

**Atlanta Partnership for Arts in Learning  
Proposal Application  
Edgewood/ Candler Park Early 1900s BiRacial History Project**

**Project Abstract:**

Brandhorst and Kelman's Grady-based collaborative education partnership is entering its sixth year. We present here an inquiry-based, arts-infused local history exploration for teachers, students, families, and neighbors. We invite them to become involved with original, ground-breaking research and dynamic public education platforms that address practical, real-world community issues with fresh eyes . Our Candler Park BiRacial History Project probes complex dynamics of the early neighborhood that have been obscured from the collective memory for many years. Researching into original source materials and oral histories, this project investigates the "buried history" of the post Civil War, pioneer bi-racial Edgewood community that later became Candler Park. Utilizing academic, artistic, and community resources, this project can facilitate humane connections in our schools and communities toward deeper levels of public dialog. With opportunities for public presentation through The Candler Park Tour of Homes and WRFG Radio-supported elders interviews, the community building dynamics on and off-campus are compelling.

In addition to Grady High School's commitment to the Project, Paideia's High School Director is very interested in presenting the Project to his faculty this week for their consideration and possible involvement. If Paideia chooses to engage, this could add a valuable new school to the APAL roster, and an opportunity for innovative inter-school dynamics and collaboration cross-campus and with the community-at-large.

**Candler Park Early 1900s BiRacial History Project**

Edith Kelman, APAL Teaching Artist

John Brandhorst, Participating Grady High School Art Teacher

1. The academic goals of the project fit squarely with Georgia Social Studies curriculum standards regarding Georgia history and Visual Art standards regarding public art, exhibition, and political art. This project asks essential questions about revisionist history, public dialogue, authentic document research, public display, and art production.
2. The goals of the project include:
  - a. Research and development of an historical profile of the changing demographics of the Candler Park Neighborhood in relation to the Race Riots of 1906 and other factors at the turn of the 20<sup>th</sup> century.
  - b. Development of a model for public interaction regarding revisionist history and public display of historical points of interest.
  - c. Development of interdisciplinary practices between the public schools and the community at large.
  - d. Execution of public signage, maps, documents, and other visual representations for public use and viewing that serve to beautify, inform, and memorialize the historical truths of the neighborhood.
3. Our goals address aesthetic, social, interpersonal, and collaborative needs as described in the APAL mission. We highly value the potential of this equity-based school-in-community project and the opportunity it presents for further development of our evolving artists-teaching team, now entering its sixth year.
4. Brandhorst & Kelman's working partnership goes back to 2001, when a Grady mom arranged with Brandhorst for his AP Studio Art Class to visit Kelman's art studio in Little 5 Points. In 2002, K invited B's **AP Studio Art Class to exhibit at The Existential Sanctuary Gallery**, where she was curator and administrator. This was Grady's first off-campus community exhibition, followed by 2 more years showing there in The Old Stone Church in Candler Park. In 2002-03, K & B worked through APAL to launch *The Aurora Project* à la Grady, resulting in the multi-disciplinary *Aurora Gradyalis* sculptural experience. Over the next 2 school years, 2003-2005, B & K, with APAL, introduced *The Identity Project* to students as a visually replicating, personal response to the architectural renovations at Grady. Erin Davis' geometry classes joined in the creation of autobiographical tessellations. This year, 2006, B & K have been talking since February about this remarkable opportunity to link students with community through the presentation of ground-breaking, equity-based, original research with The Candler Park BiRacial History Project.

5. The Teacher, John Brandhorst, will provide the students some of the necessary materials, creation space and classroom facilities. He will be present to assist in facilitation of the project during all phases of its evolution.
6. The Artist, Edith Kelman, will help provide a framework for our neighborhood history collaboration and present inquiry-based participation options for students' involvement. Kelman will connect students, teachers, and families with the project's research-to-date, with other researchers and stakeholders; with people, methods and tools to further our collective educational goals; and serve as logistical link to facilitate off-campus activities. She will work closely with project collaborators to coordinate on-campus & at-large components into effective opportunities for community discovery & learning. She will put in planning time with lead teacher, John Brandhorst, support teachers, and weekly class-contact time as deemed appropriate and affordable.
7. Students will be asked to research, design, discuss, and execute the development of the project with tasks including:
  - a. Library and internet research; first-person interviews & oral histories
  - b. Sketching, designing, model making, and interviewing stakeholders to develop prototype and final exhibition products.
8. Assessment for the project will be based on active student participation and ongoing written narrative assessments outlining the nature of student participation. The type of research this project entails is authentic and does not use tests in the traditional sense. Prototype installations, mock-ups, and any other products will be assessed by the directors of the project and the stakeholders in the neighborhood.
9. Documentation will involve photocopies and digital imagery of authentic documents, photography of students and teachers in progress, photography of prototypes and designs, video of presentations and interviews, and photo and video documentation of installation and dedication events.

**10. & 11. GRADY TIMELINE & BUDGET for  
EARLY 1900s EDGEWOOD/ CANDLER PARK BIRACIAL HISTORY PROJECT**  
Submitted 8.14.2006

- AUGUST:** Identify interested teachers at Grady with Brandhorst  
Plan & Co-Design lessons and learning structures with engaged teachers  
Address appropriate evaluations & assessments mechanisms
- Consider components: tie in to 1906 framework, original neighborhood research, oral history interviews, historic sites maps, historic site markers, walking tour booklets/CDs, artifacts investigations & inventories, graphic visual history public design tiles and kaleidoscopes, WRFG radio program, assist with Afro-American Genealogical & History Society Family Trees for 1906 Race Riot Victims, Candler Park Tour of Homes - Old Stone Church, Candler Park Brook Restoration Project history component
- Determine realistic time frames - collaborative learning options with Carver & Paideia
- AUGUST/:** Introduce project components & Identify student participants  
**SEPT.** Students choose focus areas & create individual & group production plans
- Seek in-school support for structure, materials, and funds (PTSA, Grady Alums, and Art Guild etc.)
- Students begin research; introduce community partners: researchers, WRFG, historians, elders, historic sites, Carver, Paideia, AAGHS project, etc.
- Students begin public design work concepts with Kelman; Brandhorst
- Share schedules & information on 1906 Centennial Remembrance events: Sept. 21-24; Connect C.P. project into relevant 1906 timelines
- OCT:** Students continue projects in school, independently, and with community partners: oral history interviews w/ elders & WRFG begin
- Signage & preparations of work accomplished so far for Candler Park Tour of Homes on Sunday, Oct. 15, 2-6pm at The Old Stone Church
- NOV:** Students continue projects in school, independently, and with community partners
- Preparations of work accomplished so far for Candler Park Brook Project Dedication Day - history component - date to be determined

**DEC:** Students continue projects in school, independently, and with community partners follow through with evaluations, assessments, energy for on-going projects, networks and collaborations

**BUDGET: \$4,000. for Grady High School Collaboration**

Teaching Artist/ Project Manager: \$3,300. Lead Teacher: \$ 200.

Project supplies & materials: 500.

**\$1,500. for Paideia High School Collaboration**

If Paideia chooses to engage with the Candler Park History Project - in a parallel plan to the learning structure above & tailored with their faculty to their site - and if APAL funds are available, this would be an excellent opportunity to add Paideia and its resources to the APAL roster. See emails from H.S. Director.

## **"The Candler Park BiRacial History Project: Late 1800s - Early 1900s"**

### **Overview**

This year's Centennial Remembrance of the 1906 Atlanta Race Riot provides a vivid framework for collaborative learning, research, and presentation of the "buried histories" being discovered in African-American and bi-racial Atlanta neighborhoods of the period. Atlanta-area schools - like Grady, Paideia, and the New Schools at Carver - now based in communities that were thriving in 1906, are considering how best to engage with the innovative, city-wide learning platform the Centennial Remembrance has generated. In Candler Park, the virtually unknown bi-racial origins of the neighborhood offer an important basis for this authentic research project and meaningful interactive education within the larger community.

*"The beginnings of the area called Candler Park can be traced back to a city called Edgewood... formally incorporated in 1888... The 1910 census shows... the population of the area was 59% black and 41% white. The racial makeup of the area between 1910 and 1920 shifted... to 89% white and 11% black... It was during this time that the Antioch Baptist Church belonging to a black... congregation was burned on (what is now) Oakdale Road, and rebuilt on (what is now) Candler Park Drive... This black community developed in the late nineteenth century on what would become the southwest edge of Candler Park... The development began when... a white, married woman bought a piece of property, subdivided it, and sold it to black individuals.*

*These individuals and their families developed it into a thriving community, with two major institutions, a church and a social lodge." Amy Meyer Burns 1995*

We present here an opportunity for Grady teachers, students, and families to become involved with an original research and public education project focused on the pioneer, bi-racial community that became Candler Park. The complex dynamics of the early Edgewood/ Candler Park neighborhood have been obscured from the collective memory for too many years. As the quote above demonstrates, we have substantive, equity-based original research in process. This project asks essential questions about revisionist history, public dialog, authentic document research, and public information delivery formats. We are ready for deeper engagement with partners in our schools and community.

There are opportunities to share strategies and discoveries with students and teachers working on parallel projects at Paideia and Carver High Schools and at Oxford College, Emory. We have public opportunities to present our findings through thoughtful formats during the Candler Park Tour of Homes at The Old Stone Church - where, for 3 years, Grady High AP Studio Art Classes first exhibited off-campus - and in an oral history collaboration with neighborhood elders and WRFG Radio. Other ideas and options are outlined below. We hope they serve as a springboard for dialog toward collaborative, arts-infused programming choices that promote equity and exploration..

## **Candler Park History Project School-in-Community Components**

(inquiry-based participation options):

- Meet with principle researcher, Amy Meyer Burns, who will share her methods, tools, & resources when she was a student researcher
- Burns' Early Candler Park Research papers made available to students - they list excellent references & tools, such as Sanborn Fire Insurance maps - now on-line
- Do library & internet research
- Search out Original Documents: deeds, maps, city directories, census records, personal & organizational archives
- Create visually engaging Time-Line of facts and dates researched
- Find related Historic Images with public presentation in mind
- Create Site Maps of documented buildings and events for our time periods
- Develop maps for Walking History Tour
- Develop Self-Guided History Tour Booklets; reference 1906 Remembrance examples
- Determine & Interview the CP Project Stakeholders
- Make connections with Descendants of early community & their personal archives
- Interview Elders - gather oral histories (WRFG)
- Develop facts, language, & designs w/ neighborhood for selected Historic Marker Sites
- Design and prepare Public Presentations to relate our research & information
- Design graphic, oral, audio, video Teaching/Learning tools
- Organize Neighborhood Artifacts investigations, collections, inventories, plan "Artifact Road Show" with local experts
- Collaborate with community resource people, neighbors, schools, churches, etc.
- Introduce frameworks of Social Justice, Truth, and Authenticity; Past, Present, Future
- Prepare for & participate in Candler Park Tour of Homes
- Pursue History Project component for Candler Park Brook Restoration Project Public Dedication
- Create artworks compatible with Family Trees of 1906 Atlanta Race Riot Victims being researched & compiled by the Afro-American Genealogical & History Society
- Connect CP History Project with 1906 Centennial, Focus Events at Grady & At-Large

**Candler Park Late 1800s/ Early 1900s BiRacial History Project**  
**Collaboration Partners for the Mix: (active participants at this time)**

- **Dr. Cliff Kuhn**: Professor of History, GSU; Project Advisor; *Coalition to Remember 1906* Public Education Co-coordinator
- **Dr. Leslie Harris**: Chair, African-American History Dept. at Emory Univ.; Assoc. Professor of History & Afr-Amer. Studies at Emory; Co-founder Emory's Center for Ethics; Advisor
- **Amy Meyer Burns**: Attorney with GA Department of Law; Juris Doctor, Cum Laude, Univ. of GA School of Law 1999; Honors History research on Edgewood/Candler Pk 19th & 20th Century Racial history; Initial Project Researcher & Principle Partner
- **Jim Harrison**: Environmental Scientist, US Environmental Protection Agency Region 4; lead partner for Candler Park Brook Restoration Project; Public Education project supporter
- **R. Lanier Clance**: Minister Emeritus, First Existentialist Congregation of Atlanta; Candler Pk resident; History Project Concept & Historic Marker Project
- **First Existentialist Board of Directors**: Current stewards and owners of The Old Stone Church since 1980; Cindy Lou Who, Chair; Marsha Mitchiner, Minister; Bill Read, Board
- **Antioch East Baptist Church**: Current descendants of original Black Baptist congregation; builders of "the Old Stone Church" 1918-1922, on site until ©1951; Rev. Dr. John F. Williams, Sr. Pastor & Project liaison
- **Kelly Jordan**: Candler Park neighborhood historian; home built on foundation of Antioch's wooden church on Oakdale Rd. burned 1916; Historic Markers Project
- **Strange Apples, Inc.**: History Project Office, Arts & Education Studio
- **WRFG Radio**: Neighborhood Community Public Radio; available to assist with project oral history and town meeting recordings and broadcasts
- **Dr. Dwight Andrews**: 1906 Coalition InterFaith Council Initiative; First Congregational Church, Senior Minister; Project Advisor
- **Grady High School**: 1906 & Edgewood/Candler Park Project Teachers : John Brandhorst, Arts Academy Director; Dave Winter - 1906 history curriculum designer  
Dawn Wadsworth, Photography
- **Paideia School**: Paul Hayward, High School Coordinator & project liaison
- **Carver H.S. Arts Magnet**: Priscilla Smith, Project Coordinator of Carver interactions with 1906 Project: mapping project, oral histories; Hermina Glass Avery, 1906 Site Sculpture
- **Mary Lin Elementary School**: Historic role in neighborhood explorations
- **Dean Rowley**: Staff Historian, Martin Luther King, Jr. National Historic Site; 1906 Centennial projects; First E member & Existential Minister
- " **Dr. Thomas Frank**: Faculty, Candler School of Theology; Historic Preservation Specialist
- **Dr. Richard Laub**: Director Heritage Restoration Program, GSU; CP Project advisor

- **Dr. Susan Youngblood Ashmore**: History Faculty, Oxford College, Emory; Civil Rights class participation with high schools and public programming
- " **Candler Park Neighborhood Organization**: bring historic & socio-archaeological awareness into 2006 Park improvement projects with EPA & City of Atlanta; integrate Old Stone Church into Candler Park FallFest Tour of Homes
- **Edith Kelman**: History Project Concept & Director; School Projects; Candler Park resident