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THE STATUS OF SECONDARY SCHOOL AND COLLEGIATE BUSINESS EDUCATION FOR THE NEGRO POPULATION IN ATLANTA, GEORGIA

Submitted by

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CHAPTER I

INTRODUCTION

PURPOSE OF THE STUDY

This study was undertaken for:

1. The purpose of furnishing an intelligent background upon which one might build an efficient business curriculum suited to the present and future needs of the Negro students.

2. For the purpose of bringing to the attention of principals, superintendents, college presidents, business men and teachers a factual analysis of the existing public school facilities for its Negro children--

    a. Time spent in school by each child

    b. Funds appropriated for the Negro children as compared to that of the white children.

3. For the purpose of offering recommendations in terms of the present needs of the Negro school population.

In 1922, when the Strayer-Engelhardt Report was published, the Negro citizens of Atlanta had great hopes that the quantity and quality of educational opportunities offered their children would be appreciably improved. In describing the then current school facilities for Negroes in Atlanta and in recommending

changes, the Report stated:[1]

> No plan for the adequate housing of colored children has ever existed in Atlanta.
>
> At present only elementary schools are provided with care for a part of the colored children.
>
> A new educational organization involving elementary, junior and senior high school training should be adopted by the Board of Education.
>
> School buildings should be planned which are most accessible to the regions in which colored people live and will live in the future.
>
> The standards of school housing suggested in foregoing pages for the new schools for white children should be carefully followed in the construction of new schools for colored children.

Since 1922, however, the conditions described by the Strayer Engelhardt Report have not been essentially changed. It is believed that the lack of facilities existing in the public schools for Negroes in Atlanta is not generally known. Atlanta citizens therefore, do not realize the enormous waste of human resources which is taking place within the community.

Not only is there need for the improved status of conditions of education, but a careful study of school catalogues and of

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[1] A Report of Public School Facilities For Negroes in Atlanta, Georgia. The Atlanta Urban League, 1944 p. 6.

businesses owned and operated by the Negroes in the city of Atlanta, reveal these facts:

> That changes for improvement could be made within the curricula of the various schools.
>
> A better knowledge and realtionship between the schools and business should be established.
>
> That the training provided in the schools should be more in keeping with the available opportunities for employment.
>
> That more and better business curricula should be installed in the secondary schools, in order that those students who will terminate their formal education in the secondary schools, might be supplied with the necessary essentials for earning a living.

In this study, an effort will be made to discover what relationships exist between the educational level of the graduate and the business requirements and his ability to intergrate normally into the business world. From such determinants, implications will be suggested to lead toward inquiry into economical and effective means for meeting the business educational needs of the Negro in the secondary and collegiate schools of Atlanta. Recommendations attempted will take the form of describing specific areas of study that should be organized and scientifically treated by the city board of education. In addition, suggestions will be made for devising machinery and setting up experiments to reduce national wastage in manpower, morale, money and materials that is apparent in any consideration of the Negro's economic blockage in the fields of business employment, business management and consumer business practices.

In making this study, it was necessary for the writer to give an over all picture of the general educational conditions of the city of Atlanta, because as will be pointed out later, there were very few secondary schools providing business education as such, for the Negro population. While it was true that business education in the secondary schools was inadequate, it was also true that some training in this field was included in other areas of study. Because of the fact that the inadequacy of business education in the secondary schools, was one that was common to that of public education in general for the Negro citizens, it then became all the more important that the total education patterns of the schools be presented.

After describing the Atlanta educational system with special emphasis on the opportunities provided for Negroes, the writer will examine the status of business education.

DELIMITATION OF THE PROBLEM

The scope of this investigation geographically was confined to those boundary lines limiting the area of the city of Atlanta. There was, therefore, no other geographic division that presented an identical or comparable situation for the study of the status of collegiate and secondary business education in the realm of business education. Within the city however, separate data and analysis in special instances, were delimited to those sections that reported educational statistics for the Negro population apart from those of whites and other

races. Any other limitations that have been noticed have been imposed by the extent of materials; for example, the table of schools offering business education.

DEFINITION OF TERMS USED

For the purpose of clarification, it may be well to define the terms used in this study. All definitions, unless otherwise indicated, are those from the Dictionary of Education.[1]

Curriculum: A systematic group of courses or sequence of subjects required for graduation or certification in a major field of study; a body of prescribed educative experiences under school supervision designed to provide an individual with the best possible training and experience to fit him for the society of which he is a part or to qualify him for a trade or profession.

Elementary School: A school offering work in any combination of grades from 1 to 8.

Course of Study: Strictly an official guide prepared for use by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching in a given subject area of study for a given grade, combination of grades or other designated classes or instruction group.

School: An organized group of pupils pursuing defined studies at defined levels and receiving instruction from one or

[1]Good, Dictionary of Education. New York, McGraw-Hill Book Company Inc. 1945.

more teachers, frequently with the addition of other employees and officers, such as a principal, various supervisors of instructions and a staff of maintenance workers.

Secondary Education: The period of education, whether public or private, which usually consists of grades 7 to 12 or 9 to 12.

Senior high School: The upper part of a divided reorganized secondary school, comprising usually grades 10 to 12 or 9 to 12.

Business Education: That area of education which develops skills, attitudes, and understandings essential for the successful direction of business relationships; An area of study dealing with the principles and practices of teaching business subjects.

IMPORTANCE OF THE PROBLEM

In any post-war planning for a good life in America, some provisions should be made for the American Negro. This is not only true of America as a whole, but is true of the city of Atlanta or any other city. Only true patriots can understand the loyalty of a segregated race to its native land or city. Only true pioneers can appreciate the hazards of frontier thinking and action. Atlanta has its share of undying patriotism and of hardy pioneer spirit. In consideration of these heritages, a scientific study of the people of Atlanta in a democratic economy can serve as an instrument in hastening progress towards democracy's impartial and imperishable ideal of an economically secure, potentially--intergrated city.

For the attainment of this ideal for which she has always unswervingly defended, Atlanta as well as any other city needs all of her human resources--those of men's minds as well as of their bodies. Her citizens along with all other citizens of cities throughout the United States, have given their bodies and minds to the service of their country, may they not also dedicate these to her enduring peace? Peace does not hide behind masked facts or abide inside unspoken spaces. It is not guaranteed by status or laws; neither is it assured permanence among disease, nor ignorance, nor poverty and the crimes to which all three give rise.

There can only be a future Atlanta -- an Atlanta that men are called upon to build with their minds and spirits, as the fore fathers of this country both slave and free built, with the determination of their wills and toil of their hands. A city as well as a country, hallowed by the sacrifices of her young men---Jews and Gentiles, Oriental and Occidental, Negro, Southern Whites and Yankee is worthy of preservation. Atlanta can preserve these mutual fruits of her city if with calm tolerance she joins in thinking through the application of democratic principles in the every day problems that impinge upon her socio-economic life.

All forms of government are and will continue to be social experiments. Therefore, it is necessary that the problems of the peoples who constitute such governments be continually studied if business, political, and social science is to advance intelligently. "What ever form of government and society used are directly traceable to broad economic causes. Business is an activity phase of economics."[1] Through business, economic factors operate continuously and can be studied objectively. That which gives rise to business trends and institutions belong to the subjective realm of economic investigation, with which the objective must to some measure be concerned.

THE NEGRO POPULATION

The educational facilities for Negro children should be conducted by the growth and location of the Negro population. As Atlanta developed into a metropolitan center, the Negro population increased accordingly.

Growth of the Population of Atlanta. The growth of the Negro and white population and that of the city itself are shown in Table I, page 9.

Basic data, such as size and population growth, should constitute the point from which any program which undertakes to

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[1] Hypps, Changes In Business Attitudes and Activities of the Negro in the United States since 1619. Unpublished Thesis New York School of Education Library 1944

TABLE I

POPULATION OF ATLANTA, GEORGIA BY CENSUS YEARS, 1870-1940

Year	Negro Population		White Population		City total for all races
	Number	Per cent of city total	Number	Per cent of city total	
1940	104,535*	34.6	197,589	65.4	302,124
1930	90,075	33.3	180,248	67.7	270,366
1920	62,796	31.3	137,785	68.7	200,616
1910	51,902	33.5	102,861	66.4	154,839
1900	35,727	39.8	54,090	60.2	89.872
1890	28.098	42.9	37,416	57.1	65,533
1880	16,330	43.7	21,079	56.3	37,409
1870	9,929	45.6	11,860	54.4	21,789

*These figures were taken from a report of Public School Facilities For Negroes in Atlanta, Georgia. Atlanta Urban League. 1944

determine the needs for school facilities must proceed. Table I clearly shows that Negroes have consistently constituted about one-third or more of the total population of Atlanta. According to Table I, the Atlanta Negro population increased by about 36,000 persons during the period 1922-1940. During this period, however, no additional school buildings for the increased population were erected. Changes amounted to the addition of classrooms to old buildings and the utilization of three white schools, whose constituents shifted to other areas. These changes did not furnish facilities in keeping with the increase in the school enrollment.

THE ATLANTA NEGRO

Since both pupils and teachers in the Negro public schools are members of a large group which has certain socio-economic characteristics, it seems appropriate as a background for the study of public business education among Negroes in Atlanta, to consider briefly some of the characteristics of the population from which these pupils and teachers come.

One out of every three persons in Atlanta is a Negro, and the total Negro population is 95 per cent Georgian. There are more females than males---78.6 males to every 100 females. The Negro population is found to be much younger than that of the white population. Their families, which average 3.09 persons, are larger than the average white family.

Fifty-five and one-tenth per cent of all Negro women in Atlanta were gainfully employed. "Slightly more than two thirds of all Negro Women workers were employed in domestic work at an average weekly wage in pre-war peace time of approximately six dollars." [1]

In 1940, two out of every three Negro men were employed. At present, however, it is probably true that almost all of the Negro male population are gainfully employed.

Of the 34,175 Negro families, 12.5 per cent own their homes, the average value of which is $1,995. The remaining families who rent their homes, pay on the average of $9.75 per month. Not quite half of the rented homes have electricity.

According to reports on the health conditions of the Atlanta Negro, the following is true: The health conditions of the Atlanta Negro may be summarized by a high rate of still-births, a high infant mortality rate, an average birth rate, and a high death rate. Heart disease, pneumonia, apoplexy and tuberculosis, in the order named, account for most of the deaths from disease.

With this brief picture of the Atlanta Negro, we turn to a more detailed discussion of Negro youth community, and the public school facilities provided for it.

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[1] A Report on Public School Facilities For Negroes In Atlanta, Georgia. The Atlanta Urban League. 1944 p. 1

THE PUBLIC SCHOOL FACILITIES

Any analysis of the adequacy of existing educational facilities for Negro children in Atlanta must consider (1) the number of Negro children and the general educational facilities provided for them, and (2) areas of youth population concentration in relation to educational facilities within the area. The first of these will be considered in the present topic while the other one will be discussed under a separate topic. In many instances, a comparison will be drawn between the public school facilities for white children and those for Negro children for the purpose of gauging the adequacy of the latter.

The Youth Population and School Buildings Provided. Of the 70,894 Atlanta children of school age, 26,528, or 37 per cent are Negroes and 44,366 are whites. Negro children, comprising more than one-third of the total school population, are provided with 13, or 20 per cent of the 65 public school buildings. The 13 Negro schools are divided into 10 elementary schools, 1 elementary-junior high school, 1 junior high school* and 1 junior senior high school.

Of the 52 public schools for whites, 42 are elementary, 6 junior high and 4 senior high schools. Less than twice as many white youth as Negro youth have four times as many senior high schools. The margin of difference between the accommodations

*This school is a part of the junior-senior high school. It was taken over for use as a Negro school in 1943-'44, after a portion of the junior-senior high school was burned.

for the two groups is greater when the total number of regular and special classrooms for Negro children is compared with the total number for that of white children. It is realized that classrooms rather than number of buildings, is a more general picture and should be presented. Further consideration will make clear the cost in time and money to thousands of Negro youth who must travel from one side of the city to the other to attend school.

A comparison of Atlanta with other Southern Cities. An indication of how Atlanta compares with other southern cities with respect to provision for public educational facilities for Negro children is given in Table II page 13A.

Table II reveals that Atlanta, having by far the largest Negro school population in the group, ranks next to the lowest in the total number of schools provided, and ranks far below all the others in the number of schools per thousand Negro children. On a comparative basis there is obvious need for substantial additional provision for the public education of Atlanta's Negro children.

Investment in Public School Property. The fact that school funds were distributed inequitably was clearly indicated by the figure which gives the investment in school property in Atlanta. The value of investments in buildings and land for Negroes, as of December, 1941, was $1,790,184, or 16.6 per cent of the $10,797,611.50 invested in all school buildings and land in the

TABLE II

Comparison of Five Southern Cities With
Respect to Negro Population, Negro School Population,
and Number Of Schools Provided For Negroes, 1944

Cities	Negro Population		Negro School Pop		Negro Schools				Number of schools per 1000 school population
	Number	Per cent of total pop.	Number	Per cent of total sch. pop.	Elem	Jr. High	Sr. High	Total	
Atlanta	104,533	34.6	26,528	37.4	10	2	1	13	.5
Houston	102,000	21.0	18,000	21	26	2	3	31	1.7
Jacksonville	80,000	33.0	10,046	28	21	4	1	26	2.6
Dallas	64,734	19.0	11,302	18	12	-	2	14	1.3
Nashville	48,322	28.3	6,748	29.6	10	1	1	12	1.8

city. This represents an investment of $887 for each Negro pupil as against $2,156 for each white pupil. The inequalities in the expenditures of public funds for the education of Negro and white children are further shown in the examination of the amounts spent for these two groups in 1941-1942. "The total expenditure during this year was $3,833,088. Of this amount, $610,395 or 15.9 per cent was spent for Negro education. The per-pupil expenditure for Negroes was 37.80, as against $108.70 for white pupils."[1]

Provision For Age Groups. In an educational process, it is generally agreed, that age groups should be a major consideration. Yet a report released on the public school facilities reveal the fact that Negro elementary students in Atlanta are forced to use the same facilities as students of high school age.[2]

> Although educational authorities agree that it is unsound school policy for pupils in radically different age groups to use the same facilities, we find that some Negro elementary students in Atlanta must attend the same school and use the same facilities as students of high school age.
>
> No white schools have this combination of divisions.

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[1]Report, Investment In Public School Property for Negroes. The Atlanta Urban League. 1944 p.8

[2]Report, Public School Facilities for Negroes in Atlanta. The Atlanta Urban League. 1944. p.10

Special and Night School Enrollment. One special school for Negroes was provided--the Battle Hill school for tubercular children. This school had an enrollment of 42 children in 1941-1942. On the other hand, there were three special schools for white children; Battle Hill, with 36 students; Boys Special, with 28 students; and an Opportunity School, with 1,879 students.

Negro youth, who because of his socio-economic status, is in the greatest need of the advantages of an opportunity school, has none. Whereas, there were kindergarten departments in each of the elementary schools for white children, not one kindergarten was provided for Negro children.

In the regular night schools, of which there were four for Negroes, the enrollment was 2,655, or almost twice as many as were enrolled in the regular night schools for whites. However, the enrollment of 3,592 whites in the Smith-Hughes courses brought the white enrollment up to 5,073. There were no Smith-Hughes courses in the Negro night schools.

Day School Enrollment. In 1941, the potential Negro school population in the age group 9-19, inclusive, was 26,528. Actually 64.4 per cent, or 17,118 were enrolled on October 10. On that date the total enrollment in public schools for Negroes was 18,711, and at the end of the school year it was 20,185. Of the 44,366 white children in the age group 5-19 years, inclusive, 31,306 or 70.4 per cent, were enrolled in public schools on October 10, 1941. The total enrollment of white

children on that date was 33,583 and at the end of the school year it was 41,799.

Of the 20,185 Negro children of all ages who enrolled in public schools in 1941, there were 18,522, or 90.4 per cent, who continued in attendance with an average daily attendance of 88.5 per cent. Of the 41,799 white children who enrolled, 32,929, or 78.8 per cent continued in attendance with an average daily attendance of 90 per cent. It may be observed that the figure which gives the percentage of Negroes who continued in school significantly exceeds that of the white students. This difference is probably due to the greater job-opportunities for white youth. Another fact that might be noticed here is the fact that Negro students consistently remained in school during the year indicates that the facilities were being continuously used throughout the school year.

The enrollment of Negroes by school divisions in 1941-1942 was 11,824 elementary pupils, 3,724 junior high pupils, 1,940 senior high pupils and 2,655 night school pupils.

Double Sessions in the Negro Public Schools. The amount and quality of instruction received by Negro children in Atlanta schools is conditioned primarily by the almost universal use of double sessions.[1]

> The white child begins his school day at nine o'clock and ends his school day at three o'clock. The Negro child begins his school day at nine or twelve-thirty o'clock and

ends his school day at twelve-thirty or four o'clock.

In 1941 in the Atlanta Public school system 155 teachers filled 275 teaching positions in the Negro elementary schools. One hundred and twenty of the 155 teachers were employed for double sessions. None of the 612 teachers in the white elementary schools had double sessions. The double session deprives the children of a full day's schooling. As a matter of fact, instead of a six-hour day, the children are taught only three and one-half hours or less daily. Under the double session system, the Negro pupil loses at least 2,700 classes or class hours during the first six years of his elementary school education. In terms of a full day's work, this represents a loss of two and one-half years during the child's first six years in school. In other words, the Negro child gets, during this period, a little more than one-half of the class-hours of instruction to which he is entitled. These children cannot possibly make up,during their high school years, the loss in educational growth which they sustain in the elementary grades.

The existence of double sessions and their influences on the educational growth of children is not easily apparent in

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[1]Report, Double Session in the Negro Public Schools of Atlanta. The Atlanta Urban League. 1944, p. 12.

published school reports. Visitors spending a brief period of observation in the Negro elementary school would hardly discern either the existence of double sessions or the lack of sufficient classroom space, which is the reason for their existence.

The effect of the double session was most apparent in the large number of unsupervised Negro children of all ages who roved the streets and alleys of the city at any time throughout the school day. The effective administration of compulsory education laws under these conditions is extremely difficult if not impossible. Nor is it possible to secure statistical information on the effect that the existence of double sessions have on irregular attendance, retardation, delinquency, and the reduced efficiency of over-burdened teachers.

Only fifty of the 155 teachers in the Atlanta Negro elementary schools have the opportunity to teach one group of children for a full day. In spite of the lack of classroom space in the Negro schools, it would be possible to employ enough teachers for each session. The double session, however, with all its resulting effects in reduced educational opportunity for the children, could not be remedied until the city provides sufficient classroom space to house the day school enrollment of the Negro schools in classes of normal size.

Teacher-Pupil Ratio. In spite of the fact that the Negro elementary schools operated on the double session system, the classes were still over-crowded.

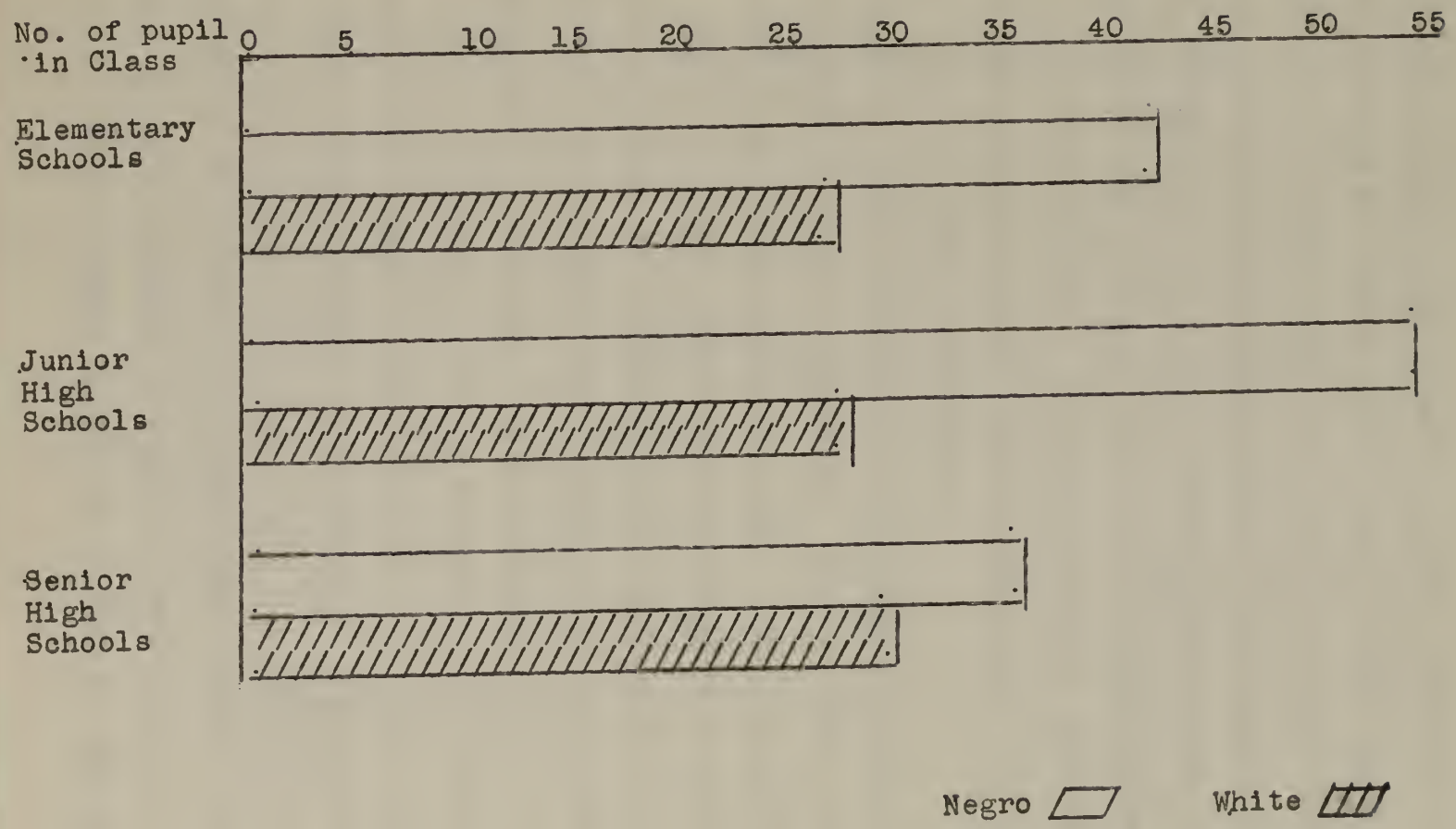
The Negro elementary teachers were teaching an average of 40 students in each class which was 11 students more than were than were taught per teacher in the white elementary classes. This fact is shown in Chart III, page 20.

In the senior high school for Negroes, the teacher-pupil ratio was 52.2 which compared favorably with the ratio of 29.1 for whites. However, the over-loading of teachers in the Negro junior high school reached the peak of teacher-pupil ratio of 51 as compared with 29 in white junior high schools. See Chart III page 20.

Library Facilities. Library facilities should be a good index of the adequacy of educational provisions. In June, 1942, Negro junior and senior high schools had a total of 7,995 volumes compared with 89,342 for whites. This represented 1.4 book per Negro pupil in high school as against 6.5 books per white pupil in the same division. Negroes, who are handicapped by an inadequacy of exposure to books in their homes and in the public libraries, have this inadequacy continued in the public school system. Nine hundred and eighty-nine books were added to the Negro high schools during the period of October 1, 1941 to June 1942, as compared with 6,222 which were added to the white high schools. These additions represented an expenditure of $1,191,77 for Negroes and $7,946.28 for whites. Negro high schools had 115 magazine subscriptions and white high schools had 776, representing expenditures for this item of $262.51 and $1,864.91 respectively.

CHART III

COMPARISON OF TEACHER-PUPIL RATIOS BY DIVISIONS, BY RACE, 1941



VOCATIONAL TRAINING FACILITIES

In a metropolitan center a modern school system can make effective provisions for training its youth in the vocational skills called for by local trade and industrial needs and opportunities. The few ill-equipped shops at the junior-senior high school offered much less than the adequate program needed by the Negro youth and adults of the city to prepare themselves to become productive citizens. The opportunities offered to white youth probably did not meet their needs, but they were far superior to those provided for Negroes.

Providing the skills essential to earning a living is an important function of public education. Here is where the masses of our future citizens terminate their formal educational training. The 1940 census shows that over half the pupils entering high school remain to finish which means that less than three-fourths of our students gain a high school education. Here we can really see the function of the secondary school in preparing citizens for earning a living and giving them the necessary training to fit them for some vocation. The fact that other institutions of higher learning in the city of Atlanta offer opportunities for business education, does not compensate for the inadequacy for such training in the high school. This is true because one must consider the small percentage of those students who by chance happen to get to college or the large

percentage of those who because of their economical status or for other reasons, stop at the completion of senior high school. Unless these students receive some vocational training that will in some way fit them for earning a living, the school in a way has not served its purpose.

In keeping with the slogan of business education, "preparation in terms of available job opportunities," the Negro high school graduate of Atlanta, Georgia faces a bright future in terms of available jobs. Atlanta, is a city where Negro stores, insurance companies and banks have been quite successful. This fact is further substantuated by a comprehensive study of the types of businesses owned and operated by Negroes in the city of Atlanta. See Appendix A.

Next to the inequalities created by the double session, no other factor was found to be so responsible for the inequality of opportunities offered to Negro youth by the Atlanta school system as the lack of sufficient opportunities for business and industrial training. The future progress of any city is largely dependent upon the business training received by its citizens. Certainly there is no better place to begin this training than in the secondary school. To educate a citizen is to prepare him for living or to earn a living. This is where business education comes in. At this point, it can well be seen that the Negro youth of Atlanta is seriously handicapped. Despite the fact that statistics show that less than two-thirds of

the students entering high school remain to finish, no provisions are made in the Atlanta secondary school system for these student's adequate training for earning a living.

When the purposes of business education in terms of specific accomplishments and objectives are interpreted, three broad purposes of business education become apparent---basic or general, skilled or occupational, and socio-economic. As has been pointed out by Strong, some of these purposes are:[1]

> To help students acquire marketable skills, knowledges, and attitudes which will enable them to secure initial positions and make shorter and easier their apprenticeship period in business.
>
> To help employees maintain, rehabilitate, extend and improve their skills, knowledges, and attitudes/to enable them to become more efficient workers and to merit promotion.
>
> To help students acquire occupational intelligence by securing a general conception of the nature, relationships, and functions of modern business.
>
> To develop in the students a personality which will result in effective human relationships in business and in society alike.
>
> To encourage students to take advantage of the guidance program offered by the school, to establish contact with prospective employers and to study the advantages and disadvantages of various business occupations within the community.
>
> To make provision for students to explore their interests, aptitudes and abilities in view of the requirements of specific business occupations.

[1]Strong, The Organization, Administration, and Supervision of Business Education. New York, N.Y. Gregg Publishing Co. 1944.

Strong, in the same article continues:[1]

> To aid the students in the understanding and use of the terminology of business
>
> To assist the students in acquiring business skills and knowledge for personal use.
>
> To help the students to develop the will and ability to use business services and facilities essential for intelligent consumer activities.
>
> To gain an awareness of major socio-economic problems and develop a desire to bring about an improvement in existing conditions.

The Conditions of Collegiate Business Education. Atlanta has four institutions of higher education offering business education for Negroes and one Private Business College which accepts students with or without college training. These institutions, as seen on Table IV, page 25, are Atlanta University, Graduate school; Clark College; Morris Brown College and Morehouse College, all undergraduate schools. These above mentioned institutions,are centrally located in Area IV. See Map I, page 84 on the Westside of Atlanta.

On April 1, 1929, an arrangement was completed among Atlanta University Morehouse College and Spelman College for the affiliation of the three institutions in a university plan, the graduate and professional work to be conducted by Atlanta

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[1]Ibid., Strong, p. 75.

TABLE IV

INSTITUTIONS OFFERING BUSINESS EDUCATION FOR THE NEGRO POPULATION OF ATLANTA, GEORGIA

Name of College	Religious Affiliation	Size of Student Body	Co-Educational	Male or Female	
Atlanta University	Non-Sectarian	1,147	x		
Clark College	M.E. Church*	767	x		
Morris Brown College	A.M.E. Church**	632	x		
Morehouse College	Baptist Church	580		x	
Reid Business College	Private	150	x		
Booker T. Washington High School	None	4,200	x		

*Methodist Episcopal Church
**African Methodist Episcopal Church

University and the college work to be done by Morehouse College and Spelman College. On September 1, 1938, the Atlanta School of Social Work became affiliated with Atlanta University. While retaining its separate corporate existence and its own board of trustees, it is the school of social work of the University. The members of the faculty were recognized as the members of the faculty of Atlanta University. Each institution was independently organized under its own board of trustees and had its own administration, but through the affiliation, overlapping of work was eliminated and the resources and facilities of all institutions were made available for every student. Since September, 1929, there was made exchange of teachers and students among these affiliated institutions. Cooperation with Clark College and Morris Brown College is also a feature of this university setup.

The university offers courses for graduate students in biology, chemistry, economics, and business administration, education, English, French, history, Latin, mathematics and sociology. Under the direction of the school of education, there is a Laboratory School, including nursery school, kindergarten and elementary school.

For a more detailed description of these institutions offering business education, see Appendix B - F.

Health Facilities. In any public school system, health should be a matter of serious concern. The conditions under which many Negroes must live in Atlanta make health facilities and health education an important need in the Negro schools. In the Negro elementary schools, there were no clinic rooms. The services of one physician and two nurses were provided for the medical inspection of the children. The junior and senior high school had clinic rooms, and each had the services of one full-time nurse.

For needy white children certified by their schools the city provided a dental correction clinic at the City Hall. No similar provision was made for Negro children.

Clerks and Supervisors. The enormous amount of clerical work required in modern schools necessitate the services of a clerk in large city schools. In every white school in Atlanta, according to reports released from the Atlanta Urban League, clerks were provided. No Negro elementary school had a clerk. In the junior and senior high schools with an enrollment of 2,758, one clerk was provided; and in the senior high school, with more than four thousand pupils, two clerks were provided.

In both the Negro and white schools effective provision was made for the supervision of music. In other special areas, however, the Negro schools had no Negro supervisors and received very limited services from white supervisors.

The Atlanta school system is the main instrument by which the youth of Atlanta may be developed into good citizens capable of living effectively under the conditions of life in a modern metropolitan center. This chapter has indicated that Atlanta Negro youth do not receive from their city the basic chance to which they are entitled and which is necessary for the development of good citizenship.

CHAPTER II

A DIGEST OF PREVIOUS RELATED STUDIES ON BUSINESS EDUCATION FOR THE COLORED POPULATION OF ATLANTA AND THE SOUTHERN STATES

The limited amount of information in the field of business education for Negroes, revealed the fact that there has been very little significant research advanced in this field. Yet, if one bears in mind the suddenness of this demand for business education, the newness of the institutional provisions for it, and the lack of adequately prepared instructors in the field, we will not condemn too severly the meager and hazard efforts, even the occasional failure, in meeting the demand.

Business education among the Negroes had its first great impetus shortly after World War I. One of the results of the World War was to create among the Negroes, a strong desire to secure economic freedom. The war had stimulated his imagination and as a result, he was looking forward to achieve in the coming years, economic success. The increase of the Negro race in this field of endeavor is indicated by the United States Bureau of Census which states:[1]

> In 1910, there were 19,100 Negro clerks; 68,00 Negroes employed in professional service and 690,000 in preparatory, official, managerial and supervisory pursuits. By 1930, in professional service, the Negro rose to 140,000 an increase of over 100 per cent in each case. The number of Negroes in preparatory, official, managerial and supervisory persuits, rose during the same period to 1,1000,000 an increase of 45 per cent.

The quotation continues:[1]

> On the other hand, while 54.6 per cent of the total gainfully employed Negroes were engaged in agriculture labor in 1910, only 36.1 per cent were so employed in 1931.

It was during this period (1910-1931) that the four year business and two-year secretarial curricula was developed in the Negro colleges. With the gradual shift of Negro workers to clerical work, skill professions, trades and independent businesses, created a demand for trained men and women. There was thus, a growing desire on the Negro's part to acquire at least rudimentary knowledge of economic and business principles. Thus began the introduction of two-year secretarial training and other clerical work. See Table V, page 30A, for a comprehensive list of the Negro Colleges offering business education. Educators soon realized that merely teaching students how to typewrite and how to take dictation was not offering them business education that would adequately equip them to even undertake the smallest business enterprise of their own. As a result, institutions already having two year-secretarial training curricula enlarged them into four year curricula while others introduced either two year or four year curricula, or sometimes both. The

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[1]United States Bureau of Census, Negro In the United States 1910-1932, Washington United States Government Printing Office. 1935, pp 290-294.

TABLE V

LIST OF NATIONAL NEGRO INSTITUTIONS OFFERING BUSINESS CURRICULA

Name of Institution	Location	Accreditation	Year when Program First Offered
Florida Agri. & Mech. College	Tallahassee, Fla.	S. Cl-A; St.	1928
Atlanta University	Atlanta, Ga.	S. Cl-A; P.	1930
Clark University	Atlanta, Ga.	S. Cl-B. M.E.	1922
Colored Agr. & Normal University	Langston, Okla.	St.	1932
Fisk University	Nashville, Tenn.	A; S. Cl-A; P.	1917
Hampton Normal & Ind. Inst.	Hampton, Va.	S. Cl-A; P.	1925
Howard University	Washington, D.C.	M. F. & P.	1920
Morehouse College	Atlanta, Ga.	S. Cl-A; Bap.	1924
Morris Brown College	Atlanta, Ga.	S. Cl-A; AME	
Negro Agri. & Technical College	Greensboro, N.C.	S. Cl-A; St.	1928
N.C. College for Negroes	Durham, N.C.	S. Cl-B; St.	1927
Samuel Huston College	Austin, Texas	S. Cl-B; M.E.	1933

CHART V

LIST OF NATIONAL NEGRO INSTITUTIONS OFFERING BUSINESS CURRICULA

Name of Institution	Location	Accreditation	Year when Program First Offered
St. Colored Normal Ind. Agri. and Mechanical College	Orangeburg, S.C.	S. Cl-B; St.	1931
Tenn. Agri. & Industrial State Teachers College	Nashville, Tenn.	T. St.	1924
Tuskegee, Normal Ind. Inst.	Tuskegee, Ala.		
Va. St. College for Negroes	Ettrick, Va.	S. Cl-A; St.	1929
Virginia Union University	Richmond, Va.	S. Cl-A; Bap.	1929
W. Va. St. College Inst.	Institute, W.Va.	N. St.	1926
Wilberforce University	Wilberforce, Ohio	N.,T; A.M.E. & St.	1928

Key -- A.--Accredited by Association of American Universities
A.M.E.--Controlled by the African Methodist Episcopal Church
Bap.--Baptist controlled St.--State controlled
F.--Controlled by Federal Government
M.--Accredited by Middle States Association
M.E.--Controlled by the Methodist Episcopal Church
N.--Accredited by the North Central Association
P.--Private Institution
S.Cl-A. Accredited by the Southern Association of Colleges as Class "A" & "B"
T.--Accredited by the American Association of Teachers College

four year business curricula in Negro colleges, therefore, are hardly a decade old.

The Negro has long realized the value of education. Myrdal, American Dilemma, describing the conditions of Negro education in the South, states the following:[1]

> Campbell observed in the seventies---"the blacks are very anxious to learn--more so than the whites." Bryce remarked some decades later that there is something pathetic in the eagerness of Negroes, parents, young people, and children to obtain education and Baker wrote at the beginning of this century:
>
> > The eagerness of the colored people for a chance to send their children to school is something astonishing and pathetic. They will submit to any sort of inconveniences in order that their children may get an education.

In accounting for what might seem to be an apparent lack of interest on the part of some Negroes, Myrdal, in the same book states:[2]

> It is either because schools available in the south are so inadequate or in the north--because they achieve education, but not the things they hoped to do with it.

In regard to the inadequate schooling for Negroes in the south, Spaulding made the following statement:[1]

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[1]Myrdal, American Dilemma. New York, Harper & Bros 1944. Vol. II p. 884.

[2]Ibid. p.886

Qoutation:[1]

> The minority problem is one that sets education for Negroes distinctly apart from education for whites.
>
> The small enrollment of most Negro secondary schools, the academin nature of their curricula, their isolation from constructive out of school influences and out of school activities, the meagerness of their equipment, the difficulties they face in bringing to school and keeping in school large numbers of boys and girls who ought to be there but are not -- these are all matters with which educators have clearly recognized thousands of schools for white pupils are concerned with too. Though the extent to which secondary schools for Negroes are handicapped in these respects is greater than the extent for the white schools are similarly handicapped. The difference in each is one of degree rather than kind. The minority problem in contrast, is a problem with which no school for white pupils is confronted. This problem is common to more than 350,000 pupils enrolled in some 250 Negro secondary schools in the south today.

James P. Brawley, in describing the Attitudes and Philosophies Affecting Public Education in the Dual System of Georgia, states that it becomes apparent that the attitude of the white south toward the matter of education, of providing equal educational opportunities for Negro children is merely one expression of one type of behavior among many other types of negative behavior which make the peculiar bi-racial situation that exist in the south. In this article, Brawley goes on to

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[1] Spaulding, "Some Special Problems In the Secondary Education of Negroes". Journal of Negro Education. Howard University, Washington, D. C. '41 P. 24.

describe these attitudes as follows:[1]

> The characteristic behavior of the southern biracial society as it relates to the relationship of the Negro is predominantly negative and invalid based upon prejudices and false assumptions regarding the Negro as a race.
>
> As expressing the attitudes of the majority of the whites of the south, the characteristic behavior pattern take on the following forms: Suppression of the Negroes; segregation by restricted ordinances with reference to where they shall live; separation on public conveyances; separation in parks, schools, churches; disfranchisement at the polls; unfair treatment in the courts; punishment without due process of law, invalidating Negro testimony in the courts; putting all Negroes in the same class -- a social caste; conscious and deliberate effort to build up in the Negro feelings of inferiority; fixing an inferior place for the Negro in the social structure and "keeping him in his place"; exploitation of Negro in labor -- wages; restriction to certain types of work; peonage; neglect of the Negro's living sections -- inadequate hospitalization; and inferior and unequal provisions for the education of Negro children.
>
> The problem of public education for the Negro must be seen in this total setting in order to be seen clearly with all its implications.

Dubois in describing the attitude of the Negro education and the conditions of education in the south states:[2]

> Some 90,000 Negroes were in school in 1866 and 150,000 in 1870. Twenty years later there were 1,250,000; 1,600,000 in 1910 and in 1930, 2,500,000.

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[1]Brawley, Journal Of Negro Education. Howard University Washington, D. C., 1942. p. 495

The quotation continues: [2]

> Today, only 60 per cent of the Negro children attend school, and hardly one-third of these have really adequate modern equipped schools to attend. Short terms, poor teaching, double sessions, inadequate finance and lack of housing still leave the problem of Negro education in the south woefully unsolved.

It is the opinion of educators that there are few educational problems now before the American people to which more earnest thought should be given than the need for further and adequate programs of business education. In these days of economic insecurity, there are few phases of life more vital to young people than getting and holding jobs. All schools, and particularly all secondary schools, should seek to improve the preparation they give for the world that awaits their pupils beyond the classroom.

With the great expansion of recent years in high school enrollments, the traditional program has become clearly unsuited to the needs of the majority of the pupils.

Charles G. Daughters prepared a report in 1941 on Small Business Research and Education that included a section on, The Negro Small Businessman's Needs of Business Research and Education.

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[2] Dubois, "How Negroes Have Taken Advantage of Educational Opportunities By Friends". Journal of Negro Education. Apr. 1938. Vol. VII, p. 130.

In this report, Daughters declared that the Negro Research and education needs to be: [1]

> More basic education in the concept of business as an expanding phase of total American life.
>
> More fundamental training in business knowledges, relationships and scientific procedures, wider vocational experiences in the fundamental operation of the framework of business.
>
> More studies that will focus his own attention and that of the nation's on important problems that affect his business status.
>
> More state and federal assistance in overcoming his limitations in acquiring the special concept, knowledges, materials, and experiences he needs to become a component and productive functionary.

Daughters further states that business education should be thought of as an integral part of the program made available for young people. There is no good reason why in its administration this phase of educational opportunity should be separated from general education. Only in the later years of the secondary school, when students working in certain phases business education may need be segregated because of specialized equipment required and because of the relationship which should be established between the school and the business com-

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[1] Daughters, Small Business Research and Education Business Research and Education Part I United Government Printing Office, Washington, D. C., 1941, p. 35.

munity. The school should stay in constant touch with business and its requirements in order that the training in the classroom will be in keeping with the work available for those students. Too often, it has been found that the school and business operate on a separate or independent basis.

Florence Beatrice Sorell made a study in business education in which she sttempted to determine whether or not Negro men and women trained to operate office machines were needed in the office of Negro businesses; to determine the extent of education preferred by employers for their employees; to secure data on the placement of graduates from Negro institutions in 1937-1939 in commercial occupations and to secure data regarding business curricula. From this study, she found and made the following recommendations: [1]

> Little or no efforts on the part of educational institutions to cooperate with business in job analysis, guidance or training for future needs.
>
> She recommends: That institutions training Negro men and women for work on both the secondary and collegiate levels teach shorthand, continue teaching typewriting, teach the principles of filing operation of adding machines, mimeograph machines; the fundamentals of business English, business arithmetic, bookkeeping and general business training.
>
> That there be closer cooperation between business and business teachers in the solution of business problems

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[1] Sorell, A survey of the Relation of Negro Business Requirements to Courses Offered in Negro Institutions. Unpublished Thesis, Hampton University. 1940. p. 126.

From the standpoint of business and education, now and in the future, the interest of the Negro youth and of his service to his business are inseparable.

American youth will be better safeguarded when adequately prepared through liveral and specialized education to work in their own interest either as an individual businessman or in employment in the business world. Each American youth desires the greatest possible economic well-being for himself and to obtain this objective, he will have to be able to render a real service to or through business. Economic return is predicted on the economic contribution of the individual, and business serves as a medium whereby the individual may capitalize his ability, initiative, and education.

America is still a nation of free individual enterprise, and American youth, on the whole, aspires to, "be his own boss"--to engage in business activity for himself. To be successful in business, a businessman must be educated formally or informally in business methods and procedures, and in the major components of our economic system and political government. This education may be gained, "the hard way", direct method of business education. But before this can be done, the Negro schools must be revised. The Negro school just does not seem to catch up with the demands of our more and more rapidly mechanized civilization. This fact is rather clearly illustrated by the results of a rather recent job analysis survey in a southern

state where 88 industrial firms representing some 33 different industries in the state was studied. The following facts discovered in this survey were of significance in this study:[1]

1. The survey revealed that the 33 industries studied required the performance of more than 4,000 different jobs.

2. Approximately three-fourths (72%) of these jobs required only nine months or less with which to train the workers for them; and over half the jobs required a training period of only two months or less; about one-fourth of the jobs required more than nine months' training.

3. The training for 90 per cent of these jobs was received within the plant; less than 4 per cent of the jobs were taught by apprenticeship and only two per cent of the workers employed on these 4,000 jobs, received their training in school.

Further commenting on these findings, the surveyers made the following significant statement: "The business and vocational schools have not realized their responsibility in training men to fill the needs of industry."[2]

Today workers should be taught not only skills, not one trade, but all the basic understanding, related skills and the basic operation of business as a whole.

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[1] Journal of Negro Education. Volume VII. Howard University Press. Washington, D. C. 1938. p. 2.

Journal of Negro Education, op. cit. p. 3

The implication here again is that the school must revise its program of business education. It is perfectly evident that a lot of time, money and energy in teaching something that is obsolete or, to say the least obsolescent.

In the first place, the school must recognize the fact that our present occupational world is a world primarly of productive workers, machine minders and office clerks---a world in which the job itself is the living thing. In such a world, changes are made so rapidly that the worker can hardly be sure of being asked to do the same job each day --- whether it is the compositor being compelled to learn the linotype; the telegrapher to use the teletypewriter etc. In otherwords, our present machine world demands workers who are alert and responsible, who have an intelligent grasp of the general operative techniques of an entire occupational field---in short, who are all-round mechanics in a broad field.

Oak made a critical evaluation of business curricula in Negro colleges which included a study of the catalogues of these various institutions. In pointing out the outstanding curricula defects, Oak stated that the heavy concentration in a student's major field required by these institutions was bound to make the student over-specialized, possibly to the detriment of a well balanced educational program. In commenting on this defect in the curricula, Oak states:[1]

Quotation:[1]

> The writer whole-heartedly agrees with those educators who feel that a Negro college has no justification for its existence, if, instead of adapting its curricula to the needs of the Negro, it follows blindly the curricula of white institutions.
>
> For the past few years, this responsibility of the Negro college has been consistantly discussed in the growing number of newspapers, magazines and educational conferences. In their attempt to construct curricula different from those of other colleges, our educators evidentally decided to offer Negro students more courses in business in their four-year curricula than white colleges do. In doing so, they seem to forget completely that the very poor and different background of Negro students which they intend to remedy would make it more difficult for these students to carry on successfully the added burden of over-specialized education.

Oak is of the opinion that many Negro colleges have made a complete "mess" of the cultural side of their business curricula by devoting minimum attention to it. If white colleges are gradually realizing the need for broad training by requiring at least two years of liberal education for their business students, there is all the more reason why Negro colleges should place even greater emphasis on this aspect of their curriculum. This emphasis is necessary for counter balancing, so far as it is humanly possible, the defective environmental background of

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[1]Oak, Journal of Negro Education, Volume VII. Howard University. Washington, D. C., 1938. p. 21.

Negro students. Such education will prove helpful to the student in building up a well-intergrated personality.

There appears, without doubt in the minds of educators, that specalization in the early stage of a student's college career is dangerous as it tends to make him narrow and one-track minded. Furthermore, the greatest criticism of the existing Negro business is that it is conducted by people who do not have broad education. If therefore, the cultural aspect of education is ignored, the college may end in turning out business men who may prove reasonably efficient in their profession, but will, nevertheless, be ignorant of every thing else. So it then becomes the duties of administrators to construct curricula that will not only educate the student from a vocational point of view, but from a cultural view point as well.

Oak concluded his study by making the following criticisms of the institutions:[1]

> Every one of the institutions studied is guilty of one or more of the following evils:
>
> > Offering courses on secondary level and giving credit for them.
> >
> > Using a confusing numbering system and faulty nomenclature outlining pretentious programs.
> >
> > Giving poor description of courses offered.

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[1] Oak, Journal of Negro Education. op. cit. p. 23.

CHAPTER III

PROCEDURE USED IN COLLECTING DATA

Data used in this study was collected from the following primary sources:

The Negro Division of the Atlanta Urban League.

This source furnished the writer with such information as:

Report of Superintendent of Atlanta Public Schools -- 1941-42.

Abstracts from the Seventieth and Seventy-first Annual Report of the Department of Education to the General Assembly of the State of Georgia. Atlanta, Georgia. 1942.

Report of the Survey of the Public School System of Atlanta, Georgia. 1922.

Sixteenth Census Report of Georgia, 1940. Washington United States Government Printing Office .

Other sources included:

The Atlanta Board of Education -- Division of Negro Education.

The Atlanta Chamber of Commerce

Personal contact with business men, teachers and administrators of secondary and collegiate business education of the city of Atlanta, Georgia.

Visits to educational institutions by the writer.

Reports, minutes, findings, recommendations and resolutions of regional and local associations for Negroes.

Newspaper editorials and reports on news items.

Manuscripts of Addresses

Letter responses from Negro Organizations

Library research

Unpublished thesis

Catalogues were also evaluated in this study. The following catalogues were used:

Atlanta University
Morris Brown College
Morehouse College
Clark College

Reid Business College and Booker T. Washington High School also offer business training and courses in business, but do not publish catalogues. Therefore first hand information was sought from these schools.

For other general purposes in making this report, the writer studied the catalogues of schools throughout the city of Atlanta and other Southern Negro Schools.

Procedure Used in Collecting Data. With the aid and full cooperation of a brother who was a student at Morehouse College, the writer was able to secure much first hand information, which other-wise would have been unavailable to the writer for immediate use. Such cooperation made it possible for the writer to obtain information on those schools that did not publish catalogues. After personally contacting Mr. Reid, founder of Reid business College, the following information was received: See Appendix F. In additon to this Mr. Reid added a

note of willingness to cooperate with the writer in any way possible in making this study.

The same procedure was used in collecting information at the Booker T. Washington High School. See Chapter IV. page 62 for results.

Other contacts of this nature, included a visit to the Negro Division of the Atlanta Urban League where much vital information was received on the status of education in general in the city of Atlanta.

Many letters were sent out by the writer to responsible persons in the city of Atlanta. Among such letters included those sent to the following persons:

Miss V. E. Usher
Atlanta City Hall
68 Mitchell Street
Atlanta, Georgia

See Appendix G, copy of letter sent to Miss Usher. Unable to furnish any information, Miss Usher suggested that the writer contact Reid Business College. Miss Usher is in charge of the Negro Division of Education of the city of Atlanta.

Mr. J. R. Henderson
816 Play Lane N. W.
Atlanta, Georgia

Mr. Henderson is Manager of the Housing Projects for Negro citizens of Atlanta, Georgia. See Appendix H for a copy of the letter sent to Mr. Henderson and Mr. Henderson's reply.

The writer's knowledge of the conditions of education in the city of Atlanta, came as a result of having been a citizen of the city, a student of the public schools, a graduate of one of the local colleges, and two years of experience as secretary at one of the local colleges. This gave the writer an opportunity to come in direct contact with the problems of education in the schools and viewpoints of administrators, educators and business men of the city.

The method that was followed consisted of the:

(1) Gathering of information so far as previously specified library facilities permitted. (2) Sorting information according to an arbitrary standard of relevancy. (3) Relating information only after repeated analysis that might tend to reduce the fallacies in reflective thinking. (4) Further examining the textual and illustrative matter after the criticisms of authorities had been obtained. This was the process that was followed throughout every phase of this investigation. Even so, admittedly, subjective elements was not eliminated entirely, but a consistent attempt was made to seriously reduce their influences on the study.

Statistical methods were followed in the treatment of quantative data and in their illustrations. In other instances, implications were substituted for findings, since the noted facts were in such catagories that they did not permit exact scien-

tific measurements and precise laboratory classifications. Similarly, trends have been described rather than definite conclusions drawn.

The norm established in this study was: That any procedure or group method to be socially accepted as "sound" for use in a city of mixed inhabitants, must be democratic in principle, democratic in technique and democratic in benefits.

CHAPTER IV

RESULTS OF THE STUDY

The findings of this study are presented under three headings, namely:

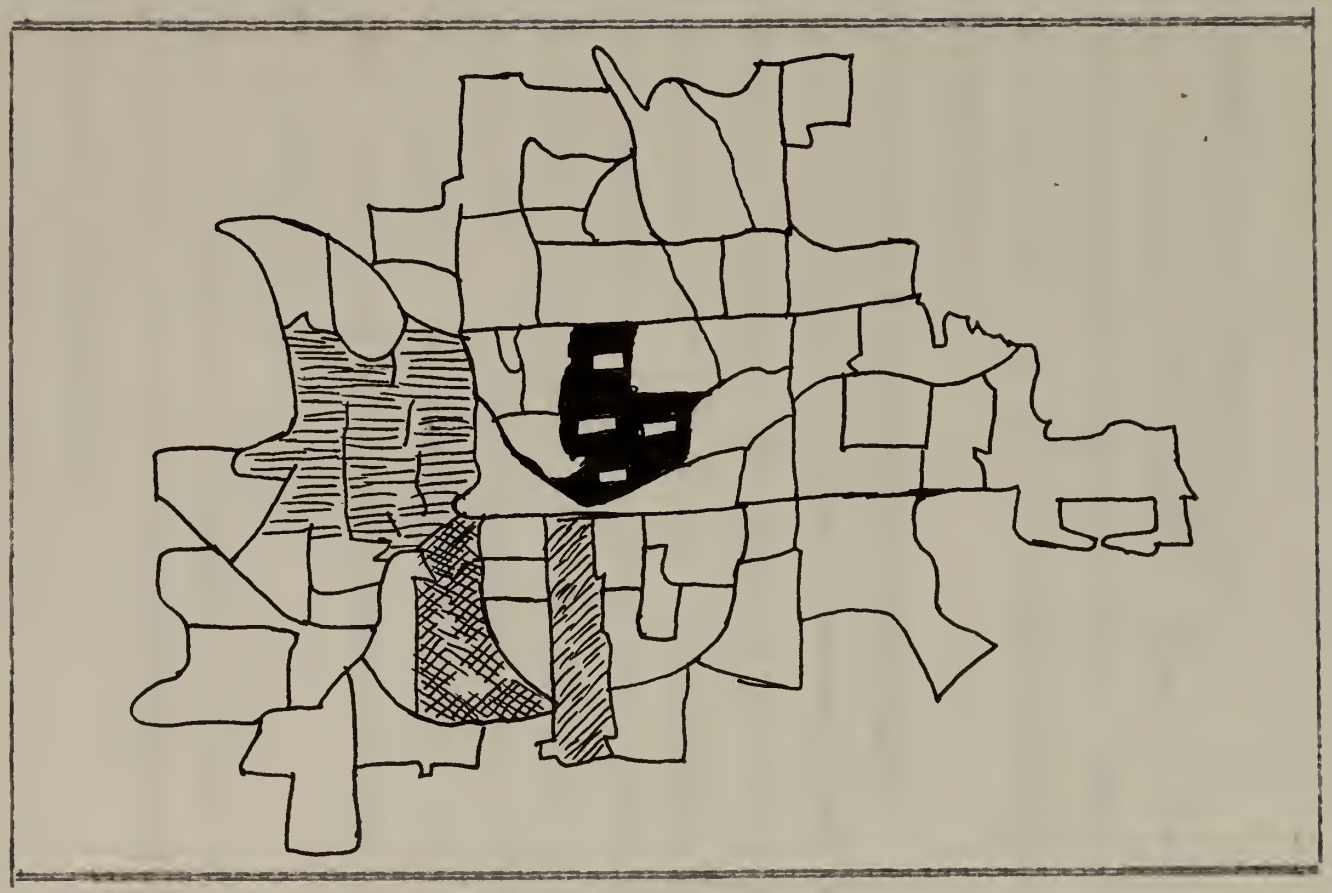
1. The status of public elementary education in the city of Atlanta
2. The status of public secondary education in the city of Atlanta
3. And the status of Collegiate and Private Business Education in the city of Atlanta.

It was encouraging to the writer to note that the southern states and Georgia in particular, are making a greater effort to support education in terms of the proportion of revenue spent for education than many of the states with more abundant resources. On the other hand, it was indeed discouraging to the writer to find Atlanta, a metropolitan city, so far short in meeting the aims of education in her state as presented by the Georgia Department of Education. In keeping with her aims, Georgia is, "To help the individual to be the best possible member of a democratic society; to prepare him to assume responsibilities, to share the benefits, and to contribute to the betterment of society."

The writer's concern for Negroes of Atlanta, in keeping with these ideals, is that every child should have the opportunity to achieve his highest capacity for usefulness.

MAP I

AREAS OF NEGRO POPULATION - CONCENTRATION
IN ATLANTA, GEORGIA 1940



Key: - Area I "Old Fourth Ward" - Area III "Pittsburgh

- Area II "South Atlanta" - Area IV "West Side"

This implies the need for equal educational opportunities and facilities for all children regardless of race or economic status.

1. Findings on the Elementary Level

Findings from this study present a dismal picture for the public education of Atlanta's Negro citizens. These conditions are described from the point of school location and population concentration.

School Location and Population Concentration

The Negro population of Atlanta is concentrated in an area spreading out eastwardly and westwardly from the downtown business section. See Map 1 page 48 Population Concentration. This general area divides itself into four more highly concentrated sections. These are popularly known as (1) "Old Fourth Ward," (II) "South Atlanta-Summer Hill," (III) "Pittsburgh," and the "West Side." "Within these four areas in 1940, there lived 92,095 Negroes, or 88 per cent of the 104,533 Negroes of Atlanta." [1]

An idea of the conditions of public education can best be seen by describing the schools located in the various areas of population concentration.

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[1] The Atlanta Urban League Report, Location and Population Concentration of Negroes 1944, p. 18.

Area (1) "Old Fourth Ward" -- This area had a Negro population of 28,716 or 27.1 per cent of the total Negro population of Atlanta. Six thousand two hundred and fifty five of the Negro population was of school age, children 5-19 years of age inclusive. This figure represented 23.6 per cent of the total Negro youth population of Atlanta, but this area had only two public schools for Negroes -- one elementary, the Younge Street School and one elementary-junior high, the Howard Junior High School. A brief description of these two schools will reveal their inadequacy for taking care of the 6,255 Negroes of school age in this area.

Younge Street School, erected in 1911, consisted of 8 classrooms, two teachers' lounges and a small library room. In 1943-1944, with the addition of eight more classrooms, the building was made to accommodate 1,351 pupils, using only 14 of the 16 classrooms. Fourteen teachers were employed, all of whom were employed for double sessions, making one teacher for every 96.5 pupils. If the 15 classrooms had been used, there would have been one classroom for every 84.5 pupils. For the children who attended this school for three and one-half hours per day, the city provided an empty library room, very little space, and no equipment and no auditorium. A modern, sanitary and attractive cafeteria had been completely

outfitted largely from profits from punches sold to the children and with some help from the Parent-Teacher Association.

David T. Howard Junior High School, a combined elementary and junior high school, was erected in 1922 as a 19-room structure to be used as an elementary school. Seven years later, 33 rooms were added, and it became a combined elementary-junior high school. The school, inclusive of the addition, was planned to house 1,800 pupils an average of 35 pupil per room; but its present (1943-44) enrollment consisted of 1,108 elementary and 1,650 junior high students -- a total of 2, 758 students.

There were 19 elementary, and 42 junior high school teachers. This provided the school with one teacher for every 54.1 pupils and one room for every 53.2 pupils. The only aid that was given to such conditions was the application of the double session, which decreased the school day for the child.

Observation of other school facilities showed that a health clinic room was provided, but that it was inadequately furnished and had no full-time person to operate it. There was also one small library room and one teacher-librarian to serve this student body of 2,758. The school provided no teachers' lounge, no auditorium, only three rest rooms for girls, and one for boys. The cafeteria was far too small to accommodate such a large enrollment, and the inadequate playground also

presented many problems arising from congestion. To alleviate such crowded conditions, the school scheduled seven recess periods daily.

Within Area I, there were 2,310 Negro youth of high school age which was 24.1 per cent of the total Negro youth in this group. There was not a senior high school in this area, and the junior high school was housed in the same building with the elementary school. All senior high school students in this area had to cross the city from the northeast section to the southwest section to an already over-crowded high school. These 2,311 high school youth had to travel from three to four miles daily and such a trip took from 25 to 35 minutes by public transportation. The number of students in this area gave ample evidence of the need for a senior high school within the district.

Area (II) "South Atlanta -- Summer Hill", had a Negro population of 13,639 or 13.1 per cent of the total Atlanta Negro population. There were 3,808 school age youth in this area. This figure represented 14.4 per cent of the total Negro school age youth population. There were two elementary schools for Negroes in this area - E. P. Johnson and South Atlanta.

E. P. Johnson School, erected in 1923, a three-story red brick structure was representative of the best school building provided for Negroes by the city. The building contained 17

classrooms, a teachers' lounge, a principal's office, cafeteria, and shower space*. A near classroom had been fitted with tables and chairs where children might sit and eat their lunches. Two teachers were provided for the administration of the library.

This school, built to house 850 pupils, was accommodating in 1943-44, 1,529 pupils with double sessions for 17 of the 19 teachers. The fact that there was an average of 89.8 pupils per classroom in 1943-44, was an indication of the extent to which the building failed to meet the needs of the community. Six lavatories served this large student body. This congestion although alleviated by the double session arrangement, placed a severe strain on the sanitary facilities. However, in spite of double session and night session, the school was usually well kept. The school site of 2.4 acres contained the main building and one two-room portable, leaving very little play space. A small amount of worn out and poorly arranged play equipment completed the educational plant. The educational program of the school and opportunities for an effective community program was severly restricted by the fact that there was no auditorium in the plant.

South Atlanta School. This elementary school serving Area II, was erected in 1915. The building contained a principal's

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* Necessity had forced the administration to improve a kitchen out of this space.

office, six class rooms, and an empty and unused cafeteria room. There was neither a library nor an auditorium. In 1943-44, the city provided five teachers, two of whom taught double sessions daily. In a coat room were stored such books as the school owned.

There were 1,229 Negro children of high school age in this area. No facilities for high school education were provided in the area. The children again had to travel across town to the David T. Howard and the Booker T. Washington High Schools for junior and senior high school education. Transportation routes necessitated transfer in the downtown area, and travel time varied from forty minutes to one hour.

Area (III) "Pittsburgh." Seventy-seven and one-eighth per-cent of the population of this area were Negroes. Eleven thous-and one hundred and eighty-four Negroes, or 10.7 per cent of Atlanta's Negro school age population. Yet, only one school--Crogman was provided for Negro children in this area.

Crogman School, was erected by the board of education in 1922. The extent to which the building accommodated the 1943-44 enrollment of 1,195 children was indicated by the fact that seven of the twenty teachers had to teach double sessions in order to maintain an average class size of 39.6. This school had no teachers' lounge, no library, no first aid room, and no auditorium. A modern and attractive cafeteria was provided by converting one of the lavatories into a kitchen and one class

room into a dining room. The furnishing were provided by the children and the community. The ample grounds were well graded and used for a community playground although no stationary equipment had been installed.

Area III, like Areas I and II, provided no facilities for senior high school children. Neither did it provide junior high school facilities. Of the 3,424 Negro youth, 1,075 were of high school age. These youth, like those in Areas I and II, used public transportation to travel to Booker T. Washington High School or to David T. Howard Junior High School. The distance of travel was from two to three miles, taking from thirty to forty minutes each way to complete the trip.

A Area(IV) "West Side" Negroes in Area IV numbered 35,186 or 33.8 per cent of the total Negro population of Atlanta. In the group 5-19, there were 9,568 Negro children, or 36.1 per cent of the total number for white and Negro children in Area IV. Negro children in the age group 15-19, numbered 3,599 or 37.5 per cent of the total in this age group.

Four elementary schools --- Ashby, Gray, Ware and Walker; one junior high school, Davis Street* and one junior-senior high school, Booker T. Washington, served Negroes in Area IV.

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*Davis Street School was a recent extension of Booker T. Washington High School

E. R. Carter School. This school known as the Ashby Street school, was built for the use of white children. However, the partial destruction by fire of the original building left none of the original advantages except the spacious grounds. The attractive entrance on the front was closed in the rebuilding of the school. This school provided 22 classrooms and a principal's office.

In 1943-'44, an enrollment of 1,566 students could be accommodated in the building only by having 13 of the 22 teachers teach double sessions. This school, in need of many more classrooms offered the children no library, no cafeteria, no auditorium and only a bare space in which to play. There was no opportunity for the school to promote a community assembly and no lounge for the over-worked teachers.

Gray Street School. This school consisted of eight class rooms, when erected for the Negro children by the city in 1885. About ten years age, three basement rooms were added, providing a total of 11 classrooms. In 1943-'44, these eleven classrooms were used by 14 teachers, ten of whom taught double session. In one room, two teachers attempted to teach 127 first grade children at the same time. Every child in the school was on double session daily. These children, some of whom were in school for only two and one-half hours daily, enjoyed only the kind of educational program that can be offered when a schood has no library, cafeteria and no auditorium. The Herndon Homes,

a housing project, surrounds the school, and the school enrollment in 1943-1944 increased 1,100 during this period. The teacher-pupil ratio was 84.6 and even with double sessions, the teaching condition, teacher-pupil ratio was 44.

Walker Street School. This school was built for white children. The architecture of this school, even though completely out of date educationally, was one of the most attractive buildings which Atlanta Negro children had to attend. There were facilities which were in none of the school buildings planned for Negro children. Aside from 16 classrooms, the children had an auditorium and a library. There was an office for the principal, a teachers' lounge and a cafeteria.

In 1943-'44, the school enrolled 1,179 children in a building planned for about 600. Four of the 16 rooms were not used and all twelve teachers employed, taught double session daily. Not one of the nearly twelve hundred children was permitted more than 3 hours of schooling per day. Each of the 12 teachers enrolled a daily average of 81.4 pupils and with double session, the classes averaged 40.9 pupils.

This school was located in a semi-business slum area and was closed for a number of years before it was finally converted into a Negro school. The playground space would satisfactorily accommodate the six hundred children for whom the school was planned and would serve better the present enrollment of twelve hundred if there were adequate playground equipment.

E. A. Ware School, was erected by the city of Atlanta for Negro children in 1922. This school contained 15 regular classrooms, one library room and a principal's office. The architect included a kindergarten unit and a medical unit, but these had always been used for elementary school classroom space. Originally planned for 623 children, the building in 1943-'44, accommodated an enrollment of 1,157 students. This again was made possible by having seven of the twenty teachers teach double session with classes averaging 42.9 students. The auditorium included in the original plans by the school architect 22 years ago, had never been constructed. The children and the community were thereby, deprived of any kind of educational program that an auditorium would make possible.

The playground space was ample, but no stationary play equipment was installed.

2. Findings on the Secondary Level

Booker T. Washington High School. This school was not sufficient to accommodate the 1,599 Negro children of high school age in Area IV. Yet, with the aid of portables, the building was made to house the 4,200 pupil of Atlanta and Fulton county. This number equals 72.7 per cent of the 5,690 white high school pupils for whom the city provided four senior high schools. The attractive, imposing building lacked many ordinary facilities for the effective high school program available to Negro children in cities much smaller, and less able than Atlanta.

When the portables (extra rooms for space) at Booker T. Washington High School was burned in the fall of 1943, a part of the seventh and eighth grade enrollment was transferred to the Davis Street School formerly used for white children. The cafeteria, kitchen, and teachers' lounge of the Davis Street building had to be converted into classroom space to supplement the eight classrooms when Negro junior high children were crowded into the building. Double session was also continued in order to provide the meager educational opportunities given to Negro children in the Davis Street building.

No Auditorium or gymnasium was provided for the students of Booker T. Washington High School. A complete picture of the conditions of these schools may be seen by examining Chart VII, page 60. Note: The conditions of the David T. Howard junior high school was described under Area (I) "Old Fourth Ward."

Facilities for Business Education

Of the forty-two hundred Negro students enrolled in the Booker T. Washington High School, to mention nothing of the 1,650 junior high school students enrolled at the David T. Howard junior high school, only a meager amount of training was offered in business education. Those students who would complete their high school education had not been exposed to any type of vocational training that would prepare them for earning a living. The only business education offered these students was that at the senior high school. This school has not published any cata-

TABLE VII

THE EXTENT AND NATURE OF PHYSICAL FACILITIES IN NEGRO PUBLIC SCHOOLS

Name of School	Auditorium	Gymnasium	Cafeteria	Library	Teacher' Lounge	Play Ground	Play Equipment
Carter	No	No	No	No	No	Ample	No
Crogman	No	No	Lunchroom	No	No	Ample	No
Davis	Yes	No	No	No	No	Ample	No
Gray	No	No	No	No	No	Ample	Ample
Howard	No	No	Small	Yes	No	Inade-quate	Inadequate
Johnson	No	No	Lunchroom	Empty Room	Yes	Small	Inadequate
South Atlanta	No	No	No	No	Yes	Needs Dranage	Inadequate
Walker	Yes	No	Lunchroom	Yes	Yes	Ample	Inadequate
Washington	No	No	Yes	Yes	No	Ample	Inadequate
Ware	No	No	Yes	Yes	No	Ample	No
Yonge	No	No	Yes	Empty Room	Yes	Small	No

logues of its curriculum offerings since 1940, which made a study of their curriculum offerings rather difficult. The writer, upon several requests for catalogues, finally informed by the school authorities, that the publication of catalogues were discontinued during the war period, due to the scarcity of paper. Continuing, the writer was further informed by the authorities, that a publication of the high school surriculum was felt to be more or less unnecessary, since the curriculum offerings prescribed by the board of education and the high school students of the city, had no alternative. Therefore, the matter of resuming the publishing of such curriculum, was a question.

At this point, the writer was forced to rely upon information received from personal contact with the school authorities. The writer admits that this information is not felt to be a complete description of the curriculum at this high school. For this reason, no attempt will be made to evaluate this curriculum, for the writer feels that a perfect program in business in such an over-crowded school would be only so adequate in meeting the needs of such an enormous student body. The implication here again is that of adequate space to house the high school population of Atlanta.

The business offerings in this one, and only senior high school for the Negro population of Atlanta, Georgia is that of

the following:

Shorthand
Typewriting
Bookkeeping
Business English
Business Arithmetic

Courses in: -

Secretarial Science Survey
General Business
Economics (Will be re-enstated)

The efficiency of the teaching personnel for these courses was not secured, nor was the writer able to secure any information on the adequacy of the equipment for teaching these courses in business. However, the writer, from experience is aware of the fact that the equipment here is comparatively just as inadequate as that in other phases of education for the Negro citizens of the city. During the year 1938-39, a very small typewriting room containing not more than twenty machines was the only equipment available for teaching business subjects to a similar size student body. Other than a teacher for the teaching of shorthand and typewriting, other subjects were taught by the regular teachers not trained in business education.

It is the opinion of the writer that such conditions still exist at the high school since the purchasing of such equipment as office machines and typewriters was limited during the war period, and that the teachers for teaching such courses were attracted by better paying jobs in government work. It is also

the opinion of the writer that Booker T. Washing High School has no clearly defined curriculum offering in business education. Because of this fact, the writer is herewith submitting an outline of a program in business education which the writer believes will meet the needs of the available opportunities for employment for the Negro student of Atlanta, Georgia. See Program page 64.

Even a casual factual study of the educational opportunities offered by the Atlanta Board of Education to the thousands of Negro children in the most heavily populated Negro districts of the city uncovers a dismal picture. It is a picture of which most socially-minded Atlanta citizens are unaware for it is not easily uncovered in published school reports and is evident largely in the discouraging figures for juvenile crime and delinquency. Covered up in the double sessions is the fact that thousands of these children spend most of the day in unsupervised activities in the streets. The surprising fact is that so many children attend school daily under these conditions.

The following are outlines of courses of studies recommended for students interested in different phases of business education. These courses of study are recommended for adoption in a large high school, but can be adapted to the needs of an average and small high school. As was previously stated, local conditions, equipment and facilities will govern the amount of adaptation necessary.

These courses as outlined, follow in the proper sequential course patterns.

VOCATIONAL BOOKKEEPING

Nineth Grade*

Junior Business Training

Tenth Grade

Business Arithmetic

Typewriting I

Eleventh Grade

Economics (first semester)

Business Law (second semester)

Typewriting II

Twelfth Grade

Bookkeeping (Vocational)

Office Practice

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*In addition to the above subjects, the core subjects would be fitted into their proper places.

The primary objectives for a course in Bookkeeping should be:

1. To provide the pupils with a foundation consisting of the fundamentals of bookkeeping which would enable them to secure initial employment in one of the many functions of the bookkeeper.

2. To aid the student in gaining advancement on the job.

3. To prepare the student for advanced training in accounting.

The student upon the completion of this course should be able to:

1. Demonstrate his ability to perform adequately the various steps of the bookkeeping cycle.

2. Adapt his knowledge to the particular needs of the specific job.

To prepare students for this type of vocation, the traditional general bookkeeping procedures should be used----the principles of debit and credit, journalizing, posting, ruling and balancing accounts, the trial balance, opening and closing journal entries, preparation of balance sheet and statement of profit and loss. Thus the complete bookkeeping cycle can be taught in the one-year course.

The objectives for the course in office practice should be.

1. To co-ordinate business skills and knowledges through practical application and utilization of all separate business subjects under conditions of unified office performance.

2. To reproduce as far as possible, a typical office setup in order to help students adapt themselves to the various tasks that they will perform on the job.

3. To determine how well students can take orders, understand them, and execute them.

4. To determine and help stimulate individual initiative and ability.

5. To develop cooperation and desirable attitudes towards fellow office workers and employers.

6. To present office practice through a social viewpoint rather than only through a limited sense of skilled performance.

The general objectives of the course in junior business training are to acquaint the student with common business and office duties and customs and to improve the student in business and office skills on an elementary basis.

1. To give the student a basic knowledge of common customs, practices and procedures in the world of business.

2. To impart to the student an appreciation of interdependence of the different types of business enterprise.

3. To develop skills necessary for vocational efficiency.

4. To provide ample opportunity for exercising and developing effective habits of work, clear thinking, character building, and good citizenship.

5. To give the student information and skill that will enable him to adjust to occupational changes.

6. To give the student information and skill that will create proper attitudes for the application of this knowledge to practical use.

7. To develop an appreciation and understanding of economic problems, to develop personality that will be acceptable in business and to develop higher standards of living.

COURSE OF STUDY -- SHORTHAND SPECIALIZATION

Nineth Grade*

Junior Business Training

Tenth Grade

Business Mathematics
Bookkeeping & Record-Keeping
Typewriting I

Eleventh Grade

Shorthand I
Typewriting II
Business Law
Office Machines and Filing

Twelfth Grade

Shorthand II
Transcription
Secretarial Practice
Business Organization

It is suggested that shorthand be left for the junior and senior years for the following reasons:

First, it has been determined by objective study that shorthand can be learned in only two years, thus eliminating the usual third year.

*In addition to the above subjects, the core subjects would be fitted into their proper places.

Secondly, as with other skills such as typewriting, shorthand must be put off until the students have attained a fairly high level of maturational development, Studies show that most students are not able to do so well if they begin such skills before the junior year.

The course in Business Organization is specifically set up to group together the various business subjects (knowledges and skills acquired) in secretarial procedure. In a large school, this course may be incorporated - or work with the Shorthand II course. In any event, this course should be designed to prevent a formidable review of the various business mathematics and business law principles and also business English.

While it is felt that a complete mastery of these courses would prepare the Negro high school graduate of Atlanta for the available jobs of the city, there are still other courses that should be taken by the high school student. Such courses are, namely:

Economics.It is certainly true that the economic problems and questions have never been more in the public eye than today. News concerning strike legislation, labor unions, rent control taxes, and full employment are becoming increasingly important in the news of the day. A familiarity with the background of these questions is essential to the understanding of any student or any citizen. The objectives of this course should be as follows:

1. An understanding of the processes by which one gets a living.

2. The ability to form intelligent judgements on economic issues.

3. A vivid awareness of economic problems and of the role played in economic thinking by prejudice and special interests.

4. A clear understanding of fundamental economic generalizations.

5. An understanding of the weak and the strong aspects of our present day economic order and an unselfish desire to assist in creating an economic order in which the weak aspects will be reduced to a minimum.

6. The habit of refusing to accept unsound principles of business.

7. The power to resist high pressure salesmen either in a personal interview or over the radio.

8. Economic intelligence, meaning the ability to do productive thinking.

Economic Geography. The writer feels that Economic Geography should be presented in the 10th year of secondary schools and that it should be a whole year course. The reason for this is that Economic Geography is a basic course, dealing with the way man makes his living and gets along with other people. Economic Geography should precede such subjects as Business Organization, Economics, and Business Law. The study of Economic Geography is not too difficult for 10th grade students, and yet it forms an excellent background for the more technical and concentrated subjects which follow.

The writer feels that this subject is not to be limited to the business curriculum entirely, but that students in the social science curriculum should include the subject in its offerings -- if not as a required subject, at least as an elective. Economic Geography should be available to all students on the secondary level.

The educational program offered by the city of Atlanta to Negro children who spend about half of a school day in buildings without attractive libraries, without supervised cafeterias, without adequate space and equipment for wholesome supervised play, without places for school and community assemblies and without sanitary laboratory provisions, can at best be mediocre. Its debit cost is computed daily in personal maladjustments, social disorganization and crime.

3. Findings on the Collegiate Level

An examination of the 1944-'45 catalogues of the institutions offering business education yield these results:

Atlanta University, a private co-educational institution, containing a student body of 1,147 students, offers in the field of business education courses leading to degrees in Business Administration and Economics. See Table VIII. page 72.

Clark College, a church supported co-educational college, has a student body of 767 students, offeres courses in Secretarial Science, Business Administration and Economics.

Morris Brown College, a co-educational -- church supported college, contains a student body of 637, offers courses in: Secretarial Science, General Business, Business Administration, Economics and Teacher Training.

Morehouse College--a college for men, founded by the American Baptist Home Mission Society, has a student body of 580 men, and offers courses in Business Administration and Economics.

Reid Business College, is a co-educational private college. contains student body of 150 and offers the following courses: Secretarial Science, Junior and Intermediate Accounting. See Appendix B-F for a complete description of these courses offered and the qualifications of the teaching staffs.

A study of these catalogues give indications of a well trained staff for the teaching of business subjects. While these teachers serve in the various schools throughout the university system, their names are still listed as members of the teaching staff in the particular school under discussion, unless otherwise indicated. The teachers have received their education in some of the most outstanding schools in this country.

TABLE VIII

.COURSES OFFERED IN BUSINESS EDUCATION AT THE FIVE COLLEGES.

Name of College	Secretarial Science	General Business	Business Administration	Economics	Teacher Training
Atlanta University			X	X	
Clark College	X		X	X	
Morris Brown College	X	X	X	X	X
Morehouse College			X	X	
Reid Business College *	X				

.*This college also offers courses in Junior and Intermediate Accounting

STATISTICAL SUMMARY OF FINDINGS

This study has revealed the following statistical facts:

NEGRO PUBLIC SCHOOL POPULATION AND FACILITIES

Population in Age-Group 5-19, 1940

Negro: 25,528; white: 44,456

Public School Buildings, 1941-42

Negro: 10 elementary, 1 elementary-junior high, 1 junior high and 1 junior-senior high school.

Total: 13

White: 42 elementary, 6 junior high, 4 senior high schools

Total: 52

Kindergartens, 1941-42

Negro: none*; white: 42

Special Schools, 1941-42

Negro: 1; white: 3

Night Schools, 1941-42

Negro: 4; white 3

SCHOOL ENROLLMENT, 1941-42

Total Enrollment:

Negro: 20,185; white 41,779

Day School Enrollment

Negro: 17,118; white: 34,763

*The Negroes have no kindergarten school supported by the the public school school system.

Enrollment by School Divisions

Negro elementary: 11,824; white elementary: 20,941
Negro Junior high: 3,724; white junior high: 7,919
Negro senior high: 1,940; white senior high: 5,903

Enrollment in Special Schools

Negro: 42; white: 1,943

Enrollment in Night Schools

Negro: 2,655; white: 5,073

ATTENDANCE, 1941-42

Average Daily Membership

Negro: 90.4; white: 78.8

Average Daily Attendance

Negro: 88.5; white 90.0

TEACHER-PUPIL DATA, 1941-42

Teacher-Pupil Ratios

Negro elementary: 41.9; white elementary: 29.1
Negro junior high:52.2; white junior high:29.1
Negro senior high:51.2; white senior high:29.1

Teachers' Salaries School Division	Median Salary for Negro Teadhers	Median for White Teachers
Elementary	$ 1,599	$2,088
Junior high	1,520	2,452
Senior high	1,548	2,502

Teacher Training

Negro teachers with 2 to 5 years' college training: 243 or 66.4 per cent.

White teachers with 4 to 5 years' college training:

852 or 75.9 per cent.

HIGH SCHOOL LIBRARIES

Number of volumes

Negro: 7,995; white: 89,342

Books per pupil

Negro 1.4; white 6.5

Number of books purchased

Negro: 986; white: 6,222

Cost of Books Purchased

Negro: $1,191.77; white: $7,946.28

Number of Magazine Subscriptions

Negro: 115; white: 776

Cost of Magazine Subscriptions

Negro: $262.51; white: $1,864.91

HOW THE SCHOOLS ARE SHARED

Of the 70,894 Atlanta children of school age, 26,527 or 37.4% are Negroes and 44,456 or 62.6% are white, yet of the 65 public school buildings in Atlanta, only 13(20%) are for Negroes while 52 are for white children. In terms of investment in school land and buildings as of December, 1941, the following was found to be true, $1.00 was spent for every Negro child as compared to $6.00 for every white child.

CHAPTER V

RECOMMENDATIONS AND CONCLUSION

It is in keeping with the aims of education in Georgia, to prepare the individual for a place in a democratic society, and consistent with the statement of the Georgia constitution, that education shall be separate, but free and uniform, that the writer makes the following recommendations for the improvement of public education for Negroes in Atlanta.

Principles:

1. There should be available for Negro children of Atlanta, the same type of educational opportunities as provided for the white children.

2. The teacher-pupil ratio in Negro schools should be as low as that in white schools

3. The length of the school-day should be the same for the Negro child as it is for the white child.

4. The same type of physical accommodations and facilities in the public schools for white children should be available for the Negro children.

A violation of this first principle is found in the fact that although there is a kindergarten in each of the 42 elementary schools for white children, but none in the Negro public schools. Negro children should have the right, like other children to learn early in life:

To live, work and play acceptably with other people.

To adopt correct health habits.

To discover interests and activities which will help in the wise use of their leisure time.

To discover the joy and satisfaction of making things with their hands.

To be prepared for the more formal grades through an early acquaintance with school life.

These are a few of the advantages offered a child in this early or pre-formal period of training. The Negro child begins school under handicaps which are multiplied as he progresses and which often result in retarded, discouraged and frustrated youths.

Other violations of the first principle was found in the absence of vocational facilities for Negro youth.

The second principle involves consideration of the number of additional teachers in the various levels of the system which would be necessary to lower the present teacher-pupil ratio. This recommendation also involves the provision of additional classrooms for Negro pupils at all levels.

The third principle recommends that all children, regardless of race, should have the privilege of staying in school a full school-day. None of the white pupils have a school-day of less than six hours; but thousands of Negro pupils were on double session, which meant that they had to get what education they could in three and one-half hours.

The fourth principle recommended the provision of auditoriums, gymnasiums, libraries, health rooms, cafeterias, playgrounds and other physical facilities at Negro schools to the same degree as provided at the white schools.

Specific Recommendations for the Improvement of Public Education for Negroes in Atlanta.

1. Vocational High School, centrally located, should be provided for Negro pupils.

2. Teachers - 145 should be added to the elementary schools in order that the students will have a teacher-pupil ratio of 29.

3. That 60 teachers be added to the senior high school.

4. That the David T. Howard School be devoted exclusively to high school instruction.

5. That the Booker T. Washington High School building be completed by the addition of shops, auditorium, cafeteria, gymnasium and toilets.

6. That a high school be erected to serve principally the pupils in Areas II and III.

7. That there be erected one elementary school in Area I "Old Fourth Ward", one elementary school in Area II "South Atlanta" and two elementary schools in Area IV "West Side"

8. That the Davis Street School be used as an elementary school.

These are only a few of the major recommendations deemed necessary by the writer. It can be seen from this report, that there remains room for greater consideration in this field.

Atlanta and Fulton county must realize that the well-being of its community is dependent upon the progress of all its

people. So long as a segment of the population is denied adequate educational opportunities, the entire community will suffer in juvenile delinquency, crime, poor citizenship and economic distress. Those who are denied the opportunity to become self-sufficient will always be a drag on the community. The place to give them an opportunity is in the high schools.

The writer is of the opinion that the Negroes of Atlanta will see a new day in the secondary schools for the business and vocational training of their children, when the above statement is realized by its white citizens.

The writer would not take undue liberties or be so presumptuous as to attempt to evaluate the effectiveness of such curricula and courses of study as outlined by these institutions of higher learning. However, in some instances, one would be forced to question the soundness of such programs of studies, especially when viewed in terms of the teaching staff inasmuchas many teachers of business subjects were prepared in academic fields and thus were poorly qualified for teaching business subjects. The writer is also enclined to believe that many of these courses listed are designed especially for catalogue purposes.

Implications drawn from the data resolve themselves into needs and recommendations for:

1. A continued extension of the economic and educational environments of Negroes for intergration into business life.

2. More emphasis upon programs in economic and consumer education so as to increase the students understanding and appreciations of business economic problems, and the world about him.

3. That more courses in filing and office machine be added to the curricula of these schools.

4. That the teachers and business men keep in close contact with each other so as to keep the curricula in the schools up-to-date with the trends of business and employment preparation necessary.

5. That a study be made for the needs for curricula changes in business education in schools concerned chiefly with the education of Negro youth.

6. That business education facilities for teacher-training, guidance, placement, and cooperative part-time supervised business experience be implemented to insure inclusion into the curricula of communities where opportunities for such programs exist.

7. That the United States Government make a serious study of services of teehniques that were most productive of improved operation among Negroes in business.

8. That educational, trade, and civic associations among Negroes cooperate to raise the proportion of business opportunities and the standards of business education, business employment, and business practices among their own residence group.

   This can only be done through independent activities and through close affiliation with all other desirable economic, business and educational agencies within their communities.

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APPENDIX A

TYPES OF BUSINESSES OWNED AND OPERATED BY THE NEGRO CITIZENS OF ATLANTA, GEROGIA

Type of Business	Number
Apartment Houses and Office Buildings	10
Automobile Accessories, Tire & Battery Dealers	1
Bakeries	2
Barber Shops	71
Banks	1
Barber and Beauty Shops	1
Beauty Schools	4
Beauty Shops	89
Bicycle Shops - Repair	2
Blacksmith Shops	2
Book Stores	3
Booking Agents	1
Bowling Alley	1
Bottling Works, Soft Drinks	1
Building and Loan Associations	1
Business Schools	1
Casket Companies	1
Cemeteries	2
Certified Public Accountants	1
Cleaning and Pressing Shops-Repairs	72
Coal, Ice and Wood Dealers	23
Coin Operated Machines, Rental and Repair	1

APPENDIX A

Type of Business	Number
Confectionaries	18
Contractors - Builders	10
Cosmetic, Manufacturing	2
Drug Stores	10
Electrical Appliance Stores, Radio Etc.	1
Filling Stations	12
Fish and Poultry Markets	6
Florist	2
Fruit and Vegetable Stores	4
Furniture Stores	2
Garages -Repairing	9
Grocery Stores Only	63
Hospitals	3
Hotels, Inns, Etc	7
Insurance - Branch Offices	6
Insurance - Other	4
Holding Company and Realty Investments	2
Jewelry Shops - Repairs	3
Junk Dealers	3
Liquor Stores (Package Shops) Wine, Etc.	3
Loan Companies and Investment Companies	1
Millinery Shops	2
Moving and Hauling	14
Music Studios	6
News Stands	2

APPENDIX A

Type of Business	Number
Newspapers	2
Optical Stores	1
Parking Lots	1
Photographers, Studios	7
Plumbing Contractors	6
Poolrooms, Smoke Shops and Men's Rec. Centers	6
Printing and Publishing	4
Potato Chip Manufacturing	1
Radio Repair Shops(Electrical Repairs)	4
Shoe Repair Shops	36
Shoe Shine Parlors	12
Sign Painting Shops	1
Tailor Shops	9
Taverns, Clubs	11
Taxi Companies	6
Undertakers	11
Upholstry and Furniture Shops, Repairing	4

APPENDIX B

COURSES OFFERED AT ATLANTA UNIVERSITY

Marketing

Principles and Methods of Statistics

Problems in Industrial Management

Principles and Practices of Real Estate

Public Finance

The Consumer and the Marketing System

Consumption and Standards of Living

Recent Economic Theory

Studies in Dynamic Economic Theory--An Analysis of the Economic Forces operating under conditions of Progress.

Investments

International Trade

History of Economic Thought

Advanced Accounting

Advanced Money and Banking

Research in Economics

Jessie B. Blayton — Accounting
Certified Public Accountant, Georgia, 1929; LL.B., American Extension School of Law, 1936; Student, School of Commerce, University of Chicago, Summers 1933-1935.

William Henry Dean — Economics
A.B. Bowdoin College, 1930; A.M., Harvard University 1932; Ph.D., 1938.

Edward Buchanan Williams — Economics
A.B. Morehouse College 1927; A.M. Atlanta University, 1937; Ph.D., Columbia University, 1946.
(Instructor--Department of Economics, Morehouse College)

Lorimer Douglas Milton — Economics
A.B., Brown University, 1920; A.M. 1920; Student Harvard Graduate School of Business Administration(Special Session for Executives), Summer 1931.

Joseph A. Pierce — Mathematics
A.B., Atlanta University, 1925; M.S. University of Michigan 1930; Ph.D., 1938.

Georgia Caldwell Smith — Mathematics
A.B., University of Kansas, 1928; A.M. 1928; Student, University of Chicago, 1934-1935. (Department of Mathematics, Spelman College.

Ira DeAugustine Reid — Sociology
A.B., Morehouse College, 1922; A.M., University of Pittsburgh 1925; Ph.D., Columbia University 1929.

COURSES OFFERED AT ATLANTA UNIVERSITY

-Economics and Business Administration-

Money and Banking

Cost Accounting

Labor Problems

Principles and Practices of Insurance

Corporation Finance

Problems in Business Finance

APPENDIX C

COURSES OFFERED AT CLARK COLLEGE

BUSINESS ADMINISTRATION, ECONOMICS AND SECRETARIAL SCIENCE

Majors in Business Administration must include the flolowing courses:

B1-B2---Elements of Accounting

B3-B4---Business Law

C1-C2---Business Organization: Principles and Practice

D2 ---The Small Business Enterprise

B5 ---Labor Problems

C4 ---Management of Personal Finance

ECONOMICS

B1-B2---Principles of Economics

B3---Economic History of the United States

B5---Principles of Insurance

C2---Labor Problems

C4---Management of Personal Finances

C6---Current Economic Problems

SECRETARIAL SCIENCE

A1-A2--Typewriting

B3-B4--Stenography

B1-B2--Advanced Typewriting

C1-C2--Advanced Stenography

C3--Business English and Spelling

C5--Secretarial Duties and Functions

C6--Business Methods

THE TEACHING STAFF AT CLARK COLLEGE

Adolphus B. Wright — Business Administration

A.B., Atlanta University; M.B.A. University of New York., Student, Harvard University Summer School and New York University.

Stella Brewer Brooks — English

A.B., Wiley College 1923; A.M. University of Michigan; Ph.D., Cornell University 1946.

Leadie M. Clark — English

A.B. University of Illinois; M.A. 1945

Annie M. Cochran — Education

A.B., Howard University 1921; A.M., Columbia University; Student, Northwestern University; (Exchange teacher from Morris Brown College)

LLoyd Wolfe — Mathematics

A.B., Clark College, 1938 (Assistant Dept. of Mathematics)

Joseph J. Dennis — Mathematics

A.B., Clark College; A.M. Northwestern University; Ph.D. Northwestern.

George W. Sherard — Physics and Mathematics

B.A., University of Cincinnati 1940; M.S. 1942; Student, Brown University Summer 1942; Student, Rutgers University 1943-1944.

James O. Slade — Sociology and Economics

A.B., Morris Brown College, 1929; M.A., University of Michigan 1933-1934. (Part-time Instructor)

Chivers, Walter R. — Sociology

A.B., Morehouse College 1919; Diploma, New York School of Social Work, 1924; A.M., New York University, 1929; Student, University of Chicago, Wisconsin, New York University. (Exchange teacher from Morehouse College)

APPENDIX D

COURSES OFFERED AT MORRIS BROWN COLLEGE

SECRETARIAL SCIENCE, GENERAL BUSINESS, BUSINESS ADMINISTRATION, ECONOMICS AND TEACHER-TRAINING

The course in secretarial science is designed to prepare students for stenographic office duties, and as secretarial assistants to business executives. It lays the foundation for further work in business or economics. The two-year program of study is as follows:

First Year

Elemantary Typewriting
Elementary Stenography
General Mathematics
Bookkeeping and Accounting
Religious Education
Reading and Composition
Physical Education

Intermediate Typewriting
Intermediate Stenography
Economic Geography
Bookkeeping and Accounting
Functions of Business
Reading and Composition
Physical Education

Second Year

Dictation and Transcription
Business Law
Principles of Economics
Business English
Introduction to Social Sciences
Public Speaking
Business Ethics

Introduction to Education
Economic History of U. S.
Principles of Economics
Secretarial Practice
Home and Family Life

ECONOMICS

Subjects in this group are designed to give the student an insight into the present economic donditions as they affect the world, with special emphasis on the problems involving the Negro.

Principles of Economics
Business Law
Insurance
Economic History of Europe
Labor Problems

Economic History of the U.S.
Economic Geography
Money and Banking
Accounting
Corporation Finance

GENERAL REQUIREMENTS FOR BACHELOR OF ARTS IN BUSINESS EDUCATION

The Business Education program is designed to prepare teachers of business subjects for secondary schools. The offerings also provide an adequate cultural background. State certification is amply provided for in this program.

FRESHMAN

Reading and Composition	Reading and Composition
Science Survey(Biological)	Science Survey(Physical)
Social Science(World History)	Functions of Business
Religious Education	Economic Georgaphy
General Mathematics	American History
Physical Education	Physical Education

SOPHOMORE

Survey of World Literature	Survey of World Literature
Foreign Language	Foreign Language
General Psychology	Introduction to Education
Elementary Typewriting	Intermediate Typewriting
Elementary Stenography	Intermediate Stenography
Introduction to Social Sciences	Home and Family Life

JUNIOR

Principles of Economics	Principles of Economics
Economic History of Europe	Educational Psychology
Bookkeeping and Accounting	Bookkeeping and Accounting
Dictation and Transcription	Secretarial Practice
Foreign Language	Foreign Language
Business English	Public Speaking

SENIOR

Methods of Teaching Bus. Subjects	Economic History of U.S.
Curriculum and Methods	Directed Teaching
Directed Observation	Insurance
Business Law	
Negro History	
Elective	

QUALIFICATIONS OF THE TEACHING STAFF
OF MORRIS BROWN COLLEGE

Jessie B. Blayton — Accounting
(See Atlanta University Teaching Staff)

Julia V. Henderson — Commercial Studies
B.S. Southern University; A.M., Columbia University

Thelma D. Curl — English
A.B., Virginia Union University; A.M., University of Michigan.

Viola J. Hill — English
A.B., Morris Brown College; A.M. University of Indiana; Advanced Study--McGill University; Residence requirements completed for Ph.D. University of Indiana.

Bernice Jaudon — English
A.B., Morris Brown College; A.M., Temple University

R.O. Johnson — Education
B.S., Tennessee State College 1934; A.M., University of Iowa 1936; Advanced Study, Fisk University, Summer 1938; University of Chicago, 1940; Ed.D., Columbia University 1944.

Anne B. Cochran — Education
A.B., Howard University 1931; A.M. Columbia University 1933; Advanced Study, University of Pennsylvania, Summer 1926; Northwestern University, Summer 1941; Child Health Conference, Durham, North Carolina 1942.

J.Edw. Dickerson — Economics
A.B., West Virginia State College; B.A., Ohio State University; Requirements completed for Ph.D.

Adolphus B. Wright — Insurance
(See Clark College Teaching Staff)

Herbert C. Boggs — Mathematics
A.B. Telladega College; M.S., University of Michigan; Completed requirements for Ph.D.

Ernest B. Kalibala — Sociology
B.S., New York University 1933; A.M., Columbia University 1934; Residence requirements completed for Ph.D., Harvard University, Summer 1942-1944.

COURSES OFFERED AT MOREHOUSE COLLEGE

ECONOMICS AND BUSINESS ADMINISTRATION

Theory and Principles of Economics

Comparative Economic Systems--An evaluation of capitalism, Socialism, Communism, Facism, and Corporation.
Prerequisite---Theory and Principles of Economics

Economic Development of Modern Europe

Economic History of the United States

Introductory Accounting

Mathematics of Finance--Primarly designed for students in business annuties, valuation of securities, depreciation of assets etc.

Business Law. Course in the elements of commercial law.

Intermediate Accounting

Contemporary Economic Problems

Agricultural Economics

Consumer Problems

Business Organization Principles and Practices

The Small Business Enterprise

Money and Banking

Labor Problems

Principles and Practices of Insurance

Corporation Finance

Problems in Business Finance

Principles and Methods of Statistics

APPENDIX E

QUALIFICATION OF TEACHING STAFF AT MOREHOUSE COLLEGE

Jesse B. Blayton — Accounting
(See Atlanta University teaching staff)

Adolphus B. Wright — Business Administration
(See Clark College teaching staff)

Nathaniel Tillman — English
A.B., Morehouse College, 1920; A.M., University of Wisconsin 1927; Ph.D., 1940; Student Cambridge University, 1940.

Gladstone Lewis Chandler — English
A.M., Middlebury College 1926; A.M., Harvard University '31.

Geraldine Lari Clark — English
A.B., Spelman College 1943; A.M., Atlanta University 1945.

Ruth Thomas Jackson — English
A.B., Atlanta University 1929; A.M., 1943

Vera Louise Sugg — English
A.B., Bennett College 1941; A.M. Atlanta University 1944.

Juanita Pascal Toomer — English
A.B., Spelman College 1935; A.M., Atlanta University 1937; Ph.D. Boston University 1942

Coragreene Johnstone — English
A.B., Talledega College 1932; A.M., University of Michigan 1935; Student, Summers 1937-44.

Millicent Dobbs Jordan — English
A.B., Spelman College 1933; A.M., Columbia University 1938.

Vivienne Hood Smith — English
A.B., Wiley College 1930; A.M., Atlanta University 1937.

Henry Thomas — English
A.B., Morehouse College 1937; A.M., University of Michigan 1942; Student, 1941-42.

Lucy Lee Clemmons — English
A.B., Louisville Municipal College 1939; A.M., Atlanta University 1941; Student, University of Wisconsin 1944-'45.

Joseph Whiting — Education
A.B., University of Pennsylvania, 1903; A.M., Columbia University; Student, Harvard University.

Lucille Baker — Education
A.B., State University of Iowa, 1937; A.M. Smith College 1942 (Exchange teacher, Spelman College)

Pearlie Ernestine Reed — Education
A.B., Fisk University 1926; A.M. University of Cincinnati.

Juanita George Pierce — Education
A.B., Fisk University 1932; A.M., New York University 1945; Ed.D., 1946.

Anne M. Cochran — Education
(See Morris Brown College teaching staff)

Brailsford Reese Brazeal — Economics
A.B., Morehouse College 1927; A.M., Columbia University 1928; Ph.D., 1942.

Edward Buchanan Williams — Economics
A.B., Morehouse College 1927; A.M., Atlanta University 1937. Ph.D., Columbia University 1946.

Lorimer Douglas Milton — Economics
(See Atlanta University teaching staff)

Claud Bernhardt Dansby — Mathematics
A.B., Morehouse College 1922; M.S., University of Chicago 1930; Student Summer 1932-1934.

Helen Clark Eagleson — Mathematics
B.S., Arkansas State College 1935; M.S. Atlanta University 1943.

Ernest Lafontant — Mathematics
Certificate, Lycee Alexandre Petion, Haiti 1941; Student, Atlanta University(Graduate Assistant(

Georgia Caldwell Smith — Mathematics
A.B., University of Kansas 1928; A.M., 1928; Student University of Chicago 1934-'35.

Joseph Alphonso Pierce — Mathematics
(See Atlanta University teaching staff)

Joseph J. Dennis — Mathematics
(See Clark College teaching staff)

Walter Richard Chivers — Sociology
A.M., Morehouse College 1919; Diploma New York School of Social Work 1924; A.M., New York University 1929; Student University of Chicago Summer 1925

Wilmoth Anette Carter — Sociology
A.B., Shaw University; A.M., Atlanta University 1943.

Ira DeAugustine Reid — Sociology
(See Atlanta University teaching staff)

James O. Slade — Sociology
(See Clark College teaching staff)

APPENDIX F

COURSES OFFERED AT REID BUSINESS COLLEGE**

STENOGRAPHIC COURSE - 36 Weeks*
JUNIOR ACCOUNTING COURSE - 36 Weeks*
INTERMEDIATE ACCOUNTING COURSE - 32 Weeks*

STENOGRAPHIC COURSE

Shorthand I Theory and Dictation, 60 w.p.m.

Shorthand II Dictation, 60-80 w.p.m. and Transcription

Shorthand III Dictation, 80-100 w.p.m. and Transcription.

Typewriting I Theory and 40 w.p.m.

Typewriting II 40-50 w.p.m.

English I

English II

Vocabulary Building and Spelling

Filing and Indexing

Office Machines

Electives

**This school is a member of the National Council of Business Schools and has been approved for the offering of the following Standard Courses listed above.

* These courses have been approved by the Department of Veterans Service, Office of the Director of Vetrans Education, State Capitol, Atlanta, Georgia

JUNIOR ACCOUNTING COURSE

Accounting I

Accounting II

Accounting III

Accounting IV

Business Mathematics

Penmanship

Typewriting

English I

Vocabulary Building and Spelling

Filing and Indexing

Office Machines

Business Law

Electives

INTERMEDIATE ACCOUNTING COURSE

Tax Accounting

Auditing

Accounting Systems

Business Law II

Business English II

Office Machines

Business Psychology

Economics

Economic Geography

Advanced Typing

APPENDIX G

511 Columbus Avenue
Boston, Massachusetts
May 19, 1947

Miss V. E. Usher
Atlanta City Hall
68 Mitchell Street, S.W.
Atlanta, Georgia

Dear Miss Usher:

I am a citizen of Atlanta, Georgia, and at present a graduate student at Boston University. I am a prospective graduate for August 1947, but in order for me to complete my thesis by July, it is necessary that I obtain some vital information which I feel sure that you are in a position to give.

I am writing on the status of Secondary and Collegiate Business Education in the city of Atlanta. Here, I have just about all the information needed with the exception of the qualifications of the teaching personnel throughout the city. Since I am placing special emphasis on Business Education, any information that you can give directly bearing on this subject, will be greatly appreciated. This is really where I fall short of information. I am aware of the meager amount of business training offered in the public school system, in the meantime, I am thinking that you might have at your disposal a list of the private business schools--their curricula, and the efficiency of the teaching staff. The problem of salary wont matter too much, but if you have such information available and the same for release, I can use it.

I am primarly concerned with the teacher-efficiency, the provisions for business education in the secondary school system throughout the city and any information that you might have on the status of the private business schools there in the city.

If you are without this information, I would greatly appreciate your referring me to some place where I might be able to secure the same.

Your prompt reply will be greatly appreciated. I am enclosing thirty cent postage for the return of any information that you might have.

Very truly yours,

Ruby J. Alexander

APPENDIX H

May 26, 1947

Mrs. Ruby J. Alexander
511 Columbus Avenue
Boston, Mass.

Dear Mrs. Alexander:

This will acknowledge receipt of your letter concerning Negro businesses in the city of Atlanta.

I am afraid that I am not in a position to give you all the information asked for in your letter, but I am enclosing a list of Negro businesses as compiled by Mr. Joseph A Pierce of Atlanta University in 1944. At that time, they made a study of Negro businesses as related to business education in the Negro colleges. It might interest you to know that this study is in the process of being published by Harper Brothers some time this fall.

The only thing that I can assure you with respect to business education as now offered, is that it is very inadequate. Perhaps the largest area for job opportunities in the immediate future will fall into the field of retailing and store management.

There are no schools to my knowledge offering a rounded curriculum in Retailing. I suggest that you secure the catalogues of the various colleges here for your study.

If I can be of any further service to you, feel free to write me.

Yours truly,

J.R. Henderson,
Housing Manager

Ed.

Serice Paper
Alexander, R. J.
1947