

THE PROBLEM OF NEGRO EDUCATION IN NORTHERN
AND BORDER CITIES

By

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THE PROBLEM OF NEGRO EDUCATION IN NORTHERN
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PREFACE

This study is an attempt to supply an unbiased answer to the question, "Shall the Negro in the North be Educated in Separate Negro Schools or in Mixed Schools?"

In this dissertation the writer has kept in mind:

- (1) The aims of education as set up by leading educational authorities
- (2) The various factors of school and community life that form an integral part of an effective educational program.
- (3) The general school activities and methods that have been found to be successful in the education of the northern Negro.

Sources of material on which the study is based are: data given by superintendents of public schools and other prominent persons, the World Almanac for estimates of the population for 1926, and the American Book Company School Calendar, extensive reading on Negro education, and the author's own contacts, experience, and educational data secured as principal of a school for Negro children.

An attempt is made to present facts as they are, and to focus the discussion upon the practical, and at the same time, desirable ways of educating Negro youth in northern cities.

If, in writing this thesis, the writer shall have succeeded in placing before the public accurate and reliable information

relative to Negro education in representative northern cities, and in showing the trend and forecast of the education of Negro youth in these northern cities, her aim will have been attained.

Grateful acknowledgement for assistance rendered is made to the following persons: Dr. Randall J. Condon, Superintendent of Public Schools, Cincinnati, Ohio, for letters of introduction to superintendents in various cities; superintendents of the public schools in the cities chosen, for their generous responses; Grace Hammond, Psychological Examiner of Stowe School, and George Phillips, teacher in Stowe-Jackson School for assistance in compiling statistics; George W. Hayes, for looking up school laws, and for printing the thesis; J. H. Robinson, Executive Secretary of the Negro Civic Welfare Association, for information concerning the economic condition of Negroes in the West End; Bleeker Marquette, Executive Secretary of the Better Housing League, Cincinnati, Ohio, for information concerning housing conditions in the West End of Cincinnati; the teachers of Harriet Beecher Stowe School for visiting five hundred families and reporting their findings; Dr. Harlan C. Hines, member of the faculty of the College of Education, University of Cincinnati, for his helpful suggestions, and Dr. L. A. Pechstein, Dean of the College of Education, my adviser, for his direction and guidance.

Jennie D. Porter.

CHAPTER I

INTRODUCTION

1. Nature and Status of the Problem

Most leading educators agree that the purpose of education is to develop the most efficient individual as a social being in his community. However, there is disagreement as to the most effective means of attaining this purpose, such disagreement arising from differing points of view and approach, rather than conflicting principles or purposes.

According to Kelly Miller in his book, "Race Adjustment",¹ there are two factions in the field, namely,-- the "Radicals" and the "Conservatives". The former is led by W. E. B. DuBois, the latter is sponsored by Booker T. Washington.¹ Disagreement as to method has caused great friction and the factions have spent their strength in internal strife instead of combining forces for the common good.

(a) Radicals

The Radicals say that the Conservatives destroy the rights and privileges of the Negro in the North; that his political power is being restrained, and that educational opportunities are being curtailed by favoring segregation in the schools. They criticize the Conservatives for being "Uriah Heap"-like, for acquiescing to an inferior place in the social scheme, and for

¹ Miller, Kelly - Race Adjustment - p. 13

not asserting their rights when it seems necessary to do so. Their organization, "The National Association for the Advancement of Colored People", is composed of Negroes and Caucasians desiring to protest against American color discrimination. Many serious questions pertaining to the Negro have been settled through this society.

(b) Conservatives

The Conservatives claim to present practical solutions to present day problems, moving along the line of least resistance. They urge that Negroes do the things possible rather than worry over the things impossible. Their slogan is "Let down your buckets where you are". The Tuskegee Institute is a striking example of their tenets.

Corresponding to the Radicals and Conservatives are two groups, one of which bitterly opposes separate schools for Negro children in northern cities; the other, while not particularly favoring segregation, sees in separate schools, advantages that cannot be obtained in mixed schools. Those who oppose separate schools present these statements and arguments:

(1) That separate schools develop race prejudice in children during their most impressionable years.

(2) That the standards of teaching and pupil accomplishments in Negro schools are lower than in mixed schools.

(3) That children in Negro schools lose something vital from lack of contact with white pupils.

(4) That children who have attended separate Negro elementary schools show evidence of timidity, retardation and lack of adjustment to school conditions and association with white pupils, when admitted to mixed high schools.

(5) That the quality and preparation of teachers in Negro schools are inferior to the quality and preparation in white or mixed schools.

(6) That it is illegal to separate the races in the North for educational purposes.

Those who subscribe to the above arguments think that educational segregation is harmful to the Negro in the North.

Those who favor separate schools present these statements:

(1) That greater inspiration for the Negro youth is found in separate schools.

(2) That herein is established and developed greater racial solidarity.

(3) That there is greater employment of Negro teachers made possible by separate schools.

(4) That there are greater social activities possible under a segregated system.

(5) That in a Negro school it is easier to fit a Negro child to live successfully in the environment in which his life is thrown than in a white school.

(6) That it is easier to articulate what the child has learned in the school room into the active everyday life of the community in which he lives when the school life is of the segregated type.

Those who subscribe to these arguments admit the presence of race prejudice and prefer to ameliorate conditions by having trained, sympathetic teachers who will gently guide the children of their own race over the obstacles peculiar to the race. Controversies between those who oppose separate schools and those who favor separate schools have been bitter, especially in northern cities.² But their arguments have been based mainly upon feelings and emotions, and hence lack the basis of truth that may be obtained only through experiment and close study of all the facts.

2. Purpose of This Study

In this dissertation there is an attempt made to understand and evaluate the problems and issues of Negro education in the North, especially in cities where there are misunderstandings between the races in public schools. This attempt will be carried out as follows:

2. Opportunity Magazine, November, 1925. p.327

- (a) By showing influences that favor separate schools for the education of the Negro youth in northern cities.
- (b) By showing influences that are opposed to separate schools for the education of the Negro youth in northern cities.
- (c) By collecting data from reliable sources and recording the results.
- (d) By experimentation.
- (e) By suggesting the technique for solving similar problems in school organization and management, and securing the educational progress of the Negro youth in northern cities.

3. Materials and Methods Used

The materials used in this study have been gathered

- (a) By sending letters to superintendents of public schools in representative northern cities and other prominent persons.
- (b) By having recourse to the 1920 census reports, the World Almanac with estimates of the population for 1926, and the American Book Company School Calendar.
- (c) By consulting the school laws of northern states.
- (d) By making personal visits of investigation to ten northern cities.

- (e) By reading histories of Negro education.
- (f) By using comparative psychological reports.
- (g) By experimenting in Harriet Beecher Stowe School,
Cincinnati, Ohio.

The methods used in this study were as follows:

- (a) Recording and comparing data from reports of
superintendents of public schools and other prominent
persons in northern cities.
- (b) Recording additional data from the World Almanac and
the American Book Company School Calendar.
- (c) Collecting and summarizing school laws with reference
to segregation in schools in northern cities.
- (d) Making personal visits and reporting results.
- (e) Taking from historical reports data relative to
education of Negro youth.
- (f) Studying comparative psychological reports and selecting
material needed.
- (g) Experimenting in Harriet Beecher Stowe School.

Summary.

1. There are two points of view with reference to the
education of Negro youth in northern cities.
2. These views are held by leaders who may be termed radicals
or conservatives.
3. The radicals claim that mixed schools are better for the
education of Negro youth in northern cities.
4. The conservatives claim that separate schools are better
for the education of Negro youth in northern cities.

5. The purpose of this study is to show which view, when put into practice, secures better results in making the most efficient individual as a social being in his community.

CHAPTER II

BACKGROUND FACTORS LEADING TO THE STUDY

There has been a steady extension of segregated schools in northern cities. What have some of our notable people and the press said about segregated schools in northern cities?

(1) Arguments Against Segregation in Schools in Northern Cities

- (a) Robert B. Eleazer¹ says that the most disquieting inter-racial trend of the year has manifested itself in the North and Middle West. In many industrial centers, the incoming tides of Negro migration have developed serious situations which still await solution. Bombings and mob attacks on Negro property in Chicago, Detroit, and other centers; the emergence of the separate school question in Cleveland, Springfield, and Dayton are unhappy manifestations of a spirit that the North did not realize it possessed.
- (b) V. F. Calverton² says that American Inter-racial Association shall be definitely opposed to the principle of segregation however and whenever applied. There is no more fundamental reason why segregation shall be forced upon the Negro than

¹Eleazer, Robert B. Trends in Race Relations in 1926. Opportunity, January 1927, p.16.

²Calverton, V.F. Opportunity Magazine, January 1927. p.23.

upon the Italian or the Hindu. There must be a definite organized opposition to all forms of segregation. Segregation is a disastrous social evil.

(c) William Pickens³ says, "The race problem is not now solely a problem of the South. It is the most vital problem of the United States. The race problem has not been solved in the South. We must now seek other methods - in some cases the opposite methods. If the method used by the South could ever be reduced to one word, that word would be 'Segregation'. That involves 'Jim Crow' schools, separate and inferior, 'Jim Crow' cars, unconstitutional disfranchisement, lynch law for court processes, refusal or inferior accommodations in all shows and cultural entertainments, and a general denial of equal accommodations in public places. This system has solved no problem and can never solve any problem. We must assimilate the Negro. Blood assimilation is not necessary. But there must be full assimilation in civil processes: in industry, in economics, in education, in politics. Segregation in public and industrial estates is indefensible, politically and economically."

³Pickens, William. The Negro and the Community. Opportunity Magazine, August 1924, p. 229.

(d) DuBois⁴ says that there is developing within the Negro race a situation bordering on tragedy in regard to the "Jim Crow" movement now growing and spreading in the North. For a while the northern states slowly struggled out from the shadow of "Jim Crow" school legislation. In 1881 in Pennsylvania it became unlawful to make any distinction whatever on account of race among public school children. Notwithstanding this, separate schools with Negro teachers in northern states continued to exist. The number of separate schools increased in the North, and in Kansas segregation was legalized by permissive legislation. In Philadelphia, segregation was carried on despite the law, so that today, while the high schools and 200 common schools have colored and white pupils, there are eleven schools with Negro pupils alone and colored teachers are appointed only in those schools. Thus segregated schools are on the increase in the North and there is no doubt that we shall see a larger and larger number of them as the southern Negro migration increases.

(e) The Chicago Defender⁵ says that separate schools are brought about by activities of self-interested race

⁴DuBois, W.E.B., The tragedy of Jim Crow, The Crisis, August 1923, p.169

⁵Chicago Defender, These Jim Crow Schools, February 12, 1927

leaders. These leaders are devoid of foresight in this matter of segregation.

- (f) Harry Smith⁶ Editor of The Cleveland Gazette, says that "Jim Crow" schools in Cincinnati are responsible for racial troubles in the Cincinnati Schools. Separate schools are illegal in Ohio.
- (g) The Union⁷ discusses separate schools, predicting that through these schools we shall soon have separate cars, restricted residential districts, and general segregation in public places. It argues that institutions maintained from money derived from payment of taxes have no right to draw the "color line".

(2) Arguments For Separate Schools in Northern Cities.

- (a) Charles Campbell⁸ says that the word segregation has other and better meanings than are usually ascribed to it. For instance, each mother segregates her child from other children and her home from other homes. The Catholic schools are segregated from other schools, the Jewish neighborhood, the Polish neighborhood, the Italian neighborhood are segregated and set apart from other neighborhoods. Even within these nations are many kinds

⁶Smith, Harry, Separate Schools, The Union, October 1, 1926

⁷The Union, Separate Schools, October 14, 1926

⁸Campbell, Charles. Segregation and World Groups, Detroit Peoples News, January 29, 1927.

of segregation. People of like language and like habits naturally associate together and develop themselves. In this symphony of world culture the Jew has always played a prominent part. Segregation is used here for growth, power, and culture.

On the other hand, we all frown down upon that segregation that destroys self-respect. But the transition of great mass movements, especially when it comes out of a society based on primary group relationships into the freer and less controlled urban life, invariably creates a problem of disorganization and readjustment. This transition can best be handled in segregated groups where personalities may be developed into a symphony of world culture, with each nationality playing his own instrument.

- (b) Kelly Miller ⁹ says that the Washington Negro occupies a unique place in the scheme of race relationship which gives this group a peculiar and far reaching social significance. While New York, Philadelphia, and Chicago have a larger number of Negroes than Washington, yet as a percentage of the total population they are practically negligible. The Negroes in Washington constitute one fourth of the total population and necessarily color every feature of the community life. Socially the Negro is treated according to the

⁹ Miller, Kelly. Where Is Negro Heaven? Opportunity, Dec., 1926

formula of the South; politically, he is dealt with after the notion of the North.

There are no "Jim Crow" laws on the federal statute, but there are Jim Crow practices under federal connivance. Residential segregation is raging in every city with a considerable Negro contingent, from Atlantic City to Los Angeles, from New York to New Orleans. Washington is the only city in the country that has a Negro elite of sufficient size to make it a worth while society. All social distinction among black folk as among white, is based upon occupation. The contempt the Negro holds for the poor white man who must work for a living the same as himself is deep-seated and abiding.

(c) Public Schools of Washington, D. C.

"The Washington Negro has the only complete school system in the country practically under his own control. Three of the nine members of the Board of Education are assigned to the colored race, who are supposed to see that the colored branch of the system suffers no disadvantage in comparison with the whites. The schools are divided into two grand divisions -- white and colored in harmony with the understood and accepted policy of the community. The superintendent is a white man under whose general supervision both colored and white schools

are operated on equal footing and along parallel lines. The first colored Assistant Superintendent is in charge of all colored schools and has complete jurisdiction in appointment, promotion and assignment of eight hundred teachers and officials. The colored teachers have the same rank and pay as the whites of corresponding grade and work. The courses of study and standards of instruction are uniform throughout. In providing for school buildings there is no discrimination. Fifteen thousand Negro children sit at the feet of these eight hundred teachers. The Washington public school system is justly famous throughout the country.

The colored high and normal schools enroll over three thousand pupils above the eighth grade level. This number of secondary pupils cannot be approximated in any other city -- not even New York, Philadelphia, or Chicago with a much larger total Negro population. The faculties of these high schools have graduates from Harvard, Yale, Columbia and from every college and university in the North and West which does not limit the opportunity for education and culture to considerations of race and color. There are four women Doctors of Philosophy from Yale, Harvard, Chicago, and from the Sorbonne of Paris, France.

Howard University, the largest and best equipped institution for the higher and professional education of the colored race is located at Washington. This institution has more than two thousand students from all over the United States and from foreign lands, pursuing courses that will fit them to stand in the high places of leadership and authority. The faculty of this institution comprises one hundred and fifty professors and instructors. Howard University and the public schools together center about the city of Washington the cream of the intelligensia of the Negro race."¹⁰

- (d) In a study of Negro High School Attendance, Lester B. Granger¹¹ says that New Jersey is divided on matters of public opinion and sentiment just as it is on political and industrial matters. The northern section with factories, lying adjacent to New York, and having a thickly settled foreign population, partakes largely of the metropolitan spirit of democracy in its schools. Even here there have been efforts made to establish separate classes or separate buildings for colored children.

Southern New Jersey lies across the river from Pennsylvania to Delaware. Here public sentiment favors segregation in the schools. So from Princeton to Cape May

¹⁰Miller, Kelly. Where is Negro Heaven? Opportunity, Dec., 1926

¹¹Granger, Lester B. Race Relations and the School System. Opportunity, Nov., 1925

every city or town with a considerable Negro population has a building for its white pupils and a building for its Negro pupils of the grammar grades.

The New Jersey Organization of Teachers of Colored Children compared the figures of Negro high school attendance in northern New Jersey with those in southern New Jersey. Here, the accepted belief that Negro schools are inferior was found to be contrary to actual fact. Seven of the largest northern New Jersey cities with a total Negro population of 38,011, enroll 554 Negro students in their high schools, 1.4 per cent of the colored population. Ten southern New Jersey cities with separate grammar schools and mixed high schools have a total colored population of only 27,434. These cities enroll 512 Negro students in their high schools, a percentage of 1.8. Of the 554 Negro students of northern New Jersey, only 50, or 9 per cent are members of the fourth year class, while the 512 southern New Jersey students have 76 in the fourth year class, or a percentage of 14.8. Northern New Jersey students are below the general state average of 11.6 per cent, while southern New Jersey colored students are decidedly above it. In the light of these figures, Mr. Granger thinks that it is necessary to revise many old beliefs and theories regarding the progress of Negro high school students in northern

communities. Negro students enter high school in larger proportion from separate schools, and graduate in greater numbers than those who attend mixed schools.

In Trenton there is a beautiful school, with all modern equipment, for colored children, costing one million dollars. The teachers are well trained and it is safe to say that no Negro child suffers from inferior instruction. On the other hand, Swedesboro houses its colored children in the basement of a white school. Vigilance seems needed in every city with a separate school to insure no discrimination against the colored school.

These figures show how easy it is for propaganda to take the place of information in any public debate, and how easily false premises may be used as stepping stones to reach a desired conclusion. Any final settlement on the school situation in northern cities must take into consideration the progress of the Negro student himself.

The following table will show that the Negro youth does not suffer from inferior teaching at the hands of Negro teachers:

T A B L E I

Comparison of Negro high school attendance in
northern New Jersey, with Negro high school attendance in
southern New Jersey.¹

	Northern N.J.			Southern N.J.		
	<u>Mixed</u>	<u>Elem.</u>	<u>Sch.</u>	<u>Sep.</u>	<u>Elem.</u>	<u>Sch.</u>
	<u>Mixed</u>	<u>High</u>	<u>Sch.</u>	<u>Mixed</u>	<u>High</u>	<u>Sch.</u>
1. Number of Cities		7			10	
2. Total Negro Population		38,021			27,343	
3. Total High School Enrollment		25,528			10,776	
4. Negroes Enrolled in High School		554			512	
5. % of Negroes in High School		1.4			1.8	
6. Number of Negroes in Fourth Year		50			76	
7. Per cent of Negroes in Fourth Year		9			14.8	
8. Standing of Negroes with Reference						
to General State Average of 11.6%		below			above	

¹ Northern New Jersey has mixed elementary schools. Southern New Jersey has separate elementary schools.

(e) David H. Pierce¹² asks, "How early do we begin to hate other races? Is hatred innate or is it the product of nurture? How much do we hate? Can we analyze prejudice?" He says that post-war social conditions have certainly stimulated race consciousness, race hatred and prejudices of all sorts. Adjustments between the elements of our population seem increasingly difficult and correspondingly necessary.

In order to learn what conceptions were dominating the coming generation, and to ascertain what method of attack must be formulated to eliminate unhealthy thinking by the child, Mr. Pierce used two of his classes in social science for a study of the Negro race problem. There were no Negroes in either class, and the number of Negroes in the school was less than three per cent of the total registration. The children were divided into two groups, one containing thirty-seven with the highest intelligence scores, and the other twenty-six with the lowest intelligence scores. The study of the Civil War had precipitated a discussion of the Negro and his past and present condition in the United States. To these children ranging from eleven to seventeen years of age, Mr. Pierce put the following questions, urging the children

¹² Pierce, David H. White Children and their Colored Schoolmates. The Crisis, June 1923. p. 63.

to be perfectly frank in their replies:

(1) What is your opinion of white and colored children attending the same schools in Ohio?

(2) How should we treat the Negro in the United States?

The children were also asked to state the occupation of their family breadwinner. Almost eighty-five per cent of these were factory workers, including skilled and unskilled. A few of the children had lived in the South. Only a small number were of foreign parentage. The replies were classified into

(1) Those favorable to the Negro.

(2) Those tolerant or favorable with qualifications.

(3) Those decidedly prejudiced.

The results were as follows:

<u>High Grade Class</u>	<u>Low Grade Class</u>
(1) 8 or 22%	(1) 4 or 15%
(2) 12 " 32%	(2) 8 " 30%
(3) 17 " 48%	(3) 14 " 55%

Mr. Pierce adds "It was gratifying to note that there was at least a small number in each group that favored equal rights for the Negro as children reflect the views of their parents."

One girl writes: "Ham was banished because he sinned, and Negroes are descendants of Ham. So I don't think the Negro child is on an equal standard with the white child."

Another boy of seventeen in the low intelligence group says: "I do not think it right for colored children to attend school with white children because they will drink from the same fountains as the white children, and who wants to drink from a fountain where they have had their black mouths and fingers, and besides, it makes the Negro feel too free."

A fifteen year old girl writes: "If I had my way, the colored people would be in one section of the State, go to their own schools, churches, and their own pleasure places. Have their part of town to do their shopping in. It is terrible for white children and Negroes to attend the same school. After a while some people will have the Negro put up for president."

Some of the more tolerant views are, "It's all right for the Negro to attend our school if he attends to his own business." Some of the answers revealed that colored children were frequently snubbed and subjected to insults from their white classmates and this could be avoided in segregated schools.

In defense of the Negro race was the following argument: "The colored children ought to get as good education as any other children. Their fathers pay taxes just as our fathers do." Another writes: "Negroes have the same rights so they should go to the same schools."

The whites and Negroes should have the same rights, but it would be wrong to bring more Negroes into the United States." The writer says that in some instances race prejudice is taught by parents, and in some instances by teachers. If teachers were to unite in fostering a healthy conception of the Negro problem, there would be much more accomplished.

- (f) The National Association for the Advancement of Colored People,¹³ together with its organ, The Crisis, have long since taken strong ground against compulsory racial segregation of any sort and have maintained that segregation in the public schools is most dangerous and far reaching.

On the other hand we are today faced by the fact that school segregation already exists. Without the self-sacrificing efficient colored teacher of colored youth, we would face positive disaster. These teachers have in their ranks some of the best trained men and women in the world and the black race can never repay them for the work they have done under difficulty and insult and abuse of colored folks themselves. Here then, we face the amazing paradox: We oppose segregation in schools. We honor and appreciate the colored teacher in the colored school.

¹³DuBois, W.E.B. The Tragedy of "Jim Crow" The Crisis, August, 1923.

We recognize one thing worse than segregation, and that is ignorance. There are separate public schools in the South. They are undemocratic, they mean inferior schools for colored people, inferior equipment and curricula; yet, so long as the race feeling is as it is, mixed schools in the South are impossible. Even if by law we force colored children into white schools, they will not be educated. They will be abused and kept in something worse than ignorance. Even in many of the best northern cities colored children while admitted to white schools, receive no inspiration or encouragement.

This lack of inspiration shows itself when, with practically the same kinds of colored population in cities like Washington, Baltimore, Philadelphia and New York, the 200,000 Negroes in Washington and Baltimore send out 400 colored high school graduates every year, while New York and Philadelphia send out only 50.^{13a} Moreover, the academic standards of these colored high schools have been proven to be high by the success of their graduates in northern colleges. First and foremost, and more important than anything else, Negro children must not be allowed to grow up in ignorance. This is worse than segregation, worse than anything we could contemplate.

- (1) Comparison of Graduates from Gaines High School with Graduates from Mixed High Schools in Cincinnati, Ohio.

13a. DuBois, W.G.B. The Tragedy of Jim Crow. The Crisis, August, 1923.

(a) The most powerful force leading to this study was a statement made by one of the graduates of Gaines High School in which he said, "We had 26 graduates from Gaines in 1889, the year Gaines was abolished because the schools were mixed; since then, there have never been 26 Negro graduates from the combined mixed high schools of Cincinnati." This seemed incredible. Upon investigation the following results obtain:¹⁴

TABLE II

Number of graduates from Gaines from 1870 to 1889 inclusive.

1870	0	
1871	4	
1872	0	
1873	4	
1874	0	
1875	4	
1876	5	
1877	4	
1878	2	
1879	<u>7</u>	30
1880	7	
1881	10	
1882	8	
1883	11	
1884	7	
1885	7	
1886	16	
1887	15	
1888	18	
*1889	<u>26</u>	<u>125</u>
		155 in 20 years

¹⁴ Reports from 1869 to 1874 were furnished by Mrs. Kate Easton, 6403 Madison Road, who graduated from Gaines High School in 1874, and whose husband taught in Gaines until it closed. The other information was furnished from the Cincinnati School Reports, Board of Education, 216 East Ninth Street.

* Eight of the 26 graduates of 1889 were third year students who took extra work and passed the fourth year examination.

Table III

Number of Negro Graduates from Mixed Schools from 1890
to 1909¹⁵

1890	1	
1891	2	
1892	3	
1893	3	
1894	5	
1895	4	
1896	4	
1897	5	
1898	4	
1899	5	36
1900	4	
1901	6	
1902	5	
1903	5	
1904	6	
1905	7	
1906	5	
1907	7	
1908	6	
1909	8	59

95 in 20 years

¹⁵ Cincinnati School Reports, Board of Education, 216 East Ninth
Street

Table IV

Number of Negro Graduates from Mixed Schools from 1910 to
1927¹⁶

1910	6	
1911	8	
1912	5	
1913	18	
1914	13	
1915	13	
1916	7	
1917	10	
1918	5	
1919	7	92
1920	10	
1921	8	
1922	10	
1923	15	
1924	10	
1925	18	
1926	14	
1927	19	104

196 in 17 years

¹⁶ Cincinnati School Reports, Board of Education, 216 East Ninth
Street.

Table V

Population of Cincinnati from 1870 to 1920 inclusive.¹⁷

	White pop.	Negro pop.	% Negro pop.	No. Negro Graduates
1870	210,330	5,900	2 1/4	(1870-1880) 30
1880	246,912	8,179	3 1/4	(1880-1890) 125
1890	285,224	11,284	4	(1890-1900) 36
1900	311,420	14,482	4 3/4	(1900-1910) 59
1910	343,852	19,639	5 3/4	(1910-1920) 92
1920	371,097	30,079	8.1	(1920-1927) 104

The schools of Ohio were mixed in 1889. The Negro population in 1890 was 11,284 or 4% of the total population. The number of Negro graduates from 1870 to 1889 inclusive, a period of 20 years, was 155.

After the schools were mixed, we find Negro population in 1910 was 19,639, or 5 3/4% of the total population. The number of Negro graduates from 1890 to 1909 inclusive, a period of 20 years, was 95. There was a decrease of 60, although the Negro population and percentage of population had increased. Had the number of Negro graduates in 1920-1927 kept pace, with the rate of 1880-1890, nearly 500 Negroes should have graduated instead of the 104 reported.

(b) Status of Graduates from Gaines High School. Of the 155 graduates from Gaines High School, 29 stayed in Cincinnati and

¹⁷ Cincinnati School Reports, Board of Education, 216 E. Ninth Street

taught school. Many went out West and taught school;¹⁸ five were principals, Edward Minnes and Charles Horner still holding these positions; Richard Cole who died three months ago, had charge of the largest school in St. Louis; two are still teaching in the Cincinnati schools, one as cooperating teacher of University of Cincinnati, the other as assistant principal. Charles Turner, Instructor in Biology at Summer High School and former assistant at the University of Cincinnati, had a brilliant career. Through experimentation he made many important discoveries which were published in the foremost scientific magazines of Europe and America.

Gaines High School also boasts of four prosperous physicians, one of whom is the famous Dr. Harry Griffin of New York; another was Dr. Consuelo Clark Stewart of Youngstown, Ohio; two are dentists, one of whom is Dr. Charles Bentley, President of the Dental Society of Chicago.

Adina White, a graduate of Gaines, also graduated from the Cincinnati Art School, and is now an artist in Boston.

A. Lee Beaty of Cincinnati, is Assistant United States Prosecuting Attorney.

Theodore Troy is a wealthy land owner in Mexico. Six of the Gaines graduates were Federal employees, two of whom are still living in Cincinnati; Susie Johnson Lampkins is postmistress at

¹⁸Information from Mrs. Minnie Waters, 1338 Lincoln Ave.
G. W. Hays, United States Court Crier
Mrs. Kate Easton, 6403 Madison Road, Cincinnati, Ohio

Idlewild, Michigan; Cora Watson Winston has charge of a Nurses' Training School; Seppie Barnett Williams has charge of the catering department at the Ohio Institution for the Blind; three are modistes in Cincinnati.

The above information is given to show that Gaines High School Graduates "made good".¹⁹

Summary.

Three forces led to this study:

1. Those who oppose separate schools. They hold that
 - (a) Segregation involves separate and inferior schools
 - (b) Separate schools are created by self-interested race leaders
 - (c) Separate schools are responsible for racial troubles
 - (d) Separate schools lead to general segregation.
2. Those who favor separate schools. These hold that
 - (a) Great mass movements are better handled in segregated groups
 - (b) That separate schools give far reaching social effects
 - (c) There are more Negro graduates from separate high schools than from mixed high schools
 - (d) Negro schools in northern cities are not inferior to mixed schools
 - (e) Children in mixed schools do not receive inspiration

¹⁹ Information from Mrs. Sarah G. Jones, 1117 Yale Avenue, personal acquaintance with the above persons, and Mrs. Laura Troy Knight, Jackson School

3. From a comparison of graduates from Gaines High School

(Negro) with mixed high schools, we find the following:

- (a) During the twenty years from 1870 to 1889 inclusive, when the schools were separate, there were 155 Negro graduates from Gaines High School. The range of Negro population for those years was from five thousand, nine hundred (5,900) to eleven thousand two hundred eighty-four (11,284).
- (b) During the twenty years from 1889 to 1909 inclusive, when the schools were mixed, there were ninety-five (95) Negro graduates. The range of Negro population for those years was from 11,284 to 19,639.
- (c) There was a decrease of sixty (60) Negro graduates from mixed schools notwithstanding the fact that the increase in population almost doubled.

CHAPTER III

THE PRESENT STATUS OF THE EDUCATION OF NEGRO YOUTH IN NORTHERN AND BORDER CITIES

We have discussed the background factors leading to this study. Let us now find out what is the present status of the education of Negro youth in representative northern and border cities according to reports from superintendents of public schools, prominent persons in these cities, the World Almanac, and the American Book Company School Calendar for 1928.

1. METHOD OF INVESTIGATION

Through Superintendent Randall J. Condon, Public Schools, Cincinnati, we were given letters of introduction to sixty-two superintendents of public schools in selected northern and border cities. Questionnaires were sent to these superintendents. The cities selected have a population of one hundred thousand or more, excepting Springfield, Ohio, which has a population of seventy thousand; but since there has been controversy over racial relations in the Springfield public school system, it seemed fitting to include Springfield.

Fifty answers to questionnaires were received, of which thirty-seven were usable in whole or in part. It was not possible to get data on all phases of the questionnaire. Data relative to the academic training of negro teachers, for example, were not obtainable

even in the City of Cincinnati where teachers are being grouped according to academic training, experience, etc.

a. THE QUESTIONNAIRE

A questionnaire was prepared and sent to the superintendents of public schools in the cities named in this chapter. Where the responses were inadequate, questionnaires were sent to prominent people in those cities. The items on the questionnaire were as follows:

- | | |
|--|------------------|
| 1. City | State |
| 2. Population | Negro Population |
| 3. Public school enrollment | |
| Enrollment of Negro pupils | |
| 4. High school enrollment | |
| Enrollment of Negro pupils | |
| 5. Senior year high school enrollment | |
| Enrollment of Negro pupils in senior year | |
| 6. Number of high school graduates in 1926 | |
| Number of Negro graduates in 1926 | |
| 7. Number of teachers | |
| Number of Negro teachers | |
| 8. Number of principals | |
| Number of Negro principals | |
| 9. Number of teachers with college degrees | |
| Number of Negro teachers with college degrees | |
| 10. How do the quality and preparation of teachers in Negro schools compare with the quality and preparation of teachers in mixed schools? | |
| 11. Are there mixed or separate elementary schools for Negro pupils? | |
| 12. If separate, are the schools for Negro pupils in charge of Negro teachers and principals? | |
| 13. Are there mixed or separate high schools? | |
| 14. Is the attendance of Negro pupils in separate schools - if there are such - voluntary or required? | |
| 15. Has the subject of separate schools for Negro children received any consideration in your city? | |
| 16. A brief expression of your opinion as to the advisability, advantages, and disadvantages of separate schools will be appreciated. | |
| 17. Would you favor separate schools? | |
| 18. Would you favor their organization upon a voluntary or compulsory basis? | |

.

b. GROUPS OF CITIES

Cities have been treated in three groups as follows:

Group one - those cities having a population of one million or more; Group two - those cities having a population of from five hundred thousand to one million; Group three - those cities having a population of less than five hundred thousand. It has been possible to get information on only a few phases of the New York and Chicago schools. All available data, however, are presented for whatever bearing they may have on the general trends of the group.

Table VIa

POPULATION AND SCHOOL ENROLLMENT OF WHITE AND NEGRO
RACES IN FIVE AMERICAN CITIES WITH A POPULATION OF
1,000,000 OR MORE

City .	Total Population	Negro Pop.	Per Cent	Pub.Sch. enroll.	Negro enroll.	Per cent
1. New York	5,570,800	225,000 ²	4.0	993,951 ³	--	--
2. Chicago	3,102,800	200,000 ⁴	6.4	540,000 ⁵	--	--
3. Philadelphia	2,035,900	170,000 ⁶	8.3	374,940 ⁷	26,333 ⁸	7.2
4. Detroit	1,334,500	85,000	6.3	239,504 ⁹	16,600 ¹⁰	6.0
5. Los Angeles	1,300,000	60,000 ¹¹	4.6	208,000 ¹²	13,700 ¹³	6.1

1. The World Almanac for 1928. Estimated population for 1926
2. Information from John P. Conroy, District Superintendent, New York
3. Ibid
4. Information from Maudelle Bousfield, Principal Keith School, Chicago
5. Ibid
6. Information from Oliver P. Cornman, Associate Supt. Philadelphia, Pa.
7. Information from American Book Company
8. Information from Oliver P. Cornman, Assoc. Supt. Philadelphia
9. Information from American Book Company
10. Information from Lawyer Charles Campbell, Detroit, Michigan
11. Information from Helena Harper, Graduate 1927, University of Southern California
12. Ibid
13. Ibid

Table VIb

TOTAL ENROLLMENT, DISTRIBUTION, AND GRADUATES OF WHITE AND NEGRO STUDENTS IN THE HIGH SCHOOLS OF FIVE AMERICAN CITIES WITH A POPULATION OF 1,000,000 OR MORE

High Sch. enroll.	Negro enroll.	Per cent Negro	Sr. Yr. H.S.	Negro Sr. Yr.	Per cent	Gradu- ates	Negro	Per cent
1. 129,129		(No data)						
2.		(No data)						
3. 30,074	1,442	4.7	5,310	131	2.5	2,449	61	2.5
4. 27,432	490	1.7	4,018	44	1.8	1,764	18	1.0
5.		(No data)						

Information furnished from sources named in previous Table

Table VIc

THE TEACHING POPULATION AND DISTRIBUTION AND ACADEMIC TRAINING OF NEGRO TEACHERS AND PRINCIPALS IN FIVE AMERICAN CITIES WITH A POPULATION OF 1,000,000 OR MORE ¹⁴

Total Teach- ing Pop.	Negro Tchrs.	Per cent	Princi- pals	Negro Prin.	Per cent	Teachers with degrees	Negro	Per cent
1. 31,825	500 ¹⁵	1.5	--	0	0	(no data)		
2. 14,035	300	2.1	375	1	.2	(" ")		
3. 7,894	295 ¹⁶	3.7	230 ¹⁶	11	4.7	1213	23	1.8
4. 6,600	40 ¹⁷	.6	185	0	0	(no data)		
5. 8,468	6 ¹⁸	.07	(no data)	1		(no data)		

14. Information from American Book Company
15. " " Herbert Miller, Y.M.C.A., New York City
16. " " Oliver P. Cornman, Assoc. Supt. Philadelphia
17. " " Charles Campbell, Detroit, Michigan
18. " " Helena Harper, University Southern California, 1927

Table VIIa

POPULATION AND SCHOOL ENROLLMENT OF WHITE AND NEGRO RACES
IN AMERICAN CITIES WITH A POPULATION OF FROM 500,000
TO 1,000,000

City	Population ¹⁹	Negro Pop.	Per cent	Pub.Sch. enroll.	Negro enroll.	Per cent
1. Cleveland	984,500	58,000 ²⁰	5.5	139,169	10,724	7.7
2. St. Louis	839,200	85,000 ²¹	10.1	109,601	13,700	12.5
3. Boston	793,100	18,000 ²²	2.2	165,027	3,381	2.0
4. Pittsburgh	665,500	42,650 ²³	6.7	124,120	7,936	6.2
5. San Francisco	576,000	3,414 ²⁴	.5	104,457	400	.3
6. Buffalo	550,000	12,000 ²⁵	2.1	107,538	1,800	1.7
7. Washington,D.C.	540,000	125,900 ²⁶	23.1	87,118	24,529	28.1

Table VII b

TOTAL ENROLLMENT, DISTRIBUTION AND GRADUATES WHITE AND NEGRO
STUDENTS IN THE HIGH SCHOOLS OF SEVEN AMERICAN CITIES WITH
A POPULATION OF FROM 500,000 TO 1,000,000

High Sch. enroll.	Negro enroll.	Per cent	Sr.Yr. H.S.	Negro	Per cent	Gradu- ates	Negro	Per cent
1. 14,953	522	3.3	3,221	91	2.8	1,877	80	4.2
2. 12,884	1,839	14.2	1,825	230	12.0	1,793	230	12.0
3. 21,270	480	2.2	3,931	81	2.0	3,710	74	1.9
4. (No data)								
5. 6,750	150	2.2	1,070	15	1.5	900	10	1.1
6. 14,933	522	3.4	3,221	91	2.8	1,381	6	.4
7. 11,517	2,496	21.6	2,118	452	21.3	1,953	279	14.3

Information for this table from the same sources as for Table VII a

19. Information from the World Almanac for 1928. Population for 1926
20. " " Jane Hunter, Phyllis Weatley Assn., Cleveland, Ohio
21. " " Frank L. Williams, Prin. Sumner H.S., St. Louis
22. " " Louis J. Fish, Asst. Ed. Research
23. " " George Elliot, Pittsburgh, Pa.
24. " " J. M. Gwinn, Supt. of Schools, San Francisco, Cal.
25. " " Will Mosler, Clark, Principal, Buffalo, N.Y.
26. " " G.D. Wilkinson, Asst. Supt. Pub.Sch., Washington, D.C.

Table VII c

THE TEACHING POPULATION AND DISTRIBUTION AND ACADEMIC
TRAINING OF NEGRO TEACHERS AND PRINCIPALS IN SEVEN
AMERICAN CITIES WITH A POPULATION OF FROM
500,000 to 1,000,000

	Teachers ²⁷	Negro Tchrs.	Per cent	Princi- pals	Negro Prin.	Per cent	Tchrs. Degrees	Negro	Per cent
1.	4,823	75 ²⁸	1.60	248	0	0	1192	(no data)	
2.	2,783	356 ²⁹	12.80	126	16	12.6	(no data)	56	
3.	4,260	6 ³⁰	.10	97	0	0	" "		
4.	3,674	0 ³¹	.00	(no data)	0	0	" "		
5.	1,281	1 ³²	.01	67	0	0	900	1	.01
6.	3,310	4 ³³	.01	(no data)			409		
7.	2,640	808 ³⁴	30.00	105	38	37			

27. American Book Company

28. Information from Jane Hunter, Phyllis Wheatley Association

29. " " F. L. Williams, Prin. Sumner H.S. Cleveland Ohio *J. F. Lewis*

30. " " Louis J. Fish, Asst. Ed. Research, Boston, Mass.

31. " " George Elliot, Pittsburgh, Pa.

32. " " J. M. Swinn, Supt. Schools, San Francisco, Cal.

33. " " Will Mosler Clark, Principal, Buffalo, N.Y.

34. " " G. D. Wilkinson, Asst. Supt. Schools, Washington, D.C.

Table VIII a

POPULATION AND SCHOOL ENROLLMENT OF WHITE AND NEGRO RACES IN
TWENTY-FIVE AMERICAN CITIES WITH A POPULATION OF FROM
70,000 TO 500,000

City	Total ³⁵ Pop.	Negro Pop.	Per cent	Pub.Sch. ³⁶ enroll.	Negro enroll.	Per cent
1. Minneapolis	447,700	5,500	1.2	88,806	326 ³⁷	.36
2. Cincinnati	412,200	35,332	8.5	73,419	8,732 ³⁸	11.8
3. Seattle	411,500	2,984	.7	62,656	469 ³⁹	.7
4. Indianapolis	374,500	39,449	10.5	59,472	7,465 ⁴⁰	10.9
5. Portland, Ore.	340,740	1,556	.4	56,666	226 ⁴¹	.4
6. Jersey City	321,500	33,846	10.5	54,879	1,963 ⁴²	3.2
7. Toledo	305,400	10,000	3.2	53,198	1,073 ⁴³	2.0
8. Columbus	291,400	30,000	10.3	41,857	4,000 ⁴⁴	9.3
9. Denver	289,800	14,000	4.8	61,741	1,078 ⁴⁵	1.7
10. Oakland	267,300	6,489	2.5	60,426	674 ⁴⁶	1.1
11. St. Paul	256,100	4,450	1.4	38,731	590 ⁴⁷	1.6
12. Akron	225,000	8,500	3.7	38,199	1,494 ⁴⁸	3.4
13. Worcester	195,500	1,358	6.8	39,018	394 ⁴⁹	1.0
14. Dayton, Ohio	180,700	15,000	8.3	38,199	3,052 ⁵⁰	7.9
15. Youngstown	169,400	9,300	5.5	31,936	1,600 ⁵¹	5.0
16. Bridgeport	152,500	2,228	1.4	29,064	389 ⁵²	1.3
17. Springfield, Mass.	147,400	2,650	1.8	30,363	377 ⁵³	1.2
18. Scranton	143,900	563	.3	30,676	101 ⁵⁴	.3
19. Paterson, N.J.	143,800	1,551	1.1	27,533	300 ⁵⁵	1.1
20. Trenton, N.J.	136,700	7,500	5.5	21,795	1,486 ⁵⁶	6.8
21. Wilmington	126,400	11,049	8.1	15,355	1,941 ⁵⁷	12.6
22. Albany, N.Y.	119,500	1,239	1.0	14,935	222 ⁵⁸	1.5
23. Erie, Pa.	112,571	1,049	.9	21,006	115 ⁵⁹	.5
24. Gary, Ind.	110,000	16,000	14.5	34,752	3,000 ⁶⁰	8.6
25. Springfield, Ohio	70,000	7,200	10.2	12,255	1,770 ⁶¹	14.4

35. Information from the World Almanac for 1928. Population for 1926
36. " " American Book Company
37. " " Supt. of Public Schools, Minneapolis, Minn.
38. " " " " " Cincinnati, Ohio
39. " " S.E.Flemming, Asst. Supt., Seattle
40. " " Lillian Childress, Librarian, Indianapolis, Ind.
41. " " Asst. Supt., Portland, Oregon
42. " " James A. Nugent, Supt. Schools, Jersey City
43. " " Emmett W. Johnson, Sec. Fred Douglass Community
44. " " Arnett Mitchell, Principal, Columbus, Ohio
45. " " Jesse Newlon, Former Supt., Denver, Colo.

For remaining footnotes see next page (bottom)

Table VIII b

TOTAL ENROLLMENT, DISTRIBUTION AND GRADUATES WHITE AND NEGRO
STUDENTS IN THE HIGH SCHOOLS OF TWENTY-FIVE AMERICAN
CITIES WITH A POPULATION OF FROM 70,000 TO 500,000

High Sch. enroll.	Negro enroll.	Per cent	Sr.Yr. H.S.	Negro Sr.Yr.	Per cent	Gradu- ates	Negro	Per cent
1. (no data)								
2. 7,332	285	3.9	1,013	25	2.4	978	14	1.4
3. 13,168	94	.7	2,292	9	.4	1,945	4	.2
4. 11,539	1,301	11.2	1,831	142	7.7	1,576	100	6.2
5. (no data)								
6. 6,148	141	2.2	733	18	2.5	358	6	1.3
7. 7,563	162	2.1	1,305	20	1.5	999	11	1.1
8.						1,270	39	3.0
9. 9,268	166	1.6	1,537	23	1.5	1,430	17	1.2
10. 11,224	170	1.5	1,960	0	0	846	10	1.1
12. 5,908	127	2.1	959	13	1.3	524	5	.9
13. 5,405	38	.6	881	8	.9	776	5	.6
14. 5,236	303	5.7	929	26	4.9	890	18	2.0
15. 6,002	205	3.4	684	33	4.8	677	9	1.3
18. 1,600	7	.4	368	1	.2	124	0	0
19. 4,000	31	.8	647	3	.4	303	1	.3
20. 3,276	68	2.1	538	6	1.0	326	2	.6
22. 3,	20		1,861	0	0			
23. 3,121	18	.6	537	2	.3	419	1	.2
24. 2,172	215	9.9	301	25	8.3	257	18	7.0
25. 1,416	110	7.7	280	15	5.5	250	10	4.0

Information furnished from sources named in Table VIII a

References for Table VIII a (continued)

46. Information from Frank Adams, Sec. to Supt. Oakland, Cal.
47. " " W. H. Orme, Director of Attendance, St. Paul, Minn.
48. " " Geo. E. McCord, Supt. Schools, Akron, Ohio
49. " " Walter S. Young, Supt. Schools, Worcester
50. " " Paul Stetson, Supt. Schools, Dayton, Ohio
51. " " W. R. Stewart, Attorney, Youngstown, Ohio
52. " " Supt. of Schools, Bridgeport, Conn.
53. " " Z.E. Scott, Supt. Schools, Springfield, Mass.
54. " " John H. Dyer, Prin. Central H.S. Scranton, Pa.
55. " " John P. Wilson, Supt. Public Sch. Paterson
56. " " W. J. Bickett, Supt. of Schools, Trenton, N.J.
57. " " H. P. Saundale, U. C., 1928
58. " " C. Edward Jones, Supt. Schools, Albany, N.Y.
59. " " John C. Diehl, Supt. of Schools, Erie, Pa.
60. " " William Wirt, Supt. of Schools, Gary, Ind.
61. " " F.M. Shelton, Supt. of Schools, Springfield, Ohio

Table VIII c

THE TEACHING POPULATION AND DISTRIBUTION AND ACADEMIC
TRAINING OF NEGRO TEACHERS AND PRINCIPALS IN
TWENTY-FIVE AMERICAN CITIES WITH A POPULATION
OF FROM 70,000 TO 500,000

	Teachers	Negro Tchrs.	Per cent	Princi- pals	Negro Prin.	Per cent	Tchrs. Degrees	Negro	Per cent
1.	2,488	0	0		0	0	(no data)		
2.	2,245	146	6.5	71	2	2.8		107	
3.	1,544	0	0	106	0	0			
4.	1,878	238	12.6	106	13	12.2	86	12	13.9
5.	1,412	11	.7	40	0	0	199	0	0
7.	1,500	4	.2		0	0		1	
8.	1,500	23	1.5	70	1	1.3		7	
9.	1,410	0	0	64	0	0	805	0	0
10.	1,837	1	.05	58	0	0		0	0
12.	1,100	0	0	37	0	0	400	0	0
13.	1,200	3	.25	60	1	1.6	275	0	0
14.	1,036	13	1.2	36	0	0	217	1	.4
15.	992	0	.0		0	0		0	0
18.	853	0	.0		0	0		0	0
19.	903	6	.6	28	0	0	300	0	0
20.	669	33	4.8	31	1	3.2	144	9	6.2
21.	593	0	0						
22.	662	0	0	28	0	0		0	0
23.	693	0	0	22	0	0	27	0	0
24.	470	61	12.9	16	2	12.5	142	11	7.7
25.	364	0	0	24	0	0	127	0	0

Information furnished from sources named in Table VIII a

2. EXPLANATION OF DATA (From Tables VI, VII, and VIII)

A. GROUP I.

Cities having a population of 1,000,000 or more.

In Group I which was composed of cities having a population of 1,000,000 or more, the data revealed that the range of Negro population was from 60,000 to 225,000. The range in percentage of Negro population was from 4.0 to 8.3 of the whole population. The average Negro population for the group was 148,000 or about 5.9 of the whole population. The range of total public school enrollment was from 208,000 to 993,951. The range of Negro enrollment for the three smaller cities in this group was from 13,700 to 26,333, or from 6.0 to 7.2 per cent of the whole enrollment. The average Negro enrollment was about 18,877, or 6.4 per cent of the whole enrollment for the three cities submitting data. Thus it was found that the Negro population of the cities of this group, averaged about 5.9 with an average Negro enrollment of about 6.4 per cent of the whole enrollment for the three cities submitting data.

B. GROUP I.

Philadelphia reported 61 Negro graduates out of a total of 2,449, or 2.5 per cent of the whole. The other cities did not report on Negro graduates.

C. GROUP I.

The average number of Negro teachers employed for the group was approximately 228 or about 1.6 per cent of the whole

number of teachers employed. The number of Negro principals in this group ranged from 0 to 11. The average number for this group was less than three.

A. GROUP II.

Cities having a population of from 500,000 to 1,000,000.

The data for these cities showed the range of Negro population to be from 3,414 to 125,000, or from .5 to 23.1 per cent of the whole population. The average Negro population for the group was 49,281 or approximately 7.2 per cent of the whole population.

The total public school enrollment for this group ranged from 87,118 to 165,027. The range of Negro enrollment was from 400 to 24,529, or from .3 to 28.1 per cent of the whole population. The average Negro enrollment for this group was 8,924 or 8.3 per cent of the whole enrollment.

B. GROUP II

The range of total high school enrollment for this group was from 6,750 to 21,270. The range of Negro high school enrollment was from 150 to 2,496, or from 2.2 to 21.6 per cent of the whole high school enrollment. The average Negro high school enrollment for the group was 1001 or approximately 7.8 per cent of the whole high school enrollment. The number of pupils enrolled in the senior year high school ranged from 15 to 452 or from 1.5 to 21.3 per cent of the whole senior year high school enrollment. The average Negro enrollment in the senior year high school was 160 or about 7.1 per cent of the whole senior

year high school enrollment.

The range of high school graduates for 1926 for the six cities reporting in this group was from 900 to 3,710. The range of Negro high school graduates was from 6 to 279 or from .4 to 14.3 per cent. The average per cent of Negro graduates was approximately 5.6 per cent of the whole number of high school graduates.

C. GROUP II.

The total number of teachers employed in this group ranged from 1,281 to 4,828. The number of Negro teachers employed in this group varies from 0 in Pittsburgh, to 808 in Washington, D.C. The average number of Negro teachers for the group was about 179 or approximately 6.36 per cent of the whole number of teachers. The range of Negro principals was from 0 to 38, or from 0 per cent to 37 per cent of the whole number of principals.

A. GROUP III.

Cities having a population of from 100,000 to 500,000.

The actual range of total population of this group was from 70,000 to 447,000. The range of Negro population for this group was from 563 to 39,449 or from .3 to 14.5 per cent. The average Negro population was 4.9 per cent of the whole. The range of public school enrollment was from 12,255 to 88,806. The range of Negro enrollment was from 101 to 8,732 or from .3 to 14.4 per cent of the whole enrollment. The average Negro enrollment was approximately 4.35 per cent.

B. GROUP III.

The range of total high school enrollment for this group was from 1,416 to 13,168. The range of Negro high school enrollment was from 7 to 1,301 or from .4 to 11.2 per cent of the total enrollment for both races. The average high school enrollment for the cities of this group was approximately 3.3 per cent of the total high school enrollment. The range of the total senior high school enrollment was from 280 to 2,292; the range of Negroes in the senior high school enrollment was from 0 to 142, or from 0 to 8.3 per cent. The average Negro senior high school enrollment for the group was 2.4 per cent of the total enrollment. The range in the total number of graduates for 1926 was from 124 to 1,945; the range in Negro graduates for that year was from 0 to 100, or from 0 to 7.0 per cent. The average per cent of Negro graduates for the cities of this group was 1.8 per cent of the whole number of graduates.

C. GROUP III.

The range in the total number of teachers of this group was from 364 to 2,488. The range in the number of Negro teachers was from 0 to 238 or from 0 to 12.9 per cent of the whole number of teachers. The average number of Negro teachers was 2 per cent of the whole number of teachers.

The range in the whole number of principals was from 16 to 106. The range in the number of Negro principals was from 0 to 13. The average per cent of Negro principals was approximately 1.7 per cent of the whole number of principals employed.

SUMMARY.

An analysis of the foregoing data seems to warrant the following summary statements:

1. In no case, with the possible exception of Washington, D.C., and St. Louis, Missouri in Group II, do we find the number of Negro teachers and principals commensurate with the Negro population and school enrollment.

2. When all the cities reporting are taken into consideration there is a tendency for the smaller cities to have a larger number of Negro teachers in proportion to the total Negro population than the larger ones.

3. In a few cases, notably Washington D.C., and Pittsburgh, Pennsylvania, the per cent of Negro enrollment per Negro population exceeds that of the whites.

4. Where data are available, they seem to show that a larger Negro enrollment and a larger number of Negro high school graduates come from cities which have both mixed and separate schools, or separate schools exclusively, than from cities with mixed schools exclusively. Taking all the cities into consideration, separate schools for Negroes appear more frequently near the Mason and Dixon Line.

Specific data on separate and mixed schools appear elsewhere in the thesis.

5. Gary, Indiana, has the highest per cent of Negro teachers per Negro population, while Cincinnati, Ohio has the largest number

of Negro teachers with college degrees.

6. Washington, D. C., reports not only the largest number of high school graduates, the number being 279, but also the highest per cent of the total number of graduates, the per cent being 14.3. St. Louis is second with 230 graduates, or 12 per cent of the total number of graduates. Both these cities have separate schools.

7. The cities show the widest possible divergence in the matter of the education of the two races in respect to the number of Negro teachers and principals employed, the academic training of Negro teachers, the number of Negroes attending high school, and the number of Negro graduates.

CHAPTER IV

THE PRESENT STATUS OF THE EDUCATION OF NEGRO YOUTH AS SHOWN BY FACTS CONCERNING THE EDUCATION OF EMINENT NEGROES.

The following list of notables selected because of their eminence rather than because of their having attended mixed or separate schools is hereby presented. Tables made from this list may clarify some of the beliefs concerning separate or mixed schools, namely:

- (1) That children in a Negro school lose something vital from lack of contact with white pupils.
- (2) That the standards of teaching and pupil accomplishments are lower in separate schools than in mixed schools.
- (3) That children who have attended separate Negro public schools show evidence of timidity, retardation and lack of power to adjust themselves to conditions and associations with white pupils when admitted to mixed schools.
- (4) That children from mixed schools make better college records than those from separate schools.
- (5) That the greater proportion of Negro notables, class orators and athletes come from those who have attended mixed public schools.

PROMINENT NEGROES

Persons	Distinction	Pub.Sch.Ed.		College Ed.	
		Mixed	Sep.	Mixed	Sep.
NEGROES INTERNATIONALLY KNOWN					
Frederick Douglass ¹	Orator, Editor, Statesman		*		
Booker T. Washington ²	Race Leader Ed. Reformer		*		*
Paul L. Dunbar ³	Poet	*			
Henry O. Tanner ⁴	Artist	*		*	
W.E. B. DuBois ⁵	Essayist, Reformer	*		*	and *
Roland Hayes ⁶	Tenor		*		*
NEGRO CLERGYMEN					
L.K. Williams ⁷	Pastor largest Negro church in United States		*	*	
W. T. Vernon ⁸	Reg., U.S. Teas.		*	*	
M.C.B. Mason ⁹	Sec., Freedman's Aid		*	*	
Mordecai Johnson ¹⁰	Pres., Howard University		*	*	and *
NEGROES OF GENIUS					
Joseph C. Price ¹¹	Class Orator		*		*
Granville T. Woods ¹²	Inventor		*		

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1. Biographical Congressional Director p.240
 2. Woodson, Carter G., The Negro in Our History p.440
 3. Ibid p. 467
 4. Ibid p. 469
 5. Boris, Joseph J., Who's Who in Colored America p. 59
 6. Ibid
 7. Personal Acquaintance
 8. Boris, Joseph J., Who's Who in Colored America p. 208
 9. Woodson, Carter G. Negro Orators and Their Orations p.541
 10. Ibid. p.658
 11. Woodson, Carter G. Negro in Our History p.432
 12. Ibid. p. 464

PROMINENT NEGROES

Persons	Distinction	Pub.Sch.Ed. Mixed	Sep.	College Mixed	Ed. Ed.
E. E. Just ¹³	Scientist		*	*	
George W. Carver ¹⁴	Chemist		*	*	
Carter G. Woodson ¹⁵	Historian		*	*	
James Weldon Johnson ¹⁶	Poet, Reformer		*	*	and *
Kelly Miller ¹⁷	Educator, Orator		*	*	" *
Williams Pickens ¹⁸	Orator, Author		*	*	" *
George E. Haynes ¹⁹	Sociologist		*	*	" *
George W. Williams ²⁰	Historian, Orator		*	*	
William H. Lewis ²¹	Athlete, Orator, Lawyer		*	*	
Eugene K. Jones ²²	Social Worker		*	*	
Julian Lewis ²³	Pathology Specialist	*		*	
Charles Turner ²⁴	Scientist		*	*	
NEGRO STATESMEN					
Hiram Revels ²⁵	U.S. Senator		*	*	
B. K. Bruce ²⁶	U. S. Senator		*	*	
J. M. Langston ²⁷	Congressman		*	*	

13. Boris, Joseph J., <u>Who's Who in Colored America</u>	p.114
14. Ibid	p.38
15. Ibid	p.227
16. Ibid	p.106
17. Ibid	p.142
18. Ibid	p.158
19. Ibid	p. 89
20. Woodson, Carter G., <u>The Negro in Our History</u>	p.269
21. Ibid	p.495
22. Boris, Joseph J. <u>Who's Who in Colored America</u>	p.110
23. Woodson, Carter G. <u>The Negro in Colored America</u>	p.560
24. Ibid	p.560
25. Biographical Congressional Directory	p.763
26. Ibid	p.420
27. Ibid	p.643

Persons	Distinction	Pub.Sch.Ed.		College Ed.	
		Mixed	Sep.	Mixed	Sep.
J. T. Rapier ²⁸	Congressman		*	*	
John R. Lynch ²⁹	Congressman		*		
Richard T. Greener ³⁰	Congressman		*	*	
Richard Cain ³¹	Congressman		*	*	
George H. White ³²	Congressman		*	*	and *
Jefferson F. Long ³³	Congressman		*		
P. B. Pinchback ³⁴	Governor of Louisiana		*	*	

EDUCATORS OF NATIONAL STANDING

R. R. Moton ³⁵	Prin. Tuskegee Inst.	*			*
J. R. E. Lee ³⁶	Pres., Agri. College	*		*	
James E. Shepard ³⁷	Pres., N.C. College	*		*	
John Hope ³⁸	Pres., Morehouse Univ.	*		*	
Mary Bethune ³⁹	Pres., Bethune College	*			
Nannie Burroughs ⁴⁰	School for Girls	*			
W. J. Hale ⁴¹	Pres., Tenn. State Normal	*			*

28. Biographical Congressional Directory	p.760
29. Ibid	p.662
30. Woodson, Carter G., <u>The Negro in Our History</u>	p.407
31. Biographical Congressional Directory	p.434
32. Ibid.	p.877
33. Woodson, Carter G. <u>Negro Orators</u>	p.285
34. Woodson, Carter G. <u>The Negro in Our History</u>	p.407
35. Boris, Joseph J., <u>Who's Who in Colored America</u>	p.147
36. Ibid	p.121
37. Ibid	p.183
38. Ibid	p. 95
39. Ibid	p. 20
40. Ibid	p. 31
41. Ibid	p.82

Persons	Distinction	Pub.Sch.Ed.		College Ed.	
		Mixed	Sep.	Mixed	Sep.
F. M. Wood ⁴²	Prin.,Colored Schools, Baltimore		*		*
Mary Church Terrell ⁴³	Lecturer	*		*	
Frank Williams ⁴⁴	Prin.,Summer High School	*		*	
J. G. Wilkinson ⁴⁵	Asst. Superintendent	*		*	
St. Elmo Brady ⁴⁶	Howard University	*		*	
John W. Davis ⁴⁷	President,Inst.,W.Va.	*		*	and *
Charles Wesley ⁴⁸	Prof.,Howard Univ.	*		*	

CAPTAINS OF INDUSTRY

Anthony Overton ⁴⁹	Banker & Manufacturer	*			
Jesse Bings ⁵⁰	Banker	*			
C. C. Spaulding ⁵¹	Insurance	*			*
Anna Malone ⁵²	Manufacturer	*			*
Madam C.J.Walker ⁵³	Manufacturer	*			
Maggie Walker ⁵⁴	Banker	*			*

42. Boris, Joseph J., <u>Who's Who in Colored America</u>	p.226
43. Personal acquaintance of writer	
44. Personal acquaintance of writer	
45. Personal acquaintance of writer	
46. Boris, Joseph J. <u>Who's Who in Colored America</u>	? p.260
47. Information from J.W.Scott, Sherman School, Cincinnati	
48. Boris, Joseph J., <u>Who's Who in Colored America.</u>	p.217
49. Boris, Joseph J., " " " " " "	p.151
50. Ibid	p. 14
51. Ibid	p.188
52. Personal acquaintance of writer	
53. Personal acquaintance of writer	
54. Boris, <u>Who's Who in Colored America</u>	p.210

Persons	Distinction	Pub.Sch.Ed.	College Ed.	
		Mixed	Bep. Mixed	Sep.
NEGRO CLASS ORATORS				
Robert Terrell ⁵⁵	Class Orator	*	*	
Roscoe C. Bruce ⁵⁶	Class Orator	*	*	
Roscoe Simmons ⁵⁷	Class Orator	*		*
Theodore Berry ⁵⁸	Class Orator	*	*	
Emmett J. Scott ⁵⁹	Class Orator	*		*
NEGRO ATHLETES				
Paul Robeson ⁶⁰	Football	*	*	
E. D. Ellard ⁶¹	Football	*		*
J. S. Taylor ⁶²	Track & Field	*	*	
Fred White ⁶³	Track & Field	*	*	
W. R. Granger ⁶⁴	Track & Field	*	*	
A. L. Jackson ⁶⁵	Hurdles	*	*	
Theodore Cable ⁶⁶	Track & Field	*	*	
Binga Desmond ⁶⁷	Track & Field	*		*
Sol. Butler ⁶⁸	Track & Field	*	*	

55. Terrell, Mary Church, History of Negro Sch. in Washington p.260

56. Woodson, Carter G. Negro Orators and their Orations p.488

57. Personal acquaintance of writer

58. Ibid

59. Ibid

60 - 68 inc., Above information obtained from DeHart Hubbard, Recreation Commission, Cincinnati, Ohio; and from Harry Martin, Harriet Beecher Stowe School, Cincinnati, Ohio.

PROMINENT NEGROES (cont'd)

Persons	Distinction	Pub.Sch.Ed.		College Ed.	
		Mixed	Sep.	Mixed	Sep.
Edward Gourdin ⁶⁹	Track & Field		*	*	
Harry Martin ⁷⁰	Hurdles	*		* and	*
E. B. Gray ⁷¹	Football		*		*
Julian Walton ⁷²	Football		*		*
DeHart Hubbard ⁷³	Track & Field		*	*	
Reuben Foster ⁷⁴	Baseball		*		*
NEGRO EDITORS					
Robert S. Abbott ⁷⁵	Editor, Chicago Defender		*	*	
Fred R. Moore ⁷⁶	Editor, N.Y. Age	*		*	
W. M. Trotter ⁷⁷	Editor, Boston Guardian	*		*	
John Mitchell ⁷⁸	Editor, Richmond Planet		*		*
W. P. Dabney ⁷⁹	Editor, Union		*	*	
NEGRO LAWYERS					
James Cobb ⁸⁰	Municipal Judge		*		*
William Harrison ⁸¹	Judge		*	*	
Adelbert Roberts ⁸²	State Senator	*		*	

69. - 74 - Above information obtained from DeHart Hubbard - see p.51

75. Boris, Joseph J. Who's Who in Colored America

p.1

76. Ibid

p.144

77. Ibid

p.205

78. Ibid

p.143

79. Ibid

p.51

80. Ibid

p.99

81. Personal acquaintance of writer

82. Ibid

83. Ibid

Persons	Distinction	Pub.Sch.Ed.		College Ed.	
		Mixed	Sep.	Mixed	Sep
W. R. Stewart ⁸³	Representative	*		*	
Albert B. George ⁸⁴	Municipal Judge		*	*	
A. Lee Beaty ⁸⁵	Asst.Prosecuting Attor.		*	*	
MUSICIANS					
Harry Burleigh ⁸⁶	Composer	*		*	
Joseph Douglass ⁸⁷	Violinist		*	*	
Carl Diton ⁸⁸	Pianist,Composer		*	* and	*
Clarence White ⁸⁹	Violinist		*	*	
Walter Loving ⁹⁰	Leader,Phillipine Band		*		*
Nathaniel Dett ⁹¹	Composer	*		*	
NEGRO POETS					
Countee Cullen ⁹²	Poet, Editor	*		*	
Langston Hughes ⁹³	Poet		*	*	
Stanley Braithwaite ⁹⁴	Poet	*			
W. L. Anderson ⁹⁵	Poet, Editor		*		

83. Personal acquaintapce of writer

84. Ibid

85. Ibid

86. Boris, Joseph J., Who's Who in Colored America

p.31

87. Personal acquaintance of writer

88. Ibid

89. Ibid

90. Ibid

91. Boris, Joseph J. Who's Who in Colored America

p.56

92. Woodson, Carter G. The Negro in our History

p.560

93. Boris, Joseph J., Who's Who in Colored America

p.99

94. Ibid

p.23

95. Personal acquaintance of writer

Persons	Distinction	Pub.Sch.Ed.		College Ed.	
		Mixed	Sep.	Mixed	Sep.
OTHER NEGRO NOTABLES					
Daniel Williams ⁹⁶	Surgeon	*		*	
Charles Bentley ⁹⁷	Dentist		*	*	
Charles Young ⁹⁸	Colonel,U.S.Army		*	*	
Charles Gilpin ⁹⁹	Actor		*	*	
Jane Hunter ¹⁰⁰	Social Worker		*	*	

From the above data, we may formulate the following table:

- | | |
|---|-------|
| 96. Boris, Joseph J., <u>Who's Who in Colored America</u> | p.221 |
| 97. Ibid | p.13 |
| 98. Personal acquaintance of writer | |
| 99. Boris, Joseph J., <u>Who's Who in Colored America</u> | p.75 |
| 100. Personal acquaintance of writer | |

Table XI

Public School													College				
	Tot.	Sep.	%	Mix.	%	Sep.	%	Mix.	%	Sep.	%	No.	%	Total			
International	6	3	50	3	50	2	33 1/3	1	16	1	16	2	33 1/3	6			
Clergymen	4	4	100					3	75	1	25			4			
Negroes of Genius	14	13	93	1	7	1	7	8	57	4	29	1	7	14			
Negro Statesmen	10	10	100					7	70	1	10	2	20	10			
Educators	14	14	100			4	28	8	57	1	7	1	7	14			
Industry	6	5	83 1/3	1	16 2/3	3	50					3	50	6			
Orators	5	5	100			2	40	3	60					5			
Athletes	15	12	80	3	20	5	33 1/3	9	60	1	6			5			
Editors	5	3	60	2	40	1	20	4	80					5			
Lawyers	6	4	66 2/3	2	33 1/3	1	16 2/3	5	83 1/3					6			
Musicians	6	4	66 2/3	2	33 1/3	1	16 2/3	4	66 2/3	1	16 2/3			6			
Poets	4	2	50	2	50	2	50	2	50					4			
Other Notables	5	4	80	1	20	5	100							5			
Totals	100	83		17		27		54		10		9		100			

Summary.

1. Of the 100 eminent Negroes selected,

(a) 83 attended separate public schools

17 attended mixed public schools

(b) 27 attended separate colleges

54 attended mixed colleges

(c) 10 attended mixed colleges part time and
separate colleges part time

(d) 9 did not attend college.

2. It seems that separate public schools have been larger contributing factors to Negro education so far as distinction of school product is concerned, than have mixed public schools. The evidence shows:

(a) That children in a Negro school have not lost anything vital from lack of contact with white pupils.

(b) That the standards of teaching and pupil accomplishment are not lower in separate schools than in mixed schools.

(c) That children from mixed schools do not make better college records than from separate schools.

(d) That the greater proportion of Negro notables have not attended mixed public schools.

CHAPTER V

THE TREND OF THE EDUCATION OF NEGRO YOUTH IN NORTHERN CITIES, AS SHOWN BY SCHOOL LAWS AND ACTUAL PRACTICE IN NORTHERN STATES.

The status of the education of Negro youth as shown by (a) reports from superintendents of public schools in representative northern cities and other prominent persons, the World Almanac and the American Book Company School Calendar has been discussed. Attention will now be directed to the school laws of representative northern states to find out how the letter of the law coincides with actual practice.

Stephenson¹ says, "There is no problem more perplexing than that of the proper and permanent relation between the white and colored races.

He describes race distinction in the law as requirements imposed by statute prescribing for one race a rule of conduct different from that prescribed for another race. A distinction between a Caucasian and a Negro when enforced by law is a discrimination. There is no discrimination so long as there is equality of opportunity.

There is a difference between actual race distinctions, that is, those practiced every day without the sanction of the

1. Stephenson, Gilbert Thomas. Race Distinctions in American Law.
I. VII

law, and legal race distinctions, those sanctioned by law. Race distinction has been recognized in the law from the beginning of the new world. Even before the constitution was adopted, the colonies limited the movements of free Negroes from one state to another. In many northern states there have been laws against educating the Negro. The following are examples of some of the early school laws:

1. Early School Laws

(a) Connecticut

Connecticut has never legislated against educating Negroes, but the intolerant spirit drove the Negroes of Hartford to request a separate school in 1830. Prejudice was so great against a school for Negroes in a white community, however, that the proposed instructor was legislated out of the proposed position.

(b) Delaware

In 1833 Delaware passed an act taxing every person five dollars who sold a slave, the money to go into a school fund for the sole education of white children. In 1840, the Friends formed an African School Association in Wilmington, and as a result, two schools for Negroes were established. ✓

(c) Illinois

Illinois school laws contain the word "white" from beginning to end. Separate schools were established and later a few white schools opened their doors to Negroes. Even then a school at

Quincy was destroyed because Negroes were admitted.

(d) Indiana

Indiana made no provision for the education of her Negro population and in the constitution of 1851 denied the Negro the right of suffrage.

(e) Maine

Maine gave ample school privileges to all her citizens without regard to color.

(f) Massachusetts

In 1847 Massachusetts passed an act providing that no person shall teach a school for the instruction of Negroes or Mulattoes.

(g) New York

As early as 1808 the New York Africal School was organized with a Board of Trustees in charge. Later, a "Society for the Promotion of Education Among Negro Children" was organized. The school property of this organization was transferred to the Board of Education of the City of New York.

(h) Pennsylvania

In 1849 there were many schools in Philadelphia in charge of the Pennsylvania Abolition Society. In 1856 Lincoln University was formally dedicated.

(i) Rhode Island

Rhode Island, by her constitution in 1843, conferred equal rights upon the Negro. The Negroes of Providence petitioned

for a separate school, but it was finally abolished by an act of the legislature.

(j) District of Columbia

Schools for Negroes were organized by three Negroes who could neither read nor write. Later, many private schools and academies were organized. Then the Society of Friends opened a Normal School for Negro Girls. In 1840 the first movement for a free Negro school originated. At the opening of the war, many schools were broken up.²

(k) Ohio³

In Ohio, prior to 1848, no provision was made for the public school education of Negro children, and the property of Negroes was not taxed for school purposes. A law of February 10, 1828, expressly excluded blacks and mulattoes from the public schools. The first schools in Ohio for Negroes were established in Cincinnati in 1820 by Negroes. In 1849 the legislature passed an act establishing schools for Negroes to be maintained at public expense. In 1858 Nicholas Longworth built the first school house for Negroes. Oberlin College opened its doors to Negroes from the moment of its founding.

2. Williams, G. W., History of the Negro Race in America, pp.149-161

3. Laws of Ohio - 1828-29, p.73

Williams, G.W., History of the Negro Race in America, p.170

2. Later School Laws

(a) California⁴

A statute enacted during the session of 1869-70 read:

"The education of children of African descent and Indian children shall be provided for in separate schools. Upon the written application of the parents or guardian of at least ten such children to the Board of Trustees or Board of Education, a separate school shall be established for the education of such children; and the education of a less number may be provided for by the trustees in any other manner."

(b) Delaware⁵

The Legislature of Delaware, in 1881, appropriated two thousand four hundred dollars annually for the education of colored children. The same state, in 1898, provided for the establishment of separate kindergartens.

(c) Illinois⁶

Although the Illinois statutes clearly state that any school officer who excludes from a public school any child on the account of color shall be fined from five dollars to one hundred dollars for each offense, still numerous cases have arisen showing that the school officers have not always followed the letter of the law. In 1874 the school directors of McClean County, Illinois, erected a separate school building, 12 x 14 feet, for the exclusive purpose

4. Laws of California, 1869 - 70. pp.838-839

5. Laws of Delaware, 1879 - 81. p. 385

6. Statutes of Illinois, 1896, Section 292, p.3730

of educating the three or four colored children in the district. In 1882 the Board of Education of Quincy, Illinois, divided the city into eight districts, and set apart one school for Negroes. A case arising over this division and segregation, the court⁷ ruled that the Board had no power to establish separate schools for Negroes. In 1886 the school board of Upper Alton passed a resolution excluding colored children from the white schools unless they had reached the high school grades. A Negro, whose children below high school grade were refused admission to a white high school, brought suit, and the court⁸ held that the School Board had no power to separate the children on account of color. In 1889 the common council of Alton established a school for Negroes, but the court⁹ held that this involved an illegal discrimination against them. Although all of the cases were decided against race separation, they show that there is still a feeling in Illinois against white and colored children being taught in the same schools.

(d) Indiana

A statute¹⁰ of Indiana of 1869 required the trustees of schools to organize separate but equal schools for Negroes. If there were not enough Negroes in the district for a school, two or more districts might be consolidated for that purpose. If there were not enough within a reasonable distance, then the

7. People vs. Board of Education of Quincy, 1882, 101, Ill.

8. People vs. Board of Education of Upper Alton - 1889

9. People vs. Mayor, etc., of City of Alton, 1899

10. Laws of Indiana - 1869, p.41

trustees might provide other means of education for colored children as would employ their proportion of the school fund to the best advantage. A case¹¹ testing the constitutionality of this law, which arose in 1874, is one of the most exhaustive cases on this subject. The father of Negro children sued to compel their admission to white schools. The court held that the separation of races in schools does not violate the Federal or State constitution. The schools, then, are controlled by the authorities of the state. In 1877 the Indiana law of 1869 was amended¹² so that the school directors might organize separate schools for the race.

(e) Iowa

Iowa has not permitted separation of the races in schools since 1865. In 1868 a girl, denied admission to a graded school, brought suit, and the court¹³ held that the school directors could not require Negroes to attend separate schools.

(f) Nevada

A law¹⁴ of Nevada of 1865 excluded Negroes, Mongolians, and Indians from the public schools. School officials were permitted if they deemed it advisable, to establish a separate school for the children of Negroes, Mongolians and Indians, to be supported out of the public school funds.

11. Cory vs. Carter, 1874, 48 Ind., 327, pp.362-63

12.

13. Clark vs. Board of School Directors, 1868 - 24 - Iowa, 266

14. Laws of Nevada - 1864-1865, p.426

(g) New Jersey

A statute¹⁵ of New Jersey of 1881 made it unlawful to exclude anyone from a public school on account of religion, nationality, or color. In 1885 the public schools of East Orange, New Jersey, adopted the policy of teaching Negro pupils in separate classes.

(h) New York

The city of Buffalo, New York, under its charter, established separate schools for Negroes, and this action was upheld by the court¹⁶ on the ground that the right to attend common schools is a legislative grant and not a constitutional guarantee. The city of Albany also set apart one school for Negroes, and this was held¹⁷ constitutional in 1872. In 1883 the Supreme Court¹⁸ of New York State held that, if separate schools are provided for colored children, they may be excluded from white schools. This law was repealed in 1900¹⁹ and the present law reads: "No person shall be refused admission to or be excluded from any public school in the State of New York on account of race or color.

(i) Ohio

An Ohio statute²⁰ of 1878 gave the Boards of Education discretionary power to establish separate schools for Negroes. This law was repealed in 1887 and thereafter all public schools were opened

15. Laws of New Jersey - 1881 - p.186

16. Dallas vs. Fosdick - 1869 - 40 How., Prec., N.Y. 249

17. People vs. Easton - 1872 - 13 Abb. Prac. N.S. - 159

18. People vs. Gallagher - 1883 - 93, N.Y. - 438

19. Laws of New York - 1900 - II., - p.1173

20. Laws of Ohio - 1878 - p.513

to Negro children. However, all of the colored schools than in existence were not closed.

(j) Pennsylvania

In 1869, colored people were not admitted in the school district of Pennsylvania²¹ but this law was repealed in 1872.

(k) Wyoming

Wyoming has the following statutes²²: "When there are fifteen or more colored children within any school district, the Board of Directors, with the approval of the County Superintendent of Schools, may provide a separate school for the instruction of such colored children."

(l) Colorado

The Constitution of Colorado²³ of 1876 provides that no distinction of classification of children shall be made on account of race or color.

(m) Minnesota

A statute²⁴ declares that a district shall not classify its pupils according to race or color, nor separate them into different schools or departments upon such grounds.

3. School Laws Versus Actual Practice in Northern States.

There is a difference between the letter of the law and the actual practice in many northern states. Most of the laws are

21. Laws of Pennsylvania - 1869 - p.160

22. Revised Statutes of Wyoming - 1887 - Sec. 3947

23. The Constitution of Colorado - Art. IX, Sec. 8.

24. Revised Laws of Minnesota - 1905 - Sec. 1403

emphatic in their opposition to segregation in public schools on account of race or color or "previous condition of servitude". The laws of California and Delaware provided for the establishment of separate schools.²⁵ The laws of Indiana provided for separate but equal schools for Negroes.²⁶ The laws of Wyoming and Nevada provided that school officials if they deem it advisable, may establish separate schools for colored children.²⁷ The District of Columbia made no provision for the establishment of separate schools, but adhered to the policy of the South and has always had separate schools for Negroes.²⁸

We find that the laws of California, Delaware, Indiana, Wyoming, and Nevada, provide for the establishment of separate schools. Yet California,²⁹ Wyoming,³⁰ and Nevada³¹ have mixed schools. Indiana has both mixed and separate schools.³²

We find that the laws of Illinois,³³ New Jersey,³⁴ Pennsylvania,³⁵ and Ohio provide for mixed schools, but all of these states have separate and mixed schools.

We find that according to the popular definition of mixed schools, the laws of the following states provide for mixed schools and the actual practice coincides with the law: Rhode Island³⁷

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25. Thesis. School Laws of California and Delaware. p.
26. Ibid " " " Indiana p.
27. Ibid " " " Wyoming and Nevada pp.
28. Miller, Kelly. The Harvest of Race Prejudice. Survey, March, 1925
29. Information furnished by Laura T. Knight, Jackson School, Cincinnati
30. Information furnished by E.D. Roberts, Associate Superintendent, "
31. Ibid
32. Information furnished by Hannibal P. Saundie, 916 W. Court Street
33. Chicago Defender, February 12, 1927
34. Supt. Bickett, Trenton, New Jersey
35. Cornman, O.P. Associate Superintendent, Philadelphia, Pa.
36. Personal observation
37. Winslow, Isaac, Supt. Public Schools, Providence, R.I.

Massachusetts,³⁸ New York,³⁹ Connecticut,⁴⁰ Minnesota,⁴¹
Colorado,⁴² Michigan.⁴³

4. Mixed Schools and Separate Schools

The definition of separate schools is simple, namely, schools with Negro children, Negro teachers, and Negro principals.

The definition of mixed schools is difficult. We would reason that a thoroughly mixed school would have

- (a) Colored and white children attending the same school
- (b) Colored and white teachers teaching in the same school in proportion to some principle, as school population, training, or efficiency of teachers.
- (c) Colored and white principals as administrators of schools in proportion to some principle of efficiency and training.

From Chapter III we may derive the following table:

Table XII

A table to show

	Sch. Pop.	Negro Sch.Pop.	%	Tchrs.	Negro Tchrs.	%	Prin.	Negro Prin.
Boston	163,041	3,781	2 1/3	4,131	6	1	97	0
Detroit	208,869	9,600	4 1/2	6,600	40	.06	185	0
Cleveland	139,168	10,734	8	4,823	75	1.6	157	0

Considering Boston, Detroit, and Cleveland as representative northern cities with mixed schools, we would expect, according to

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- 38. Fish, Louis., Asst. Educational Research, Boston, Mass.
 - 39. O'Hern, Joseph., Asst. Supt., New York City Schools
 - 40. Beede, F.H., Supt. of Public Schools, New Haven, Conn.
 - 41. Orme, W.H. Director of Attendance, St. Paul, Minn.
 - 42. Newlon, Jesse H., Supt. of Public Schools, Denver, Colorado
 - 43. Kaufman, W.J., Asst. Director of Statistics, Detroit, Mich.

our definition of mixed schools

In Boston, at least 56 Negro teachers and 2 Negro principals
in Detroit, at least 297 " " " 8 " "
in Cleveland " " 395 " " " 10 " "

According to the above definition there are no thoroughly mixed schools in the United States. In Chicago there is but one Negro principal, and she has charge of a school which is practically Negro.⁴⁴

According to statistics sent by the superintendents, there are no Negro principals over mixed schools in any of the northern cities selected for this study. Chapter III shows that the per cent of Negro teachers in mixed schools is very low in proportion to the per cent of Negro population and Negro school population.

5. Popular Definition of Mixed Schools.

There is a popular definition of mixed schools which is as follows:

- (a) White and colored children attend the same schools
- (b) There may be Negro teachers over a mixed group
- (c) There may be white teachers over a mixed group
- (d) There may be white teachers over a colored group
- (e) There may not be a Negro principal over an all white group
- (f) There may not be a Negro principal over a majority white group.

We find that in some districts of most northern cities white and colored children attend the same schools.⁴⁵

44. Information furnished by Judge William Harrison, Chicago, Ill.

45. Personal observation

In Boston, Detroit, New York, Cleveland, Chicago, Worcester, Toledo, we find Negro teachers over a mixed group. The group is usually mostly Negro or foreign.⁴⁶

We find white teachers over a colored group in Dayton, Ohio and in Springfield, Ohio.⁴⁷

We do not find a Negro principal over an all white group or over a majority white group.⁴⁸

The law may be interpreted as disregarding the Negro teacher and the Negro principal in northern cities. There seem then to be, according to the popular definition of mixed and separate schools, only two groups: one in which the colored and white children are educated together, and the other in which they are educated separately. This second division is one of districts rather than states; as in Ohio and New Jersey, for instance, there are some districts in which there are separate schools for colored children, and others in which children of both races attend the same schools.

A real basis for this difference may be seen from an examination of the population table, Chapter III. In districts where Negroes congregate in large numbers, so that the race question becomes acute, we find separate schools appearing. If the majority of Negroes are actively opposed, the schools are taught by white teachers or white and colored teachers, usually under white principals. Cities in which Negroes favor separate schools usually have a Negro principal presiding over Negro teachers.

6. Difference Between the Letter of the
Law and Actual Practice

Now that we understand what is meant by mixed schools,
let us find out the difference between the letter of the law and
the actual practices in some of our northern states.

Table XIII

This difference between the letter of the law and actual
practice may be summarized as follows:

<u>State</u>	<u>Law</u>	<u>Actual Practice</u>
California	Separate schools	Mixed schools
Delaware	Separate schools	Separate schools
Indiana	Separate schools	Mixed and separate
Nevada	Separate schools	Mixed schools
Wyoming	Separate schools	Mixed schools
Illinois	Mixed schools	Mixed and separate
New Jersey	Mixed schools	Mixed and separate
Pennsylvania	Mixed schools	Mixed and separate
Ohio	Mixed schools	Mixed and separate
Rhode Island	Mixed schools	Mixed schools
Massachusetts	Mixed schools	Mixed schools
New York	Mixed schools	Mixed schools
Connecticut	Mixed schools	Mixed schools
Minnesota	Mixed schools	Mixed schools
Colorado	Mixed schools	Mixed schools
Michigan	Mixed schools	Mixed schools

Summary:

1. In the North, the states may be classified under three groups:

- (a) There is provision made for separate schools by law.
- (b) The law does not provide for segregation, yet there are separate schools in actual practice. —
- (c) The law provides for mixed schools and there are mixed schools in actual practice. —

2. It is found that practice with reference to Negro education in northern cities is not altogether consistent with the actual law in northern states, and that separate schools are found in cities where the rigid interpretation of the law demands otherwise.

CHAPTER VI

THE INFLUENCE OF MIGRATION, SOCIAL, AND ECONOMIC FACTORS UPON THE TREND OF EDUCATION OF NEGRO YOUTH IN NORTHERN CITIES

There has been great concentration of Negroes in large northern cities. In 1870 only 750,000 lived in cities and most of these were in small cities of the South. As late as 1900, only 2,000,000 Negroes lived in cities; but from 1900 to 1925 this city population doubled. There was a pronounced trend toward the larger cities - a concentration in metropolitan areas.¹

With such wholesale shifting of population, readjustments become necessary,- readjustments in communities from which the Negroes migrate, in the communities to which they migrate, and in Negro life generally. This shifting has produced a new set of contacts between the colored and white races. In the communities from which many of the migrants come, the Negro farmer and his white brother were on a par, exchanging products, and living on friendly terms. In northern cities, different contacts are found from those in farm life. The culture of large cities is quite different. This shifting means taking on a new type of culture involving changes in attitudes and values.

1. Woofter, T.J., Negro Problems in Cities, p.17

In this chapter we shall attempt to find out those aspects of Negro life in northern cities that relate to social and economic characteristics and their bearing upon public school education. An attempt is made to ascertain to what extent neighborhood essentials and institutions are enjoyed by Negroes who migrate to northern cities, and to what extent Negroes who come into northern communities are able to adapt themselves to neighborhood institutions - especially the public schools.

1. Migration.

The migration of Negroes from the rural districts of the South has affected racial relations in public schools more than any other factor, for in this factor are engendered poor housing conditions, race prejudices, and segregation in all walks of life.

George Haynes² says that the migration of the Negro northward since 1870 has ebbed and flowed decade by decade, with changes in industrial, social, and economic conditions.

Between 1910 and 1920 there was an increase, due to migration, of 340,269 Negroes in the entire North and West. The migration is a part of the industrial and community adjustment of the two great racial groups. Adjustment and relation of these two races is a problem that belongs to all.

2. Haynes, George E., Migration. Opportunity Magazine, Sept. 20, 1924

In 1920, 16 states had from 1% to 5% of total population Negro

8	"	"	"	25% to 50%	"	"	"	"
2	"	"	"	50% Negro				

Whatever is done in Detroit, Cleveland, or New York, affects race relations everywhere.

(a) Shifting of Negro Population.³

There has been a constant shifting of Negro population from the black belt of the South to New York, Ohio, Illinois, Indiana, Pennsylvania, and Michigan. The following tables show the increase in Negro population in the North and West and the decrease in Negro population in southern rural districts:

Table XIV

City and Rural Population by Race.⁴

Total U.S.	1900	1910	1920	1900-1910 Increase	1910-1920
Negro City	2,002,008	2,684,797	3,559,473	682,789	874,686
Negro Rural	6,831,986	7,142,966	6,903,658	310,980	-239,308
White City	28,305,409	39,379,294	50,620,084	11,073,885	11,240,790
White Rural	38,503,787	42,352,663	44,200,831	3,848,876	1,848,168
Northern and Western States					
Negro City	637,212	830,342	1,308,504	193,130	478,162
Negro Rural	273,813	274,994	242,396	-25,819	-5,589
White City	25,253,493	34,617,821	43,576,822	9,364,338	8,958,991
White Rural	25,033,733	26,566,706	27,111,879	1,532,973	545,173

3. Woofter, T.J., Negro Problems in Cities, pp.27-28

4. Fourteenth Census Reports of the United States, Vol.II

Table XV

Per Cent of City and Rural Population by Race

<u>Total U. S.</u>	1900	1910	1920	Increase	
				1900-1910	1910-1920
Negro City	22.7	27.3	34.0	34.1	32.6
Negro Rural	77.3	72.7	66.0	4.6	- 3.4
White City	42.4	48.2	53.4	39.1	28.5
White Rural	57.6	51.8	46.6	10.0	4.4
<u>Northern and Western States</u>					
Negro City	69.9	77.0	84.4	30.3	57.6
Negro Rural	30.1	23.0	15.6	- 9.4	- 2.3
White City	50.2	56.6	61.6	37.1	23.0
White Rural	49.8	43.4	38.4	6.1	2.1

Tables XIV and XV show

(1) That the greater part of this shifting of Negro population occurred from 1910-1920 during which decade the Negro city population increased 874,686, and the Negro rural population decreased 259,308. The 1925 estimates of the United States Census Bureau indicate a further increase of 600,000 in Negro city population, making a total increase of about 2,100,000 for the twenty-five year period, a growth of more than 100 per cent.⁵

(2) The trend of Negro population is definitely cityward.⁵ Let us survey this shifting of Negro population in some of the large northern cities to ascertain how it has affected the contact between the races.

5. Woofter, T.J., Negro Problems in Cities, p.28

(b) Concentration of Negro Population in Large Cities.

Before the World War the demands of industry were satisfied by immigrants. During the war, the supply of foreign labor was restricted, causing many manufacturers to employ Negro workers. Labor agents urged Negroes to come North. Some came and wrote for their friends to come because of first, the industrial opportunities; second, educational opportunities; third depression in the South because of the boll weevil.

As a result, large northern cities gained rapidly in Negro population.

(1) The following tables show the number of Negroes in representative northern cities in 1910 and 1920, and the increase in Negro population:

Table XVI

Cities	Negro Population ⁶		Increase	
	1920	1910	Number	Per cent
Washington, D.C.	109,966	94,446	15,520	16.4
Chicago, Ill.	109,458	44,103	65,355	148.2
Detroit, Mich.	40,838	5,741	35,097	611.3
Kansas City*	45,124	32,852	12,272	37.4
St. Louis, Mo.	69,854	43,960	25,894	58.9
New York City	162,467	91,709	60,758	66.3
Cincinnati, Ohio	30,079	19,639	10,440	53.2
Cleveland, Ohio	34,451	8,448	26,003	307.8
Indianapolis, Ind.	34,678	21,816	12,862	59.0
Philadelphia, Pa.	134,229	84,459	49,770	58.9
Pittsburgh, Pa.	37,725	25,623	12,102	47.2
Dayton, Ohio**	9,029	4,842	4,187	86.5
Gary, Ind.**	5,299	383	4,916	1283.6
Toledo, Ohio**	5,690	1,887	3,803	201.3
Canton, Ohio**	1,349	291	1,058	71.7

6. Woofter, T.J., Negro Problems in Cities, p.32

* Missouri and Kansas combined

** Detroit Peoples News, January 29, 1927, p.10

Table XVII

Growth of Negro Population in Detroit

The large increase in Negro population in Detroit was probably due to the general migration, the opening of industries to the Negro, the friendly feeling toward the Negro in Detroit, and neighboring cities, and the desire to have Negro youth educated.

(2) The following table shows the growth of Negro population in Detroit by decennial years:⁷

	Total Pop.	Negro	Percentage
1850	21,019	578	2.79
1860	45,619	1,403	3.07
1870	79,577	2,235	2.81
1880	116,340	2,821	2.42
1890	205,876	3,431	1.66
1900	285,704	4,111	1.44
1910	465,766	5,741	1.23
1920	993,678	40,838	4.11
1927*	1,368,220	85,000	6.

Table XVIII

Increase in Numbers and Per Cents of Negro Population

In Detroit as Compared with the Increase in Total

Population.⁸

	Incr.in Tot. Pop.	Per cent of Incr.	Incr. in No. of Negroes	Per cent of Incr.
1860	24,600	117	816	139
1870	33,958	73	832	59
1880	36,763	46	586	26
1890	89,536	76	610	21
1900	79,828	38	680	19
1910	180,062	63	1630	39
1920	527,913	113	35097	611

7. Washington, Forrester B., The Negro in Detroit. The Detroit Peoples News, January 29, 1927.

* Superintendent of Public Schools, Detroit, Michigan

8. Washington, Forrester B., The Negro in Detroit, Jan.29, 1927.

(c) Negro Migration in New York.

The increase in Negro population in New York State from 1910 to 1920 was 64,292. In 1910 the Negro population was 134,191; in 1920 198,434. Estimated on the basis of an annual increment of 9,363, the 1925 population of New York State may be conservatively estimated at 245,296.

A discussion of this migration calls for a study of these masses of Negroes who have recently come to the North, their social adjustment and their larger industrial opportunities. In New York City, Harlem is a Negro City established within New York City; and, likewise, we may find, though not on such a large scale, Negro cities established within all northern cities with large Negro populations. Here we find Negro banks, theatres, hotels, stores, real estate offices, churches, social service facilities, Negro doctors, lawyers, architects, social workers, public school teachers, and other men and women ministering to the needs of their own people.⁹

Harlem is the most outstanding example of a northern Negro community with 500 Negro school teachers. This, however, is not the number commensurate with its Negro population and educational achievements. With the large increase in Negro population, there are attendant social and economic problems, involving housing and health, and an increase in juvenile delinquency.¹⁰

9. Personal observation

10. Jones, Eugene Kinkle, Opportunity Magazine, January, 1926, p.10

(d) Types of Communities from which Negroes Migrate.

The types of communities from which the majority of the Negroes migrate, show the community experiences they bring with them, to the North. Many of them were farm hands and the wages of farm hands, before the heavy migration, ranged from 50cents to one dollar per day.¹¹

The public schools in the South, usually ungraded, run from three to six months, and are taught by poorly prepared, poorly paid teachers, in poor buildings or churches. The greatest opportunity for group expression is in the church. In the South, the Negro church is the most influential institution in Negro life. All social activities are connected with the church.

(e) Types of Communities into which the Migrants Come.

The migrants come into the lures of the gay city life, where there are movies, dance halls, and noises. Their hopes are high as they think of the wonderful industrial opportunities, social and educational opportunities they are to enjoy in the North. They have been told that the schools up North are mixed. In fact they come expecting "that new kind of freedom, where you get all your rights just any time you need them". Those migrants who come to the North have a definite feeling that they will improve their standard of living as well as increase the amount they earn. They expect better houses, conveniences and schools. They expect wider opportunities, and more favorable contacts.

11. Haynes, George E. Negro Migration.

But the standards of those Negroes who migrate from the rural districts of the South do not measure up to those of Negroes who were born in the North, or who have lived there for some time. There is great retardation and over-ageness among the Negro migrants. As a result of Negro migration to the North, we find the trend toward racial separation.

The movement to large northern cities, the density of Negro population in these cities, the passage of segregation laws, restrictions in residential districts, discriminations in public schools, and places of amusement, all attest that the trend in northern cities is toward racial separation. So the migrant finds Chicago with its South Side, New York with its Harlem, Cincinnati with its West End district, Gary with its "Bungaloo Barracks" and Indianapolis with its "Wild Cat Chute". In Buffalo and Cincinnati the Negro district overlaps the vice district, with families living in alleys, sometimes seven persons in two dark rooms.¹²

Professor Work says that in 1920 nearly three fourths of the Negro population in the North was living in ten industrial districts as follows:

(See Table XIX)

Table XIX

Indianapolis District - - - - -	47,550
Detroit-Toledo District - - - - -	55,918
Cleveland-Youngstown District - - -	58,850
Kansas City District - - - - -	65,393
Pittsburgh District - - - - -	88,283
Columbus-Cincinnati District - - -	89,273
St. Louis District - - - - -	102,607
Chicago District - - - - -	131,580
Philadelphia District - - - - -	248,343
New York District - - - - -	251,340

These industrial districts include a number of smaller industrial cities. Much of the domestic service formerly done by foreigners, is done by Negro workers. Before the migration, most of the public schools were opened to Negroes without much tendency toward segregation.¹³

2. Social and Economic Factors.

Other important factors influencing the education of Negro youth in northern cities are: industrial conditions, the growth of religious and social organizations, housing conditions, public schools and recreational activities.

How shall we understand the migrant in terms of the new factors in his environment? It is important that environmental

13. Work, M.N., Types of Communities into which the Negro Migrants Come. Opportunity, Sept., 1924, p.274

influences be emphasized since they are important factors in the realization of the aims of education.

James H. Robinson says "The fate of the Negro in America has been especially intertwined with the labor problems of the nation. It was to meet the colonial need of labor that the Negro was first brought here. The educational schemes in his behalf that have met with greatest favor are those which claim to fit him for better work. It is the shortage of labor in northern cities both during the World War and since, that occasioned the most recent stream of black folk from the South in numbers unprecedented." Let us make

(a) A General Survey of the Negro and Various Classes at Work.

The following tables show the extent to which the Negro and classes of the population are engaged in gainful occupations:

The following figures, from the United States Census for 1920, deal with the gainful employment of various classes of the population, male and female, for seven cities of the United States, including Cincinnati. The cities are named in order of the sizes of their Negro populations ten years of age and over:

Table XX

Number and Proportion of Males and Females in Each

Principal Class of the population in Gainful

Occupations.

Native White
Native Parentage

City	Total Number		Engaged in Gainful Occupations	
			Number	Per cent
New York	M	431,721	337,737	78.2
	F	446,962	146,240	32.7
Philadelphia	M	267,537	513,304	78.7
	F	278,419	81,116	29.1
Chicago	M	235,238	186,661	79.3
	F	233,490	74,603	32.0
Washington	M	92,275	75,509	81.8
	F	112,079	48,594	43.4
St. Louis	M	138,574	111,379	80.4
	F	142,568	45,782	32.1
Detroit	M	132,231	112,771	85.2
	F	105,996	28,243	26.6
Cincinnati	M	77,781	61,586	79.2
	F	82,159	23,601	28.7

Table XXI

Number and Proportion of Males and Females in Each Principal
Class of the Population in Gainful Occupations

City	<u>Native White</u> Foreign or Mixed Parentage		Engaged in Gainful Occupations	
	Total Number		Number	Per Cent
New York	M	739,645	522,012	70.6
	F	795,806	264,175	33.2
Philadelphia	M	205,786	153,963	75.6
	F	217,866	68,315	31.4
Chicago	M	387,158	294,483	76.1
	F	417,687	141,532	33.9
Washington	M	22,667	18,553	81.9
	F	27,501	11,535	41.9
St. Louis	M	96,834	83,036	85.8
	F	111,066	31,757	28.6
Detroit	M	119,414	94,987	79.5
	F	116,430	31,275	26.9
Cincinnati	M	50,273	43,260	86.1
	F	60,110	16,843	28.0

Table XXII

Number and Proportion of Males and Females in Each
Principal Class of the Population in
Gainful Occupations.

Foreign Born White

City		Total Number	Engaged in Gainful Occupations	
			Number	Per Cent
New York	M	1,008,582	917,249	90.9
	F	959,953	240,663	25.1
Philadelphia	M	203,406	184,101	90.5
	F	190,341	38,510	20.2
Chicago	M	427,820	391,494	91.5
	F	469,798	74,586	20.2
Washington	M	15,022	12,929	86.1
	F	10,325	1,812	17.5
St. Louis	M	55,885	50,026	89.5
	F	46,605	8,713	18.3
Detroit	M	115,550	153,205	92.5
	F	116,707	19,295	16.5
Cincinnati	M	21,669	18,436	85.1
	F	20,895	4,005	19.2

Table XXIII

Number and Proportion of Males and Females in Each Principal
Class of the Population, in Gainful Occupations

City	Total Number		Engaged in Gainful Occupations	
			Number	Per Cent
New York	M	62,614	56,516	70.3
	F	69,873	40,484	57.9
Philadelphia	M	57,796	50,809	87.9
	F	57,261	27,792	48.5
Chicago	M	49,811	45,123	90.6
	F	47,150	20,755	44.0
Washington	M	42,979	35,865	83.4
	F	50,803	28,588	56.2
St. Louis	M	31,140	27,880	89.5
	F	30,095	13,526	44.9
Detroit	M	21,349	19,808	92.8
	F	14,820	4,969	33.5
Cincinnati	M	13,136	11,605	88.3
	F	12,853	5,926	46.1

Explanation of Preceding Tables

The cities cited are northern and border cities. The percentage of Negro males gainfully employed exceeds that of any class of the white male population except the foreign born. In the case of St. Louis the percentage of Negro males employed equals, and in Cincinnati and Detroit, it exceeds the percentage of foreign born males gainfully employed. In every instance cited, the percentage of females gainfully employed is materially greater than the percentage of any white group of the population.

In Cincinnati in 1920 there were 88.3% of Negro males gainfully employed, 85.1% of the foreign born white males, 86.1% of the native born white males of foreign or mixed parentage, and 79.2% native white males of native parentage. The females employed in the Negro group were 46.1%. 11,605 Negro males ten years of age or older, and 5,962 Negro females were gainfully employed in Cincinnati in 1920. Eighty-six and four-tenths per cent of the members of the race were ten years of age and older. Fifty-eight and four tenths per cent of the entire race in the city was gainfully employed, constituting 17,567 of the total Negro population of 30,079. In the United States as a whole, in 1920, 39.4% of the total population was gainfully employed.¹⁴

14. United States Census Reports, 1920.

Table XIV

From the figures of the United States census, we submit the following table showing the relative proportion of all classes and Negroes as distributed over the general divisions of occupations:

General Division of Occupations	All Classes		Negro	
	Number	Per cent	Number	Per cent
Both Sexes	41,614,248	100	4,824,151	100
All Occupations	41,614,248	100	4,824,151	100
Agriculture, Forestry & Animal Husbandry	10,953,158	26.3	2,178,888	45.2
Extraction of Mineral	1,090,223	2.6	73,229	1.5
Mfg. & Mech. Ind.	12,818,524	30.8	886,810	18.4
Transportation	3,063,582	7.4	312,421	6.5
Trade	4,242,979	10.2	140,467	2.9
Public Service (Not classified elsewhere)	770,460	1.9	50,552	1.0
Professional service	2,143,889	5.2	80,183	1.7
Domestic and Personal Service	3,404,892	8.2	1,064,590	2.1 7
Clerical Occupations	3,126,541	7.5	37,911	.8

These figures show that 85.7% of the Negroes gainfully employed were in three great classes of occupations representing: first, farming; second, domestic and personal service, and third, industry. If these figures were compared with the census of previous decades the percentage in industry would be seen to be on the increase at the expense of those engaged in farming and domestic and personal service.

The following tables deal with some facts taken from the economic life of the Negro in Cincinnati from 1920-1924:

(b) The Employment of the Negro in Cincinnati.

In 1918, with the cooperation of a large number of school teachers, nearly twenty thousand persons were interviewed regarding Negro help in their employ. The vast majority of these people employed no Negro help. 1764 of them did, however, employ Negroes, and gave answers to the questions that were illuminating. This work was done under the guidance of a Negro Civic Welfare Association, J.H. Robinson, Executive Secretary. As a member of the Board of Directors, I was very much interested in their findings.

Some Facts Taken from the Economic Life of the
Negro in Cincinnati, Ohio, 1920-1924

Firm	No. employed	Kind of work	Increase	Wages	Comment on service
Richardson Paper Company	150	General labor		\$20-\$30 per wk.	Some good, some bad
Elmwood Casting Company	40	Shipping casting cleaning Shaking driving 4-8 molders	Decrease 4 yrs. ago had 300	\$21.60 wk. 4 men molders \$40.80 wk	Good work requires endurance and strength colored men have it.
Jarecki Chemical Co.	20	common labor		\$18.20 wk.	
Virginia Carolina Chemical Co.	25	Common labor; trucking	Seasonal sometimes 75 men	\$22.50 wk.	Good service

Firm	No. employed	Kind of work	Increase	Wages	Comment on Service
Conkling Box Co.	10	Run machines labor, drive	July-June rush 15 men	\$22-\$24 wk. mach; \$14-\$15 or 15 yrs. wk. others	Good; most with Co. 14
Cincinnati Milling Machine Company	55	Common labor		\$20-\$25 wk.	Some good, some bad
Williamson Foundry	300	Labor, mold and different processes	350 at times	\$18.50 wk.	As in any race some good, some bad. Some work a day and lay off a day
American Oak and Leather Company	210	Labor	majority of factory		Lovely
Joslin-Schmidt Co. Mfg. Chemists	13	Common	Av. 10-18; at big seasons 1 mo. Spring 1 mo. fall, 60-70 men	\$20 wk.	Small no. satis. Big season irregular
Lunkenheimer Co. Brass Goods	175	Common, molding, cleaning & foundry	160 ave.	\$21.60 wk.	Very satis. some shiftless
Stearns & Foster Co.	150	General labor	100-150	\$22.60 wk.	Very satis. just as good as white
Grasselli Chemical Company	40	Labor		\$18-\$20 & \$21.60 wk.	Some good, some bad. Not as good (as 5-6 years ago. War spoiled. Jobs not at a premium. Younger generation does not compare)
Monitor Stove Co.	15	Common labor carry iron clean shavings, etc.		\$18.20 wk.	Best in city. Some have (been with firm long time)
Boldt, Chas. Glass Company	30	Common labor make 25-30 gladd		\$14.40 & adv. \$24.00	Satis. Some long time If no good let go

Firm	No.employed	Kind of work	Increase	Wages	Comment on service
Ault & Wiborg Co. Varnishing Works	20	General labor	Cutt off 5-6 colored men in genl. cut	\$20-\$25	Satis. now Summer poor not due to race-- all poor
Ault & Wiborg Co. Ink Works	6	Handle raw mat. black ink (quite appro.)			Satisfactory. 1 pillar in Methodist Church, 1 since Mr. Ault established works.
Globe-Wernicke Co.	100	Porter and genl.labor		\$16-\$22 exception- al to go higher	Satis- factory
Fries & Fries Chemi- cal Laboratories	10	7 flavoring dept. 2 drive trucks, 1 night watch- man injured now. Day uti- lity man		\$20-\$30 wk.	Very good, some a long time
Joseph & Joseph Co. Waste Dept.	50	Waste		Vary	Just what you could expect of men at this work
American Agricul- ture Chemical Co.	55	Labor	2 busy seasons Spring & June, Aug. Oct.-150	\$22 wk. to \$24.75	Old men good rush seas on all not so good
Buckeye Foundry	100	Foundry	110 at times (Have loaned as much as \$5,000 to men to buy homes).	\$38 wk.	Good-some stay 25 years.
International Agri- culture Corp. (only in Spring)	100	Fertili- zing			
Wm. Stach Storage Company	10	Moving furniture			
Cincinnati Traction Company	175 120	Track con-	Yes	\$20 wk.	Irregular

Firm	No. employed	Kind of work	Increase	Wages	Comment on service
Baldwin Piano Co.	25	Clean, shavings, porters, etc.		\$14.48	Young, lazy, almost fall over. Older very sat.
Phillip Carey Co.	1000	Mill, shipping, platform, common labor, janitor		\$15.36 wk.	13% of employees colored. Some been there 10-15 yrs. Some good, some bad.
Nivison & Wieskoff Glass Factory	25	Common labor		\$24.00 wk.	All right
C.L.Hilscrap Iron & Paper Co.	125	Warehouse 15 Yard labor	75-125 no. varies with market	\$21.60- wk.	Sometimes good
Ryerson, Jost & Sons (Iron & Steel)	35	Labor. Need only write read, figure.		\$21.20- \$23.32 wk.	Very much pleased - steady
Peerless Foundry	100	Labor, mold	At times more than 100	\$27.00 wk.	Satisfactory
Pollak Steel Co.	12	Labor, yard, turn, lathe, clip, steel	Irreg. in wartime. 300-400	\$22.00 wk.	Some good and just opposite. Fortunate in getting good.
Cincinnati Steel & Casting Company	110	Labor mold	ave. 75	\$20-\$50 wk.	Satisfactory
Queen City Brush & Specialty Co.	40	Machine labor	At times 60	\$28 wk.	Satisfactory
Bishop Wrecking Co.	20	Wrecking		\$16.80 wk.	Very satisfactory
Fisher DeVore	75	Construction		\$24 wk.	Very good
Ferro Concrete	200	Common, pick, shovel to concrete (all union men)		\$25 wk.	Have to be ?

Firm	No.em- ployed	Kind of work	Increase	Wages	Comment on service
Max Penker	10	Laborers		\$25 wk.	
Hemkel & Sullivan	50	Laborers		\$24 wk.	all right
Ohio Building & Construction	60	Labor		\$24 wk.	Satisfactory, if not turn off. Sometimes off over hour

The vast majority of the men are engaged in common labor. Labor Unions discriminate against Negroes, restricting them almost exclusively to the common labor unions, as teamsters and hod-carriers.

Negroes did much of the skilled work in the South. In Lexington, Kentucky, for example, not only did black workmen do all the stone masonry in building the court house, but the contract for it was held by a Negro contractor.

In Cincinnati a small number of Negroes are found nailing lathes and as cement finishers. Negro carpenters, painters, blacksmiths, brick masons and stone masons in this city, men who learned their trades in the South, either entirely abandon these trades when they come to the city, or continue as job workers.

Common labor is paid forty to sixty cents per hour, and forty-eight and fifty hours per week on the average. The average wage per week is twenty dollars to thirty dollars, and nearer twenty-five than thirty.¹⁵

15. Robinson, J.H., Negro Civic Welfare Committee, Cincinnati, Ohio

Employment of Colored Women

Firm	No. employed	kind of work	Increase	Wages	Comment on service
Rauh & Mack	90	Shirts, operating power machines	Capacity 150	\$18-\$25 wk.	Very good, irregular, delays, others
Kermin Lunch Room	25	Cooking and washing dishes waiting			
International Fruit Product Co.	50	Pit cherries		\$15 wk. when work is steady	Irregularity; biggest difficulty
Globe-Wernicke	2	Janitress, making pads	decrease	\$18 wk.	Exceptionally good - reason kept after war
Walnut Hills Laundry	48	Laundry work	Average	Can't give	Very satisfactory
Joseph & Joseph Rag Factory	150	Sort cotton rags	150-175 18-40	\$7.50-\$12.50 wk.	Some satisfactory, some do not stay long
Potters	7	Cleaning, 2 elevators		\$10 wk.	Satisfactory
Sinton Hotel	50	Chamber, linen room, scrub.		\$11 wk. coffee or milk	Excellent
Gibson Hotel	80	Maids		\$11-\$12 wk.	Good
Burnet House	22	14 maids, 2 hall 1 public bath, 2 scrub, 2 linen		\$10.50	Perfect
Grand Hotel					
Havlin Hotel	25	Cleaning, maids			
Rheinstrom's Pure Food Products	50 16	Pit cherries Labor	Season 1-100	\$9-\$12 wk.	some good, some not

Firm	No.employed	Kind of work	Increase	Wages	Comment on service
Keystone Fruit Product Co.	40	Pit cherries		\$5-\$11 wk.	Satisfactory
W. M. Spencer Sons	15				
Fenton Dry Cleaning Co.	35	Pressing	Average	\$15 wk.	Very good very well pleased
Sehn-Benzol-Wuerdeman Co.	20	Pressing	Average	\$16-\$18 wk.	Very good
Ohio San Telmo Cigar Co.	6	Stripping tobacco	59-60; moving this wk.	\$10-\$12 wk.	Irregular, Lazy
Princess Garment Company	35	Make wash dresses	Average	\$12 wk.	Not steady, lay off after 4 or 5 weeks
Irwin Company	3	Maid, Stock Girls laid off, couldn't get type.		\$10 wk.	Satisfactory
Baldwin	5	3 varnish, 1 kitchen, 1 office clean.		\$12.20 wk.	Very fine, ladies command respect.
Leon Marks	4				
Rollman Co.	20				
Kline Co.	6				
Denton Co.	6				
Shillito Co.	3				

In October 1923, the following information was gathered concerning Negro men and women at work in plants, factories, stores, hotels, etc:

<u>Firms</u>	<u>No. employed</u>
2 paper mills	1150
9 chemical concerns	493
9 iron, steel concerns	767
2 glass factories	55
1 brass foundry	175
2 waste product concerns	175
1 brick and construction concern	295
6 miscellaneous plants	335
6 construction concerns	415
38	3860

Employment of Negro Women

<u>Firms</u>	<u>No. employed</u>
2 textile factories	125
4 laundering and cleaning concerns	141
1 cigar factory	60
4 canning factories	171
6 hotels and restaurants	227
7 stores	49
1 waste product concern	150
25	923

We see that there are many Negro women gainfully employed. Where there are children of school age in the home, the absence of the mother from the home means neglect of the children, irregular school attendance, and unfavorable home conditions.

(c) Housing Conditions of Negroes in Congested
Districts of Northern Cities.

The forces that tend to separate the Negro community from other communities, also tend to mass the Negro migrants in undesirable living quarters. Low wages and the pressure of segregation keep the social status of the Negro in these quarters very low, and shatter whatever ambition he may have had.

The migrants had plenty of space around their "shacks" in the South. In the North they are in the congested city district with no space and poor housing conditions. The houses which the masses of Negroes may occupy are usually old and have been discarded by their former tenants who, for the most part, were foreigners. Yet, the rental charges for these houses are maintained at a high figure. The enormous rents and low economic level make overcrowding necessary, and we find old tenements with from twenty to twenty-five families, each family occupying one furnished room. Sometimes there is a common kitchen.¹⁶

(1) Social and Moral Cost of Overcrowding.

The social cost of this concentration, especially when the families involved are low in social status, is shown by a

16. Personal observation in Chicago, New York, Philadelphia, Cincinnati

study made by the Philadelphia Housing Committee as follows:

"A block of a little more than one acre, houses on an average 110 families or about 330 people, and in addition several business establishments. From 1921 to 1924, there were 179 families living in this block reported to the Social Service Exchange. There were 402 cases of these families, handled by the 52 agencies in the field of family relief, health, and children's work. The records revealed 261 social defects, among which were 71 cases of delinquency, 95 cases of sickness, 6 still born babies, and 56 cases of family relief."

The necessity of taking in lodgers in order to pay the rent often causes moral and social disaster, especially if the families have adolescent boys and girls.

In Philadelphia, New York, Chicago, and Cincinnati are found old tenement houses with long narrow halls, dark stairways, and a single toilet used by many families.

We find also in Buffalo, Gary, and Indianapolis, unsanitary housing conditions. The vice districts are not far from these houses.

(2) Rents.

There is much evidence showing that Negroes pay more rent for houses than was paid by white tenants for the same houses. I have observed that in Cincinnati, when landlords are persuaded to rent to Negroes, the rent is doubled and sometimes trebled.

Here are some figures from the Department of Public Welfare of Chicago:¹⁷

	Median Rental		
	<u>Native Whites</u>	<u>Foreign Born</u>	<u>Negro</u>
Unheated flats	\$20 to \$25	\$15 to \$20	\$25 to \$30
Heated flats	\$55 to \$60		\$65 to \$70

The foregoing study involved 1,224 Negro families.

The following study involving 527 Negro families is from a report of the Urban League of the Lower North district of Chicago. It states that the high rents in the South Side where about 63 per cent of the Negroes have come, are compelling them to seek cheaper rents. Dwellings which were formerly rented for \$8 to \$20 per month to white families were now bringing from \$12 to \$45 per month when rented to Negro families.

Similar surveys were made in Buffalo and Gary.¹⁸

The report of the Philadelphia Housing Association states:¹⁹ Last year the Negro population was subjected to a more difficult rental situation than the whites. Over 61 per cent of the Negro tenants were forced to pay higher rents than the white tenants. The greatest contrast was shown in the northeast and northwest where the rate of increase for the Negroes was 26.7 per cent and 21.5 per cent respectively, while for the whites it was 9.5

17. Department of Public Welfare, Chicago, Ill.

18. Wooster, T.J., Negro Problems in Cities. pp.126,127

19. Philadelphia Housing Association, Housing in Philadelphia, 1924, pp.22-25

per cent and 8.6 per cent respectively.

The rent increase for the whites was 61.5 per cent and for the Negroes 71.86 per cent.

An article written by Mr. Bleeker Marquette of the Better Housing League of Cincinnati, tells not only of the dark side of Negro Housing in Cincinnati, but also of the brighter view of what is being done to ameliorate housing conditions. He says: "Rents are 75 per cent higher in our tenements. In 1918 the average tenement room rented for \$3.35 a month. Today the same room is costing the white tenant \$6.06 and the colored tenant \$7.77.

In 1918, 10 per cent of the tenement flats were vacant. Today no flats are vacant longer than necessary for one tenant to move out while the other moves in.

There is overcrowding. We have actual cases of 12 people in 2 rooms, 17 people in 2 rooms, 8 people in 1 room, and 96 people in one 12 room house. The conditions under which colored families have to live are disgraceful."

(d) Remedial Measures.

In every large city there are social agencies at work attempting to ameliorate conditions. The Urban Leagues in each city are helping wonderfully. In Cincinnati we have the Better Housing League. Its aim is to provide better homes for both white and colored families. In Cincinnati we have 6500

tenements, housing 30,000 families. The League is trying to eliminate the worst conditions and make these tenements as livable as possible. The existing housing problem is not only one of building, but it is also a problem of tenants. Families accustomed to low standards are often indifferent, careless, dirty.

The League has seven (7) visiting housekeepers, three of whom are Negroes who go about day by day inquiring about conditions and becoming friendly with the tenants and inspiring them to better housekeeping methods. Knowing the value of teaching by example, the League maintains a housekeeping center in the heart of the Negro district. The rooms have been furnished with re-finished second-hand furniture at a cost of less than \$50 per room. Educational classes are held in this center.

The Negro Civic Welfare Association, composed of both colored and white citizens, with J.H. Robinson as executive secretary, regulates the social betterment of the Negroes in Cincinnati. It cooperates with all Negro agencies and white agencies that affect the Negro.

The Cincinnati Model Homes Corporation organized in 1912 by J.G. Schmidlapp, a banker interested in improving conditions among Negroes, has built homes housing 225 Negro families and 175 white families of the low income group. This organization has continued to build until now it has fourteen

groups of houses in various sections of the city. The rents are moderate, averaging \$6 a room per month for high grade accommodations, as against \$7 a room per month elsewhere for the poorest type of tenements.

The citizenship as well as the health record of the colored tenants in the Model Homes has been striking. There has been on an average only one arrest per 150 persons in the flats as against one per seven persons of the Negro population as a whole.²⁰

The following Housing Survey of the Negro district of Cincinnati, under the direction of Mr. Bleeker Marquette, Executive Secretary of the Better Housing League, will throw some light on the housing conditions in a congested Negro district:

Table XXV

Housing Survey - West End District

Number of houses surveyed	1897
Number of one family houses	301
Number of two family houses	384
Number of tenement houses	862
Number of rooming houses	250
Number of rear houses	10
Number of alley houses	18
Homes owned	34
<u>Number of stories</u>	
One story	76
Two stories	553

20. Information furnished by Bleeker Marquette, Executive Secretary of the Better Housing League, Cincinnati.

Three stories	955
Four stories	145
Five stories	11
Six stories	1
Seven stories	2

Number of families in one house

One	256
Two	373
Three	344
Four	129
Five	70
Six	63
Seven	23
Eight	8
Nine	4
Ten	5
Twelve	3
Thirteen	2
Fourteen	2
Sixteen	2
Eighteen	3

Number of families per flat

Two	120
Three	13
Four	6
Five	4

Houses dilapidated 292

Legitimate business in building 64

Objectionable business 246

Fire danger 575

Water supply in yard 101

Water supply in house (but not in apartment) . . . 216

Water supply on porch 1

Number of houses

Number families per hydrant

66

2

11

3

7

4

Toilets in yard 931

Toilets in house 395

Number of families per toilet

Two	339
Three	170
Four	52
Five	11
Six	5
Eight	2

Number of toilets in bad condition	306
Bad plumbing	146
Leaking roof	233
Bad drainage	351

Basements occupied	72
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Dark rooms	341
Dark halls	217

Defective flues	91
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Lack of conveniences

One	95
Two	104
Three	84
Four	145
Five	258
Six	388
Seven	318
Eight	165

Lack of play space	523
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Accumulation of garbage	172
Accumulation of rubbish	557

Bad neighborhood	169
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No sewer connection	10
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Note: Conveniences (gas, electricity, furnace heat,
janitor service, bath rooms, hot water, laundry,
laundry equipment).

Number of flats in 1897 houses	4953
Number of two room flats	1922
Number of three room flats	1550
Number of four room flats	3472

(e) Adjustment to City Life.

The adjustment of migrants to the busy city life involves a series of experiences, beginning with the migration itself. According to their own statements, many of the migrants had never been on a train before. Now they had been urged to come, with the railroad fare paid, with the assurance of great advantages in the "Promised Land".

The trend of the Negro population is cityward, and we find, for example, Detroit with 611% increase in Negro population. This concentration in large cities involves social and economic problems. We find men with small incomes, women having to go out to work, facing embarrassment because of pressing social and economic conditions. We find segregation in factories, segregation in housing - the poor whites move out, leaving the Negroes to themselves, thus leaving a Negro school district. The schools at first are Negro and poor white, the latter remaining for exploitation only. Gradually the poor whites move out and the Negro remains. These are districts that have Negro schools in northern cities. This the migrant's next experience is segregation.

There is segregation in factories, segregation in housing, segregation in schools, segregation in recreation, segregation in all forms of life. There is a well defined separation of one group from the other.

Because of the neglect of neighborhoods in which Negroes

must live, the overcrowding, high rents, and lack of police protection, we find social maladjustments in these congested Negro districts. In every city we find social agencies attempting to ameliorate conditions. Often philanthropists help in a substantial manner.

We find then, distinctively Negro districts, in which desirable white teachers do not prefer to teach. In most cities, the Negro teacher does not teach in mixed schools. (Ch.III). The question then arises, shall white or Negro teachers train these Negro children? Most of those who do not favor separate schools are satisfied if white inferior teachers train this Negro group. Those who favor separate schools prefer that their children be trained by efficient teachers of their own race. Thus the old conflict of opinions is ever with us.

Summary.

A series of experiences has influenced the trend of education of the Negro youth in northern cities:

1. Migration, including changes in industrial, social, and economic life.
2. As a result of this migration and the restriction of emigrant labor, Negro men and women have greater opportunities in industry than they had before the World War.
3. The social and economic conditions, causing poor

housing, overcrowding, mothers to work in factories and neglect children, and high rents have influenced the education of Negro youth.

4. After migration we find segregation. The separation of the races in industry, housing, recreation, and all forms of life has influenced the separation of the races in public schools.

5. Each city has separation of the races according to the per cent of Negroes, the distribution of Negro employment, the density of Negro population, and the attitude of the whites toward the Negroes.

6. The trend is toward separation of the races in all walks of life.

CHAPTER VII

THE INFLUENCE OF INTELLIGENCE TESTING UPON THE TREND OF THE EDUCATION OF NEGRO YOUTH

The increase in Negro population in northern cities as shown in Chapter VI, Table XIV, brings many new problems into the public school systems. Most of the migrants come from the rural districts of the South where public school education for the Negro is very poor. When these children come North, they are over-age and retarded. This retardation is often accepted as evidence of mental inferiority. The poor school facilities in the South, pressing economic conditions in the North necessitating mothers to go out to work, unsanitary housing conditions, overcrowding, and many other factors, help to emphasize this retardation.

Since the World War, intelligence tests have been popular as a measure of mental capacity. Often these tests cause children of one racial group to appear inferior to another. Many of the general public think that in a few minutes it is possible to say exactly where an individual or a race belongs in the scale of human intelligence. It is assumed that there is a fixed natural difference between people; that the fate of the Negro on this continent is settled, his doom is irrevocably

sealed. Most teachers and children of the Caucasian race feel their superiority to teachers and children of the Negro race. As a result, Negroes from the South feel inferior to not only their white brothers, but also to their Negro brothers who have been North for some time. The assumption of mental inferiority, together with the fact that the status of the Negro in America has always been that of a subject people, has contributed to the desire for separation in the schools.

Intelligence tests, devised to discover native capacities, are valuable when used to secure an idea of progress or achievement of school children who have had the same curriculum and incentives, but in the hands of biased testers, they may be interpreted in such a manner as to encourage prejudice and propaganda.

We shall attempt, in this chapter, to give some of the uses and abuses of intelligence tests as handled by different investigators.

1. Illustrations of abuses.

(a) Dr. Carl Brigham of Princeton University, in his book "A Study of American Intelligence", attempts to show the inferiority of the Negro, and comes to the following conclusions:

(1) Negroes of all racial groups possess the least intelligence.

(2) Negroes from northern states possess larger increments of intelligence than Negroes from southern states.

(3) Northern Europeans possess greater intelligence than whites from southern Europe.¹

In this same article Mr. Bond says that Mr. Brigham attempts to show the undesirability of certain immigrant groups, and draws the typical Nordic conclusion as to the inferiority of the Negro. He adds that these conclusions are gaining casual and total credence in the scholastic world, as well as in other circles where they are a matter of discussion; that a Chicago high school teacher made the statement that the Alpha Army Tests showed that Negroes and foreigners were inferior to native born whites. The teacher had the figures and tabulations of Brigham and others, and displayed them. And so to the list of inferiorities to which the Negro is assigned, is to be added one of helpless natural mental deficiency.²

(b) Dr. Crane³ decided to study the Negro, and began his research with the following question: "What is the psychological explanation of the impulsiveness, improvidence, and immorality which the Negro everywhere manifests?" To sustain his thesis he needed Negro subjects for his tests. He humorously tells how they were selected, and the difficulty he found in getting them into the laboratory. Finally he resorted to a fee of fifty

1. Bond, Horace Mann. Intelligence Tests and Propaganda.
The Crisis, June 1924.

2. Ibid, p.62

3. Opportunity Magazine, November 1924, p.323

cents and the "Negroes came flying". In this way he secured one hundred subjects. He called this a test in volition in Negroes, subsequently receiving his Ph.D. from Columbia on this thesis.

2. Comparative Psychological Tests.

(a) Professor Sunne⁴ of New Orleans has made studies among Negroes and Whites as to their mental ability and school achievement. He made a comparative study of 116 Negro and 112 white pupils. The schools of these two groups compared favorably and their environment was similar. They were tested with the Binet and Yerkes point scale. He says that Negro children have a richer imagination, but are not as apt in problems demanding ingenuity and mechanical precision. He reports that Negro children have a greater facility in the use of words. He adds that Negro children have more primitive tastes in using gay colors, but have greater resistance to suggestion. He finds, contrary to the general notion, that the Negro child is superior to the white child in verbatim reproduction; that they also excel in rhythm and in facility in story telling. He says that these variabilities may be due to racial differences, or to individual differences.

Sunne also compared Negro children and white children in verbal and non-verbal tests. He included 1112 Negro children and 5834 white children and tested them on the National

4. Sunne, Dagny, A Comparative Study of White and Negro Children
Jour. of Ed. Psych., Vol.1, March 1917. pp.71-83

Intelligence Test and Myers' Mental Measure. On the National Intelligence Test he found the range and median of the Negroes similar to the range and median of the whites, but on the lower level, on the Myers' Test he found a greater range. He says that this may be due to the fact that Negro girls are often placed in grades higher than their mentality would suggest, in order that they might have an opportunity to take cooking and sewing. He says that Negroes are found among the highest and lowest 3% at every age level. The highest score on the National Test was reached by a white girl and the highest score on the Myers' Test by a Negro boy. Professor Sunne holds that it is difficult to say how much racial difference and how much difference in school training and social conditions influence the results of these tests.

(b) Murdock⁵ studied the mental ability and school progress of boys of four races in New York City. There were 230 Negroes, 500 whites, 500 Italians, and 500 Jews. The boys were from Grades 5, 6, 7, and 8a, and from somewhat desirable localities. The Pressey Group Intelligence Test was used. The results were as follows:

See Table XXVI

Table XXVI

Race	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16
Jews	118.4	128.5	125.5	124.3	126.5	
Italians	84.3	105.5	109.5	109.5	113.5	119.
Whites	108.5	127	131	128.5	120	110.
Negroes	106.5	112.5	115.5	108.	106.5	137

Table XXVII

Median of each group in school grades

Race	5a	5b	6a	6b	7a	7b	8a
Jews	89.5	100.	115.5	118.	127.5	130	139.5
Italians	75.	86.8	97.5	104	110	117	118.5
Whites	96.5	94.3	117.5	123.3	135.5	133.5	142.8
Negroes	83	84.5	97.5	93.5	110	122.5	139.5

Murdock says that the Negro seems to be well up with native whites and the Jews, but less gifted races have more retardation. In Table XXVI the Negroes of 11 years score 22 points higher than the Italians in intelligence, and 12 points lower than the Jews. There is a difference of only 2 points between the white and colored boys. At 12 years the Negroes are 7 points above the Italians, 16 points below the Jews, and 15 points below the whites. At 13 years the Negroes are 6 points above the Italians, 10 points below the Jews, and 16 points below the whites. At 14 years the Negroes are 1 point below

5. Murdock, Katherine, A Study of Race Differences in New York City. School & Society, Vol.2, January 31, 1920. pp.147-50.

the Italians, 16 points below the Jews, and 20 points below the whites. At 15 years the Negroes are 7 points below the Italians, 20 points below the Jews, and 14 points below the whites. At 16 years the Negroes are 18 points above the Italians and 27 points above the whites.

In school grades

- 5a Negroes surpass only the Italians
- 5b " lowest in group
- 6a " below Jews and whites and equal Italians
- 6b " lowest in group
- 7a " below Jews and whites and equal Italians
- 7b " " " " " and 5.5 above Italians
- 8a " equal Jews, above Italians, below whites.

Murdock concludes that Negro boys of 9, 10, and 16 years compare favorably with boys of similar ages, and that Negro boys of comparatively similar localities compare favorably in intelligence.

She states that while these tests were made upon school boys, no argument is needed to prove that differences which are found in races as represented by school children are the same as those which exist in families.

(c) Pressey⁶ in comparing Negro and white children used the Otis Intelligence Scale. She says that the Negro child is\

6. Pressey, Luella. The Influence of Inadequate Schooling and Poor Environment upon Results with Tests of Intelligence. Journal of Applied Psychology, Vol.4, March 1920.

good in simple processes as cancellation and rote memory, but poor in tests of complex abilities. She shows that Negro homes have a different social and psychological environment than that which moulds the mentalities of white children. Their standards of living, morals, religious ideas, sentiments, and interests are different. She asks "Can tests given by white examiners to colored children give reliable data for comparison"? The results of these tests show that Negroes at any age average one year below the whites.

(d) "The dead level of intelligence which is supposed to obtain among backward races is not borne out by psychological tests; individual differences among all races and variability of different groups seems to be on par".⁷

(e) Professor Furgeson⁸ made a study of the Negro soldier on the Army Alpha Test. He brought out the fact that the rural schools of Virginia, from which 2000 men came, were very inferior to the schools attended by the 4000 white men. He concludes that in so far as the intelligence quotient depends upon schooling, the measure would not be valid with inequalities in educational facilities. He adds that to whatever degree the vastly important intellectual capacities measured by the army tests may be due to education or native

7. Woodworth, R.C., Racial Differences in Mental Traits. Science, N.S. 31, pp.171-186. February 4, 1910

8. Furgeson, G.A., Intelligence of Negroes at Camp Lee, Va. School & Society, Vol.9, no.233, pp.724-725. June 14, 1919.

ability, it would seem that the only practicable means of increasing such capacity among men is "Education".

(f) Colvin,⁹ in 1922 emphasized first, the necessity of equal opportunity. He says that mental tests are supposed to be made up of materials which, aside from schooling are common in the experience of those being tested. In this way the influence of schooling is partly avoided. The measure of the native mental capacity of the individual is obtained from his responses to tests involving these experiences.

Second, "There must be the same or similar incentives to become acquainted with these materials and their relations. It isn't sufficient that the individual be merely exposed to materials of these tests. Individuals learn only those things for which there is some more or less definite incentive.

Third, "There must be the same or similar incentives to achieve under test conditions. In the laboratory the response to a very definite situation may be quite different according as the subject interprets the instruction." The response is reflected by the subject's attitude toward the test.

(g) Another Measure of Race Difference.¹⁰

Certain social research students think that the mere documentation of a popular assumption gives it authority. This is especially true of studies which involve racial comparisons.

9. Colvin, S.S. Some Recent Results Obtained from the Otis Group Intelligence Scale. Journal of Educational Research, Vol.15, January 21, pp. 1 - 12

10. Editorial in Opportunity Magazine, February, 1928, p.35

Professors Harvey C. Lehman and Paul A. Witty of the University of Kansas School of Education have just presented to the public "the Psychology of Play Activities" which manages to arrive at the usual conclusion of Negro inferiority. The professors apply what is termed the Lehman Play Quiz to 6000 white and Negro children of the Kansas City, Missouri, schools and to Negro children of Tulsa, Oklahoma. The investigation begins with the assertion that Negro children do less well than white children in tasks which involve abstract intelligence. The white and Negro children are first graded according to their preference for play activities in a group of 200 offered, which range from looking at the Sunday "funny paper" to "whistling" and "chewing gum". Then the children were asked to indicate which play activities they engaged in alone, and which they engaged in with one or more children. Thus the social participation index was reached in every age interval.

If play is a socializing process and a universal instinct, how are we to show why the Negro children surpassed the whites and at the same time were inferior to the whites tested? Here is the suggested argument employed:

(1) Over-participation in social activities results in neglect of certain individual activities essential to well balanced development.

(2) Children retarded in school are more social in their play behavior than children who make normal progress.

(3) Gifted children are less social than unselected children.

(4) An exceedingly high index of social participation is likely to co-exist with inferior scholarship.

Significant play activities were selected for closer study. The percentage of children engaged in "playing school" showed greater frequency for girls than for boys, and for Negroes than for whites. The explanation is that, for Negro children who are inferior to whites, "playing school" symbolizes knowledge and is a compensatory activity similar to Freud's day dream. To explain the fact that white girls frequently with higher academic ratings than boys "play school" more frequently, it is pointed out that there are environmental restrictions which limit the range of their play activities. Again, "going to church" was more popular among Negro than white children. This is not "compensation" but an escape mechanism by which they extend their personalities. To this is added the reminder that the Negroes' church going activities have no reference to their moral conduct.

In "boxing" the Negro frequently was above the white. This activity would afford equality in competition, but in neither Kansas City nor Tulsa are white and Negro children permitted to engage competitively in boxing.

Finally, the Negro children had a higher frequency at all age levels in "writing poetry". The explanation is that poetry is a more primitive mode of expression than prose. Greater frequency of "playing the piano" and "London Bridge" showed the Negro's fondness for rhythm, and we are to conclude that these activities are of less significance than chewing gum, one of the solitary pastimes in which the white boys excelled.

The objections to this research are not directed at what was found, but at the effort to twist the findings into a mold. To do this it was necessary to argue that play, which was social, was not the most valuable to children because Negro children excelled in it.

(h) Thorndike¹¹ says that poor school environment, deficiency in educational advantages, lack of knowledge of English as a mother tongue, are related to scores that individuals make in intelligence tests.

(i) Professor Peterson,¹² in his monograph, attempts to prove the inferiority of the Negro by comparing the distribution of white and Negro children 12 and 13 years old on the Otis Intelligence Test Advanced Examination. He says that Negroes fail to appreciate the time element.

It seems that from the results of intelligence testing

11. Thorndike, Edward L., The Nature, Purposes, and General Methods of Measurements of Educational Products, p.16, Part II
Seventeenth Year Book Natl. Society for the Study of Education

12. Peterson, Joseph. The Comparative Abilities of White and Negro Children. Comparative Psychological Monograph, Vol.1, No.5

the Negro is generally rated as inferior, notwithstanding the fact that the tests have been standardized, from groups having different experiences and incentives than the Negro groups.

Thorndike¹³ reported a sample study of differences between whites and Negroes in scholarship in the high schools in New York City. The study was made by Mayo in 1913. He secured the academic records of 150 Negroes who entered the high schools of New York City since 1902. For each such record he selected a white pupil's record under the same conditions. Thorndike says: "In my opinion, the samplings were closely similar."

His conclusions were:

(1) On the average Negroes were seven months older as beginners than the whites.

(2) Negroes stay in high school longer than whites.

(3) In achievement in the different studies they are somewhat, but not very much, inferior. The general tendency is for only three-tenths of them to reach the median record for whites.

(4) The difference is greatest in the case of English, in which only 24 per cent of the Negroes reach or exceed the median for the whites.

13. Thorndike, Edward L., Educational Psychology. Vol.III, p.207-208

Garth¹⁴ says "Intelligence tests have no value for racial comparison unless care is taken to isolate individuals, as representatives of both races, from approximately the same environmental strata as those with whom they are compared."

In general, therefore, we find that Peterson, Brigham, and Crane conclude that the Negro is inferior. Sunne says that it is difficult to say how much difference is due to difference in school training and difference in social conditions. Furgeson says that the I.Q. is limited by schooling. Woodworth says that individual differences are found among all people, and variability of different groups seems to be about par. Pressey, Thorndike, and Colvin emphasize environment.

Here again, we find conflict of opinions; some believe in the eternal inferiority of the Negro, others believe that the seeming differences are differences in educational opportunities, differences in training, social, and economic conditions.

3. Race Prejudice.

Many of us are familiar with the trait we call prejudice through our own personal experience. Even the name of science has been invoked to carry on this separation of races and the attitude of groups against other groups, i.e., race prejudice, becomes important to every citizen.

14. The Crisis, June 1924, p. 63

In an article entitled "The Taint of Race" in Opportunity, September 1925, Big Chief George Cutalow of the Mattaponi tribe of Virginia says: "Rather than be classed as Negroid, we would prefer to be banished to the wilds of the forest, there to let the wild fowls of the air, and the wild animals of the field devour our bodies and leave our bones to bleach white in the sunlight of the Great Spirit."

Kelly Miller¹⁴ says: "Prejudice is a state of mind. Some affect to believe that it is an innate passion parallel with instinct, and is therefore unalterable. Others believe that it is a stimulated animosity modifiable by time, place, and condition. But whatever the basis of race prejudice, we do know that it is a pressing, persistent fact, easily stimulated and appeased with difficulty. It forms a barrier between the races which is as real as the seas, and as apparent as the mountains."

The effect of race prejudice on northern communities is striking. Northern communities have resented the coming of the Negro into their midst and have moulded public sentiment against all Negroes until race prejudice is raging. Without race prejudice there would be no segregation so far as civil rights are concerned. Race prejudice, whatever its origin may be, is found wherever Negroes are found in great numbers. It has caused residential segregation, lynchings, and riots. In Chicago 58 homes were bombed with impunity and there were race

14. Miller, Kelly, The Harvest of Race Prejudice. Survey, Mar. 1925
p.682

riots in East St. Louis, Omaha, and Chicago. In public schools Negro children are being directly or indirectly segregated. How may this prejudice be overcome? If it should turn out that race prejudice cannot be overcome by direct attack and opposition, it may be circumvented by building independently where independence is necessary, and by cooperation where cooperation is possible.

There are several factors which unite to make separation of the races easier.

(a) Color.

Negroes are easily differentiated from the rest of the population because of their color. Even here we find paradoxes in attitudes, for a white child may sit beside a Negro servant daily, but will refuse to sit by a Negro passenger no matter how pleasing his manners.

(b) Social and Economic Status.

The work in which Negroes may engage, even in the North, is usually unskilled, or semi-skilled labor, and Negroes are denied membership in many labor unions. Even in this unskilled labor, the white people working on the same economic plane with Negroes are made to feel their superiority.

The status of the Negro affects his access to recreational activities, schools, and institutions of culture. There is invariably a tendency to classify the Negro and place him in an inferior class.

In his economic relations, if he acquires wealth, he usually engages in business and ceases to be in the servant class.

4. Education.

In education we meet the same perplexing problem. The laws of northern states provide for mixed schools, but how are they mixed?

A study was made of those south-side elementary schools in Chicago that are attended almost wholly by Negro pupils. It shows a higher percentage of retardation which is also characteristic of groups of similar schools in other cities.

Table XXVIII

Retardation in Chicago South-Side Schools¹⁵

Retardation	In schs. with largest Negro enroll.		In total city	
	Number	Per cent	Number	Per cent
Total enrollment	19,602	100.	329,878	100.
2 years	2,822	14.4	29,974	8.7
3 years	1,486	7.6	11,202	3.4
4 years	769	3.9	4,357	1.3
5 years	519	2.6	3,004	.9

Children who are retarded often present a disciplinary problem as well as an overage problem. Their attendance is very irregular in many instances. Woofter says that in the

15. Woofter, T.J., Negro Problems in Cities, p.175

neighborhood of one of the Negro schools in Chicago there were thirty-five Negro children under sixteen who had not attended school since coming to Chicago, and who were unable to read or write.¹⁶ It is quite evident that these children need constant and systematic special instruction.

(a) Mixed Schools and Separate Schools.

Some northern schools that are supposed to be mixed, have separate rooms or separate sections for Negro children.¹⁷

In Philadelphia there are no separate colored schools above the elementary schools.

In Indianapolis the tendency is toward segregation in public schools. A new senior high school now takes care of all the Negro youth of high school standing.

In Gary Indiana we find that the law provides that there may be "separate but adequate schools in every way" for the Negro youth. Because of the general overcrowding at the opening of school, eighteen Negro students were transferred from the junior high school department to the Emerson High School. There they met with insults from students and teachers, and a petition was circulated stating eight hundred students objected to having Negroes among them. The principal pointed out to them that their attitude was un-American, whereupon the eight hundred walked out. The Superintendent counselled with the strikers. Finally the Mayor promised them that the

16. Woofter, T.J., Negro Problems in Cities, p.176

17. Personal observation in Columbus, Dayton, and Cincinnati, Ohio

City Council would appropriate fifteen thousand dollars for the immediate erection of a temporary school building. All colored children except three seniors were to be transferred to the temporary buildings. Thus Gary will always be in the public eye as fostering race prejudice in the public schools over the protests of the principal of the high school and the Superintendent.

In Dayton, notwithstanding recent court decisions, there are separate classes taught by Negro teachers. The children of these classes are misfits in the regular classes, and include subnormals and disciplinary cases.

(b) The Curriculum.

In the curriculum we find that there is a tendency in mixed schools to have certain special arrangements for colored pupils. There are certain courses that Negro pupils are discouraged from taking. The excuse for this is that the Negro boy or girl will be unable to find employment along certain lines. Therefore it is useless to train the Negro in certain types of work.

(c) Extra Curricular Activities.

Most of the Negroes are encouraged to join athletic teams, but are barred from other social activities, as dancing, glee clubs, French clubs, honor societies. Negro girls are not permitted to swim except in groups after hours,

in Cincinnati or Chicago.¹⁸

(d) Recreation.

In the recreational facilities, even those connected with the public schools, the tendency is toward separation of the races. There is race friction in most parts, especially those having bathing beaches. Chicago had a race riot over a bathing beach situation. In Dayton, Ohio, certain days are given over to Negroes. In Cincinnati, Negroes are restricted to certain sections in the Zoological Gardens, and bathing beaches are unheard of for Negroes.

The playgrounds in Philadelphia, Chicago, Gary, and Cincinnati have some form of separation. In Cincinnati there is a tendency to bar Negro children from competing with white children in games on the playgrounds.

In cities where the Negro population is increasing, the theatres limit the Negroes' opportunity to see the best plays. Most theatres have a Negro section, usually in the gallery.

The above facts intensify the necessity of building independently and cooperating where cooperation is possible. In the face of social and economic barriers, the Negro seeks freedom where he may satisfy his aspirations. So we find Negroes themselves organizing separate schools, separate amusements, separate theatres, even separate towns.

¹⁸. Clayborne, Edmonia. 5819 Wabash Avenue, Chicago, Ill.

(e) Separate Towns.

There are several exclusively Negro towns in America, and they are not all in the South. Oklahoma has twice as many Negro towns as any other state. R. Edgar Iles tells of the origin and growth of the exclusively Negro town of Boley, Oklahoma, which was founded about twenty years ago, and is wholly owned and controlled by Negroes. The growth of Boley was phenomenal. Negroes came from many states until now it has a population of more than 4000. One factor that has caused the growth of Boley was the fact that many farmers settled near the town, and made Boley their trading point.

Boley's self-government offers an interesting study. Elections and campaigns are spirited. Bond issues are passed for civic improvement. Almost the entire support of Boley is by farm life surrounding the village. The municipal payroll contains the names of a town marshall, a few street workers, five or six employees of the electric light plant. The city judge and city clerk receive a small salary for their services. With the exception of saleswomen in stores, the field of labor is closed to women. About five years ago a national bank was established at Boley. The school population is 600. Race pride is highly developed.¹⁹

19. Iles, R. Edgar. Opportunity, August 1925, p.231

So we find that this exclusively Negro town offers an outlet, develops institutions, and acquires wealth. Thus the factor of intelligence, together with race prejudice that is already sweeping the country, has influenced the trend of the education of Negro youth; as a result, we find separate schools bobbing up in many northern cities.

Summary.

1. Intelligence testing has been influential in separating the races in northern public schools.
2. Through this testing, the Negro has been branded as inferior.
3. Comparative psychological testers attempt to explain the causes of difference in mentalities, but the masses do not understand, the stigma of racial inferiority is still there.
4. Race prejudice plays an important part in the separation of races in public schools.
5. Mixed schools in northern cities often make separate provisions for Negro children.
6. The strike in Gary illustrates the virulence of race prejudice in public schools.
7. The curriculum points toward segregation in the public schools.
8. Extra-curricular activities point toward segregation.
9. Recreational programs point toward segregation.
10. An experiment with an all Negro town points toward segregation.

CHAPTER VIII

HARRIET BEECHER STOWE SCHOOL

Cincinnati offers a fertile field for the study of racial relations in the public schools: first, because of its location; second, because of the fact that the first schools in Ohio for Negro children were established in Cincinnati in 1820, by Negroes; third, because of the understanding between the races.

1. Historic Background for Negroes in Ohio.¹

In 1820 the first schools were established for Negroes in Cincinnati. In 1835 a school for Negro children was opened in the Baker Street Baptist Church; this is now the Union Baptist Church located at Richmond and Mound Streets. In 1844, a philanthropist named Hiram S. Gilmore consecrated his money and ability to the education of the Negro. In 1849 the legislature passed an act establishing schools for Negro children, to be maintained at public expense. In 1850 a Board of Negro Trustees was elected to operate the school and employ teachers, but as Negroes they were not electors, and the city treasurer would not honor their bills. Consequently the teachers were not paid and the schools were closed. In 1851 they were

¹. Williams, George W., History of the Negro Race in America, p.57

reopened and managed by visitors. In 1854 Mission schools were established by students of Lane Theological Seminary for Negroes. In 1867 Negro schools were definitely organized under a white Board of Trustees. They were graded in the same manner as the white schools, and were given opportunity to develop both elementary and secondary education.

Negro schools were divided into eastern and western districts. The eastern district included (1) a school on East Seventh Street (this building is still standing); (2) a building on East Third Street; (3) a colony on Walnut Hills which was the nucleus of Douglass School.²

The western district was in a building on West Court Street, and contained an elementary school and a high school known as the Gaines High School (discussed in Chap. II, p.24).

(a) The Arnett Bill.³

The Arnett Bill of 1887 repealed the provision for separate schools in Ohio, and threw the doors of all the public schools open to black and white alike. The law made no provision for the Negro teacher. The more thoughtful Negroes continued to send their children to Negro schools, not because they favored segregation, but because of the activity and virulence of race prejudice.

2. Information from Sarah G. Jones, 117 Yale Ave., G.W.Hayes, 1009 Rittenhouse Street, U.S. Court Crier.

3. Ohio State School Reports, 1887. Furnished by G.W.Hays.

Douglass School, then known as the Elmwood Avenue School, was never closed. The other schools were mixed. Negroes throughout the State were loud in their praises of Bishop Arnett of the African Methodist Episcopal Church. Because of the success of his bill they thought race prejudice was at an end. But race prejudice cannot be superficially cured. It must be scientifically eliminated. And so race prejudice grew and grew until conditions in the public schools were almost intolerable for the Negro.

(b) Effect of Mixed Schools in Cincinnati.

1. The number of Negroes attending school and graduating decreased.
2. Race prejudice increased.
3. There was no incentive for Negro teachers, excepting in church schools in the South where pay was inadequate.
4. Negroes generally were not welcome in mixed schools.
5. Socialized education was narrowed because of race prejudice and class distinction.

It was shown in Chapter IV that many of the eminent Negroes were taught in their tender years by Negro teachers and in after years they compared favorably with their white brothers in colleges. Again, as a result of the local experiment with mixed schools, and from personal experiences, we conclude that the aims of education can best be accomplished

for the Negro youth in Cincinnati by teachers of his own race, who will gently guide him, teaching him to forget the unfriendly past, until all races may develop the right conception of the best interests of the individual races.

2. The Nucleus of Harriet Beecher Stowe School.

In 1912 we organized a kindergarten in one of the churches. Shortly afterward, we were given permission to use a room in the Old Hughes High School building. This kindergarten was financed from private funds. The kindergarten opened with 72 children, whose parents we had visited previous to opening; by the close of the first year we had 125 children.

In the spring of 1913 there was a terrible flood. In relieving Negro flood sufferers, we came in contact with many prominent leaders of the city and also discovered 147 Negro children between the ages of 8 and 14 years who were not attending school. When we told this fact to Miss Annie Laws and Mr. G. W. Hays, they immediately suggested that we get these children in school. As a result of their solicitation a summer school was opened in the Old Hughes High School building. Not only did the 147 Negroes attend, but all nationalities from the neighborhood came.

3. Policy of the Board of Education.

The Board of Education and the Superintendent of Schools

have always stood for absolute equality of opportunity for white and colored children alike, without any discrimination because of color.

The Douglass School, located in the center of the hill-top Negro section of the city, as has been stated in another chapter, has never been closed. Negro children from all parts of the city who elected to do so, attended Douglass School. All other elementary and high schools had been mixed, with white teachers and principals in charge. The benefits which the children were receiving from attendance at Douglass School, together with the feeling on the part of many Negroes that such a school offered better educational opportunities for the development of social and racial independence; that it removed all feeling of discrimination and race prejudice, which in spite of the finest effort on the part of teachers and school officials tends to appear among children; that it helped to keep the children in school longer, led many of the Negroes to petition the Board of Education for the establishment of a school for Negro children in the downtown section of the city.

In response to repeated requests, and with some misgiving as to the outcome, the Superintendent and the Board authorized first, a kindergarten for Negro children in one of the schools; then the organization of Negro classes with Negro

teachers in one of the mixed schools, in a district made up largely of Negro children. Later these rooms were organized as a separate section of the school, and still later as a distinct school, under the name recommended by the Superintendent,- Harriet Beecher Stowe.

But during all of its growth and development, it was, and is, distinctly understood and adhered to, that the admission and attendance of pupils in Negro classes be entirely voluntary; everyone has a perfect right to attend a mixed school in the district in which he lives. There is no compulsory segregation. It is a voluntary choice of a more desired educational opportunity. The experiment has at all times stood for the following principles: first, an equal, or if anything a little better opportunity for Negro children; second, that no child should be compelled to accept these separate opportunities. He and his parents are to be offered a free choice between the Negro schools, taught by Negro teachers, and mixed schools taught by white teachers.

At first Harriet Beecher Stowe School had to be housed in an old abandoned school building, that at best could not be made attractive and convenient. Yet the superior character of the teachers largely overcame the defects. The number of children who elected to attend, constantly increased. Meanwhile

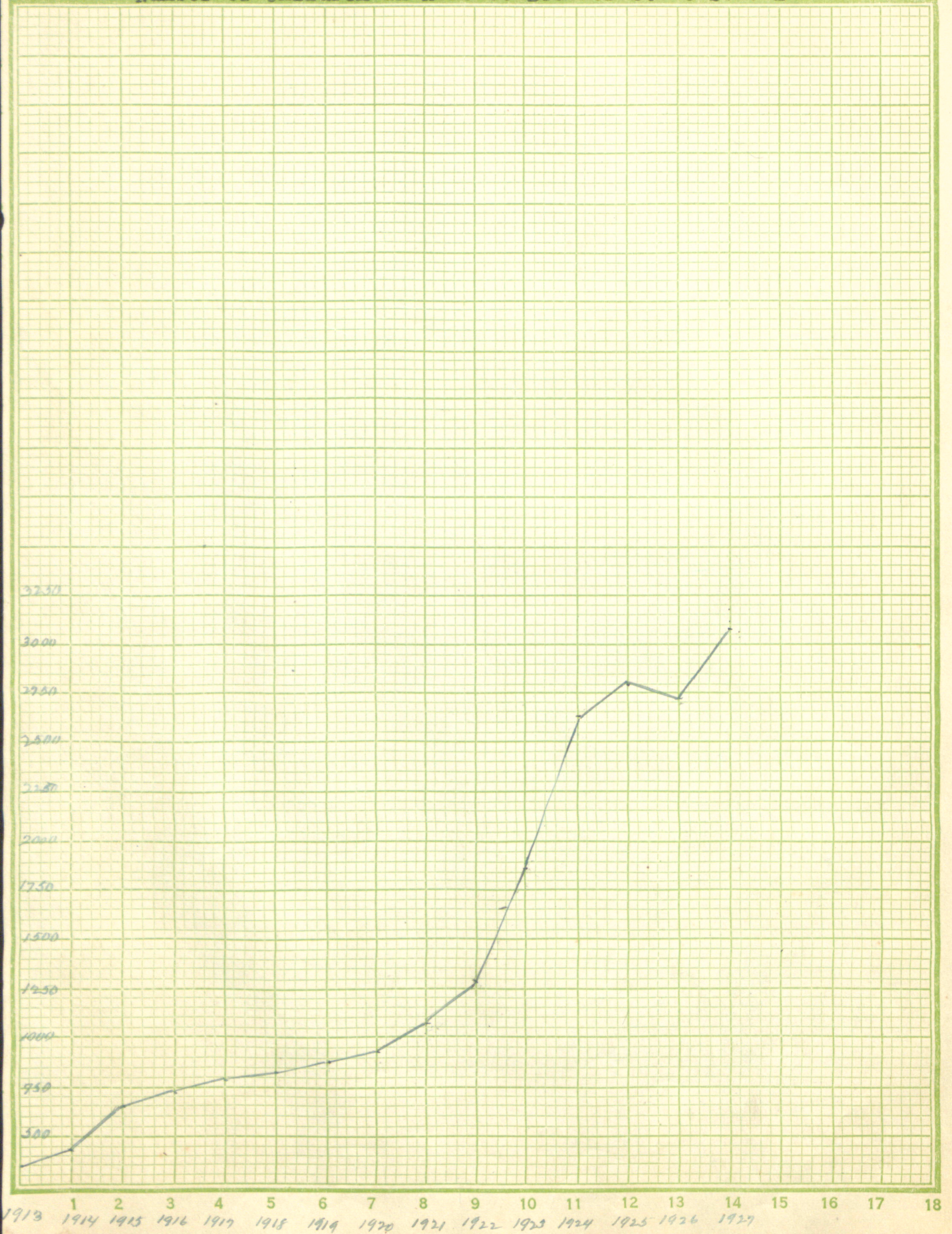
the Board made plans for the new building, a building which is the finest and one of the most adequately equipped of all elementary schools in the city. Likewise, it was later found to be well adapted for the junior high school activities.

4. Growth of Harriet Beecher Stowe School.

The following graphs show the growth of Harriet Beecher Stowe School:

(See pages 136 and 137)

Number of Children in Harriet Beecher Stowe School



Increase in Number of Teachers in Harriet Beecher Stowe School

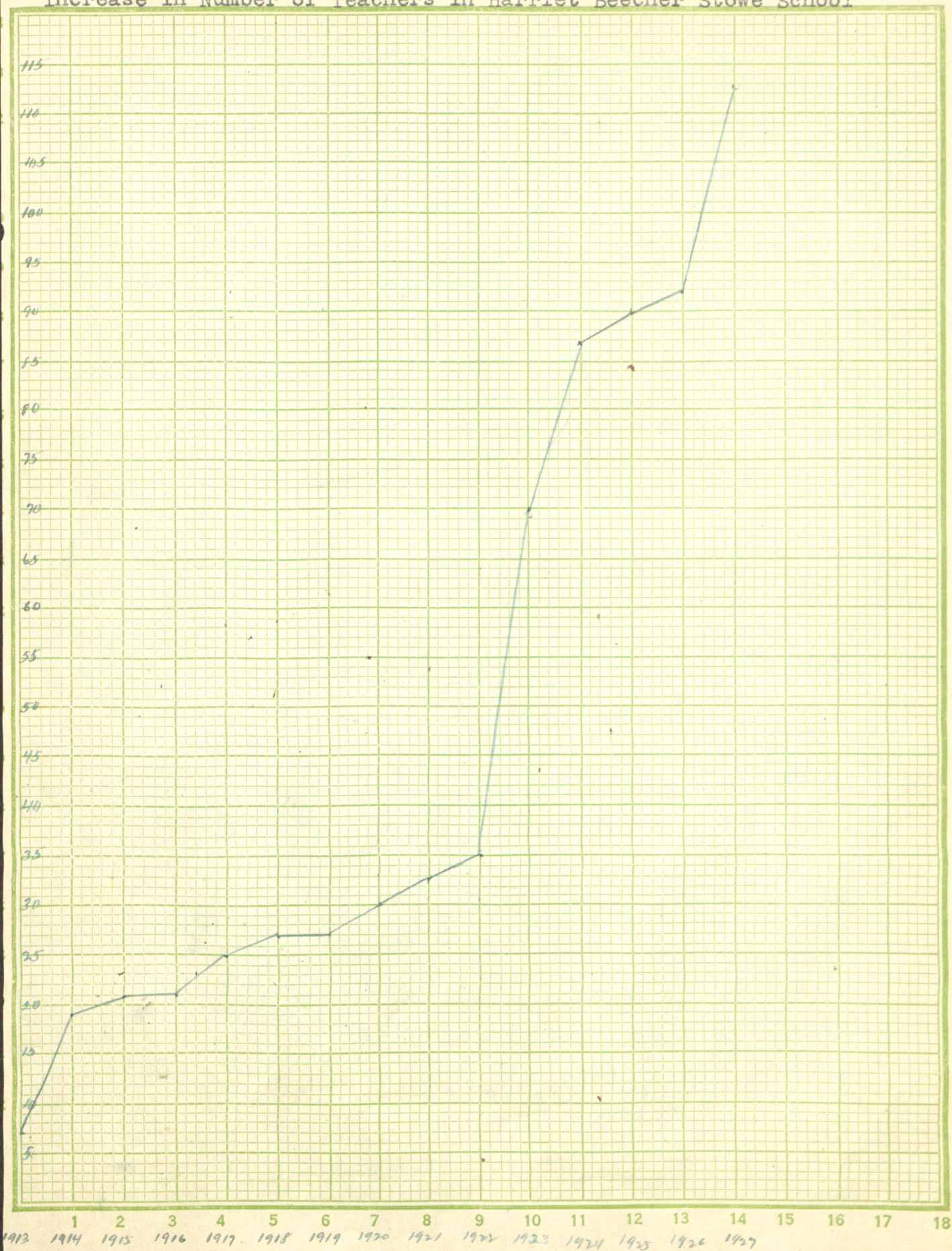


Table XXIX

To show the growth of Harriet Beecher Stowe School

Children		Teachers	
1914	350	1914	19
1915	650	1915	21
1916	735	1916	21
1917	795	1917	25
1918	825	1918	27
1919	900	1919	27
1920	975	1920	30
1921	1100	1921	33
1922	1300	1922	35
1923	2000	1923	70
1924	2700	1924	87
1925	2800	1925	90
1926	2750	1926	92
1927	3020	1927	113

During the fourteen years of its existence, Harriet Beecher Stowe School has grown to the state shown in Table XXIX. Besides the main building it has two large colonies which were formerly independent school buildings.

The marked increase in membership in 1923 was due to

the fact that the new building was completed in that year and children came from far and near to attend the beautiful new school.

The drop in attendance in 1926 was due to the fact that the Catholics opened a school for Negro children adjoining Jackson School, one of our colonies.

5. Preparation for Reorganization of Harriet Beecher Stowe School.

During the first two years of its existence, the Harriet Beecher Stowe School had only the first six grades. For the next few years there were a kindergarten and the first eight grades, operating upon the traditional 8-4 plan. After the children passed the eighth grade at Harriet Beecher Stowe School they usually went to Woodward High School.

With the new emphasis upon individual differences, pupil elimination, and economy of time, it was necessary to reorganize in order to meet the varying needs of growing children. A committee, consisting of representatives from the psychological bureau, representatives from the College of Education staff of the University of Cincinnati, and representatives from the Superintendent's Office assisted in this reorganization. Too much praise cannot be given to this group for its untiring effort and able assistance.

The following principles which are given as a basis

of reorganization for the Urban League, are accepted as a basis of reorganization for the Harriet Beecher Stowe School:

- (1) "It does not presume to guess or theorize about particular social conditions; before it begins a program it learns what the conditions are.
- (2) "It does not assume that Negroes are inferior and helpless incompetents; it aims at creating opportunities for self-help rather than charity, as a sounder economy in the long run.
- (3) "It does not treat the Negro's situation as isolated from American life; it conceives it as a community problem calling for interracial interest and action.
- (4) "It does not believe that, apriori, persons can intelligently handle specialized and complex human problems any more than they are equipped, apriori, to perform surgical operations. It regards special training as necessary to the best work and makes this possible."⁴

With the above principles in view, the committee set out to help the children attain the objectives of education.

1. Objectives of education⁵

- (a) Health activities
- (b) Citizenship activities
- (c) Leisure time activities
- (d) Home membership activities

4. Opportunity Magazine. Editorial. March 1926, p.68

5. Cardinal Principles of Secondary Education, Bureau of Education, Bulletin no. 35, p.9, 1918.

- (e) Fundamental processes and their activities
- (f) Guidance in vocational activities
- (g) Ethical character activities.

These are major fields of human action. They must be analyzed into their more specific activities. How, then, may we discover what activities should be in the curriculum? Bobbitt says: "Go to Science for the answer." Science involves analysis.

The objectives should be analyzed in terms of the actual activities of mankind. We must discover what abilities are necessary for success in their specific fields. Thus through analysis we may discover the relations of the activities to every day life.

The abilities that are generally needed by men and women without their specialized occupations, are the objectives of general education. General education should be given to all, until the time comes for specialization, if that time ever comes.

Each subject has its objectives which must be worked out as soon as the subject is analyzed into its more specific activity. Science involves generalization. Judd⁶ says that generalization is the chief end of education. The recognition of general uses of specific activities is what gives activities

6. Judd, Charles Hubbard. Psychology of Secondary Education, p.417

their meaningful character.

After the processes involved in a preliminary survey have been completed, the ultimate goals of education, and objectives in specific activities, have been discovered, after analysis and generalization, we are ready to apply our findings. We are ready to suggest activities for the curriculum. This and the above paragraphs briefly set forth the philosophy basic to the reorganization work.

(a) Vocational Interests of Sixth Grade Children.

In 1916 Dr. McCracken investigated the vocational interests of children of the sixth grade of the Cincinnati Public Schools. Through this investigation we were impressed with the importance of vocational guidance and the necessity of having suitable equipment and tactful teachers in order to inspire the children and properly to guide them vocationally.

(b) School Failures.

In studying under Dr. Helen Woolley, we were convinced that there were unnecessary failures in the grades and that these school failures could be diagnosed and treated and the number of failures greatly reduced by adapting the curriculum to the needs of the child.

(c) Social and Economic Life...

In Chapter VI, we give a survey of the social and economic life of the Negro in the west-end district of

Cincinnati, where the Harriet Beecher Stowe School is located. We show the kinds of employment, wages and quality of service he is giving; the living conditions, high rents and factors influencing his education. In a survey of the economic opportunities for Negro youth in Cincinnati we found that Negro girls had wonderful opportunities in catering. We found three factories that take Negro girls as garment makers, and will employ as many as we are able to train. Negro builders and bricklayers are in demand and are employed by contractors in our city. Publishing houses, especially in the South, employ hundreds of Negroes as printers. After a careful survey the Superintendent recommended the installation of equipment for teaching these different occupations.

(d) The New Harriet Beecher Stowe School.

The new building contains 28 class rooms, two open air rooms, a kindergarten, two domestic science rooms, two domestic art rooms, a catering department, laundry, power machine sewing room, print shop, house construction room, cabinet making shop, woodworking shop, library, teachers' room, two shower rooms, swimming pool, doctor's office, two play rooms, principal's office, assistant principal's office, psychological examiner's office, lunch room with kitchen and store room, gymnasium, and auditorium which may be converted

into one room when occasion demands. The auditorium contains a pipe organ which serves its purpose in inspiring the children to better conduct, and in stimulating an appreciation for music.

Aside from the physical side of the organization, there is an intellectual one. The intellectual program is formulated on modern psychological lines. This constructive program has been adapted to the needs of the child. Under it each child works along the line of his greatest interest.

The new school is used as a socializing agency, not only for the children, but also for the adults of the community. Under its guidance and control, come parents and children alike to engage in social recreation, literary programs, dancing, plays, and games.

Thus we find that the new school is made to function in intellectual advancement of the youth, but also to function in the social betterment of the community. The exact detail of the school's organization and operation are set forth in the following chapter.

Summary.

1. Separate schools for Negroes were established in Cincinnati at an early date.

2. The Arnett Bill put an end to the further development of separate schools, for it provided that the schools in Ohio should be mixed. Notwithstanding this fact, Douglass School,

which was a separate school for Negroes, maintained its existence.

3. The nucleus of the Harriet Beecher Stowe School was the organization of a kindergarten in 1912 in one of the churches, with an enrollment of 75 Negro children.

4. In 1913 this organization had grown to an enrollment of 147 Negro children.

5. The general policy of the Board of Education and the Superintendent of Schools was to provide equal opportunities for the races.

6. In 1927 the Harriet Beecher Stowe School had grown to an enrollment of 3020 pupils and a corps of 113 teachers. It includes two colonies which were formerly separate mixed schools.

7. The new school was made a social organization for children and parents.

8. A junior high school was organized, and its educational program was based on the needs of the pupils.

9. The major educational objectives were secured through pupil activities.

10. The education activities of the school were based on the results of a preliminary survey which was made of the children of the school district.

11. The new Harriet Beecher Stowe School with its physical arrangement and equipment, together with its progressive intellectual program, provides for the intellectual and social interests and activities of the school community.

CHAPTER IX

REORGANIZATION IN PROCESS AND ACCOMPLISHMENT

The present chapter is included in this dissertation not to herald the achievements of the school of which the writer happens to be the principal; rather, its purpose is to show how one large unit for the education of Negro children has, in its work of experimentation, been able to put into practice many of the principles developed in earlier chapters. Hereby the writer hopes to join theory with practice and to have this chapter contribute directly and practically to educational administrators faced in the northern cities with the none-too-easy problem of Negro education.

"Because of the social and economic changes, education must shift its ground in fundamental ways. It must perform functions which it has not hitherto attempted; and discontinue labors no longer serviceable. Education is to prepare men and women for the activities of every kind which ought to make up a well rounded adult life."¹

Reorganization in Harriet Beecher Stowe School is a continuous process. However, the reorganization of 1923 has been the basis of all subsequent reorganizations. The tables

¹. Bobbitt, Franklin. How to Make a Curriculum. p.8

made by the psychological bureau and the organization made from those tables by representatives from the Superintendent's office have been valuable in comparing the results of 1923 with present day results.

The Harriet Beecher Stowe School is located in a thickly congested Negro district with poor housing and hygienic conditions. The school must be more than an ordinary school. It must be a home, a place for healthful recreation and amusement, a place for aesthetic and moral training. In order to accommodate the large numbers of children we decided to platoon our school.

1. Platoon System.

The program provides that every part of the school plant shall be in use during the entire day, that each child shall go to playground or gymnasium daily. The auditorium is a socializing unit where groups give plays and pageants, recitals of all kinds that require a stage setting, etc. All auditorium activities have a social motive with programs relating to such matters as health, citizenship, and worthy use of leisure time. The pipe organ, piano and victrola aid in cultivating the aesthetic tastes of the children.

The auditorium is also a correlating unit. All of the activities of the school may be correlated in the auditorium. For example, the work in history is re-interpreted

in the auditorium by moving pictures, dramatizations and debates, thereby giving it social value. The auditorium instruction causes the children to see the relation of all subjects and their value to them as individuals.

The Library is one of the units of instruction. The librarians and class room teachers confer at regular intervals upon topics for the week, and suitable books and references are furnished for those topics.

From the fourth grade up, the work is highly departmentalized, which is one of the characteristics of the platoon system. Before arranging our classes, we made a study of the nature of the children to be educated.

2. Nature of the Children to be Educated.

We made this study in order to discover types of activities that will enable each child to approximate the objectives of our current socialized education. Many of the children of Harriet Beecher Stowe School have come from the rural districts of the South, where educational facilities are limited. The Negro has been regarded as different from other races; this, together with lack of opportunity, has made him backward and ill at ease. Through our general social activities, we hope to make the children feel at ease when mingling with others.

3. Classification of Children.

In reorganizing Harriet Beecher Stowe School, all children were given intelligence and educational achievement

tests. Likewise, teachers were consulted as to their estimate of each child's capacity and educational ability. Whenever the teacher's estimate differed greatly from the results as shown by the tests, an individual test was given in order to be certain that each child was being properly placed. The cumulative record of each child was read to see his family history, and to discover any peculiar traits and conditions that might interfere with his progress. When necessary, a visit was made to the home, in order to diagnose the child's case and give him proper placement.

(a) Defectives

Children of very low mentality were all given individual intelligence tests and when these tests agreed with the results of the first tests the children were segregated into small groups. These groups were ungraded and are given handwork and such other instruction as their mentality warrants. Individuals of inferior intelligence are not necessarily undesirable members of society. They have an important place in the world, but that place is not in a high school in which the pupils are a selected group. These pupils do work of a grade corresponding to their mental age, but this work must be adapted to their social, physical, and intellectual maturity.

(b) Normal and Opportunity Groups.

The other children were divided into normal and

opportunity groups. The normal group corresponds to the age standard for the grade, and has I.Q.'s of 90 or more. The opportunity group was over-age and will not finish school but will leave at the earliest time the law allows. Hence we emphasize vocational activities and an appreciation of the moral and social values of life.

(c) Primary classes.

After grouping according to intelligence levels, the primary classes were assigned to definite rooms. Promotions were flexible, which makes it easy to promote or demote at any time.

(d) Age-grade Table

The accompanying table (See Table XXX) was prepared while we were getting our organization ready for the new building. 1276 children, exclusive of the kindergarten children, were tested. When school opened in September, 1923, 1800 children greeted us. The organization of the first three grades involved 18 classes and 1 kindergarten. The organization of grades 4 to 9 involved 9 normal classes, 9 opportunity classes, and 6 defective classes.

Table XXX shows that 72 per cent of the children from grades 1 to 6 inclusive were one year or more over-age; 30 per cent were three years or more over-age; 20 per cent were two years or more over-age. Our problem then, is largely a

problem of over-ageness. Opportunity classes must form a large part of our organization.

This table shows that elimination was great in grades 6, 7, and 8. In the first grade there were 266 children examined, as contrasted with 113 in the 6th grade, 64 in the 7th grade, and 34 in the 8th grade. This over-age condition and elimination of pupils in grades 6, 7, and 8, demanded reorganization into a junior high school to retain pupils who would otherwise leave.

Table XXX

(See next page)

Table XXX

A Table to Show Age-Grade Relationship of Children Examined at Stowe School, March 1923. (Figures based on assumption of 6 or 7 years as normal for Grade I, 7 or 8 for Grade II, etc.)

* * * * *

Chronol. Age	Special Colony	Main	I	II	III	IV		V		VI		VII		VIII		Total
						G	B	G	B	G	B	G	B	G	B	
18														1		1
17	1		1						1		3		1			7
16	1	2				2	2	6	2	11	8	5	5	9	5	58
15	1	4	1	1	1	6	4	12	13	4	12	12	12	8	1	92
14	1	6	1	1	10	15	17	17	15	22	11	11	10	5	3	145
13	7	7	4	5	18	22	18	22	17	12	13	3	2	1		151
12	9	8	2	14	41	14	21	7	6	7	7	1				137
11	3	4	8	19	51	20	13	7	2	4	1					132
10	8	7	21	34	51	11	3	2	1							138
9	3	7	35	46	38	3										132
8	2	2	60	58	6	1										129
7		1	70	16	2											89
6			56	2												58
5			7													
Total	36	48	266	196	218	94	78	73	56	61	52	35	29	24	10	1276
No. Over Age -			133	120	172	79	75	64	53	50	44	31	27	18	7	873
No. At Age -			126	74	44	14	3	9	3	11	8	4	2	6	3	307
No. Under Age -			7	2	2	1										12
% Over Age -			50%	61%	79%	84	96	88	95	82	85	89	93	75	70	73%
% At Age -			47	38	20	15	4	12	5	18	15	11	7	25	30	26%
% Under Age -			3	1	1	1										1%
Over Age Group			I	II	III	IV		V		VI		VII		VIII		
No. 1 yr. Over Age			60	46	51	20	13	7	6	12	13	11	10	8	1	258
No. 2 yr. " "			35	34	51	14	21	22	17	22	11	12	12	9	5	265
No. 3 yr. " "			38	40	70	45	41	35	30	16	20	8	5	1	1	350
or more																
Total			135	120	172	79	75	64	53	50	44	31	27	18	7	873

The records of promotions from Harriet Beecher Stowe School to the 9th grade or first year high school, and the number finishing the first year high school for the past 8 years, is as follows:

Table XXXI

Year	No. Promoted	No. who finished 9th grade
1920	11	1
1921	12	2
1922	16	3
1923	17	15
1924	40	25
1925	48	30
1926	51	38
1927	60	42

Our junior high school was organized in September, 1923. During the four years from 1920 to 1924 there were only 21 pupils who finished the 9th grade. This was under the 8 - 4 plan of organization. During the four years from 1924 through 1927 with a junior high school organization there were 135 pupils who finished the 9th grade. This was an increase of 114.

This increase was due partly to the reorganization and partly to the fact that locally Negroes apparently prefer

attending their own schools. When a pupil was promoted from the 8th grade prior to June 1924, he had to attend mixed high school, if he attended at all. Under the junior high school arrangement the 9th grade is part of the organization, and he continues in his separate school. With a senior high school, in all probability, we would soon equal the record of Gaines High School 37 years ago.

(e) Program of Studies.

The program of studies is as follows:

7th Grade	8th Grade	9th Grade
Geography	Geography	General Science
History	History	Latin or French
Civics	Civics	Civics
English	English	English
Music	Music	Music
Art	Art	Art
Physical Ed.	Physical Ed.	Physical Ed.
Mathematics	Algebra	Algebra
Optional	Optional	Optional
Carpentry	Pre-view Latin, $\frac{1}{2}$ yr.	Latin
Cabinet Making	Pre-view French, $\frac{1}{2}$ yr.	French
House Construction	House Construction	House Construction
Printing	Printing	Printing
	Cabinet Making	Cabinet Making
Cooking	Cooking	Cooking
Power Machine	Power Machine	Power Machine
Sewing	Sewing	Sewing
Select 1	Select 2, including Foreign Language	Select 2 including Foreign Language

The above is a program for normal children who expect to continue their studies beyond the 9th grade.

(f) Adjusting to Pupil Variability

There are individual differences in children which call for differentiation in methods and materials; hence we have a program of studies for those with high I.Q.'s who expect to continue their studies; another for those of high I.Q.'s who expect to leave school at the end of the 9th year. Then a program for normal children who expect to leave school at the end of the 9th year, and another for normal children who expect to continue their studies. The class of over-age and retarded children is provided for by having pre-vocational training one-half time in carpentry, cement work, bricklaying, printing, house construction, and cabinet making for the boys, and cooking, sewing, catering, and power machine sewing for the girls. The program of work for these over-age girls includes art, mathematics, English, history, and elementary science (as they correlate with their vocational work), but omits foreign languages. By placing the children in groups commensurate with their ability and mental ages, we eliminate embarrassment and failure.

(g) Student Council

The student council, with teachers as advisers, looks after the discipline, cleanliness, and social activities of the school. It edits and has full charge of the school

vaper, and has all the officers and committees necessary to conduct the junior high school. The council meets twice a month during school hours; the officers conduct the meetings with the principal and teachers as auditors.

(h) A Social Organization

The Harriet Beecher Stowe School ties up with all the social agencies for Negroes in the West End. The Y. M. C. A., Boy Scouts, Girl Scouts, all have separate arrangements for Negroes in every city, no matter how far north the city happens to be. The schools are used as community centers, and Negroes do not generally mix with the whites in social affairs.

The Recreation Commission has charge of the athletics in the public schools, and there is a tendency to separate the races in these games. This portends further separation of the races in public schools.

4. Over-ageness in the School Organization.

Over-ageness is a potent factor in this school organization. The following tables show the age-grade relationship of pupils of Harriet Beecher Stowe Junior High School from 1924 to 1927 inclusive:

Table XXXI

A Table to Show Age-Grade Relationship of Pupils of the
Harriet Beecher Stowe Junior High School, September,
1924. (Figures based on the assumption of 12 or
13 years for Grade VII, 13 or 14 years for
Grade VIII, 14 or 15 years for Grade IX)

Chronol. Age	VII		VIII		IX		Total
	G	B	G	B	G	B	
17	3	2	2	11	2	3	23
16	10	10	15	2	5	2	44
15	12	10	20	12	10	12	76
14	30	20	25	20	2	1	98
13	50	20	8	4			82
12	10	7					
Total	115	69	70	39	19	18	330
No. Over-age	55	42	37	15	7	5	161
No. at Age	60	27	33	24	12	13	169
Total	115	69	70	39	19	18	330
% Over-age	48	60	52	38	37	31	45%
% At age	52	40	48	62	63	69	55%

Over-Age Group							
No. 1 yr. over-age	30	20	20	12	5	2	89
No. 2 yr. over-age	12	10	15	2	2	2	43
No. 3 yr. over-age or more	13	12	2	1		1	29
Total	55	42	37	15	7	5	161

Table XXXII

A Table to Show the Grade Relationship of Pupils in the Harriet Beecher Stowe Junior High School, September 1925. (Figures based on the assumption of 12 or 13 years for Grade VII, 13 or 14 years for Grade VIII, 14 or 15 years for Grade IX).

Chronol. Age	VII		VIII		IX		Total
	G	B	G	B	G	B	
17	4	4	4	5	-	-	17
16	12	10	14	22	5	2	45
15	15	11	25	14	7	5	77
14	45	30	15	12	16	14	132
13	60	28	19	15	1		123
12	10	8	1				19
Total	146	91	78	48	29	21	413
No. over-age	76	55	43	21	5	2	202
No. at age	70	36	35	27	24	19	211
Total	146	91	78	48	29	21	413
% over-age	52	60	55	43	17	9	44%
% at age	48	40	40	57	83	91	56%

Over-age Group							
1 yr. over-age	45	30	25	14	7	2	123
2 yr. " "	15	11	14	2	5	2	429 ?
3 yr. " "	16	14	4	5			39
or more							
Total	76	55	43	21	12 5	4 2	202 ?

Table XXXIII

A Table to Show the Age-Grade Relationship of Pupils of the Harriet Beecher Stowe Junior High School, September 1926. (Figures based on assumption of 12 or 13 years for the VII grade, 13 or 14 years for Grade VIII, 14 or 15 years for Grade IX).

Chronol. Age	VII		VIII		IX		Total
	G	B	G	B	G	B	
17	2	2	2	1	2	2	11
16	5	3	20	4	7	5	44
15	16	14	30	16	30	21	127
14	52	39	35	25	10	5	166
13	70	40	10	6	6	4	136
12	10	6	1	1			18
%%%							
Total	155	104	98	53	55	37	502
No. over-age	75	58	52	21	9	7	222
No. at age	80	46	46	32	46	30	280
Total	155	104	98	53	55	37	502
% over age	48	56	53	40	16	18	38%
% at age	52	44	47	60	84	82	62%
Over-age Group							
1 yr. over-age	52	39	30	16	7	5	149
2 yr. " "	16	14	20	4	2	2	58
3 yr. " "	7	5	2	1			15
or more							
Total	75	58	52	21	9	7	222

Table XXXIV

A Table to Show Age-Grade Relationship of Pupils of
the Harriet Beecher Stowe Junior High School,
September, 1927 (Figures based on the
assumption of 12 or 13 years for
the VII grade, 13 or 14 years for
Grade VIII, 14 or 15 years for Grade IX).

Chronol. Age	VII		VIII		IX		Total
	G	B	G	B	G	B	
17	1	1	1	2	2	1	8
16	2	2	6	4	8	7	29
15	12	20	50	35	30	18	96
14	56	32	25	28	10	6	202
13	70	50	12	9	6	5	186
12	15	9	3	2		1	29
Total	156	114	107	80	56	37	550
No. over-age	71	55	57	41	10	8	242
No. at age	85	59	50	39	46	29	308
Total	156	114	107	80	56	37	550
% over-age	46	48	53	51	18	21	39%
% at age	54	52	47	49	82	79	61%
1 yr. over-age	56	32	50	35	8	7	188
2 yr. " "	12	20	6	4	2	1	45
3 yr. " "	3	3	1	2			9
or more							
Total	71	55	57	41	10	8	242

Explanation of Tables

Table XXXI, page 157, shows that in September, 1924 there were 55 girls and 42 boys, or 97 pupils of the 7th grade who were over-age, and only 87 who were at age. In the 8th grade there were 37 girls and 15 boys who were over-age, or 52 pupils over-age, while there were 57 who were at age. In the 9th grade there were 7 girls and 5 boys who were over-age, or 12 pupils over-age, while there were 25 who were at age. In short, 45 per cent of the pupils of the junior high school were over-age in 1924.

Table XXXII, page 158, shows that in September, 1925 there were 76 girls and 55 boys, or 131 pupils of the 7th grade who were over-age, while there were 106 who were at age. In the 8th grade there were 43 girls and 21 boys who were over-age, or 64 pupils over-age, while there were 62 who were at age. In the 9th grade there were 5 girls and 2 boys who were over-age, or 7 pupils over-age, while there were 43 who were at age. 44 per cent of the children of the junior high school were over-age in 1925. There was a gain of 1 per cent.

Table XXXIII, page 159, shows that in September, 1926 there were 75 girls and 58 boys, or 133 pupils of the 7th grade who were over-age, while there were 126 who were at age.

In the 8th grade there were 52 girls and 21 boys, or 73 pupils who were over-age, while there were 78 who were at age. In the 9th grade there were 9 girls and 7 boys or 16 pupils who were over-age, while there were 76 at age. 38 per cent of the children of the junior high school were over-age in 1926. There was a gain of 6 per cent over 1925.

Table XXXIV, page 160, shows that in September, 1927 there were 71 girls and 55 boys, or 126 pupils of the 7th grade who were over-age, while there were 144 who were at age. In the 8th grade there were 57 girls and 41 boys, or 89 pupils who were over-age, while there were 89 at age. In the 9th grade there were 10 girls and 8 boys, or 18 pupils who were over-age, while there were 75 at age. 39 per cent of the children of the junior high school were over-age in 1927. There was a loss of 1 per cent as compared with 1926.

We are slowly but surely reducing the over-ageness by careful classification, segregating children in opportunity and special classes where low mentality would warrant such segregation, and perhaps we are raising, though very slowly, the general intelligence of the pupil body, as the shifting southern population gives place to a more stable group.

5. Psychological Examination.

Another feature of the Hartiet Beecher Stowe School organization is that it has a psychological examiner full time to help in determining individual differences, and in reorganizing as often as is necessary to realize the aims of education. The work of the psychological examiner at Stowe School may be classified under two general heads and sub-divided as follows:

(a) Selections for Special Classes

- (1) Repeaters three or more times
- (2) Children four or more years over-age for the third grade who are failing in their school work
- (3) Children recommended for special classes by the vocation bureau on the basis of low score on group intelligence test
- (4) New arrivals from the South
- (5) Children 10 years old or over who have never been to school before.

Not all of the children of the above groupings are found to be defective. If they have border-line intelligence or more, they are placed in "opportunity classes" and a special effort is made to bring them up to their mental age in achievement. The chances of injustice being done to any in these groupings are considerably lessened by the re-tests

and by careful consideration of the teachers' estimates. Changes and promotions on the basis of test results may be made at any time. A few typical examples follow:

Case I. (T.A.) Chronological Age 15; M.A. 10; I.Q. 67. He was placed in a special class on the basis of a low score on a group intelligence test and given an individual Stanford-Binet a few days later. T.A. had superior character traits and his special class teacher felt that his retardation was wholly educational, so she worked to bring him up to his grade. He was placed in an Opportunity Seventh. He failed in all the academic subjects and, in addition, had his hand badly mangled in a machine in manual training. The teacher there said he had always felt that T.A. was not mentally alert enough to handle the machinery. He has since secured a work certificate and is doing work commensurate with his mental ability.

Case II. (I.B.) Chronological Age 14; M.A. 9; I.Q. 64. She was recommended by the Vocation Bureau for a special class and immediately given an individual Stanford-Binet. Her teachers were unwilling to lose her because she was docile, lovable, and industrious. Her parents also objected to her placement with defectives. She was permitted to remain in the sixth grade and finally, at the age of 18, she dropped out of school and obtained domestic employment.

Case III. (L.B.) Chronological Age 13; M.A. 12; I.Q. 84.

He was placed in a special class, remained two years; given a re-test and removed to the "fifth opportunity" and is doing satisfactory work.

Case IV. (C.G.) Chronological Age 13; M.A. 11; I.Q. 80.

He was re-tested at the request of a faculty member of the College of Education, University of Cincinnati, who felt that he ought to be in a regular grade. He was transferred to a slow moving fifth. At present he is doing fair work in 8B. He is considered an accurate purposeful thinker by his teachers, but very slow. The psychological diagnosis had been "very dull".

Case V. (P.S.) Chronological Age 16; M.A. 8; I.Q. 50.

Paul entered Stowe School from the South when he was 10 years old. As he had never been to school, he was placed in an over-age first grade and promoted later to an over-age second. He rapidly fulfilled his I.Q. prediction in academic work. As he was neat, well-behaved, and industrious, he was liked by all of his teachers who strenuously objected to his placement with defectives. They said that they felt his handicap was a matter of education and that, if given time and proper teaching, he would be able to complete the elementary grades. They gave him their time and best teaching, but he was never able to make a score of more than

third grade on any standardized educational test.

Finally he abandoned the idea of getting an education academically, and secured employment in a bakery.

Case VI. (B.C.) Chronological Age 9; M.A. 11; I.Q. 116.

Ben was examined at Stowe School at the request of his over-age fourth grade teacher, who feared that he would be unable to keep up with his class, because he was so much younger. It was found by psychological and educational tests that not only could he keep pace with the slowly moving group, but that he ought to be promoted to an at-age accelerated group; so he was promoted. On the sixth grade tests given all over the city by the Vocation Bureau, Ben made the highest percentile rank of any child at Stowe. His rank was 91. He is doing work of A quality in Grade VII.

Many other cases could be given, the above examples being cited to show that no classification or placement is made on the basis of "I.Q." alone, and that when the classification and placement are made, they are not necessarily final. The children are carefully followed up from year to year to see if their placement is the most satisfactory possible.

(b) Class-room Problems.

(1) Behavior Problems

a. Children who cannot get along with the teacher

- b. Children who cannot get along with other children
 - c. Children who have temper tantrums
 - d. Children who steal
 - e. Persistent truants
 - f. Sex offenders
- (2) Academic failures who have had a good school record heretofore and are known not to be defective
- (3) Non-readers, that is, children who have a special reading disability
- (4) Children who obviously belong in a higher or lower grade, but who are not defective
- (5) Misfits from physical causes
- a. Visual defect
 - b. Speech defect
 - c. Hearing defect
 - d. Anemias
 - e. Children who have fainting spells
 - f. Children who sleep excessively in class.

It can readily be seen that merely knowing the I.Q., or making a classification or recommendation on that basis would never solve the problem. A careful study is made of each case, based on the psychological examination, physical examination, psychiatric examination, social investigation, for the purpose of getting at the cause of the difficulty.

All clues, even the slightest, are followed to the end.

If the difficulty ends, and the child becomes satisfactorily adjusted, it seems fair to assume that a reasonably correct diagnosis has been made.

Case VII.(O.W) Chronological Age 12; M.A. 14; I.Q.116. Referred to the examiner because he could not get along with any of his teachers except the Art Teacher and the Auditorium Teacher. He was doing average work in the sixth grade. His latest offense was to call the language teacher a shocking name. He had been in Stowe School from the first grade, and all his former teachers reported that he was a moody, sullen, ill-natured child. The child discussed himself freely and did not try to conceal anything. He said that other boys "picked on him" and were jealous of his good looks and superior mental ability. He was the only child, and his mother admitted having over-indulged him because he had been a sickly baby. The boy had a serious visual handicap and was obviously underweight. He was taken to Dr. E. A. North, the Director of the Central Mental Clinic for his advice as to what remedial steps to take.

Dr. North recommended an eye examination, a blood test, membership in the Boys' Y.M.C.A. for special physical exercise, and special lessons in art because of the obvious ability. There was an effort made to make the mother see her past mistakes in her methods and to profit by them in the future.

Olin is much improved in conduct. He is doing "A" work, gets along better with his teachers and the other boys, and he has not had any temper outbursts since his visit to the Central Clinic.

Case VIII. (C.C.) Chronological Age 9; M.A. 7; I.Q. 80
C.C. was examined twice by teachers who felt that she must be defective, because she was an academic failure, and continually fought with other children in the room. After each test she was returned to her room with the recommendation that she remain with normal children, and be severely disciplined. At last she injured two boys by sticking scissors into their hands. The child's story was that the children were continually annoying her. She said that the teachers always sided against her, so she had to fight for herself. C.C. is a tall, gawky girl,- ragged, dirty, and unattractive.

Although she was not feeble-minded, it was felt that a temporary placement with a sympathetic teacher, with children of her own size and academic attainments might be of benefit, so, with her consent, she was replaced. It was explained to the teacher how unpopular she was, and how keenly she felt this unpopularity; and she promised to help her overcome this great social handicap. The girl thereafter was often chosen by the teacher to lead classroom activities,

a wholly new experience for her. She is now a happy, well-behaved child. Next year she will be returned to an over-age section of her regular grade.

6. Juvenile Delinquency and the School.

Stealing is one of the most frequent forms of delinquency. There are well recognized types of stealing and types of thieves. Some cases are curable, but in most cases all we can do is to prevent stealing in school.

There are many types of sex delinquents, just as there are many types of truants and thieves. These have to be dealt with in school in order to help the children improve their conduct. Material is at hand regarding the occurrence of Negro delinquency in Cincinnati. A report of juvenile court cases according to sex and race for 1927 is made in Table XXXV.²

Table XXXV

	Number	Percentage
Total cases	1812	100.
" white	1336	73.7
" Negro	476	26.3
" Boys	1124	62.0
" Girls	688	38.0
White boys	806	44.5
" girls	530	29.2
Negro boys	318	17.5
" girls	158	8.7

The use of the city ward as the unit for spotting cases is not satisfactory. Yet, because this is the accepted unit for population and for school census, it

2. The following reports were furnished by Harold L. Brigham, field representative of the Juvenile Protective League, Cincinnati, Ohio

has seemed advisable to use it. The distribution of the Juvenile Court cases among the wards is fairly even, or at least seems so until we consider the colored and white cases separately.

The Negro boys have about the same distribution among the offenses as the white boys. They have slightly larger proportion coming under the stealing offenses and fewer offenses coming under Acts of Carelessness and Mischief. We cannot judge whether the great proportion of sex offenses among the colored cases is of significance.

59.9% of all the Negro boy cases coming into court are from the three West End wards, 16, 17, and 18. The H. B. Stowe School is in the 18th ward. The two wards adjoining the West End Wards to the north, and the two Walnut Hills wards add 25.7% to this. Practically the only other group is found in Ward 1, which extends along the river to the East.

The geographical distribution of the colored girls is about the same as for the colored boys. Ward 15 figures in much more prominently with 10% of the colored girls and this with the three other West End Wards 16, 17, and 18 gives us 65.2% of all the colored girls. 9.3% of the colored girls' cases come from the two wards from Walnut Hills.

Table XXXVI

Negro Population of the City of Cincinnati by Wards

(Figures taken from the Federal Census, 1920)

Ward no.	Total Population	Negro Number	Population per cent
1	16,322	622	3.8
2	28,664	785	2.7
3	23,533	2,124	9.0
4	15,605	3,073	19.7
5	12,863	377	2.9
6	11,175	1,136	10.2
7	11,098	644	5.8
8	9,679	407	4.2
9	16,377	353	2.2
10	12,507	127	1.0
11	16,336	10	.1
12	18,209	25	.1
13	22,296	789	3.5
14	12,490	296	2.4
15	13,404	2,276	17.0
16	13,984	6,246	44.7
17	13,965	2,058	14.7
18	12,653	6,627	52.4
19	14,249	258	1.8
20	24,147	79	.3
21	11,009	255	2.3
22	10,350	187	1.8

Table XXXVI (continued)

Ward No.	Total Population	Negro Number	Population per cent .
23	16,446	481	2.9
24	17,982	129	.8
25	13,763	253	1.8
26	13,141	462	3.8
Total	401,247	30,079	7.5

The estimated population of the city in January 1928 is 417,000, of which 37,500 are Negroes. The Negro population is 9% of the total population, a figure of about 1.5% over that of 1920. The 16, 17, and 18 wards are entirely Negro.

Table XXXVII

(See next page)

Table XXXVII

A Table Showing Statistics and Types of
Juvenile Delinquency, 1927

Juvenile Cases	No.	%
Total	1812	100.
City	1436	79.2
County	175	9.7
Non-resident	198	10.9
Residence not given	3	..2
Adult and contributing cases	<u>245</u>	
Total	2057	

JUVENILE CASES

Charges Offenses	Total Juvenile Cases Number	Per cent	City Cases No.	%
Total	1812	100.	1436	100.
a. Stealing	509	28.1	432	30.1
b. Truancy	62	3.4	36	2.6
c. Running away	198	10.9	89	6.2
d. Ungovernable	299	16.5	268	18.7
e. Sex Offense	257	14.2	205	14.3
f. Personal injury or attempted injury	13	.7	11	.8
g. Act of carelessness or mischief	258	14.2	224	15.6
h. Violating liquor or drug law	30	1.7	26	1.8
i. Other miscellaneous	101	5.6	76	5.3
j. Not reported	85	4.7	69	4.8

Table XXXVIII

A Table to Show Statistics and Types of Juvenile Delinquency for Negro Boys and Girls, 1927.

Juvenile Cases	No.	%
Total	476	100.
City	406	85.3
County	36	7.6
Non-resident	34	7.1
Residence not given	--	---
Adult and contributing cases	<u>27</u>	
Total	503	

JUVENILE CASES

Charged Offenses	<u>Total Juvenile Cases</u>		<u>City Cases</u>	
	<u>Number</u>	<u>Per cent</u>	<u>No.</u>	<u>%</u>
Total	476	100	406	100.
a. Stealing	164	34.5	147	36.2
b. Truancy	5	1.1	5	1.2
c. Running away	31	6.5	18	4.4
d. Ungovernable	77	16.2	70	17.2
e. Sex Offense	72	15.1	61	15
f. Personal injury or attempted injury	10	2.1	9	2.2
g. Act of carelessness or mischief	57	12	51	12.6
h. Violating liquor or drug law	12	2.5	12	3.
i. Other miscellaneous	23	4.6	14	3.4
j. Not reported	25	5.3	19	4.7

		<u>CITY CASES</u>				<u>CITY CASES</u>	
Ward No.	City <u>No.</u>	Cases <u>%</u>		Ward No.	City <u>No.</u>	Cases <u>%</u>	
Total	406	100		7	11	2.7	
1	17	4.2		8	9	2.2	
2	6	1.5		9	3	.7	
3	19	4.7		10	2	.5	
4	16	3.9		11	-	---	
5	1	.2		12	-	---	
6	6	1.5		13	5	1.2	

CITY CASES (cont'd)

Ward No.	City Cases		Ward No.	City Cases	
	<u>No.</u>	<u>%</u>		<u>No.</u>	<u>%</u>
14	15	3.7	20	-	---
15	32	7.9	21	10	2.5
16	96	23.6	22	3	.7
17	84	20.7	23	-	---
18	57	14.0	24	1	.2
19	2	.5	25	-	---
			26	11	2.7

CITY CASES

Ward No.	City Cases		Ward No.	City Cases	
	<u>No.</u>	<u>%</u>		<u>No.</u>	<u>%</u>
Total	1435	100			
1	67	4.7	14	83	5.8
2	41	2.9	15	97	6.8
3	35	2.4	16	114	7.9
4	42	2.9	17	149	10.4
5	15	1.1	18	72	5.0
6	87	6.1	19	41	2.9
7	77	5.4	20	25	1.7
8	80	5.6	21	76	5.3
9	44	3.1	22	34	2.4
10	61	4.2	23	26	1.8
11	32	2.2	24	25	1.7
12	16	1.1	25	22	1.5
13	36	2.5	26	39	2.7

In wards 16, 17, and 18 (which are entirely Negro) there were 335 cases of the 1435 cases, or 23 per cent, while the entire Negro population is only 9 per cent of the total.

The Negroes of the West End, then, have more than their share of cases of Juvenile Delinquency.

To the schools falls the heavy task of handling many

of these cases, and suggesting remedial measures, and planning its school organization so as both to prevent children developing into delinquency and, likewise, to continue to handle the individual who may be, or be becoming, a confirmed delinquent.

7. Other Factors Affecting Reorganization

A great many children fail to learn to read after one or two years in the first grade, but these are not all classes as non-readers. If a child is of average intelligence or more, has had a fair chance to learn to read, and shows no marked defects, he is taken through the various steps in learning to read to ascertain, if possible, just which he missed. When the cause is laid bare, he usually learns without further difficulty.

(a) Second and Third Grade Reading Tests

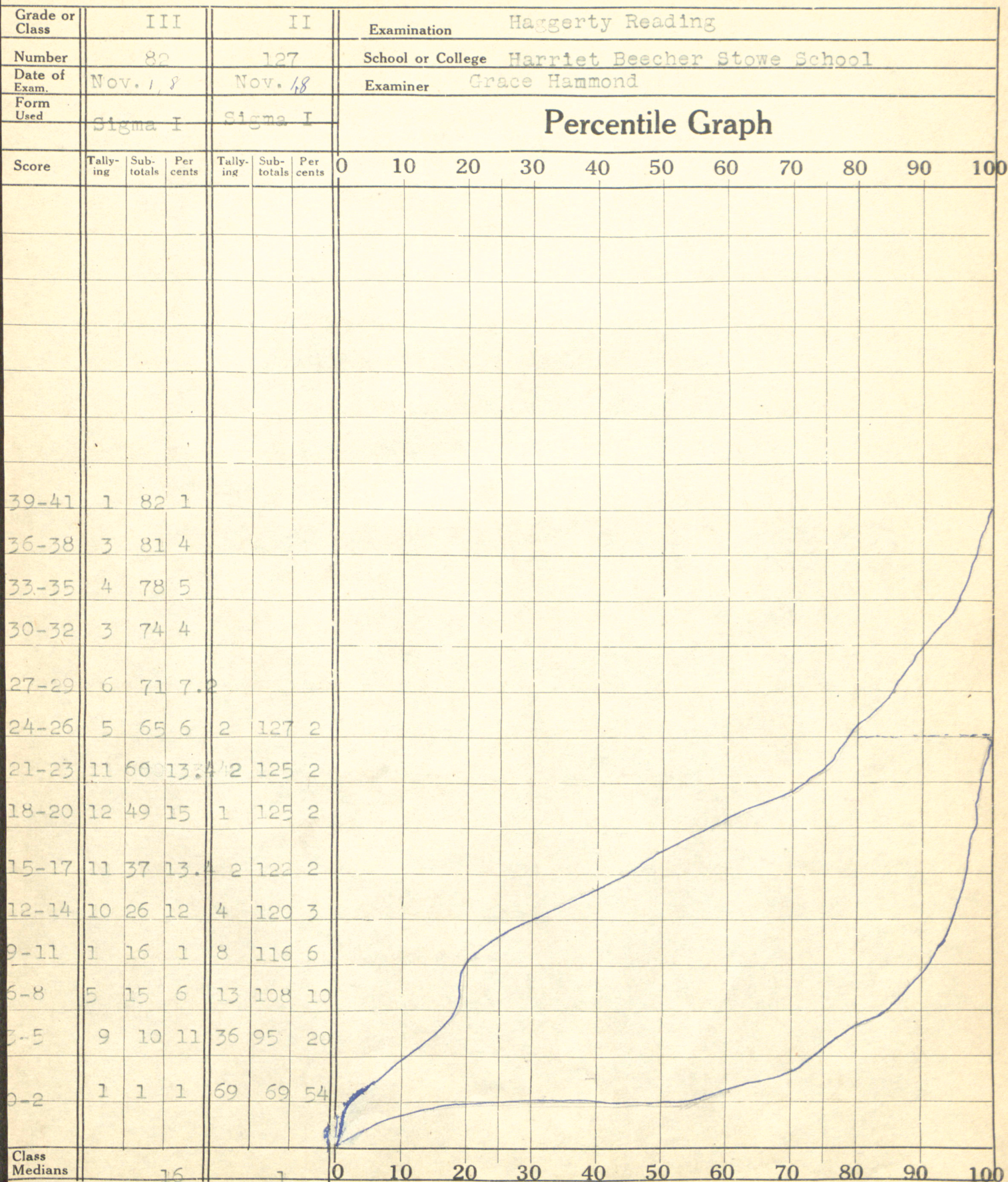
390 second and third grade children were given a reading test the last of October to see whether they came up to the second and third grade standards in reading ability, and to see whether they were grouped as homogeneously as possible.

As the tests given, Haggerty Sigma I, and Detroit Word Recognition Tests correlate highly with the Stanford Intelligence Tests, when the mental age received on a tests was much below a child's chronological age an individual test was given. As the norms of these tests do not represent a particularly high

achievement, the pupils who fall short are considered to be in need of attention and their cases are taken up individually.

The following percentile graphs show the results of the tests:

(See pages 179 and 180)



Percentile Graph

209 second and third grade children were given the Haggerty Sigma 1 reading tests. The median score for third grades was 18-20, which comes up to the other children in the city at the beginning of the year. This did not include the dull or opportunity groups, although one class was made up entirely of repeaters.

20% of the children made scores exceeding the median requirements for children passing to the fourth grade. About half of these children were given a trial in the fourth grade, the others were found to be deficient in other subjects.

54% of the second grade children made scores of 2 or less. The youngest of these were recommended for demotion. The older were given individual examinations with a view of placement in special classes. Some cases were given special help in word recognition. One boy was referred to an oculist, one to an ear specialist. 9 of the children were put in the class for underweights. The median chronological age was 9 in the third grades and 8 in the second grades.

181 third and second grade children were given the Detroit World Recognition test. The average third grade score made on the test was between 18 and 20, which is the median for a second grade group of dull children at the beginning of the year. This shows that our children are over-age for the grade and probably somewhat over-age mentally,

but are being taught to their capacity. 40% of these children made a score of 2 or below, which shows that 40% of the second grades have not reached the standard in the first grades for entrance into the second grades, i.e., the number of children who fail to learn to read in the first grade is appalling, and first grade failures are entirely too high.

This condition is being remedied by eliminating from regular first grades all children with mental ages below 6 years and placing them in pre-primer and over-age classes, paying special attention to beginning reading.

10% of the second grades are equal to third grade work, hence they were placed in regular or opportunity classes according to age.

The median for the second grade children was about 9 years. This could be reduced materially by a more thorough elimination. Teachers themselves have a tendency to retain the older child if he is inoffensive, helpful, and not a gross failure.

88 third grade children including 50 over-age children were given this test. The median score for the entire group was 18-20, 5 points below the median for a dull third grade at the beginning of the year. The median score for the 38 normal children was 30, which is up to the standard. 6% of the children made perfect scores and were immediately promoted.

8% made less and were demoted.

93 second grade children including about 24 normals made a median score of 2 or less, but the median score for the 24 normals was 12. Their median age was 8 years. So, by removing the normal children we easily converted the class into a class for defectives.

b. Sixth, Seventh, and Eighth Grade Reading Tests.

The sixth, seventh, and eighth grades were given the Monroe Silent Reading Test, Form II, Test II, in March 1927. The object of this test was to see if the grades were up to standard in reading, and to recommend remedial work for those in need of it.

The median scores in rate and comprehension for the various grades, also the grade norms, are as follows:

Grade	Median Score in Comp.	Median Score in Rate	Grade Norm
VI	9	148	V
VII	11	164	VI
VIII	12.6	219	VII

The distribution of the comprehension scores are as follows:

Frequency	Comp. Score
6	6
25	7
34	8
48	9
37	10
45	11
45	12
23	13
16	14
8	15
3	16
2	19
Total	292

These medians are one grade below the norms established for the city as a whole, which is consistent with the results found with the sixth grade intelligence tests.

Most of the children tested are one or more years over-age for the grade, and many are in so-called Opportunity Classes, being somewhat lower than the average mentally. This is, of course, in accordance with approved methods of modern junior high school procedure, where student tests are made commensurate with mental ability.

One gratifying result of the test was the fact that the children as a whole are doing as well as can be expected of them, which speaks well for the quality of the teaching.

c. Arithmetic Tests.

Professor Odum, of the University of Georgia, who has carried out a testing program with Negro children of Philadelphia, says that arithmetic furnished the greatest difficulty for the Negro pupil and that language comes second in difficulty. So, in September 1925 we gave the Spencer Diagnostic Tests and repeated them in 1926 and recorded the results. The tests designed for the fifth and sixth grades were given to the fifth, sixth, and seventh grades. In all there were four third grades, five fourth grades, four sixth grades, and three seventh grades tested. Average results were taken in each grade.

680 children were given the first test and 520 of the same children were re-tested. The tests were given under conditions as nearly uniform as possible. No time limit was set, but an effort was made to allow about half an hour for each process on four consecutive days. Those whose papers showed that they needed more time were permitted to have their papers again, if they wished. The directions given on the sheet were carefully adhered to. The papers were scored and tabulated by a group of teachers who have had some experience with tests. The diagnostic sheets were then given to the teacher of each particular class. Together we planned a program of remedial work for four months when the re-test was given.

The average gain in the third grades is as follows:

Errors	Subtraction	Addition	Multiplication	Division
September	74%	36%	70%	80%
February	40%	15%	40%	48%
Gain	34%	15%	30%	32%

A check mark at the column where all the pupils missed all problems, or where the greatest percentage of errors occurred in September and February showed the progress of the class as a whole. For example, the third grade in September missed all the problems from the "zero" cases column one, and in February none of the problems had 100% error.

In September in the "Simple Combinations Column" the error was 32 and in February it had dropped to 8. Addition is the least difficult process for most people, therefore the percentage of error is lowest. The percentage of improvement seems lower because there is less room for improvement. The highest percentage of error in multiplication and division is due to the fact that the third grades are just taking up these subjects formally and also to the fact that they are more difficult and complicated.

In grade four a much lower percentage of error should be expected on the same tests, and such is the case. The comparison follows:

	Subtraction	Addition	Multiplicatio	Division
September	54%	23%	62%	82%
February	45%	20%	35%	41%
Gain	9%	3%	27%	41%

The comparatively small gain in addition and subtraction is due to the fact that the fourth grades so emphasize division and multiplication that less time is devoted to formal drill and more to reasoning from the fourth grade up; that the departmental system is in use in these grades, and some time is lost in passing classes; that there is less time for extra remedial work than there is in the third grades where the teacher has her class all day.

The following is the percentage of gain in the fifth grades:

	Subtraction	Addition	Multiplication	Division
September	60%	59%	72%	69%
February	31%	30%	58%	47%
Gain	29%	29%	14%	22%

The gain in the fifth grades was fairly high and consistent, except in multiplication. Perhaps this latter fact was due to the smallness of the space in which the pupils must do their figuring and that this test is less diagnostic as a measure of ability in multiplication than the other tests for other processes.

In the sixth grades the gains were more nearly equal in the several processes, although they were twice as great in subtraction as in the other three processes. The results were as follows:

	Subtraction	Addition	Multiplication	Division
September	50%	53%	59%	45%
February	25%	41%	47%	32%
Gain	35%	12%	12%	13%

The seventh grades results are as follows:

	Subtraction	Addition	Multiplication	Division
September	32%	33%	35%	58%
February	13%	28%	20%	42%
Gain	19%	5%	15%	16%

In the sixth and seventh grades more time is devoted to reasoning than in the other grades. By discovering the child's ability in the fundamental processes he may be properly placed in arithmetic classes. Thus we see that difficulties in the fundamental processes may be greatly reduced or overcome by proper diagnosis and by applying remedial measures. In like manner we hope in September, 1928, to commence our diagnosis and remedial measures for difficulties in language.

d. Correlation of School Achievement and Home Conditions.

The correlation of school achievement and home conditions as estimated by the teachers of 512 unselected children from all the grades from the first through the ninth was found to be $r = .173$, P.E. $r = .03$, worked out by the Pearson product moment system.³

This would ordinarily be considered negligible, but is by no means negligible for our purpose. The fact that there is a positive correlation is most significant from the teachers' point of view, as their efforts to secure cooperation must be obtained by considerable home visiting by the teachers who size up the home with the skill of long experience, and proceed with the pupils along lines suggested by this contact.

The chief factors influencing academic retardation are late entrance, irregular attendance, and poor home environment.

3. From the records of Hammond, Grace. Psychological Examiner, Stowe School, Cincinnati.

The majority of the migrants come from the poorest and least successful of the Negro race, who because of their economic and social conditions often suffer from insufficient food, clothing, and housing. These migrants require pedagogical, ethical, and social treatment according to their limitation. We must adapt our methods to their mental status. There must be a closer home and school relationship.

The chief factors influencing elimination in Harriet Beecher Stowe School are (1) economic pressure, since many children must leave school at the earliest possible date in order to support themselves and often to help support the family. Very little can be done in such cases, but it is our aim at least to explore by worth while methods the interests and capacities of such pupils and to start them so far as possible on suitable careers. (2) Lack of incentive. Many children fail to see that a few more years in school will improve their economic and social status. It is our aim to encourage these pupils to discover their own interests and abilities and to help them choose life careers in which they can be happy and contented and socially serviceable. The period of training must be shortened for these children by having differentiation earlier in the course of study. (3) Mental retardation. This term is not used in reference to the mental defectives, but in reference to the low, average,

and dull children who make up the rank and file of the school. Our aim for these children is to provide instruction to fit them for their life work, to use methods that are in keeping with the nature of these pupils and so develop them to their maximum efficiency. Our methods secure homogeneous grouping of our pupils and flexibility of promotion or demotion. Our aims for the future are (a) to attain, when the number of mentally accelerated children warrants it, a senior high school in which we may develop from among our mentally superior children, good citizens who are morally, physically and socially superior. (b) To develop powers of leadership and a sense of responsibility toward the less fortunate of their race.

e. Teacher Training Center.

Besides the organization as described, the College of Education, University of Cincinnati, has established a teacher training center at Harriet Beecher Stowe School. After completing a four year University course, students are accepted as fifth year student-teachers under the observation and direction of cooperating teachers who are recommended by the University for this special work. We now have 16 student-teachers and three cooperating teachers. This plan assures us of capable university trained teachers. The student-teachers are paid eighty dollars a month during their

fifth year training. The cooperating teachers also receive extra compensation.

f. The Teaching Corps

The Harriet Beecher Stowe School has 84 college graduates among its teachers, nine of these have M.A. degrees. With these well trained teachers we hope to have the instruction in Harriet Beecher Stowe School second to none.

In general the Harriet Beecher Stowe School reorganization is now functioning: (1) In providing a school in which equality of opportunity is shared by all, in which each child will have work commensurate with his ability and receive training through his own self-expression, thus developing his whole personality; (2) in providing the educational training that will be most valuable for each child, both for his individual advantage and from the standpoint of society; (3) in providing teachers who are specialists not only for their particular subject, but also of human nature; (4) in providing classification of pupils after a thorough consideration of mental age, intelligence quotients, teachers' estimates, school grades, over-ageness, and probable length of time which the pupils will remain in school. This classification functions not only for efficiency in instruction but for guidance of pupils in the choice of courses and selection of electives. Finally, careful classification should be, and

is, a means by which problems become isolated, studied, and solved, this working for the good of the child, society, and the state.

Summary.

1. The Platoon System which calls for the fullest use of the school plant was initiated into the program of reorganization of Harriet Beecher Stowe School.

2. From the fourth grade up the work was made highly departmentalized.

3. A study was made of local activities in order to determine the type of activities to incorporate in the educational program for the children.

4. The classification of children was made on the basis of intelligence and achievement tests.

5. Special classes were formed for mental defectives, and a suitable program based on pupil or individual needs was provided for them.

6. A regular program was provided for the normal child whose age was up to grade, and whose I.Q. was 90 or more.

7. Opportunity groups were formed for the over-age pupils.

8. The primary classes were also grouped and classified according to intelligence levels.

9. The age-grade table was a very important factor in the classification and grouping of children in the reorganization of Harriet Beecher Stowe School.

10. Promotions were made flexible so as to facilitate progress.

11. A junior high school organization was made a part of the educational program, and an enriched course of study based on local interests and community needs was provided for it.

12. The school program was adjusted to the pupil in order to meet the variability in individual differences of pupils.

13. Student social activities were made a part of the school program.

14. The social organization of the school tied it up with all the social agencies for Negroes in the West End.

15. The results of over-age tables show a rather high percentage of over-ageness in the school, with a slight tendency to decrease from year to year.

16. The school organization utilizes a full-time psychological examiner who helps to determine individual differences which are made the basis of special classification.

17. Many classroom problems are diagnosed and proper placement and treatment given.

18. A study was made of juvenile delinquents and the informational data was used with a view of bettering these conditions in the school.

19. The Haggerty Sigma 1 Reading Test was given to the children in the normal groups of the second and third grades

at the beginning of the year, and the median score for the groups compared favorably with that of other second and third grades in the city.

20. The Detroit Word Recognition Test was also given to the second and third grades and the resulting scores revealed the fact that the children of those grades were over-age for the grade, and somewhat over-age mentally.

21. The Monroe Silent Reading Test (Form II, Test II) was given to the children of the 6th, 7th, and 8th grades, and the median scores revealed the fact that the group as a whole was below the norms established for the city as a whole.

22. The Spencer Diagnostic Tests in arithmetic were given to the 3rd, 4th, 5th, 6th, and 7th grades in 1925, and repeated in 1926. The purpose of the 1925 testing was to diagnose pupil difficulties in arithmetic for those grades, after which a year was spent in applying remedial measures to correct these difficulties discovered by the tests. The results of the 1926 testing showed some substantial gain and progress, due to the application of remedial measures.

23. Further investigation revealed the fact that a slight positive relationship existed between school achievement and home conditions.

24. The chief factors influencing academic retardation were found to be late entrance, irregular attendance, and poor home conditions.

25. The factors influencing elimination were economic pressure, lack of incentive, and mental retardation.

26. In order to provide adequately trained teachers for Negro children, the College of Education, University of Cincinnati, established a teacher training center at Harriet Beecher Stowe School and this arrangement is a part of the school organization.

27. With a corps of well trained teachers the school is functioning with a well planned program formulated by its reorganization.

CHAPTER X

SUMMARY

1. In this study it has been shown that there were different and conflicting points of view regarding mixed and separate schools for Negro youth in northern cities.

2. A very forceful argument in favor of separate schools is the fact that a typical Negro high school (Gaines High School, Cincinnati) had more graduates in one year than the combined mixed city high schools have been able to produce in any one year since the abolition of the Negro high school in 1889; also, that many graduates of Gaines High School achieved marked success.

3. A comparison of mixed and separate schools in northern cities shows that there are more Negro graduates, more Negro principals, and more Negro teachers in schools separately organized than in mixed schools.

4. A great majority of Negroes attaining some eminence have attended separate public schools.

5. Many of the states of the North have made legal provision for separate schools; others have separate schools in actual practice, yet without legal foundation; others have mixed schools but have not provided colored teachers and principals to nearly so great a degree as the number of colored children

would suggest.

6. The migration, and the socio-economic condition of the Negro are important factors working for separation of the races in northern public schools.

7. Intelligence testing, race prejudice, extra-curricular and recreational activities point toward segregation in these public schools.

8. After twenty-five years' experience with mixed schools in a typical city (Cincinnati), a segregated school (Harriet Beecher Stowe), with colored principal and teachers was established, wherein superior educational opportunities are provided for Negro children who voluntarily elect to attend.

9. The school, considered as a desirable type school for northern cities, is organized on a psychological basis, with children classified according to intelligence and achievement tests, and with the course of study based primarily upon local interests and community needs.

10. The detailed social organization of the school in cooperation with all the social agencies of the community is shown, and the necessity for such set forth.

11. Over-ageness and retardation as typical are discussed, and remedial treatment analyzed.

In general, it is concluded:

1. That, while all would prefer to have democracy in

education, this goal has not been reached, and is not likely to be reached in the northern cities studied, since separation of the races in all walks of life is operating and seems likely so to continue.

2. That the aims of education may be best realized by the Negro youth in separate public schools; especially that the features of school and community life forming so large a part of an effective educational program can be best handled in separate public schools.

3. That there is greater inspiration, greater racial solidarity, superior social activities, greater retention and greater educational achievement for Negro youth in a separate public school than in a mixed school.

5. Finally, that the ideal separate public school for Negro youth in northern cities will, under a staff of well trained Negro teachers, function in providing a closer parent-pupil-teacher relationship, as well as a clearer insight into the treatment of mental deficiency, social maladjustments, special disabilities, and behavior irregularities.

* * * * *

Cubberley, in his "State and County Educational Reorganization", suggests a revised school code for the hypothetical state of Osceola. In this book he gives an

expression of certain fundamental principles relating to the administration of public schools in the United States, and pictures Osceola as being conscious of the need for, and purpose of, public education. He advocates

First, Special Schools for Negroes:-

"Any county or city school-district may also establish separate schools for children of the negro race, when there are enough of such to make such separate instruction advantageous, though when such separate schools are established, the negro children shall be given equal advantages in term and course of instruction with children of the white race in the same city school-district or county subdistrict, though the course of instruction need not be the same for the two races. A special secondary school for the instruction of children of the negro race may be established by any county or city school-district authority, acting separately or in cooperation, when there are enough secondary-school pupils of such race to make such instruction possible and desirable; or either district may contract with the other to provide secondary-school facilities for any or all of its negro children."¹

Second, University:-

"Instruction in the university shall be free to all residents of this state, without distinction as to race, sex, or sects, and, so far as can be done consistent with the proper

¹. Cubberley, Ellwood P., State and County Educational Reorganization, pp.83-84

provision for residents of this state, residents of other states and countries shall be admitted on the same terms."²

So the educational theorist would have the elementary and high school pupils separate in cities with a sufficient Negro population, but would have a mixed student body on the university level. He would have, not necessarily the same, but equal advantages for all races.

That the above is now typical of the northern cities studied is not shown by this thesis; that the trend is in the direction indicated, and with marked success attending efforts now so directed, is claimed.

². Cubberley, Ellwood P., State and County Educational Reorganization, pp.103-104

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