to Negro schools, the white children got new buses; in the other three instances, they received used buses, but the used buses were newer than the transferred bus.

Table VIII B is a summary by race of the transportation reports for 1964-65, from Pl. Ex. 1C. It contains such information as the number of trips white and Negro buses make that are over capacity (capacity being determined from Pl. Ex. 1C). The number of students transported we determined from Part III of the transportation reports, although these figures do not agree with the totals listed in Part II (the totals from Part III are lower for both white and Negro buses than in Part II; Part II lists 737 white and 3,843 Negro transported students). We were not able to resolve the discrepancy between numbers transported as listed in Part II and in Part III; the discrepancy appears in each transportation report we checked.

TABLE I
Enrollment By Grade, By Race, By School
October 31, 1965

<u>School</u>	<u>Grand Total</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>
White (Grades 1-12)								
Moore Academy	136	13	12	10	10	12	16	73
Pine Hill	322	20	20	28	23	25	32	148
Wilcox County	590	55	49	38	58	52	47	299
TOTAL	1,048	88	81	76	91	89	95	520
Negro (Grades 1-12)								
Annie Manie	450	60	35	27	33	30	29	214
Boykin	454	39	41	53	44	40	41	258
Camden Academy	989	118	74	91	83	65	72	503
Lower Peach Tree	308	31	24	21	32	23	37	168
Snow Hill	340	33	22	22	27	26	25	155
Wilcox County Training	266	13	10	28	17	10	16	94
W. J. Jones	429	48	40	28	48	37	25	226
(Grades 1 - 9)								
Alberta	210	30	31	26	26	24	17	154
Coy	112	16	7	18	7	13	16	77
Pine Hill	253	39	24	29	19	23	20	154
Tates Chapel	221	40	26	31	24	27	23	171
(Grades 1 - 6)								
Burson	52	2	12	10	11	11	6	52
Canton Bend	119	26	25	22	21	10	15	119
Prairie	109	21	18	18	21	20	11	109
Yellow Bluff	110	17	18	22	26	15	12	110
TOTAL	4,422	533	407	446	439	374	365	2,564

Grades 7 - 12

<u>School</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>Total</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
White (Grades 1-12)								
Moore Academy	10	14	9	33	8	14	8	30
Pine Hill	32	28	27	87	27	33	27	87
Wilcox County	59	55	47	161	39	45	46	130
TOTAL	101	97	83	281	74	92	81	247
Negro (Grades 1-12)								
Annie Manie	28	29	27	84	64	42	46	152
Boykin	35	34	44	113	31	30	22	83
Camden Academy	81	100	54	235	87	85	79	251
Lower Peach Tree	28	25	23	76	17	29	18	64
Snow Hill	33	38	32	103	32	33	17	82
Wilcox County Training	30	26	21	77	40	32	23	95
W. J. Jones	42	43	41	126	26	27	24	77
(Grades 1 - 9)								
Alberta	14	22	20	56	--	--	--	--
Coy	10	14	11	35	--	--	--	--
Pine Hill	44	26	29	99	--	--	--	--
Tates Chapel	18	19	13	50	--	--	--	--
(Grades 1 - 6)								
Burson	--	--	--	--	--	--	--	--
Canton Bend	--	--	--	--	--	--	--	--
Prairie	--	--	--	--	--	--	--	--
Yellow Bluff	--	--	--	--	--	--	--	--
TOTAL	363	376	315	1,054	297	278	229	804

TABLE II

Number of Pupils Per Teacher
By Race, By School

<u>Schools</u>	<u>Grades 1 - 6</u>	<u>Grades 7 - 12</u>	<u>All Grades</u>
White (Grades 1-12)			
Moore Academy	24.3	7.9	12.4
Pine Hill	24.7	17.4	20.1
Wilcox County	<u>37.4</u>	<u>24.2</u>	<u>29.5</u>
TOTAL WHITE	30.6	17.6	22.3
Negro (Grades 1-12)			
Annie Manie	42.8	26.2	32.1
Boykin	43.0	32.7	37.8
Camden Academy	50.3	27.0	35.3
Lower Peach Tree	28.0	23.3	25.7
Snow Hill	38.8	20.4	26.2
Wilcox County Training	47.0	15.6	20.5
W. J. Jones	<u>37.7</u>	<u>22.6</u>	<u>28.6</u>
Total	41.5	23.8	30.2
(Grades 1-9)			
		<u>Grades 7 - 9</u>	
Alberta	30.8	18.7	26.3
Coy	25.7	8.8	16.0
Pine Hill	38.5	33.0	36.1
Tates Chapel	<u>42.8</u>	<u>12.5</u>	<u>27.6</u>
Total	34.8	17.1	26.5
(Grades 1-6)			
Burson	26.0	----	26.0
Canton Bend	29.8	----	29.8
Prairie	27.3	----	27.3
Yellow Bluff	<u>36.7</u>	----	<u>36.7</u>
Total	30.0	----	30.0
TOTAL NEGRO	37.7	22.7	29.5

TABLE III

Books Per Pupil By Race

A. Number of Library Books Per Pupil
By Race, By School, By Grade

<u>School</u>	<u>No. Of Books</u>	<u>Books Per Pupil (1 - 12)</u>	<u>Books Per Pupil (7 - 12)</u>	<u>Books Per Pupil (9 - 12)</u>
White (Grades 1-12)				
Moore Academy	1,200	8.8	19.0	30.8
Pine Hill	2,466	7.7	14.1	21.6
Wilcox County	<u>6,499</u>	<u>11.0</u>	<u>22.3</u>	<u>36.7</u>
Total	10,165	9.7	19.3	30.8
^{1/} Negro (Grades 1-12)				
Camden Academy	2,498	2.5	5.1	8.2
Snow Hill Institute	1,017	3.0	5.5	8.9
Wilcox County Training	659	2.5	3.8	5.7
W. J. Jones	<u>1,238</u>	<u>2.9</u>	<u>6.1</u>	<u>10.5</u>
Total	5,412	2.7	5.2	8.3

^{1/} No figures available for the other, unaccredited Negro schools.

B. Number of Textbooks Per Pupil
June 1966 By Race, By Grade

<u>Grades</u>		<u>Total Number Of Textbooks On Hand</u>		<u>Number Per Pupil</u>	
		<u>W</u>	<u>N</u>	<u>W</u>	<u>N</u>
1st	W	1,840		20.9	
	N		1,787		4.9
2nd	W	1,143		14.1	
	N		1,548		5.4
3rd	W	1,195		15.7	
	N		1,804		5.7
4th	W	1,022		11.2	
	N		2,267		7.3
5th	W	1,091		12.3	
	N		1,915		7.0
6th	W	1,331		14.0	
	N		1,865		7.6
7th	W	837		8.3	
	N		1,735		6.7
8th	W	557		5.7	
	N		1,645		4.9
9th	W	498		6.0	
	N		1,645		7.1
10th	W	474		6.4	
	N		973		5.5
11th	W	530		5.8	
	N		574		4.0
12th	W	456		5.6	
	N		961		6.8
TOTAL	W	10,974		10.5	
	N		18,719		6.2

C. Number of Science Texts and Readers Per Pupil
By Race, For Selected Grades
June 1966

<u>Grades</u>		<u>Science Texts Per Pupil</u>		<u>Readers Per Pupil</u>	
		<u>W</u>	<u>N</u>	<u>W</u>	<u>N</u>
1st	W	1.4		7.3	
	N		.2		1.1
2nd	W	2.5		7.9	
	N		.8		2.5
6th	W	1.8		4.6	
	N		.9		1.5
7th	W	1.4			
	N		.9		
11th	W	.8			
	N		.8		
12th	W	.5			
	N		.7		

TABLE IV
Per Pupil Expenditures By Race
1955-1964

Average Annual Expenditures

TYPE OF EXPENDITURE	AVERAGE ANNUAL EXPENDITURE		PER PUPIL	
	White	Negro	White	Negro
<u>Instruction</u>				
Lunchroom supervisor	\$ 244.45	\$ -----	\$.25	\$ ---
Elem. supervisor	-----	3,789.33	---	.72
H. S. supervisor	-----	3,523.70	---	.67
H. S. supv. principal	16,940.24	32,559.32	17.15	6.18
Elem. teachers	57,290.76	313,130.63	57.99	59.44
H. S. teachers	82,255.26	240,931.38	83.25	45.73
H. S. voc. teachers	27,014.87	43,810.48	27.34	8.32
Counselors	1,442.66	-----	1.46	---
Substitutes	1,512.83	5,934.50	1.53	1.13
Voc. travel	1,740.35	2,847.65	1.76	.54
Voc. supplies	835.25	1,131.35	.85	.21
Subtotal	\$ 189,498.92	\$ 647,758.38	\$ 191.80	\$ 122.96
<u>Operation & Maintenance Of School Plant</u>				
Janitors' wages	\$ 3,951.44	\$ 3,123.03	\$ 4.00	\$.59
Fuel, lights, water, supplies	6,958.53	7,711.86	7.04	1.46
Maintenance	17,855.26	2,955.16	18.07	.56
Subtotal	\$ 28,535.79	\$ 13,790.06	\$ 28.88	\$ 2.62
<u>Transportation</u>	\$ 39,125.09	\$ 51,393.71	\$ 39.60	\$ 9.76
<u>Capital Outlay</u>				
New buildings & sites	\$ 18,149.84	\$ 16,085.79	\$ 18.37	\$ 3.05
Alterations, old bldgs.	74.66	-----	.08	---
New Buses, trucks, etc.	2,574.51	7,041.65	2.61	1.34
New equipment	3,077.71	8,965.83	3.12	1.70
Subtotal	\$ 25,284.41	\$ 32,093.27	\$ 25.59	\$ 6.09
TOTAL	\$ 282,444.21	\$ 745,035.42	\$ 285.87	\$ 141.42

1955-1956

Enrollment:

White - 1,006

Negro - 5,702

TYPE OF EXPENDITURE	White	AMOUNT	Negro	PER PUPIL	
				White	Negro
<u>Instruction</u>					
Lunchroom supervisor	\$ 2,200.00	\$ -----	\$ 2.18	\$ -----	
Elem. supervisor	-----	4,500.00	-----		.79
H. S. supervisor	-----	4,500.00	-----		.79
H. S. principal	13,604.99	27,299.88	13.52		4.78
Elem. teachers	64,762.40	311,701.28	64.38		54.66
H. S. teachers	66,914.57	210,209.19	66.51		36.86
H. S. voc. teachers	23,788.57	39,464.64	23.65		6.92
Substitutes	1,839.00	5,721.00	1.83		1.00
Voc. travel	1,538.46	2,634.42	1.53		.46
Subtotal	\$ 174,647.99	\$ 606,030.41	\$ 173.60	\$ 106.26	
<u>Operation & Maintenance Of School Plant</u>					
Janitors' wages	\$ 4,175.00	\$ 2,811.00	\$ 4.15	\$.49	
Fuel, light, water, supplies	8,308.43	5,658.68	8.26		.99
Maintenance	29,500.60	2,499.40	29.32		.44
Subtotal	\$ 41,984.03	\$ 10,969.08	\$ 41.73	\$ 1.92	
<u>Transportation</u>	\$ 54,878.19	\$ 26,742.00	\$ 54.55	\$ 4.69	
<u>Capital Outlay</u>					
New buildings & sites	\$ 16,990.62	\$ -----	\$ 16.89	\$ -----	
New equipment	1,602.45	1,410.26	1.59		.25
Subtotal	\$ 18,593.07	\$ 1,410.26	\$ 18.48	\$.25	
TOTAL	\$ 280,103.28	\$ 645,151.75	\$ 288.36	\$ 113.12	

1956-57

Enrollment:

White - 992

Negro - 5,652

<u>TYPE OF EXPENDITURE</u>	<u>AMOUNT</u>		<u>PER PUPIL</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Instruction</u>				
Elem. supervisor	\$ -----	\$ 4,500.00	\$ -----	\$.79
H. S. supervisor	-----	4,500.00	-----	.79
H. S. supv. prin.	13,229.96	27,299.88	13.34	4.83
Elem. teachers	58,266.00	342,305.92	58.74	60.56
H. S. teachers	69,044.43	197,939.34	69.60	35.02
H. S. voc. teachers	25,491.50	40,488.40	25.69	7.16
Substitutes	1,659.00	5,241.00	1.67	.93
Voc. travel	1,446.10	2,728.98	1.46	.48
Voc. supplies	905.40	1,289.04	.91	.23
Subtotal	\$ 170,042.39	\$ 626,292.56	\$ 158.21	\$ 109.23
<u>Operation & Maintenance of School Plant</u>				
Janitors' wages	\$ 4,316.00	\$ 2,750.50	\$ 4.35	\$.49
Fuel, lights, water, supplies	7,164.34	5,491.26	7.22	.97
Maintenance	24,262.55	1,517.13	24.46	.27
Subtotal	\$ 35,772.89	\$ 9,758.89	\$ 36.06	\$ 1.73
<u>Transportation</u>	\$ 58,211.62	\$ 27,397.00	\$ 58.68	\$ 4.85
<u>Capital Outlay</u>				
New building & sites	\$ 25,531.42	\$ -----	\$ 25.74	\$ -----
New buses	-----	13,303.16	-----	2.35
New equipment	1,091.61	1,411.74	1.10	.25
Subtotal	\$ 26,623.03	\$ 14,715.10	\$ 26.84	\$ 2.60
TOTAL	\$ 290,649.93	\$ 678,163.55	\$ 279.79	\$ 118.41

1957-1958

Enrollment:

White - 992

Negro - 5,432

<u>TYPE OF EXPENDITURE</u>	<u>AMOUNT</u>		<u>PER PUPIL</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Instruction</u>				
Elem. supervisor	\$ -----	\$ 4,145.86	\$ -----	\$.76
H. S. supervisor	-----	4,145.87	-----	.76
H. S. supv. prin.	14,934.96	27,674.90	15.06	5.09
Elem. teachers	53,686.43	309,512.08	54.12	56.98
H. S. teachers	77,418.93	236,526.54	78.04	43.54
H. S. voc. teachers	24,514.52	40,284.04	24.71	7.42
Substitutes	1,341.00	6,003.55	1.35	1.11
Voc. travel	1,682.39	3,160.26	1.70	.58
Voc. supplies	917.55	1,093.35	.92	.20
Subtotal	\$ 174,495.78	\$ 632,546.45	\$ 175.90	\$ 116.45
<u>Operation & Maintenance Of School Plant</u>				
Janitors' wages	\$ 3,328.00	\$ 2,380.00	\$ 3.35	\$.44
Fuel, lights, water, supplies	6,661.01	3,798.91	6.71	.70
Maintenance	15,244.54	3,686.37	15.37	.68
Subtotal	\$ 25,233.55	\$ 9,865.28	\$ 25.44	\$ 1.82
<u>Transportation</u>	\$ 53,784.63	\$ 28,698.85	\$ 54.22	\$ 5.28
<u>Capital Outlay</u>				
New buildings & sites	\$ 16,403.28	\$ -----	\$ 16.54	\$ ---
New buses	6,217.54	-----	6.27	---
New equipment	5,970.21	2,058.82	6.02	.38
Subtotal	\$ 28,591.03	\$ 2,058.82	\$ 28.82	\$.38
 TOTAL	 \$ 282,104.99	 \$ 673,169.40	 \$ 284.38	 \$ 123.93

1958-1959

Enrollment:

White - 1,014

Negro - 5,355

<u>TYPE OF EXPENDITURE</u>	<u>AMOUNT</u>		<u>PER PUPIL</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Instruction</u>				
Elem. supervisor	\$ -----	\$ 4,500.00	\$ -----	\$.84
H. S. supervisor	-----	4,500.00	-----	.84
H. S. supv. principal	15,384.96	27,799.92	15.17	5.19
Elem. teachers	48,945.00	303,870.24	48.27	56.74
H. S. teachers	80,982.51	230,875.57	79.86	43.11
H. S. voc. teachers	24,535.92	39,983.68	24.20	7.47
Substitutes	1,263.00	4,992.00	1.25	.93
Voc. travel	1,971.09	3,116.39	1.94	.58
Voc. supplies	933.92	1,380.99	.92	.26
Subtotal	\$ 174,016.40	\$ 621,018.79	\$ 171.61	\$ 115.97
<u>Operation & Maintenance Of School Plant</u>				
Janitors' wages	\$ 4,218.00	\$ 2,693.50	\$ 4.16	\$.50
Fuel, lights, water, supplies	10,109.17	6,772.05	9.97	1.26
Maintenance	24,308.17	828.75	23.97	.16
Subtotal	\$ 38,635.34	\$ 10,294.30	\$ 38.10	\$ 1.92
<u>Transportation</u>	\$ 36,540.30	\$ 54,751.21	\$ 36.04	\$ 10.22
<u>Capital Outlay</u>				
New buses	\$ 6,323.50	\$ 12,948.89	\$ 6.24	\$ 2.42
New equipment	3,346.17	2,513.17	3.30	.47
Subtotal	\$ 9,672.67	\$ 15,462.06	\$ 9.54	\$ 2.89
 TOTAL	 \$ 258, 864.71	 \$ 701,526.36	 \$ 255.29	 \$ 131.00

1959-1960

Enrollment:

White - 988

Negro - 5,137

<u>TYPE OF EXPENDITURE</u>	<u>AMOUNT</u>		<u>PER PUPIL</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Instruction</u>				
Elem. supervisor	\$ -----	\$ 5,760.00	\$ -----	\$ 1.12
H. S. supervisor	-----	5,760.00	-----	1.12
H. S. supv. principal	17,976.65	33,844.86	18.19	6.59
Elem. teachers	60,611.93	318,444.11	61.35	61.99
H. S. teachers	88,785.97	249,706.54	89.86	48.61
H. S. voc. teachers	27,849.68	44,693.62	28.19	8.70
Counselors	3,900.00	-----	3.94	-----
Substitutes	1,620.50	6,449.00	1.64	1.26
Voc. travel	2,221.03	3,450.58	2.25	.67
Voc. supplies	973.07	1,207.09	.98	.23
Subtotal	\$ 203,938.83	\$ 669,315.80	\$ 206.42	\$ 130.29
<u>Operation & Maintenance Of School Plant</u>				
Janitors' wages	\$ 4,288.00	\$ 2,883.00	\$ 4.34	\$.55
Fuel, lights, water, supplies	6,126.04	9,281.42	6.20	1.81
Maintenance	15,968.52	1,293.93	16.16	.25
Subtotal	\$ 26,382.56	\$ 13,408.35	\$ 26.70	\$ 2.61
<u>Transportation</u>	\$ 38,224.74	\$ 64,877.00	\$ 38.69	\$ 12.63
<u>Capital Outlay</u>				
New buildings & sites	\$ 2,150.00	1,911.45	2.18	.37
New buses, trucks, etc.	-----	7,066.27	-----	1.38
New equipment	966.13	5,808.09	.98	1.13
Subtotal	\$ 3,116.13	\$ 14,785.81	\$ 3.54	\$ 2.88
 TOTAL	 \$ 271, 662.26	 \$ 762,386.96	 \$ 275.35	 \$ 148.41

1960-1961

Enrollment:

White - 996

Negro - 5,106

<u>TYPE OF EXPENDITURE</u>	<u>AMOUNT</u>		<u>PER PUPIL</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Instruction</u>				
Elem. supervisor	\$ -----	\$ 6,180.00	\$ -----	\$ 1.21
H. S. supervisor	-----	6,180.00	-----	1.21
H. S. supv. principal	18,440.00	36,272.40	18.51	7.10
Elem. teachers	64,042.52	325,948.07	64.30	63.83
H. S. teachers	92,446.46	227,597.43	92.82	44.57
H. S. voc. teachers	28,490.00	45,840.00	28.60	8.97
Substitutes	1,767.50	5,908.00	1.77	1.16
Voc. travel	1,841.04	3,580.00	1.85	.70
Voc. supplies	827.54	1,283.04	.83	.25
Subtotal	\$ 207,855.06	\$ 658,788.94	\$ 208.69	\$ 129.00
<u>Operation & Maintenance OF School Plant</u>				
Janitors' wages	\$ 4,043.16	\$ 2,432.09	\$ 4.06	\$.48
Fuel, lights, water, supplies	7,592.55	7,886.34	7.62	1.54
Maintenance	10,874.42	604.25	10.92	.12
Subtotal	\$ 22,510.13	\$ 10,922.68	\$ 22.60	\$ 2.14
<u>Transportation</u>	\$ 28,687.00	\$ 62,953.12	\$ 28.80	\$ 12.33
<u>Capital Outlay</u>				
New buildings & sites	\$ 33,116.52	\$ -----	\$ 33.25	\$ -----
New buses, trucks, etc.	125.00	3,115.00	.16	.61
New equipment	1,441.95	1,620.21	1.45	.32
Subtotal	\$ 34,683.47	\$ 4,735.21	\$ 34.93	\$.93
Total	\$ 293,735.66	\$ 737,399.95	\$ 295.02	\$ 144.41

1961-1962

Enrollment:

White 979
Negro - 4,992

<u>TYPE OF EXPENDITURE</u>	<u>White</u>	<u>AMOUNT</u>	<u>Negro</u>	<u>PER PUPIL</u>	
				<u>White</u>	<u>Negro</u>
<u>Instruction</u>					
H. S. supv. prin.	\$ 18,670.00	\$ 36,064.90	\$ 19.07	\$ 7.22	
Elem. teachers	63,956.64	283,329.86	65.33	56.76	
H. S. teachers	85,293.86	263,608.51	87.12	52.81	
H. S. voc. teachers	28,487.50	45,940.00	29.10	9.20	
Substitutes	1,204.00	6,328.00	1.23	1.27	
Voc. travel	1,761.83	3,277.62	1.80	.66	
Voc. supplies	1,019.81	1,515.76	1.04	.30	
Subtotal	\$ 200,393.64	\$ 640,064.65	\$ 204.69	\$ 128.22	
<u>Operation & Maintenance Of School Plant</u>					
Janitors' wages	\$ 3,705.50	\$ 2,614.00	\$ 3.78	\$.52	
Fuel, lights, water, supplies	6,874.61	7,596.47	7.02	1.52	
Maintenance	7,000.00	6,366.35	7.15	1.28	
Subtotal	\$ 17,580.11	\$ 16,576.82	\$ 17.95	\$ 3.85	
<u>Transportation</u>	\$ 26,937.00	\$ 63,082.37	\$ 27.15	\$ 12.64	
<u>Capital Outlay</u>					
New buildings & sites	\$ 38,995.73	\$ 101.25	\$ 39.83	\$.02	
New buses, trucks, etc.	23,170.65	24,939.98	23.67	5.00	
New equipment	5,377.76	2,197.68	5.49	.39	
Subtotal	\$ 67,544.14	\$ 29,192.24	\$ 68.99	\$ 5.41	
 TOTAL	 \$ 312,454.89	 \$ 748,916.08	 \$ 318.78	 \$ 150.12	

1962-1963

Enrollment:

White - 974
Negro - 5,046

<u>TYPE OF EXPENDITURE</u>	<u>AMOUNT</u>		<u>PER PUPIL</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Instruction</u>				
H. S. supervisor	\$ -----	\$ 4,377.50	\$ -----	\$.87
H. S. supv. prin.	18,950.01	35,465.68	19.46	7.03
Elem. teachers	66,594.72	284,827.90	68.37	56.45
H. S. teachers	80,359.14	259,508.74	82.50	51.43
H. S. voc. teachers	27,460.00	46,100.00	28.19	9.14
Counselors	4,534.00	-----	4.66	-----
Substitutes	1,480.50	7,784.00	1.52	1.54
Voc. travel	1,264.82	2,215.07	1.30	.44
Voc. supplies	901.16	1,275.43	.93	.25
Subtotal	\$ 201,544.35	\$ 641,554.32	\$ 206.92	\$ 127.14
<u>Operation & Maintenance Of School Plant</u>				
Janitors' wages	\$ 3,838.34	\$ 6,716.25	\$ 3.94	\$ 1.33
Fuel, lights, water, supplies	2,964.00	11,640.74	3.04	2.31
Maintenance	15,113.47	6,628.06	15.52	1.31
Subtotal	\$ 21,915.81	\$ 24,985.05	\$ 22.50	\$ 4.95
<u>Transportation</u>	\$ 26,744.04	\$ 65,998.72	\$ 27.46	\$ 13.08
<u>Capital Outlay</u>				
New building & sites	\$ 304.00	\$ -----	\$.31	\$ -----
New equipment	680.00	2,284.24	.70	.45
Subtotal	\$ 984.00	\$ 2,284.24	\$ 1.01	\$.45
 TOTAL	 \$ 251,188.20	 \$ 734,822.33	 \$ 257.89	 \$ 145.62

1963-1964

Enrollment:

White 955

Negro - 4,987

<u>TYPE OF EXPENDITURE</u>	<u>White</u>	<u>AMOUNT</u>	<u>Negro</u>	<u>PER PUPIL</u>	
				<u>White</u>	<u>Negro</u>
<u>Instruction</u>					
H. S. supervisor	\$ -----	\$ 5,250.00	\$ -----	\$ 1.05	
H. S. supv. prin.	21,272.67	41,311.35	22.28	8.28	
Elem. teachers	77,186.50	342,835.52	80.82	68.75	
H. S. teachers	101,051.48	293,210.64	118.19	58.79	
H. S. voc. teachers	32,516.17	51,500.00	34.05	10.33	
Counselors	4,550.00	-----	4.76	-----	
Substitutes	1,441.00	4,984.00	1.51	1.00	
Voc. travel	1,649.71	3,364.91	1.73	.67	
Voc. supplies	1,038.77	1,137.45	1.09	.23	
Subtotal	\$ 240,706.30	\$ 743,593.87	\$ 252.48	\$ 149.11	
<u>Operation & Maintenance Of School Plant</u>					
Janitors' wages	\$ 3,651.00	\$ 2,877.00	\$ 3.82	\$.50	
Fuel, light, water, supplies	6,826.62	11,280.90	7.15	2.26	
Maintenance	18,425.10	3,172.23	19.39	.64	
Subtotal	\$ 28,902.72	\$ 17,330.13	\$ 30.26	\$ 3.48	
<u>Transportation</u>	\$ 28,118.37	\$ 68,043.25	\$ 29.44	\$ 13.64	
<u>Capital Outlay</u>					
New buildings & sites	\$ 29,857.06	\$ 142,759.43	\$ 31.26	\$ 28.63	
Alterations, old bldgs.	672.00	-----	.70	-----	
New buses, trucks, etc.	-----	2,001.69	-----	.40	
New equipment	7,223.12	6,132.63	7.56	1.23	
Subtotal	\$ 37,752.18	\$ 150,893.75	\$ 39.53	\$ 30.26	
TOTAL	\$ 335,479.57	\$ 979,861.00	\$ 351.71	\$ 196.49	

TABLE V

Per Pupil Expenditures 1965-66
By Race and By School

A. Summary Of Expenditures Listed
By Race

<u>TYPE</u>		<u>TOTAL EXPENDITURE</u>		<u>PER PUPIL</u>	
		<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
Instruction	W	\$ 2,884.02		\$ 2.75	
	N		\$ 2,130.51		\$.48
Maintenance	W	2,902.96		2.77	
	N		6,327.24		1.43
Transportation	W	672.96		.64	
	N	<u> </u>	<u>6,450.66</u>	<u> </u>	<u>1.46</u>
TOTAL	W	\$ 6,459.94		\$ 6.16	
	N		\$14,908.41		\$ 3.37

B. Summary of Expenditures Not Listed
By Race

Instruction	\$ 502.33
Maintenance	1,343.04
Transportation	<u>19,882.77</u>
TOTAL	\$ 21,728.14

C. Per Pupil Expenditures Listed
By School

<u>School</u>	<u>Instructional Supplies Per Pupil</u>	<u>Maintenance Costs And Plant Supplies Per Pupil</u>	<u>Transportation Per Pupil</u>	<u>Total Expenditure Per Pupil</u>
White (Grades 1-12)				
Moore Academy	\$ 7.96	\$ 5.80	\$ 4.87	\$ 18.63
Pine Hill	1.34	4.26	0	5.59
Wilcox County	2.32	1.26	.02	3.60
TOTAL	\$ <u>2.76</u>	\$ <u>2.77</u>	\$ <u>.64</u>	\$ <u>6.76</u>
Negro (Grades 1-12)				
Annie Manie	\$ 1.76	\$.37	\$ 3.63	\$ 5.76
Boykin	.79	2.58	.85	4.22
Camden Academy	.19	1.18	.03	1.40
Lower Peach Tree	0	1.16	2.54	3.71
Snow Hill	.15	2.35	4.05	6.56
Wilcox County Training	.52	.49	3.47	4.48
W. J. Jones	.29	.80	.07	1.16
(Grades 1 - 9)				
Alberta	.48	.73	1.66	2.86
Coy	0	.63	6.19	6.82
Pine Hill	1.49	2.21	0	0
Tates Chapel	0	.95	.80	1.75
(Grades 1 - 6)				
Burson	0	0	0	0
Canton Bend	0	10.09	0	10.09
Prairie	0	0	0	0
Yellow Bluff	0	0	.53	.53
TOTAL	\$ <u>.48</u>	\$ <u>1.43</u>	\$ <u>1.46</u>	\$ <u>3.37</u>

TABLE VI

COMPARISON OF PHYSICAL FACILITIES, BY RACE, BY SCHOOL

Key:



School has the facility.

Some buildings have the facility, but others do not.

School does not have the facility.

WHITE SCHOOLS
(Senior High School 1-12)

Moore Academy

Pine Hill

Wilcox County

	Auditorium	Gymnasium	Vocational Building	Central Heating	Fire Resistant Classroom Bldgs.	Indoor Restrooms
Moore Academy						
Pine Hill						
Wilcox County						

NEGRO SCHOOLS
(Senior High School 1-12)

Annie Manie

Boykin

Camden Academy

Lower Peach Tree

Snow Hill Institute

Wilcox County Training

W. J. Jones

	Auditorium	Gymnasium	Vocational Building	Central Heating	Fire Resistant Classroom Bldgs.	Indoor Restrooms
Annie Manie						
Boykin						
Camden Academy						
Lower Peach Tree						
Snow Hill Institute	1/	1/				
Wilcox County Training	1/	1/				
W. J. Jones	1/	1/				

(Junior High Schools 1-9)

Alberta

Coy

Pine Hill

Tates Chapel

	Auditorium	Gymnasium	Vocational Building	Central Heating	Fire Resistant Classroom Bldgs.	Indoor Restrooms
Alberta						
Coy						
Pine Hill						
Tates Chapel						

(Elementary Schools 1-6)

Burson

Canton Bend

Prairie

Yellow Bluff

	Auditorium	Gymnasium	Vocational Building	Central Heating	Fire Resistant Classroom Bldgs.	Indoor Restrooms
Burson						
Canton Bend						
Prairie						
Yellow Bluff						

1/A combination gym-auditorium is present in these three schools.

TABLE VII
Insurance Value of Buildings And Contents
Per Pupil, By Race And By School

<u>School</u>	<u>Value of Buildings</u>	<u>Value of Contents</u>	<u>Total Valuation</u>	<u>Total Per Pupil</u>
White (Grades 1-12)				
Moore Academy	\$ 186,000	\$ 10,400	\$ 196,400	\$ 1,444.11
Pine Hill	262,000	17,600	279,600	868.32
Wilcox County	<u>302,000</u>	<u>25,900</u>	<u>327,900</u>	<u>555.76</u>
Total	\$ 750,000	\$ 53,900	\$ 803,900	\$ 767.08
Negro (Grades 1-12)				
Annie Manie	74,800	4,700	79,500	176.66
Boykin	36,000	10,700	46,700	102.86
Camden Academy	226,500	21,000	247,500	250.25
Lower Peach Tree	24,000	6,000	30,000	97.40
Snow Hill	80,000	4,200	84,200	349.40
Wilcox County Training	36,000	5,400	41,400	203.94
W. J. Jones	260,000	18,400	278,400	648.95
(Grades 1 - 9)				
Alberta	30,000	2,700	32,700	155.71
Coy	15,000	2,000	17,000	151.78
Pine Hill	82,600	5,800	88,400	349.41
Tates Chapel	20,000	2,300	22,300	100.90
(Grades 1 - 6)				
Burson	-----	-----	-----	-----
Canton Bend	10,000	2,000	12,000	100.84
Prairie	-----	-----	-----	-----
Yellow Bluff	<u>-----</u>	<u>-----</u>	<u>-----</u>	<u>-----</u>
Total	\$ 894,900	\$ 85,200	\$ 980,100	\$ 221.64

TABLE VIII

Transportation

A. White Buses Transferred to Negro Schools

<u>Bus No.</u>	<u>Model</u>	<u>From White School</u>	<u>To Negro School</u>	<u>Year of Transfer</u>	<u>Replace-ment Bus, No. & Model</u>
27	1948	Pine Hill	Pine Hill Annie Manie	1959 1960	#70, 1959
31	1948	Pine Hill	Pine Apple	1958	#64, 1958
35	1950	Pine Apple	Tates Chapel	1962	#71, 1960
38	1951	Pine Apple	Snow Hill	1959	#65, 1959
41	1951	Camden	Lower Peach Tree	1962	#76, 1963 (Ford)
42	1952	Camden	Camden Academy	1962	#83, 1962
43	1952	Pine Hill	Extra Camden Academy	1960 1962	#54, 1954
44	1952	Camden	Extra Pine Apple	1956 1959	#54, 1954
45	1952	Pine Hill	Lower Peach Tree	1962	#78, 1962
49	1953	Camden	Snow Hill	1962	#80, 1962
51	1954	Camden	Camden Academy	1959	#66, 1959

B. Summary of Transportation Reports, 1964-65

	<u>White</u>	<u>Negro</u>
Number of students transported	658	3,215
Seating capacity	872	2,352
Number of buses	18	45
Average age of buses	5.5	11.2
Number of trips over capacity	1(car, not bus)	31
Number of students on overloaded trips	3	2,198
Number of second and third trips	0	11
Average number of transported pupils per bus	36.6	71.4