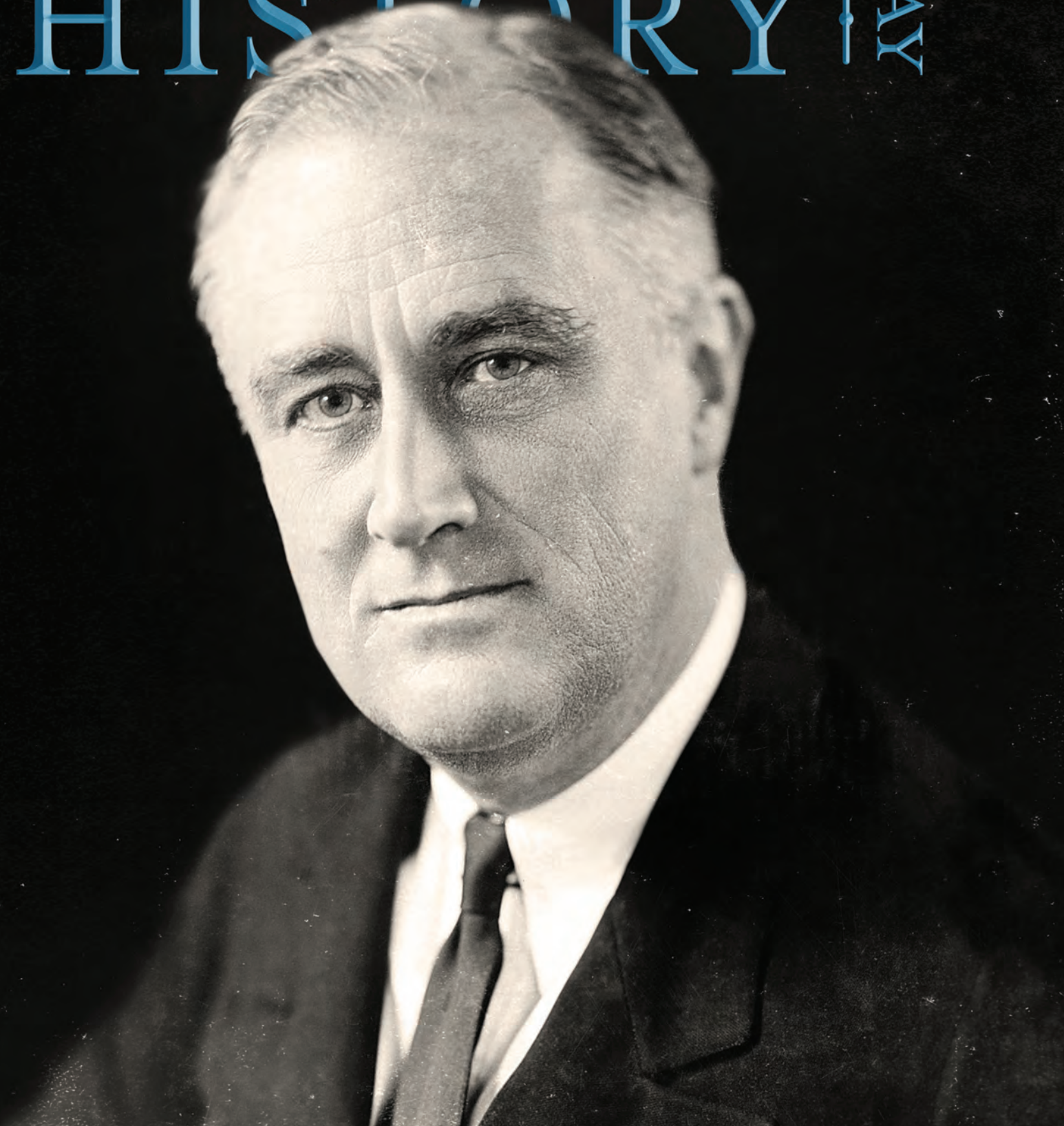


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GEORGIA HISTORY | TODAY



Finding Our Best in the Worst of Times

by W. Todd Groce, Ph.D.

“These are the times that try men’s souls.”

This famous opening line from Thomas Paine’s *American Crisis*, written during the darkest days of the American Revolution, aptly describes the era of COVID-19. A public health disaster, coupled with an economic downturn, makes what we are experiencing today one of the most challenging episodes in American history.

While no one has been untouched by the pandemic and its fallout, its worst effects have been unevenly distributed. At the top of the list are the victims of the disease, their families, and those health providers who are risking their lives daily to care for them. Others have lost jobs, businesses, and their livelihoods.

Much of the burden has also fallen on our teachers and students. Faced with school closures, they were suddenly forced to convert to distance learning. Their ability to adapt to these circumstances has depended upon such factors as access to technology, the internet, and especially online educational resources.

Fortunately, they are not alone. Over the past decade, the Georgia Historical Society (GHS) has invested considerable time and resources into creating digital educational resources that are tailor-made for this challenge: the Emmy Award-winning *Today in Georgia History* (jointly produced with Georgia Public Broadcasting), the “GHS Schoolhouse,” online primary source material, teacher guides, and classroom curriculum aligned with the Georgia Standards of Excellence, to name a few. For a full list see Lisa Landers’ “Inside GHS” story in this issue.

This material has been used extensively for years by Georgia teachers. But when all learning moved to online platforms, it became more valuable than ever. Within days of the crisis, the GHS education and communications teams quickly pivoted and began providing parents and educators with the tools and

information they needed to ensure our students’ success. We have reached out to teachers and administrators in every school district across the state to see what they need and how we can be of assistance.

The end of the 2020 academic year will not mean our work is over. Indeed, no one knows what the future holds for the fall semester and beyond.

We are thankful for the opportunity to help in our own way during this unprecedented challenge and grateful for the ongoing support of our members, donors, and friends that has made that assistance possible. Because of you, when the crisis came, we were prepared and ready to swing into action.

At the Georgia Historical Society, we believe that education has been, and always will be, a priority, no matter what the economic conditions. We cannot deprive our children of the knowledge and skills they need to be productive citizens.

Many of us have felt frustrated and helpless that we cannot control or change what’s happening around us right now. But we do have the power to influence the future by continuing to support the educational mission of GHS.

On behalf of the students, teachers, and parents of Georgia, thank you for standing with us during these trying times. When the history of this event is one day written, your unshakeable commitment to our children and their education will be a shining example for future generations.

W. TODD GROCE, PH.D.

*President & CEO of the
Georgia Historical Society*

GEORGIA HISTORY TODAY

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ON THE COVER

FDR, 1933. Image Courtesy of Ed Jackson



Eleanor Roosevelt and FDR in the 1930s. Image Courtesy of Ed Jackson

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Remembering

FDR

ON THE 75TH ANNIVERSARY OF HIS DEATH

BY
ED JACKSON



Franklin served as U.S. Assistant Secretary of the Navy (1913-1919), which required Eleanor to take on the role of an official's wife, one that included many social functions. These were responsibilities she neither enjoyed nor had time for, so

in 1914 Eleanor hired 23-year-old Lucy Mercer to serve as her social secretary. This relieved her of many of her official duties and allowed Eleanor and the children to vacation during the summer at the family vacation home on Campobello Island in New Brunswick, while her husband stayed behind in Washington, D.C.



Lucy Mercer was an attractive young woman, and sometime in 1916, Franklin and Lucy began a romantic affair. Eleanor apparently discovered the affair, and Mercer either quit or was fired, at which point she joined the Navy. As FDR was Assistant Secretary of the Navy, he arranged for Lucy to become his secretary—and their affair continued.

In 1918, Eleanor discovered love letters from Lucy and threatened divorce unless he broke off the affair. Sara Delano Roosevelt told her son in clear terms that there would be no divorce! A divorce with five children would end his political career, as well as bring reproach on the family name. She made it clear that separation was no option either.

Franklin pledged to never see Lucy again, but his affair had a lasting impact on Eleanor. Formally, they were still married—but essentially in name only. Eleanor would appear with her husband at major public events but began developing a life largely independent of her husband and devoted to her own interests and social causes—especially human rights.

Franklin is almost always cited as the unfaithful spouse with a mistress, but more recent research shows that Eleanor also was unfaithful. In the 1930s, Eleanor developed a very close relationship with AP news reporter Lorena Hickok. That FDR and Eleanor continued to live apart while remaining married until his death is both complex and remarkable.

In 1920, Lucy Mercer married wealthy New York widower Winthrop Rutherford. Even though Lucy gave birth to a daughter in 1922, she and Franklin exchanged letters through the decade of the 1920s.

It was an April 12, 1945 spring morning in Warm Springs, Georgia. After recently returning from the Yalta Conference in the Crimea, an exhausted Franklin D. Roosevelt had come to Warm Springs for rest and exercise in his beloved pools of warm water. That morning the president was tired and not feeling well, but he still rose around 9 am for a light breakfast. As usual, FDR read a copy of the *Atlanta Constitution*, which was especially driven in from Atlanta each morning.

For this visit, someone had commissioned Russian-American artist Elizabeth Shoumatoff to paint FDR's portrait, and he had agreed to sit for the artist at the Little White House. How and why did this commission take place? Who were the four women present during the painting when he died?

Born in Russia in 1888, Elizabeth Shoumatoff immigrated to the United States in 1917, settling in Long Island, N.Y. In the mid-1930s, Elizabeth met Lucy Mercer Rutherford. They became close friends, and Elizabeth asked if she could paint Lucy's portrait. Lucy was so impressed with the results that she began introducing Elizabeth to some of the famous personalities of the day to have their portraits painted.

There is no record that FDR ever met Elizabeth Shoumatoff before his April 12, 1945 sitting. Unfortunately, he would suffer a fatal stroke while his portrait was being painted, leaving behind the "Unfinished Portrait."

In some ways, the story of Shoumatoff's portrait began in 1905 when Franklin Roosevelt married 21-year-old Eleanor Roosevelt, a niece of former president Theodore Roosevelt. Unfortunately, they were not well suited to each other. Though Eleanor described marital relations as "an ordeal to be endured," she gave birth to six children from 1906 to 1916 (though an infant son died in 1909).

POLIO STRIKES FDR

In August 1921, FDR's life changed dramatically. While vacationing at Campobello Island, he contracted polio. In addition to tremendous pain, he was almost completely paralyzed at first. With time and therapy, Roosevelt regained use of his upper body but remained paralyzed from the waist down for the rest of his life.

In 1923, George Foster Peabody, a successful businessman and philanthropist, retired to Warm Springs, Georgia, where he purchased the Warm Springs resort. The following year, he wrote FDR that a young boy with polio had visited the resort and had regained the ability to walk after swimming in the warm mineral water.

Peabody invited Roosevelt to come to the resort, which he did in 1924. Roosevelt enjoyed the freedom his body felt in the warm water and was convinced that in time he could regain the use of his legs. FDR would make a total of 41 visits to Warm Springs, buy the resort and surrounding property, and launch a foundation dedicated to the care and treatment of victims of polio.

FDR'S DECLINING HEALTH

The president faced a host of health problems besides polio. He was diagnosed with systolic hypertension in 1937 and diastolic hypertension in 1941. Tests showed that he suffered from iron deficiency anemia in 1941. In January 1944, a cardiologist discovered that Roosevelt had a left ventricular enlargement. His health further deteriorated from this point. He was diagnosed with hypertensive heart distress, with his blood pressure measuring 186/108. Doctors began administering medicine on March 31, 1944. Three days later, he showed improvement, except that his blood pressure had jumped to 210/110.



By November 1944, FDR's weight loss resulted in his leg braces no longer fitting, which meant that he had to use his arms for support while standing at a podium. As a result, public events were exhausting for him. Compounding his problems was the fact that he was a chain smoker. Still, when anyone would ask about his health, Roosevelt would insist he was fine.

FDR's deteriorating health was obvious by the November 1944 election. Photos show a gaunt face and the shadow of the smiling, energetic candidate who had run for president in 1932. The stress of the Great Depression and conducting a war on two fronts had taken their toll.

THE DEATH OF FRANKLIN D. ROOSEVELT

In March 1944, Lucy Rutherford's husband died, and she left New York and moved to her husband's estate in Aiken, South Carolina. This allowed Franklin and Lucy to rekindle their relationship by mail. Amazingly, FDR's daughter Anna liked Lucy and helped arrange for FDR and Lucy to find occasions and places to meet without Eleanor's knowledge.



On March 30, 1945, FDR arrived at the Warm Springs for the last time. His daughter Anna contacted Rutherford and urged her to come visit the Little White House. Lucy asked if she could bring artist

Elizabeth Shoumatoff to do a portrait of Roosevelt. On April 10th or 11th, Lucy, Elizabeth, and two of FDR's cousins, Daisy Suckley and Laura Delano, drove over.



Though frail and suffering chills, Roosevelt agreed to give Shoumatoff two hours after lunch on April 12 to work on a portrait, while he sat at a table in the living room working on his Jefferson Day speech scheduled for radio broadcast the following day.

Elizabeth worked quickly and within a few hours had made good progress on a watercolor of FDR's head and chest, while Lucy and the two cousins looked on.

Sometime after 1 pm, Roosevelt suddenly groaned and uttered the last words of his life, "I have a terrific pain in the back of my head." He slumped in his chair, losing consciousness. Dr. Howard Bruenn, the president's cardiologist, diagnosed a massive intracerebral hemorrhage. An Atlanta cardiologist was called in, speeding by car the 67 miles to Warm Springs. The physicians agreed on the diagnosis and that there was

nothing they could do to save his life. FDR was officially declared dead at 3:35 pm, April 12, 1945.

Shortly after Roosevelt's initial stroke, Lucy Rutherford recognized that the press would soon be everywhere and that it would be a scandal if the news got out that she was with him when he died, while Eleanor wasn't. Rutherford and her artist friend immediately left for Aiken, South Carolina, leaving behind the "Unfinished Portrait" still attached to the easel.

On the afternoon of FDR's stroke, Eleanor was in Washington, D.C., where she was scheduled to give a speech on the evening of April 12. Soon after she arrived, she found that Rutherford had been there when he suffered his stroke. Later, while going through her husband's belongings, Eleanor found the unfinished portrait. Oddly, she sent it to Lucy, who thanked her in a kind note and then forwarded the portrait to Elizabeth, who left the painting unfinished but did complete a separate version. An important part of FDR's final years, Lucy died from leukemia in 1948 at age 57.

On April 13, Eleanor and staff planned the return of FDR's body to Washington, D.C. for a funeral. The train pulled out of the Warm Springs Depot to great sadness and would make one stop—Atlanta's Terminal Station. Here FDR's press secretary distributed printed copies of Roosevelt's Jefferson Day speech to reporters. Also, Mayor William Hartsfield boarded the train to offer condolences to Eleanor and placed flowers on FDR's coffin. All along the route, thousands of people gathered to watch in silence as the train carrying FDR's body passed through towns big and small.

When the train arrived at Union Station in Washington, D.C., Roosevelt's casket was placed on a caisson for a military parade through the nation's capital. Instead of going to the Capitol, the parade headed for the White House, where a memorial service was held. After that, President Roosevelt's body was taken to the Roosevelt Home in Hyde Park, New York, where he was buried.

In many ways, it was a different world 75 years ago. Roosevelt had many secrets that were not made public for decades after his death. He certainly had at least one affair while married, and he tried to fool the world into believing that he could walk when he obviously couldn't. Roosevelt didn't want to be seen in a wheelchair, and press photographers honored his request until he finally decided to be open about his condition when he gave his 1945 State of the Union address to Congress from a wheelchair. There undoubtedly were other secrets or indiscretions that weren't revealed until decades after his death.

Presidents today are under constant scrutiny and enjoy no personal life in the age of around-the-clock media coverage



and smart phone alerts. With competition today between competing broadcast and Internet news outlets, there are few secrets that any president or any major political figure can keep for long.

Would Franklin Delano Roosevelt have survived in today's world of constant news coverage? We will never know. But this we do know: FDR was a man of both human personal flaws and great leadership and courage. In successfully facing the two worst crises of the 20th century, Roosevelt will be remembered as one of this nation's greatest presidents.

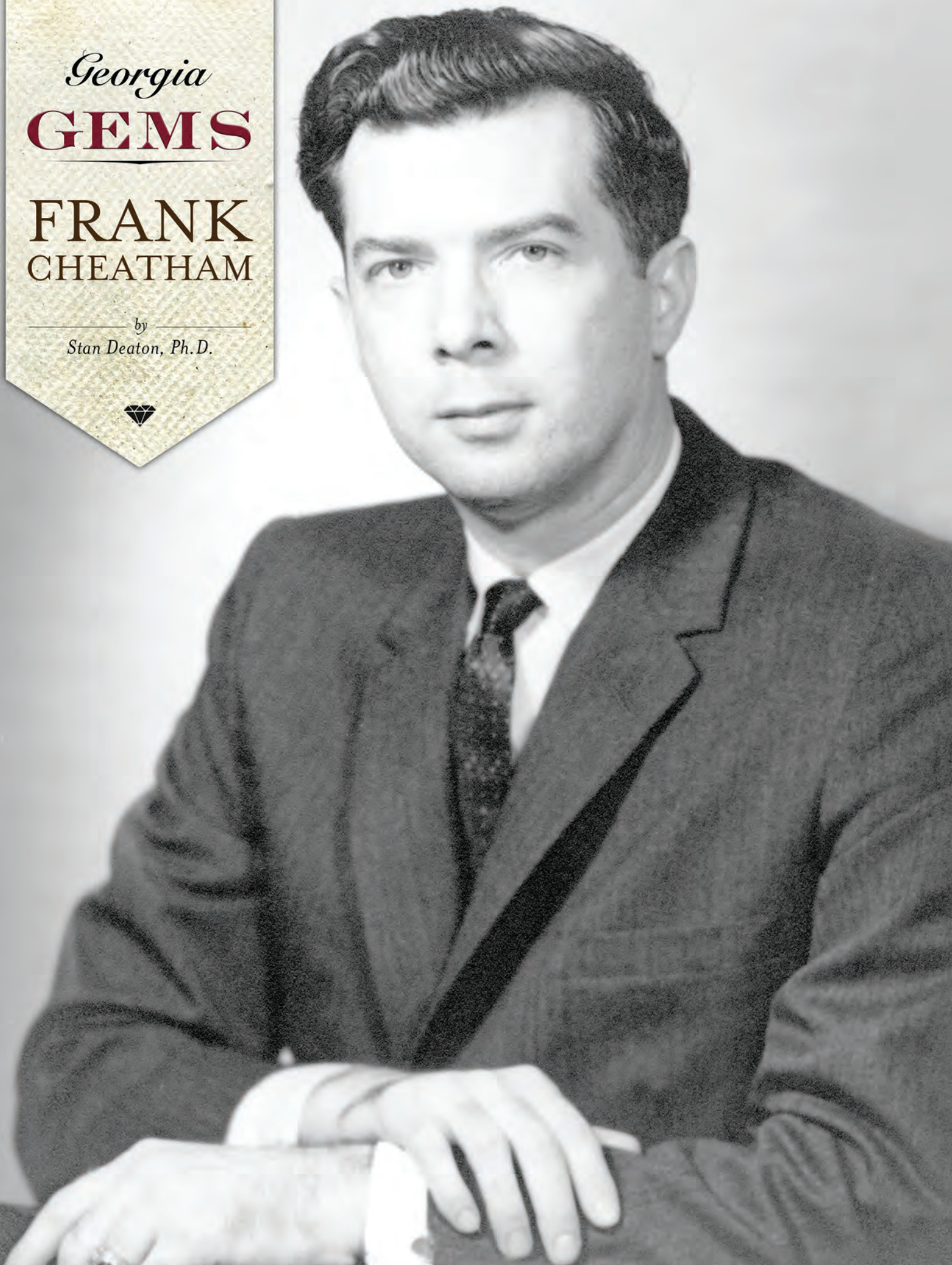
Ed Jackson is Senior Public Service Associate Emeritus at the University of Georgia.

Image Descriptions: All images courtesy of Ed Jackson. (In order of appearance): FDR and family, c. 1920. Winston Churchill, President Roosevelt, and Joseph Stalin at the Yalta Conference. Lucy Mercer, 1915. FDR in Ill Health. Little White House. The Unfinished Portrait by Elizabeth Shoumatoff. FDR's wheelchair and leg braces.

Georgia
GEMS

**FRANK
CHEATHAM**

by
Stan Deaton, Ph.D.



As the world battles the novel coronavirus pandemic, it's a good time to remember an earlier scourge that Americans feared every summer: polio.

Poliomyelitis, also called infantile paralysis, is an acute viral infectious disease of the nervous system. It usually begins with general symptoms such as fever, headache, nausea, fatigue, muscle pains and spasms and is sometimes followed by a more serious and permanent paralysis of muscles in one or more limbs, the throat, or the chest. More than half of all cases of polio occur in children under the age of five.

For those infected by the polio virus, there is no cure, and in the mid-20th century an average of 35,000 cases of paralysis struck each year.

The first major documented polio outbreak in the United States occurred in Rutland County, Vermont, in 1894, when doctors noted 18 deaths and 132 cases of permanent paralysis. The contagious nature of polio was discovered in 1905, and the disease was identified as a virus in 1908.

New York City suffered a major polio epidemic in the summer of 1916 when 2,000 people died, with another 4,000 deaths across the United States. Thousands more were left paralyzed. Parents began to fear summer epidemics, leading to widespread closures of community pools, amusement parks, and other places where children gathered.

But it wasn't just children who were susceptible: in the summer of 1921, Franklin Delano Roosevelt—the 1920 Democratic Vice-Presidential nominee and future President—was stricken with polio, leaving him paralyzed for the rest of his life. He made his first visit to Warm Springs, Georgia, just three years later—the first of 41 visits to the state—and through FDR's leadership Warm Springs became a center of hope and rehabilitation for those suffering from this crippling disease.

One of those young men was Frank Cheatham, Jr., from Savannah. Frank was born in January 1924 and was stricken with polio when he was just 19 months old. His parents, Frank Sr. and Margaret, sent Frank to Warm Springs every summer from 1933 to 1938. Young Frank met President Roosevelt there and drew strength from the can-do "Roosevelt spirit." He returned to Savannah and carried that spirit with him through the rest of his life.

Frank graduated from Armstrong Junior College in 1944 and the University of Georgia, earning a Bachelors in 1946 and a law degree in 1948. Frank returned to



Savannah to practice law and in 1953 he was elected to the Georgia House of Representatives, where he served until 1960. He was instrumental in reforming Savannah's city government from the "strong mayor" to the "city manager" model that attracted industry and boosted tourism and Savannah's growth in the latter part of the 20th century. In 1972, Governor Jimmy Carter appointed Cheatham to the Eastern Judicial Circuit as a Superior Court Judge, a post that he held for 21 years, retiring in 1993.

Frank Cheatham achieved all this while battling the paralysis left from the polio contracted in 1925. After Judge Cheatham's death at age 84 in 2008, his family donated his papers and several of his belongings—including the shoes and leg braces seen here that were his life-long companions—to the Georgia Historical Society (Frank S. Cheatham Jr. Family Papers, 1899-2008, MS).

Thankfully, since the 1960s, polio has been eliminated from most of the world due to widespread use of vaccines. But Frank Cheatham's braces are a stark reminder of the human cost of a disease that forever altered the course of history—including that of one Georgian who embodied the can-do "Roosevelt spirit" every day of his life.

Stan Deaton, Ph.D., is the Senior Historian and the Dr. Elaine B. Andrews Distinguished Historian at GHS. He can be reached at sdeaton@georgiahistory.com.

Image Descriptions (In order of appearance): Frank S. Cheatham, Jr., c. 1950s. MS 1699. Frank S. Cheatham, Jr. Family Papers Collection, Georgia Historical Society. Pair of men's dress shoes with the left shoe attached to a leg brace. The brace has two metal uprights with a release to allow the brace to bend at the knee. MS 1699. Frank S. Cheatham, Jr. Family Papers Collection, Georgia Historical Society.



John Duncan: Collector, Teacher, Historian

John McPherson Berrien Award Recipient

By Stan Deaton, Ph.D.

“If there is a collecting gene,
I’ve had it all my life.”

So says John Duncan of Savannah, the recipient of the 2020 John Macpherson Berrien Award for Lifetime Achievement in Georgia history.

John, a 12th-generation Charlestonian, first came to Savannah in 1965 to teach history at what became Armstrong State University. He taught there from 1965 until his retirement in 1997.

His years in the classroom had an enormous impact on generations of students and began when the college was still located in the Armstrong House in historic downtown Savannah. “I might be the last person living who taught at Armstrong downtown,” he says proudly.

John and his wife Virginia (Ginger) have been married for 44 years. Since 1976 they have made their home in the Thomas Levy House, a four-story Second Empire Baroque townhouse on Monterey Square, built in 1869. The ground floor has been home to V&J Antique Maps, Prints, & Books since 1983.

To visit their home is to walk through a museum. It’s a showcase of all the myriad things they’ve collected through the years: paintings, sculpture, books, etchings, wooden canes, hand-crafted furniture, prints, maps, posters of movies filmed in Savannah (and/or their house), carvings, masks, and engravings—and antlers (from deer shot by John’s father years ago on Edisto Island).

“I started collecting steel pennies when I was six years old, in 1943,” John recalled with a laugh. “That was the beginning of my collecting experience, and I haven’t stopped since.”

John and Ginger have traveled the world buying maps and prints, including a rare 1720 print of “A Plan of the City’s of London, Westminster and Borough of Southwark” that John recently donated to GHS: “If there was one place that map should be, it was the Georgia Historical Society.”

While he was teaching, John completed his PhD in history from Emory University in 1972. True to form, John left no research stone unturned: his dissertation was a two-volume history of “Slavery and Servitude in Colonial South Carolina.”

One of his great South Carolina influences was legendary Charlestonian Samuel Gaillard Stoney, “Mr. Sam,” who, as author, historian, architect, and preservationist, was cut from the same cloth as John Duncan. Stoney’s love of the history and architecture of their shared native city rubbed off on his student: “He was one of the most important people in my life,” John recalls fondly.





John spent years researching Jay at the British Library and the British Museum, in Washington, D.C., and even the island of Madagascar. The effort shows. “I did all my research before the Internet,” he proclaims proudly, “and I sat in the same seats at the British Museum that Karl Marx sat in.”

The volume has received several accolades already, including an “Award for Excellence in Research Using the Holdings of an Archives” by the Georgia Archives, a finalist in the category of Biography for “Georgia Author of the Year” by the Georgia Writers Association, and is a finalist in the category of Biography for the ForeWord Indie Awards for Book of the Year.

Having taught Savannah and Georgia history to generations of students, John has seen his adopted home undergo a lot of change since 1965. GHS, he says, “was very tiny back then, unrecognizable from what it is today.”

And what does receiving the Berrien Award mean to John? “It’s an incredible honor. John Macpherson Berrien was one of the founders of the Georgia Historical Society, an organization I’ve been involved with for over half a century, and I’m good friends with one of Mr. Berrien’s descendants. I think it’s appropriate!”

Across eight decades, John Duncan’s love of collecting, writing, and teaching—and learning—history remains as strong as ever: “It’s been amazing. Some students still call, and I love them,” he says. “I loved the classroom. I learned as much from them as they learned from me.”

Non sibi, sed aliis.

The John Macpherson Berrien Award is given for a lifetime of achievement in and service to Georgia history. The award was established in 2000 and named in honor of John Macpherson Berrien, one of the founders of GHS and its first president. He also served in the U.S. Senate from 1825-1829, and 1841-1852, and as U.S. Attorney General from 1829 to 1831 under President Andrew Jackson.

Stan Deaton, Ph.D., is the Senior Historian and the Dr. Elaine B. Andrews Distinguished Historian at GHS. He can be reached at sdeaton@georgiahistory.com.

Image Descriptions: All images courtesy of Richard Leo Johnson/ Atlantic Archives, Inc. www.atlanticarchives.com: (In order of appearance) John Duncan at home among his collection. Historic artifacts in the Duncan home. Some of the historic maps in John Duncan’s enormous collection. Virginia (l) and John (r) in their historic home on Monterey Square.



That love of history has continued unabated for over 55 years after coming to Savannah. His most recent work, *The Showy Town of Savannah: The Story of Architect William Jay*, co-authored with Sandra Underwood and published by Mercer University Press in 2019, is a comprehensive biography of the man who designed the Telfair mansion, the William Scarborough House, and the Owens-Thomas House.

Rising to the Challenge: GHS & Georgia Teachers in the Era of Remote Learning

By Lisa Landers

As a research and educational institution, the Georgia Historical Society bears the obligation to help Georgia's educators understand and teach our shared past.

As the Education Coordinator at GHS, it is an honor to serve as the link between GHS and school children and their teachers across the state. I have the pleasure of working with our state's educators which, for me and my institution, is a responsibility we take seriously.

So when the decision was handed down to close school doors for the remainder of the 2019-2020 academic year, GHS was ready. Within days of the crisis, we quickly rose to the challenge supporting teachers, parents, and students in their hour of need.

Educators faced daunting challenges as they shifted to distance learning: how to address technology, issues of student access, and resources to teach remotely.

As an educational institution, GHS is well positioned to support teachers and address these needs. In fact, GHS makes its biggest impact on students through their teachers.



Pandemic or not, GHS always aims to help educators stay up to date on new historical scholarship, engaging educational strategies, and unique learning opportunities through primary sources by designing and presenting online resources and professional development programs for teachers.

The following illustrates the ways in which GHS continually supports teachers through online resources and programs:

Primary Sources: As primary sources are key to historical understanding, GHS presents teachers with relevant and engaging sources from our collections to teach Georgia and American history.

- The Georgia Historical Society's [online exhibits](#) examine aspects of Georgia history using documents, photographs, and artifacts from the GHS collections.
- [Primary source sets](#) created by GHS education staff are designed to help promote historical inquiry in the classroom by providing access to primary sources aligned to the Georgia Standards of Excellence for eighth grade Georgia Studies.

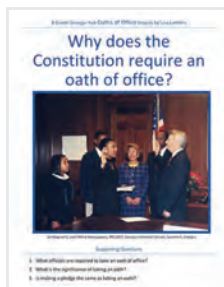


- The [GHS Schoolhouse video blog](#) includes a variety of videos for educators and students, including interviews with historians and professors and advice on teaching with primary sources.

Educational Strategies: Social studies education is vital to developing work-ready skills. Through historical research and interpretation students learn how to problem solve, communicate, analyze, and think critically. GHS presents professional development to teachers across the state, training them to teach their students how to conduct research and engage in historical inquiry.

- In the last year GHS has presented [professional development](#) programs to teachers, administrators, media specialists, and pre-service teachers in dozens of counties across Georgia both in-person and virtually.

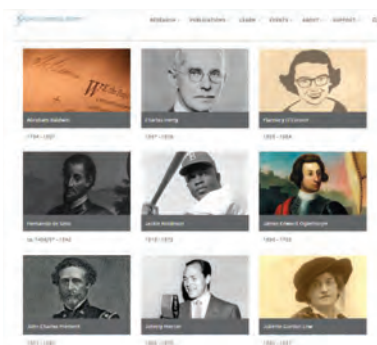
- [GHS Teacher Guides](#) provide educators with relevant context, background knowledge, and suggested strategies for teaching with primary sources.



- GHS participates in state and national social studies conferences such as the annual [Georgia Council for the Social Studies](#) conference and the [National Council for History Education](#) in 2020.

- GHS provides teachers inquiry-based resources and training designed to support student development by encouraging them to ask and answer their own questions about the past. GHS inquiry-based resources explore topics in civics and history including the United States Constitution and struggles for voting rights.

Scholarship: As new scholarship emerges detailing various points of view on the past, GHS aims to share new information with students, teachers, and the public through a variety of educational tools.



- As part of the *Georgia History Festival* and in partnership with the Georgia Press Association (GPA) GHS participates in the [Newspapers in Education](#)

([NIE](#)) program by creating original resources annually. NIE resources explore topics that are timely and relevant to Georgia and American history and are based on the *Festival* theme.

- Through the [Business History Initiative](#) GHS has developed profiles and case studies of many of Georgia's iconic businesses that have made our state the hub of the 21st-century global economy.

- Roadside [historical markers](#) can be found throughout Georgia, sharing the stories of our past in an easily identifiable and understandable format. Students, teachers, and the public can explore the [Historical Marker Database](#) to find markers detailing unique and local stories of Georgia and American history.

- [Today in Georgia History](#), a joint production of the Georgia Historical Society and Georgia Public Broadcasting, explores historical events and people in Georgia history in 90-second episodes. The *Today in Georgia History* website includes the videos, tips for teachers, writing prompts, review questions, classroom exercises, and more.

Whether it's as serious as a global crisis or as routine as changes in educational standards, teachers are poised to meet new and ongoing challenges every day. In fact, an exhaustive list of daily problems teachers face would require me to write an entirely different column!

Regardless of the challenges, teachers are the people we want on the front lines of a crisis. Teachers are nimble, creative, and experienced when it comes to quickly and efficiently adapting to change. Just as they bear the awesome burden of engaging and educating our schoolchildren in times of uncertainty and fear, GHS accepts the awesome challenge of supporting them as they work so hard to provide crucial and effective educational opportunities for our young people. Together, we will get the job done.

Lisa Landers is the Education Coordinator at GHS. She can be reached at llanders@georgiahistory.com.

Image Descriptions (In order of appearance): Elementary school students participating in GHS in-school programming. African-American History and Culture in the Georgia Lowcountry Online Interactive Exhibit. GHS C3 Inquiry Teacher Guides. Featured Historical Figures Page on GHS website.



UNDERSTANDING RACIAL INTEGRATION WITH STUDENTS

By Kenneth H. Wheeler, Ph.D.

I recently had a unique teaching experience that led to an article co-authored with my students in the *Georgia Historical Quarterly* about the racial integration of my school, Reinhardt University. What prompted this effort stemmed from 2016, when Reinhardt invited its first African-American student, James T. Jordan, to return to campus 50 years after he enrolled. Reinhardt celebrated Jordan and heard his story, and talking with Jordan made me realize more could be told. Jordan suggested I speak with his friend Cynthia Durham, who arrived the year after he did.

In the autumn of 2017, I taught a course on local history and decided our class should investigate Reinhardt's experience with racial integration. At our first class meeting, I explained the project to my class of nine undergraduates. Each student would write a paper on some aspect of the story.

My students were enthused; we eagerly flipped through yearbooks from the late 1960s I had brought to class, to acclimate my students to that collegiate world, and to create a list of black students from the time who we might interview. The alumni office provided contact information, and in

the second week we edited a letter, which we then mailed to several people, explaining our project and requesting interviews.

The letters met with only slight success, so we also did internet searches and cold-called alumni, which yielded results. Soon we were conducting interviews during our class time, one with an alumna who lived nearby who visited our class, others via telephone as far away as Texas.

Beyond the interviews, students did archival work on campus—reading student newspapers from the era, going through trustee minutes, and examining an unpublished memoir by the president at that time, which included his own account of how racial integration transpired. One student investigated how other schools in Georgia described racial integration in their institutional histories, to give us a comparative perspective.

Students transcribed the recorded interviews, wrote their papers, and at the end of the semester we had a final class meeting in which each student gave a paper presentation to the class. Afterward, I told them we had not just studied what was known but created new knowledge, and that nobody outside of ourselves knew the history of racial integration of

Reinhardt better than we did—we were the experts, sitting together in that room. It was a great feeling—the course had been a success—and our learning experience was not yet over.

In December I used the student papers to draft an essay, which I circulated to my students in January. They read the piece, we gathered to critique it and make changes, and students met with me in our library to find helpful illustrations to accompany our article. We then submitted it to Dr. Glenn McNair, editor of the *Georgia Historical Quarterly*, in hopes of publication.

Dr. McNair was interested and sent the piece to three scholars for review, who all thought it publishable and had helpful suggestions for improvement. Reviewers were struck by how congenial people were during the integration experience at Reinhardt; our revisions tried to explain, based on the evidence, why that was so. We revised during the summer of 2018 and returned the piece to Dr. McNair, who accepted it for publication, which happened swiftly.

Overall, the experience was a highlight of my teaching career, as I watched my students do archival research, conduct oral interviews, and write excellent research papers, some of which they presented at undergraduate conferences. Having our work published in an academic journal with the high standards of the *Georgia Historical Quarterly* was a happy success. A photo we submitted even appeared on the issue's cover. And winning the John C. Inscoe Award has been an unexpected and thrilling endorsement of our shared classroom endeavor.

Little did we know that first evening, leafing through yearbooks, where our project might end, but a zeal for understanding the past can be immensely rewarding.

Dr. Kenneth H. Wheeler is a Professor of History at Reinhardt University. He can be reached at KHW@reinhardt.edu. Dr. Wheeler and nine of his students are the recipients of the 2019 John Inscoe Award for the Best Article published in the Georgia Historical Quarterly in 2018, "Black Student Experiences in the Racial Integration of Reinhardt College, 1966-1972."

Image Descriptions: John C. Inscoe Award Recipients pictured left to right: Kailey Payne; Madeline Gray; Madelyn Montgomery; Dr. Kina Mallard, Reinhardt University President; Dr. Kenneth Wheeler; Dr. W. Todd Groce, GHS President and CEO; Abigail M. Merchant; Aliyah Reeves, and Jessica Fanczi. Image Courtesy of Reinhardt University. Cover, Georgia Historical Quarterly (No.4, 2018).

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GEORGIA HISTORICAL QUARTERLY
VOLUME CII | NUMBER 4 | 2018



MILESTONES

New Board of Curators Chairman



TOMMY HOLDER

At its annual meeting on July 30, 2020, the GHS Board of Curators will elect Thomas M. Holder of Atlanta as Chairman of the Board for a two-year term beginning July 1. Mr. Holder succeeds Walter M. "Sonny" Deriso, who has served as chairman since 2018. The Board also elected A. D. "Pete" Correll

of Atlanta to the office of Vice Chairman.

Mr. Holder is one of Georgia's most prominent businessmen and civic leaders. Since 1997, he has been the Chairman and CEO of Holder Construction Company in Atlanta. A graduate of the Georgia Institute of Technology, he began his career at Holder in 1976. Over the years he has held various operations and management positions before being promoted to President and CEO in 1989. Consistently ranked as one of the top 25 contractors in the nation, Holder's clients include the State Farm Insurance Company, Apple, Cox Enterprises, NCR, Norfolk Southern, and the Mercedes-Benz Stadium, home of the Falcons football franchise in Atlanta.

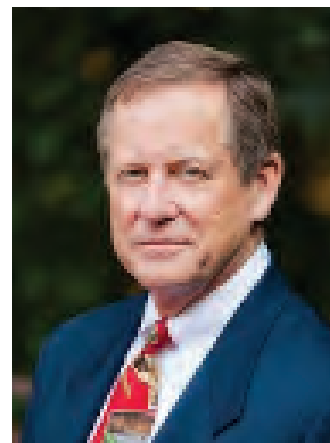
Continually active in community service, Mr. Holder serves as the Board Chair of Children's Healthcare of Atlanta and as a board member of the Westside Future Fund, the Metro Atlanta Chamber, the Georgia Research Alliance, and the Georgia Tech Foundation. He has been active with the Rotary Club of Atlanta, serving as club president, and is also a member of the boards of the Georgia Power Company and Atlantic Capital Bank.

"Over the past two years we have been privileged to have an extraordinary community builder like Sonny Deriso chairing our board," said GHS President & CEO W. Todd Groce. "The transition to Tommy Holder's chairmanship will be seamless. With his vast experience in business, non-profit governance and fundraising, and the construction industry,

he will ensure that our institution is well-positioned to continue growing in new directions."

"Tommy Holder is the right leader at the right time in the history of GHS," Groce said.

New Board Member



JOHN MORGAN

GHS is delighted to welcome John F. Morgan to the Board of Curators. Mr. Morgan is the owner of Morgan Timber, LLC, a private timberland and real estate management and development company, as well as the owner of South Coast Commercial, a real estate investment firm, both

based in Bluffton, South Carolina. He serves as chair of the board of directors for the Fortune-500 Plum Creek Timber Company, one of the largest private landowners in the US.

Previously, Mr. Morgan was one of nine founders of INVESCO Capital Management, a global money management firm, where he held leadership positions from 1979 until 2000. In 1986, he established the nonprofit Mill Creek Foundation to serve his hometown of Swainsboro, Ga., and the surrounding area. Morgan graduated from Emory's Oxford College in 1967 and received his BBA from Emory in 1969. He went on to hold positions in general banking and public securities investment management at First Orlando Corporation (SunTrust) from 1969 to 1972, returning to Atlanta to work for Citizens & Southern Corporation (Bank of America) from 1973 to 1978 before cofounding INVESCO.

A strong advocate of higher education, he is the former Chair of the Emory University Board of Trustees.

Board Elections

THOMAS HOLDER, *CHAIRMAN*
PETE CORRELL, *VICE CHAIRMAN*

Board Members Re-elected

JEROME RUSSELL, *TREASURER*
DOUG HERTZ, *SECRETARY*
JAMES BLANCHARD, *EX OFFICIO*
ELLEN BOLCH
PAUL BOWERS
JOHN MCMULLAN, *EX OFFICIO*

Dooley Distinguished Fellow

The Georgia Historical Society inducted Rick Atkinson as a Vincent J. Dooley Distinguished Teaching Fellow on November 14, 2019. Atkinson was inducted by Coach Vince Dooley; Sonny Deriso, Chairman of the GHS Board of Curators; and Dr. W. Todd Groce, GHS President and CEO. The evening included a discussion of Atkinson's new book *The British Are Coming: The War for America, Lexington to Princeton, 1775-1777*. To learn more about the Dooley Distinguished Fellows program, visit georgiahistory.com.



» Left to Right: Left to Right: GHS Board Chairman Walter M. "Sonny" Deriso, Jr., Vincent J. Dooley, Rick Atkinson, and GHS President Dr. W. Todd Groce. Photo by Russ Bryant

New Georgia Trustees

On February 15, 2020, at the annual Trustees Gala in Savannah, Governor Brian Kemp and the Georgia Historical Society inducted Robert L. Brown, Jr., President and CEO of R.L. Brown & Associates, and Robert S. Jepson, Jr., Founder and CEO of Jepson Associates, Inc., as the newest Georgia Trustees, the highest honor the state can confer. As Georgia Trustees, Mr. Brown and Mr. Jepson exemplify the original Trustee motto *Non Sibi, Sed Aliis*, "Not for Self, But for Others." The "Nobody Does It Better"-themed gala transformed the Savannah Convention Center into a gathering of special agents honoring two of Georgia's greatest assets- the 2020 Georgia Trustees. The event was the culmination of the 2019-2020 *Georgia History Festival* that raised more than \$1.6 million for history education and research.



» Left to Right: Dr. W. Todd Groce, Robert L. Brown, Jr., Robert S. Jepson, Jr., and Georgia Governor Brian Kemp at the 2020 Trustees Gala. Photo by John McKinnon



» Enjoying the 2020 GHS Trustees Gala: US Senator David Perdue, Bonnie Perdue, GHS Curator Jerome Russell, Stephanie Russell, Dekalb County CEO Michael Thurmond. Photo by Russ Bryant

MILESTONES

Newly Erected Historical Markers



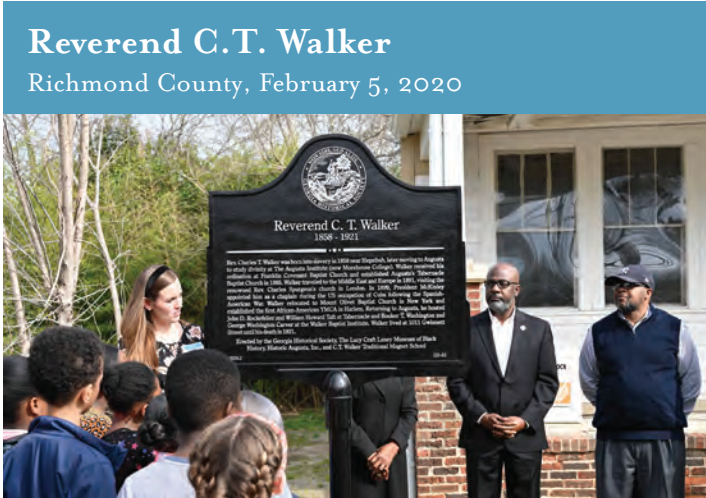
Left to Right: GHS President and CEO, Dr. W. Todd Groce; SunTrust President, GA Division, Jenna Kelly; and SunTrust President and CEO, William H. Rogers, Jr.



Left to Right: Board Chairman of the Georgia Ports Authority William McKnight, GHS President and CEO Dr. W. Todd Groce, and Griff Lynch, Executive Director, Georgia Ports Authority unveiling the Georgia Ports Authority historical marker.



Left to Right: GHS President and CEO, Dr. W. Todd Groce; Chairman of the Georgia Board of Regents, Don Waters of Waters Foundation, Inc.; Dr. Otis Johnson, former Savannah mayor and first African-American student to attend Armstrong; and Georgia Southern University President, Dr. Kyle Marrero. *Photo Credit: Georgia Southern University*



Dignitaries and local school children reading the Reverend C.T. Walker historical marker. *Photo Credit: Red Wolf Photography*

Research Center Renovation Update



» Photo by W. Todd Groce

Construction continues on the GHS Research Center. When completed, the \$4.5 million project will upgrade all systems, restore historic Hodgson Hall to its original splendor, and double the facility's archival storage capacity, ensuring the ability of GHS to continue collecting, preserving, and providing access to Georgia's history for generations to come.

COVID-19 Collection



» Photo of John Winston Ball III. Photo donated by Kimberly Ball

As Georgia and the rest of the world meet the challenges of the COVID-19 pandemic, GHS wants to ensure that those who come after us remember and understand the trial we are enduring. Preserving the stories of how our lives were disrupted and transformed by both the virus and the economic fallout will inform how future generations remember this time in history. To that end, we are asking for your help as we chronicle and collect Georgia's experience during the COVID-19 pandemic of 2020. If you are documenting life in your home, neighborhood, or community we want to hear from you: Acts of kindness, first responders, hospital workers, small business owners, the list is endless. By sharing these stories you will become a part of the recorded history of COVID-19. Visit our website to learn more.



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†Contact GHS for Benefits

Gifts

Your corporation or business may participate in a cultural matching gifts program. Contact your personnel department for details.

GHS memberships make wonderful gifts! Members are encouraged to share the benefits of membership with others. For information call 912-651-2125 or visit georgiahistory.com

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