The social and racial attitudes of negro children: a study of 100 children 8-17 years of age in the public schools of Atlanta and Fulton County, GA.

Eva Louise Thomas

Atlanta University

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THE SOCIAL AND RACIAL ATTITUDES OF NEGRO CHILDREN:
A STUDY OF 100 CHILDREN 8-17 YEARS OF AGE IN THE
PUBLIC SCHOOLS OF ATLANTA AND FULTON COUNTY, GA.

A THESIS

SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS

BY
EVA LOUISE THOMAS

DEPARTMENT OF SOCIOLOGY

ATLANTA, GEORGIA
MAY, 1944
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This thesis is the report of a study of the influence of culture personality on the personality of Negro youth. The study was based upon the plan devised by Charles S. Johnson. One hundred Negro youth were interviewed with four different sets of questionnaires to acquire indices to their attitudes toward race problems in the particular areas in which they live.

The questionnaires used in this study were adaptations of those by Johnson. Though four different sets of questionnaires were used, each hinged around a single question, "What are the effects upon the personality development of Negro youth of their membership in a racial minority group?"
INTRODUCTION

All of the names of persons used in the personality profiles and interviews of this thesis are fictitious. In no instance does a name refer to any person now existing, or having existed in the past, and if there is a person in the neighborhood of these communities with any name used herein, this fact is to be regarded as a coincidence, only.

Although College Park is one of the satellite towns of Greater Atlanta, Georgia, its cultural patterns are somewhat similar to those of Atlanta, because of transportation conveniences and the social relations the people enjoy one with the other.

Charles S. Johnson states that "Personality is conceived as the organization of the individual's habits and behavior patterns in adjustment to his environment and in his efforts not merely to survive but to achieve a career."¹

If in the adolescent stage the adjustment is normal, based on certain adequate facilities and social interactions of certain groups, there would be little or no emotional conflicts; but where there is not enough social interaction, no intermingling of certain groups, no recreational facilities to attract the adolescent and keep his mind occupied, there will be a decided difference in the behavior and social patterns of the individual's group life.

This thesis reports on the personality adjustment of 50 Negro children residing in Atlanta, Georgia, who attend the Ashby Street School, and, 50 Negro children residing in College Park, Georgia, who attend the College Park public school.

The communities in which the children live have unique settings. In the immediate area of the city group there are five colleges, one university, twenty churches, four housing projects, three playgrounds, one park, a swimming pool, a high school with two large athletic fields, a theatre, two drug stores, and everything to make a community complete.

With the county youth there is a Military Academy for whites only, one high school for whites, no playground, park, swimming pool, recreation center, etc. There are eight churches in the community but not a single one has a recreation room for youth in the basement. The nearest theatre is two miles away with the gallery being the only section allotted to Negroes.
TABLE 1
AGES OF CITY AND COUNTY CHILDREN
BY SEX

City Children

<table>
<thead>
<tr>
<th>Ages in Years</th>
<th>8 yrs.</th>
<th>9 yrs.</th>
<th>10 yrs.</th>
<th>11 yrs.</th>
<th>12 yrs.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td></td>
<td>13</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Boys</td>
<td>1</td>
<td>8</td>
<td>11</td>
<td>5</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>21</td>
<td>18</td>
<td>7</td>
<td>3</td>
<td>50</td>
</tr>
</tbody>
</table>

The average age for the city is $9\frac{1}{2}$ years

County Children

<table>
<thead>
<tr>
<th>Ages in Years</th>
<th>11 yrs.</th>
<th>12 yrs.</th>
<th>13 yrs.</th>
<th>14 yrs.</th>
<th>15 yrs.</th>
<th>16 yrs.</th>
<th>17 yrs.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>5</td>
<td>6</td>
<td>12</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Boys</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>11</td>
<td>19</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

The average age for the county is 13 years
PERSONALITY PROFILES

Personality descriptions of ten Negro youth are given at this point in order to compare and distinguish personalities with reference to the cultural patterns of the two sections. In selecting five children from each section, care was taken not to get parents whose social position were similar or those who had lived in the same environment all of their lives. The profiles include boys and girls from various sections of the North and South who are now enrolled in the Atlanta and Fulton County Public School Systems.

A. Urban Negro Children

Joshua Griffin, Age 10.—Joshua Griffin, a handsome little fellow, well built, with curly hair, olive complexion and a pleasing personality, talks with a Northern accent. He is very mischievous but refined.

Joshua was born in Atlanta, Georgia, but moved to New York City at the age of four. He attended school in Atlantic City and in New York City. In Atlantic City he attended an all-colored school. He attended mixed schools in New York City. He was too young, however, to note racial differences in children. He found the white children to be very nice. They didn't call him bad names only when fighting. He said they were very courteous to you if you were friendly.

Joshua's mother worked in a defense plant with all racial groups. All ate together. She never discussed white people in his presence. He doesn't know any white people himself.

His mother became ill in New York and came home for a rest. She returned recently but left him here in school in care of his maternal aunt.
He has heard his aunt speak kindly of white people. She said she liked them. They often gave her nice dresses. His uncle was given a pair of new shoes that were too small for his employer. They pay her well for her work, giving her extra money for carfare. She never reads "mean" stories to him about the opposite race from the daily papers. He says he doesn't hate white people at all, in fact, he never thinks about them until someone mentions something about them to him.

He attends the Episcopal church and Sunday School. He especially stated that the preacher told him to love everybody.

Joshua likes Atlanta better than he does New York City. These are the reasons: (1) In New York City the children had to play in the streets; (2) there were no trees there; (3) automobiles passing continually made it dangerous. He also stated that when the children go into the back of the apartments they would find dogs, cats, and filth of all kind. This was quite unsanitary.

Joshua liked the schools in the South better because of the rigid discipline in the classrooms. He lives with his maternal aunt and grandparents in a three-room house that has two bedrooms and a kitchen. The front bedroom is used also as a living room. There is a modern studio couch, rug, two over-stuffed chairs, a portable radio, pictures on the wall, and spotless floors.

The middle room contains two beds and a small folding cot used at night. There is a rug, an old dresser and a washstand that seem to be grandpa's keep-sakes. An old-fashioned clock adorns the mantle, flanked by a shaving mug on one side and an old vase that has been clipped about the top on the other.

The kitchen used for a dining room is very, very small. A wood and coal stove is used. There are no modern conveniences except running water.
in a small kitchen sink. Electricity is used only for lighting purposes.

Grandpa seems very fond of his grandson, but being of the old school, expects too much of the child. He continually stated that he'd never amount to much because of his father. "I'd like to see him grow up and be a doctor or some man that would make his mother a good living. I hate to see, Laura, his mother, work so hard." "Yes", said his aunt, "We intend to see him through high school." His mother attended high school but didn't finish.

Jacquelyn People, Age 9.—A very beautiful dark brown girl with sparkling eyes and black hair was born in Savannah, Georgia. There are only two children in the family. The father is a shoemaker by trade and a singer by profession. Her mother is a teacher in one of the two public school systems. She was formerly a dietitian in a college in South Carolina.

Jacquelyn attended school in Savannah, Georgia. She knows only one white person—a Mrs. Bibb, who owns a grocery store in a certain section that her mother used to visit and trade with before moving to Atlanta.

Before marriage, her mother worked in private service in Florida. Her employers were wealthy and exceptionally nice to her. She does not discuss people in the presence of her children. Jacquelyn does not dislike white people, in fact, she doesn't "pay much attention" to them.

She lives in a seven-room bungalow on a new street in a recently built neighborhood. The lawn is well kept and an abundance of shrubbery surrounds the house. Jacquelyn is a music student and from all indications, is making splendid progress. Her mother is a music teacher also. Both parents are college graduates and it is their desire that their children be well educated.

Blondie Lewis, Age 9.—Blondie Lewis, a very intelligent child, lives
in a two-story house in an exclusive neighborhood. Her parents own a considerable amount of real estate in other sections of the city. There are ten children in the family. Three are college graduates, one a senior in college, two attend high school, two sons in the Navy, one a mail carrier and, Blondie, the youngest, who attends public school.

Blondie knows only one white person, a Mrs. Frank who crochets hats and who comes to her house sitting and talking for hours, as do many of her mother’s friends. She calls her mother Mrs. Lewis. She has never heard her discuss the race problem.

Blondie is intelligent and reads all the Negro newspapers. She listens frequently to news broadcasts. Her mother is very reserved and states that her highest ambition is to give Blondie an education.

Isaiah Jeremiah, Age 9.—Isaiah was born in Campbell County. His parents moved to Atlanta, Georgia, when he was three years old. He lives in a five room house on a very busy thoroughfare that connects two of our greatest highways. There are eight in Isaiah’s family.

The house is well furnished. The living room is a mixture of old and new furnishings, reflecting at the same time, respect for modern conveniences and a sentimental regard for old-fashioned pieces of earlier generations. An antique sofa, two antique chairs upholstered in red mohair, a piano and two end tables are the basic furniture of the living room.

Isaiah’s mother is a maid in a downtown department store. The modernity of the home may be attributed to her observation in the furniture department where she works. His youngest aunt, aged 15, is studying home economics at high school and shares her artistry in the home also.

Being the only grandchild in the family, he is exposed to the talks of maternal relatives, who share the home with his mother. His grandmother
centers his bedtime stories around the conditions of home life in the rural areas, reminding him constantly of the dilapidated houses, the poor food, the long hours of work one experiences on the farm, the small compensation received at the end of the year for the drudgery imposed upon him by his landlord.

Before entering the public schools he attended a Seventh Day Adventist school. He seems to be deeply religious, and attended Sunday School regularly. Isaiah has a very quiet and unassuming manner, an impediment of speech, and he is dark and unattractive. He has expressed the desire of being God so that he could change the conditions of Negroes.

**Eva Rice, Age 10.**—Eva is small for her age, light with blonde hair, innocent and unexpressive. Although ten years of age, the first contact with the opposite race was an unpleasant experience on a street car about three months ago. On her way to a Red Cross meeting she unknowingly sat beside a white man who, without the least bit of hesitancy, pushed her out of the seat to the floor. Bewildered and humiliated, she was carried to the rear of the car by the teacher who boarded the car later, and explained the sign that read, "White people will sit from front toward rear and colored people from rear toward front." This was Eva's first and only racial encounter.

**B. County Negro Children**

The children of the County Public School system interviewed were older and lived in a smaller community where there was more social intercourse between the races.

In former years a female college and music conservatory had a predominating influence upon the cultural patterns of the inhabitants. There
is a military academy that employs many Negroes and its influence is far reaching. The chief cook of this institution said:

I wished we had a military college where I could send my son when he reaches school age. It would mean so much to him in the future to have the training. I am working and saving all I can to send all three of my children to college, for I know the advantage of an education.

Virginia Brown, Age 9.—Virginia Brown lives with her mother in a modern three-room apartment. Her father died when she was three years old. Her mother has four illegitimate children. She does not know the fathers of her older brothers. She is fifth grade in school and well liked by her playmates.

The front room of the house is a living room and bedroom combined. There are two beds in the middle room and a small cot. The house has modern conveniences. Eight people live in this small apartment; a mother, father, five children, and a roomer who is a beautician.

Virginia has a fine attitude toward the white race, particularly, a plumber for whom her mother formerly worked. "He brings mother groceries now and then and tells her if she gets in need of money he will let her have it. No, I don't hate them, in fact, I never think about them."

Jack Hodges, Age 12.—Jack Hodges, a dark, husky boy with a most wonderful physique lives with his mother in a three-room house. She was very young when Jack was born but managed with the aid of relatives to rear the boy and to keep him in school. His ambition in life is to become a doctor and give medical care to the people of his community as there is not a colored physician in the town.

Jack works as a caddy on the golf course after school hours, and with his earnings relieves his mother of some of the household expenses. The experiences that he has encountered on the golf course and from other odd
jobs that brought him in contact with the opposite race, have caused him to hate the white man. He says:

They dog colored people and call them names. Although we have to work for them we do like to be treated as human beings. I just don't like to work for a man who refers to you all the time as Nigger.

Jack wants to be like General Benjamin O. Davis because of his position in the army. He plan to work his way through college.

Alice Whittington, Age 9.—Alice Whittington's family lives in a five room house near the edge of the town. The one-story frame dwelling occupied by the family has had an addition in recent years, yet shows signs of deterioration.

Inside the furniture is very crowded. The living room contains a piano, two overstuffed chairs, a divan, and two end tables. The dining room is modern and is used as an additional living room. The bed rooms are neat and clean and the floors white from constant scrubbings. Flowers are growing around the home. Despite the apparent poverty, the father has been able to keep two older girls in college, and to maintain a standard of decency for those that are in high school.

Alice is tall for her age and very intelligent. An unpleasant racial experience by her sister while riding a trolley bus, has caused her to harbor hate for all white men.

Why do we have to live in the South where we are not treated as human beings? What would they have done to my father had he struck a white girl in the face? They are mean, just like some of my playmates who laugh at me, say naughty things about me, and mock me when I use good English.

John Jackson, Age 12.—John Jackson lives with his father, mother, and three brothers in a modern one-story structure of six rooms. The family owns the house. It is well furnished. The basic furniture is an overstuffed suite consisting of a davenport, four chairs upholstered in brown
velvet, a very modern desk, two end tables, one long table and a console radio. The guest room is well arranged with modern furniture. The boys' room contains mostly metal furniture. A pale green linoleum rug partially covers the floor, blending nicely with the green tinted walls. There are pictures depicting various activities of a boy's life on the wall. There are rooms for father and mother and a baby brother of eight months. Although brown, he doesn't prefer light-skinned boys or girls. "They are evil. They are not to be trusted. I just don't think yellow girls and boys make genuine friends. I'd rather know to what race they belong."

John is a caddy at the golf course. His thrifty mother has taught him to save. He buys his own clothes. His greatest ambition in life is to become an army general like Benjamin O. Davis.

If there's no war going on I would like very much to be a real estate salesman. I don't want to cheat people out of their property. I would like to see all of them living in nice homes. I wish I could own a housing project.

The reason why he does not like white people is made very clear in a sudden burst of rage.

They call you niggers and want to kick you around. You have to stand sometimes on busses while they sit one to a seat clear to the back of the bus. Women with babies have to stand up too, which is not right. If we have to move back, why don't they move front? I just can't like people who are mean. Of course, I caddy for a rich man. He never calls me names, but sometimes I hear him talking about niggers and it makes me mad. Although he pays me for my work, I just can't like him.

Helen Rouke, Age 15.—Helen Rouke is one of the few mulattoes in the school and is somewhat proud of her color. She is tall and well built. She walks gracefully and impresses one as being proud and haughty. She is at the top of her class in her studies and that alone has caused much envy among her classmates.

Her feet are exceptionally small and she buys a nice selection of
shoes. Her clothes are neat and clean but not of the flashy type that most girls of her age would like to wear.

Helen is the oldest girl in the family of eight children. The two oldest boys are in the Armed services. Her younger brothers are dark brown with thick curly black hair. There is a baby sister three months old.

Her family is definitely of the lower class. She is exposed to many things that would psychologically lower her standard of morale. Her father is very shiftless and gambles quite frequently. He recently lost a Federal job that would have afforded a respectable living for his family because he went on a drunken spree the Friday night after pay day and remained off the job three days. Helen is having dates at home.

I don't think I'm too young to receive company. Of course, there are girls older than I that go out with boys, but mother says it's all right for me to do so too. I don't like some of the children in my class. They seem jealous of me because I can go to the picture show. They say "mean" things about me and call me "yellow cat." I don't call them names because most of my friends are dark.

Helen's mother is tall and slender. She has auburn hair, blue eyes, and talks with a Southern drawl. She is the moral strength of the household but at times a little timid because of a drunken husband. Helen expects to stop school shortly and get a job.

I want to wear nice clothes, own a car, and live in a decent home with lights and running water. Since my older brothers are all married, I want to help mother with my younger sisters and brothers. I don't care what kind of job I have if it pays well. I'd rather work for a white person. Colored people won't treat their own people right when they work for them. They want you to act as servants.
CHAPTER II

INTRARACE ATTITUDES

The one hundred children interviewed were completely surrounded by middle and lower class patterns of life. The attitudes herein expressed are those of childhood training, family relations, and youthful dreams that they will find difficulty in matching in reality because of cultural adjustments.

There are many variations in attitudes from individual to individual. Consequently, all individuals seek to identify themselves with some group for the benefit which such identification can contribute to their economical and social status.

The following is a tabulation of the personal values test which gives indices to attitudes expressed by each group, according to sex, relative to the questions that were asked.

THE PERSONAL VALUE TEST

Test I

A. SUPPOSE THAT YOU COULD HAVE THREE WISHES COME TRUE. WHAT WOULD YOUR WISH BE?

The city girls answered as follows:

- To be WAVES 15
- To be nurses 11
- To be teachers 9
- To be rich 7
- To have money 5
- To own bicycles 3
- U. S. to win the war 3
- To own their homes 3
- To be WAVES 3
- To be lawyers 2
- To have watches 2
- To travel 2

At least one girl expressed the following wish:

- To go to town every day
- To have an automobile
To be "cute"
To be pretty
To have a dime
To have long hair
To work
To have $100.00

The county girls answered as follows:

To be musicians 6
To be teachers 5
To finish college 4
To be nurses 4
For the U. S. to win the war 3
To own bicycles 2
To have watches 2
To be beauticians 2
For the war to end 2

At least one girl expressed the following wish:

Good luck for the armed forces
To be like her sister
To have a brother to come from the army
To have a house coat
To have a job making money
For parents and grandparents to have what they want
To go to Texas
To be an important Negro woman
To be a cook
For brothers and sisters to leave peacefully
To own a diamond ring
To go to Spelman College
To go to California
To be a seamstress
To own a home
To be a stenographer
For sisters to go to college
To be an opera singer
To move about
To be a clerk

The city boys answered as follows:

To be soldiers 11
To be rich 8
To be doctors 4
To be in the Navy 3
To be Abraham Lincoln 3
To own bicycles 3
To be mailmen 2
To be lawyers 2
To have money 2
To own a car 2
To be grown 2
To win the war 2
To man aircraft carriers 2
At least one boy expressed the following wish:

To be a captain on a ship
To be George Washington
To be a musician
To be Superman
To be General MacArthur
To be a gentleman
To be a great man
To be Joe Louis
To own a home
To be a teacher
To own an airplane
To go to New York
To have clothes
To be in the Marines
To finish medicine

The county boys answered as follows:

To finish college 5
To be doctors 5
To own homes 3
To own airplanes 3
To be aviators 3
To own bicycles 2

At least one boy expressed the following wish:

To be a scientist
To travel
To have colored people vote
To have finished school
To be a hero
To have $100.00
To be a man of steel
To be a typist
To own a pair of boots
To be a director of music
To have Christmas gifts
For colored people to have independence
To be a teacher
To own a car
To be a tailor
To own plenty land
To be a porter
To be General Davis
For his father to be out of the Army
To be a white collar worker
To have a nice girl friend
To get an education
To have colored people treated as whites
To own a set of golf clubs
To be a pharmacist
To be a banker
To own a business
To have an uncle in the Army come home
B. SUPPOSE YOU COULD BE BORN SOMEBODY ELSE, WHO WOULD YOU LIKE TO BE?

WHY?

The city girls answered as follows:

To be WACS : to be in the Army - 6
To be Abraham Lincoln : so they can be talked about - 3
To be God : because he's powerful

At least one girl expressed the following wish:

To be very feminine : because she doesn't like mannish girls
To be Rose Mae Hill : because she's a nice girl
To be a policewoman : to be great
To be Mary Wilson : to be a musician
To be Mrs. Roosevelt : to be the wife of the President
To be Shirley Temple : to be a movie actress
To be Madame Chiang : to live in China
To be Marian Anderson : to be a great artist

The county girls answered as follows:

To be Marian Anderson : to be an artist
to be famous
to be the greatest artist in America - 4

At least one girl expressed the following wish:

To be Dorothy Lamour : to be an actress
To be Willistine Reese : to be wealthy
To be Emily Davis : to have light brown skin
To be her teacher : to be a good teacher
To be President of the United States : to help win the war
To be Lena Horne : to be a movie star

In the city group only four per cent would like to be like some famous colored person, while twenty-two per cent of the county girls favored some member of the group for emulation.

The city boys answered as follows:

To be George Washington : to be a great leader
To be musicians : to be famous
To be President Roosevelt: to rule the world

At least one boy expressed the following wish:

To be a cowboy : to ride a pony
To be a marine : to be in the Navy
To be a doctor : to heal the sick
To be a rich man : to have comfort
To be a soldier : to be in the Army
To be a teacher : to help children
To be an M. P. : to keep order among the soldiers
To be Florence Nightingale: to help wounded soldiers
To be King George VII: to rule England
To be an Indian: to go hunting
To be a captain on a ship: to be an officer in the Navy

The county boys answered as follows:
To be George W. Carver: to be famous - 2

At least one boy expressed the following wish:
To be a rich man: to have money
To be a colored boy: to be independent
To be a teacher: to be well thought of
To be a soldier: to kill a few Japs
To be General Davis: to be a Negro General
To be a lawyer: to get people out of jail
To be Abraham Lincoln: to be liked by Negroes
To be Lil Green: to sing with an orchestra
To be Joe Louis: to be famous

It is interesting to note the differences of opinions of the county and the city boys. Although the boys of the city have had some Negro history, their ideals are fictitious characters such as the Batman, Superman, and Man of Steel. Not once did they mention a famous Negro.

Meanwhile thirty per cent of the county youths whose ages are three and one-half years in advance of the city youths mentioned famous Negroes.

C. IF YOU HAD TO BE SOMEONE ELSE, WHO WOULD YOU NOT WANT TO BE? WHY?

The city girls answered as follows:
Not to be teachers: don't want to teach - 4
Not to be gamblers: wouldn't want to come home drunk - 3
Not to be sailors: wouldn't like to fight on water - 2
Not to be farmers: the work is too hard - 2

At least one girl expressed the following wish:
Not to be a newspaper girl: the work is too hard
Not to be a Red Cross Nurse: the work is too dangerous
Not to be Adolf Hitler: he is too mean
Not to be a liar: he can't be trusted
Not to be an Eskimo: he eats raw meat
Not to be a beggar: because he's poor

The county girls answered as follows:

At least one girl expressed the following wish:
Not to be Forest Turner: because he's a criminal

Forest Turner was a notorious criminal in Fulton County
Not to be a Jap: they're in a terrible war
Not to be Elizabeth Willis: because she's shiftless
Not to be Lula McKisic: because she's lazy
Not to be Eddie Henderson: because her color is light-brown
Not to be Minnie Hunnicut: because she isn't intelligent
Not to be Malinda Farmer: because she isn't cultured
Not to be a white person: (no reason given)
Not to be a drunkard: he's the worst man in America
Not to be a boy: he does work hard
Not to be Alton Price: he steals

The city boys answered as follows:
Not to be Adolf Hitler: because he's mean - 5
Not to be a white man: because they can't be trusted - 2

At least one boy expressed the following wish:
Not to be a Jap: because he's mean
Not to be a rogue: because he'll steal
Not to be a shoemaker: the work is too hard
Not to be a lawyer: he has too many cases to plead

The county boys answered as follows:
At least one boy expressed the following wish:
Not to be a whisky drinker: he's a sinner
Not to be a robber: he's a liar
Not to be Kate: her color is yellow
Not to be a white boy: he's not independent
Not to be a Chinese: they're too poor
Not to be King George: his kingdom is at war
Not to be a teacher: have no patience with children
Not to be a drunkard: he neglects his family
Not to be Adolf Hitler: he makes people worship him
Not to be a poor person: his surroundings are unpleasant
Not to be Alton Price: he steals

Q. IF YOU COULD BE FREE TO MOVE TO ANY PART OF THE UNITED STATES
THAT YOU WANTED, WHERE WOULD YOU GO TO LIVE? WHY?

The city girls answered as follows:
New York City: to live in a large city
cleveland, Ohio: to be in a rich place
Washington, D. C.: to see the city
detroit, Michigan: to live there
San Francisco: to be near an aunt - 4

At least one girl expressed the following wish:

Alton Price is a degenerate who lives in College Park
Mexico: because she's never been there
Ft. Huachuca, Arizona: to see a brother
Atlanta, Georgia: to be near a brother
Mississippi: to see the river
Ellaville, Georgia: to visit relatives

The county girls answered as follows:

New York City: for personal liberty - 5
Columbus, Ohio: to have better surroundings - 5
Michigan: to visit relatives - 2
Cleveland, Ohio: would like to live there - 2
Florida: to go swimming

At least one girl expressed the following wish:
California: to see Hollywood
Albany, Georgia: to live there
Tennessee: to live in another state
San Francisco: to see the Golden Gates
Texas: *to see the Lone Ranger

The city boys answered as follows:

New York City: to see a big city
to see the bright lights
to watch the ships come in
to ride on a subway - 5
Washington, D. C.: to see the President - 5
to visit an aunt
to see a brother
to get out of Georgia-3
San Francisco: *to see the Lone Ranger
to see the cowboys - 3

At least one boy expressed the following wish:
Chicago: to live in a big city
to earn money
to live in a beautiful place
Florida: to see the largest air field
in the world
New Foundland: to see the Mexicans
Mexico: to see the Mexicans

The county boys answered as follows:

New York City: to have the same chance as whites
to live in better homes
for freedom
to go swimming
to enjoy the parks
to watch the ships come in - 5

At least one boy expressed the following wish:

* The Lone Ranger is a fictitious radio character
Miami, Florida  : to see the fruit trees
Ft. Wayne, Indiana: to be employed
Texas        : to see the cowboys
California   : to see Hollywood
Hollywood    : to see the movie actresses
Cleveland, Ohio: for employment

Forty per cent of the city boys and girls wanted to live in the North or West. Sixty per cent of the county group chose northern cities. The reasons were varied, but their trends were toward freedom, for better living, and for better work.

5. IF YOU COULD VISIT ANY PLACE IN THE WORLD THAT YOU WANTED TO, WHERE WOULD YOU WANT TO GO? WHY?

The city girls answered as follows:

Washington, D. C.  : to get a job
                    : to see a cousin
                    : to see the President
                    : to see the White House
                    : to see how to make money
                    : to see the city - 7

New York City      : to see Radio City
                    : to visit relatives
                    : to ride in a subway
                    : to watch the ships come in
                    : to see the tall buildings - 6

Chicago           : to see the packing houses
                    : to see Soldiers' Field
                    : to see Sears and Roebuck
                    : to see the railroads
                    : to watch the ships come in - 6

Florida           : to visit a brother
                    : to see the palm trees - 2

At least one girl expressed the following wish:

Texas            : to see the cowboys
Illinois         : to visit relatives
Africa           : to visit the war areas
Mississippi      : to see the Mississippi river
Kentucky         : to see where Abraham Lincoln was born
Pennsylvania     : to see the coal mines
England          : to see the King's Palace

County girls: At least one girl expressed the following wish:

New York         : to be free to move anywhere you wanted
Judea            : to visit the land where Christ was born
The city boys answered as follows:

**New York**
- to play on 44th Street
- to use good English
- to see a brother
- to see the great "White Way"
- to visit Coney Island - 5

**Chicago**
- to have fun
- to live there
- to see the packing houses
- to visit the "Loop" - 4

**San Francisco**
- to watch the ships come in
- to see the city itself
- to be near the sailors - 3

**Washington, D. C.**
- to see the President
- to see the White House - 2

**Florida**
- to see the orange trees
- to live there - 2

At least one boy expressed the following wish:

**New Jersey**
- to see the Jersey cows
- to live there

**Russia**
- to see his mother

**Philadelphia**
- to see the cowboys

**Texas**
- to see the cattle

The county boys answered as follows:

**England**
- to see the country
- to see the King

At least one boy expressed the following wish:

**Texas**
- to see the cattle

**Europe**
- to see the country we read about in geography

**Africa**
- to see how it looks

**California**
- to get plenty of oranges

**Florida**
- to go swimming

**Japan**
- to take a look at Tojo

**Arizona**
- to see the Indiana

**China**
- to see the country

**South America**
- to explore the jungle

**Chicago**
- to visit an aunt

**Tennessee**
- to visit another state
Four per cent of the city girls and thirteen per cent of the county girls wanted to visit foreign countries. Seven per cent of the city boys and thirty-six per cent of the county boys wanted to visit lands outside of the United States. Most of the boys of the county had relatives in foreign lands.

F. AFTER YOU HAVE FINISHED SCHOOL, WHAT KIND OF WORK WOULD YOU LIKE BEST OF ALL? WHY?

The city girls answered as follows:

To have war jobs
To be teachers
To be WAVES
To be maids
To be WACS
To be nurses

: to earn large salaries - 6
: to be important women - 2
: to see the foreign countries - 3
: to work in New York
: to have money
: to work in large stores - 3
: to travel
: to earn money - 2
: to help wounded soldiers
: to give aid to the sick - 2

At least one girl expressed the following wish:

To be an Army worker
To be a Red Cross nurse
To work at home
To be a conductorette
To be a cashier
To be an elevator operator

: to earn large salaries
: to help wounded soldiers
: to work on a car
: to handle large sums of money
: to work in an office building

The county girls answered as follows:

To be teachers
To be beauticians
To be nurses
To be dressmakers
To be musicians

: to help children - 4
: to earn money - 2
: to help the wounded - 2
: because they like to sew - 2
: for cultural advantages - 2

At least one girl expressed the following wish:

To do war work
To be a movie star
To do stenographic work
To be a singer
To be a clerk
To be a nurse

: to help win the war
: to earn a large salary
: to work in an office
: to make others happy
: the work is interesting
: to help wounded soldiers

The city boys answered as follows:

To be doctors

: no reason
: to keep people well
: to be important - 2

At least one boy expressed the following wish:
To be a milk boy: no reason
To have a defense job: to help win the war
To be a policeman: to arrest men
To be a special delivery boy: to carry out letters
To be a carpenter: to know how to build houses
To work in Australia: to see the country
To be a chemist: to make medicine
To be a pilot: to fly a plane

The county boys answered as follows:
To work in an office: because it's dignified work
To be doctors: for prestige, security, service to others, and for money - 5

At least one boy expressed the following wish:
To be an aviator: to fly around the world
To fly a P 40: to shoot down planes
To be a tailor: to make money
To be a dentist: to make money
To be a teacher: to help children

Q. WHAT KIND OF JOB DO YOU EXPECT TO HAVE? WHY?

The city girls answered as follows:
To work on defense jobs: to help win the war - 6
To be nurses: to have a first aid job - 1
To be a WAVE: to help care for the sick - 4

At least one girl expressed the following wish:
To work in a laundry: to press soldiers' clothes
To be nurses
To be a WAVE
To be a waitress
To be a stenographer

The county girls answered as follows:
To be defense workers - 7
To be beauticians - 3
To be a teacher - 1
To be a musician - 1
To be a cook - 1
To be a nurse - 1

The city boys answered as follows:
To work in defense plants - 10
To work in a ship yard - 3
To be a carpenter - 1
To be a ditch digger - 1
To be a janitor - 1
To be a grocery clerk - 1
To be a railroad worker - 1
To be an artist - 1
To be a doctor - 1
The county boys answered as follows:

To have white collar jobs - 3  
To cook on trains - 3  
To be teachers - 2  
To be a doctor - 1  
To be a secretary - 1

There is a decided difference between the jobs that these groups would like to have and those they expect to have. Several children were interviewed personally on this matter. It was the general opinion of the groups that racial barriers would prevent them from getting the kind of jobs they would like to have, and that unless they went North they would have to accept jobs that they could get.

A: WHAT KIND OF PERSON WOULD YOU LIKE TO MARRY? WHY?

City girls:

Rich men : for security - 7  
Sailors : to be patriotic - 4  
Sergeants : for prestige - 2  
Lawyer : for protection - 1  
Preacher : for prestige - 1

County girls:

Good men : to be treated right - 3  
Dark brown-skinned men : because they're more loyal - 4  
To finish school : their minds are not on marriage - 2  
A soldier : because he's in the army - 1  
An educated man : to be popular - 1  
A light brown-skinned man : she likes the color - 1  
A movie star : to be popular - 1  
An intelligent person : because he's dignified - 1  
A rich man : for security - 1  
A civilized man : to get a job and work - 1  
A driver : to ride - 1

City boys:

WACS : they are their ideals - 7  
Rich woman : for wealth - 4  
A colored woman : for race pride - 1  
A good woman : she likes good people - 1  
A teacher : to teach our children - 1  
A refined woman : to have nice friends - 1  
A washer woman : to wash for me - 1  
A light brown-skinned woman : because she's beautiful  
A nice girl : he doesn't like ugly ones  
A princess : because she's beautiful
County boys:

A clean sensible girl: to have a nice clean home - 1
An honest woman: because she's a Christian - 1
A smart woman: because she'll work for me - 1
A Christian: she'll respect herself - 1
None at all: it takes too much to feed her - 1
A brown-skinned woman: because she's beautiful - 1
A Chinese: because she's beautiful - 1
A church-goer: she's a good person - 1
A gentle woman: because he likes that type - 1

B. WHAT KIND OF PERSON DO YOU THINK YOU'LL MARRY? WHY?

City girls:

Rich men: for security - 7
Sailors: for patriotism - 4
Sergeants: for positions in the Army - 2
Soldiers: because they're in the Army - 2
Marine: to know more about him - 1
A Christian person: because he doesn't gamble - 1
A railroad man: so he can help soldiers - 1
A doctor: for social prestige - 1
A lawyer: for security - 1

County girls:

Good men: for wealth and happiness - 6
Dark brown men: they abhor light ones - 5
Educated men: she doesn't like short ones - 1
A tall man:

City boys:

WAGS: to have relatives in the service - 3
Rich women: to have the things they want - 3
The King's daughter: because she's beautiful - 1
A kind woman: she's the right kind to marry - 1
A colored woman: he loves her best - 1
A nice quiet girl: he doesn't like ugly ones - 1
CHAPTER III

RACE ATTITUDES TEST

The following table is a tabulation of the test on race attitude and pride.

As a result of the test, one finds some startling facts. From the first glance at the table, one might think that the children were very skeptical about their race. But on a closer study, one finds that on the basic or important questions they show a great amount of race pride. For example, the first question, "Negro doctors are just as good as other doctors," in the table has a very high percentage—76.6 for boys and 86.0 for girls.

The above findings indicate a lack of experience of the children with Negro doctors because most of them receive treatment at the Municipal hospital where there are no Negro doctors in service. The children show pride in thinking that Negro doctors are just as good as any other doctor.

Other vital questions are answered in a similar manner.

TABLE 2

JUDGMENT OF 100 SCHOOL CHILDREN ABOUT THE WHITE RACE BY SEX BASED ON RESPONSES OF 55 GIRLS AND 45 BOYS OF ATLANTA, GEORGIA AND FULTON COUNTY SCHOOLS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage Responding &quot;True&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>I think white people could do more for colored but they won't...</td>
<td>75.5</td>
</tr>
<tr>
<td>Sometimes white people make me mad, but they are no worse than other</td>
<td></td>
</tr>
<tr>
<td>people...</td>
<td>80.0</td>
</tr>
<tr>
<td>White people call Negroes bad names...</td>
<td>73.5</td>
</tr>
<tr>
<td>Most of the big businesses are owned by white people...</td>
<td>73.5</td>
</tr>
<tr>
<td>White people don't know how to have a good time...</td>
<td>20.0</td>
</tr>
</tbody>
</table>
Table 2 (Continued)

JUDGMENT OF 100 SCHOOL CHILDREN ABOUT THE WHITE RACE BY SEX BASED ON RESPONSES OF 55 GIRLS AND 45 BOYS OF ATLANTA, GEORGIA AND FULTON COUNTY SCHOOLS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage Responding &quot;True&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>White people will always take care of a Negro who works hard and minds his own business........</td>
<td>84.8</td>
</tr>
<tr>
<td>All Negroes want from white people is to be let alone .......................</td>
<td>57.7</td>
</tr>
<tr>
<td>I never like nor dislike white people.............................................</td>
<td>60.0</td>
</tr>
<tr>
<td>Most white people make fun of Negroes and laugh at them......................</td>
<td>72.8</td>
</tr>
<tr>
<td>Most white people give Negroes fair pay for what they do....................</td>
<td>68.8</td>
</tr>
<tr>
<td>No matter how nicely he treats a colored person, a white man doesn't really mean it........</td>
<td>72.7</td>
</tr>
<tr>
<td>I never think about white people..................................................</td>
<td>72.7</td>
</tr>
<tr>
<td>White people think all Negroes should be servants................................</td>
<td>71.1</td>
</tr>
<tr>
<td>White people never did me any harm or any good..................................</td>
<td>55.6</td>
</tr>
<tr>
<td>White people have better homes than other people................................</td>
<td>75.5</td>
</tr>
<tr>
<td>White people are poor Christians..................................................</td>
<td>46.6</td>
</tr>
<tr>
<td>White people are human and have the faults of other human beings............</td>
<td>80.0</td>
</tr>
<tr>
<td>White people don't treat Negroes any worse than other Negroes do............</td>
<td>64.4</td>
</tr>
<tr>
<td>The South was a beautiful place before the white people ruined it.............</td>
<td>75.1</td>
</tr>
<tr>
<td>The white race has produced some of the best and some of the worse men in history.</td>
<td>62.4</td>
</tr>
<tr>
<td>There are all kinds of white people—some are good and some are bad...........</td>
<td>82.2</td>
</tr>
<tr>
<td>I'd rather be dead than ask a white man for anything..........................</td>
<td>40.0</td>
</tr>
<tr>
<td>White men have done wonderful things to make the United States a great country.</td>
<td>67.5</td>
</tr>
<tr>
<td>Sometimes I think white people treat Negroes all right and sometimes I don't..</td>
<td>68.2</td>
</tr>
<tr>
<td>White people don't take care of each other.......................................</td>
<td>42.4</td>
</tr>
<tr>
<td>White people have done more for the world than any other race................</td>
<td>28.8</td>
</tr>
<tr>
<td>White people have built up the best civilization in the world................</td>
<td>57.7</td>
</tr>
<tr>
<td>White people are mean and stingy..................................................</td>
<td>64.4</td>
</tr>
<tr>
<td>White people are the cruelest people in the world................................</td>
<td>70.8</td>
</tr>
<tr>
<td>Negroes would still be heathen savages if it were not for the work of white people in educating and bringing them Christianity...............</td>
<td>62.4</td>
</tr>
<tr>
<td>White people work hard and save their money......................................</td>
<td>84.4</td>
</tr>
</tbody>
</table>
In most instances, the responses of the boys were several per cent lower than those of the girls due to the differences in ages and experiences in various kinds of work.

There is a favorable criticism of both groups, however, on the disorderly behavior of lower class Negroes, especially with respect to fighting and drinking. The response was 85.5 for boys and 89.0 for girls toward fighting and 91.2 for boys and 76.2 for girls toward drinking.

One boy was approached regarding the statement on Negroes' drinking. This was his response:

I don't see why Negroes have to get drunk and clown so much on the streets. People who do this are usually the ones who look bad and talk loud. I never see drunken white men in the streets. I know they drink but the men do it at their club houses or in their homes, and they don't clown. I wish our people would stop it, both men and women.

Johnson observed that:

The young people who amplified these unfavorable responses with further comment show the effect of their isolation within the Negro world. Their comparison of Negroes with whites reveal the fact that they are unacquainted with the intimate life of the whites and probably exaggerate the difference on the basis of this knowledge.  

Contradicting the statement about Negroes clowning and drinking 84.8 of the girls and 85.4 of the boys responded "true" to the statement. "Sometimes I get mad at the way Negroes act but I don't think they are any different from other people."

With the presence of the radio and access to higher types of motion pictures, the responses to the statement, "Negroes are the best singers and dancers in the world," was almost 100 per cent for each group. Contradicting this statement themselves would be the response of 37.7 boys

1 op. cit., p. 248.
and 60.0 girls to this, Negroes have done more in the world than any other people."

Giving light on the political situation was the response of 68.8 boys and 69.0 girls to the statement, "Negroes don't have the courage to fight for their rights." One little girl was asked to give her opinion about this. She said:

"We live in mud up to our necks every winter. We haven't men enough in our town to meet the city Council and ask for the streets to be paved. If they don't give us good streets, couldn't we take them to court? I believe if they had courage to ask for them the city Council would give them to us."

Thirty-two of the sixty-four questions in this test were based upon attitudes of Negroes toward Negroes. The other half concerned the attitudes of Negroes toward whites. On the one hand, there is a criticism of the social attitude of whites toward Negroes, coupled with a strong indication of gratefulness for their assistance.

In the statement, "I think white people could do more for colored people but they won't," the response was 75.5 for boys and 81.8 for the girls. In the contrasting statement, "Negroes would still be heathen savages if it were not for the work of white people in educating them and bringing them Christianity," 62.4 of the boys and 78.2 of the girls responded "true."

Perhaps the lowest percentage in the whole group of answers came from the statement, "white people don't know how to have a good time." Twenty per cent of the boys and twenty-nine per cent of the girls replied favorably. This was partly due to the fact that most of the children have worked around recreation places for whites and have seen them enjoying themselves frequently in movies. They also know that there are many times as many places of recreation for whites as there are for Negroes.

Their confidence seems to have taken on new hope in this statement,
"White people will always take care of a Negro who works hard and mind his own business," when 84.3 of the boys and 74.5 of the girls responded "true".

The confidence of the youth in the opposite race waned when responding to the statement, "No matter how nicely he treats a colored person, a white man doesn't really mean it." The percentage was the same for both sex, 72.7. There was a lack of consistency on their part in answering the next question, "White people are poor Christians." Less than half of the boys, 46.6 and 54.5 of the girls believed the statement.

SUMMARY

More race consciousness and race pride seem to have been exhibited in Test 2 than in Test 1. This may be partly due to social intercourse the older children have experienced through work and other forces of social contact.

A certain degree of change is indicated by the responses on questions concerning morals. Sensing the evils of bad conduct, they are learning to abhor the things that tend to reflect upon the race as a whole.

Although antagonistic toward the white race in answer to some statements, they did not fail to respond truthfully to others whether or not it was detrimental to the race as a whole.

The presence of a global war has broadened the minds of most of the youth. The editorials in the daily papers and cartoons concerning the public conduct on the part of Negroes have been most helpful.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage Responding &quot;True&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Negro doctors are just as good as other doctors.</td>
<td>76.6</td>
</tr>
<tr>
<td>Only a few Negroes become famous but a large number would if given a chance.</td>
<td>65.5</td>
</tr>
<tr>
<td>Negroes are always fighting and cutting each other up.</td>
<td>85.5</td>
</tr>
<tr>
<td>Negroes will take strangers in and treat them well.</td>
<td>88.7</td>
</tr>
<tr>
<td>Negroes drink too much.</td>
<td>84.4</td>
</tr>
<tr>
<td>It is harder to work for a Negro than for anyone else.</td>
<td>67.7</td>
</tr>
<tr>
<td>Negroes are more interested than other people in getting an education.</td>
<td>40.0</td>
</tr>
<tr>
<td>If you don't know who committed a crime, you always bet it was a Negro.</td>
<td>51.0</td>
</tr>
<tr>
<td>Negroes are cowards.</td>
<td>53.3</td>
</tr>
<tr>
<td>Negroes never speak well of each other.</td>
<td>55.5</td>
</tr>
<tr>
<td>Most Negroes are superstitious.</td>
<td>60.0</td>
</tr>
<tr>
<td>Negroes are the meanest people in the world.</td>
<td>26.6</td>
</tr>
<tr>
<td>Most of the criminals found in prisons are Negroes.</td>
<td>68.8</td>
</tr>
<tr>
<td>The greatest general of history was a Negro.</td>
<td>68.8</td>
</tr>
<tr>
<td>Negroes are the best singers and dancers in the world.</td>
<td>91.1</td>
</tr>
<tr>
<td>Negroes have done more in the world than any other people.</td>
<td>37.7</td>
</tr>
<tr>
<td>Negroes always work hard and try to improve themselves.</td>
<td>60.0</td>
</tr>
<tr>
<td>Negroes always think that people are putting things over on them.</td>
<td>62.2</td>
</tr>
<tr>
<td>Negroes take their trouble with a smile while other people are always kicking and complaining.</td>
<td>57.7</td>
</tr>
<tr>
<td>Drunken Negroes are bad but so are drunken white men.</td>
<td>91.2</td>
</tr>
<tr>
<td>Negroes don't have courage to fight for their rights.</td>
<td>68.8</td>
</tr>
<tr>
<td>Negroes are always worrying about the things that don't matter.</td>
<td>75.3</td>
</tr>
<tr>
<td>Negroes would be nice looking if they didn't have so much hair.</td>
<td>46.6</td>
</tr>
</tbody>
</table>
Table 5 Continued

JUDGMENTS OF 100 SCHOOL CHILDREN ABOUT THEIR OWN RACE, AS INDICATED BY PROPORTIONS RESPONDING "TRUE" TO STATEMENTS ON RACE ATTITUDE SCALE BY SEX

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>The United States couldn't have won any wars without the Negro...........</td>
<td>75.8</td>
</tr>
<tr>
<td>Negroes think more about singing and playing around than they do of making something of themselves..........................</td>
<td>74.6</td>
</tr>
<tr>
<td>There are just as many bootleggers and law-breakers among Negroes as among other people......................................</td>
<td>75.5</td>
</tr>
<tr>
<td>Some of the best athletes in the world are white and some are Negroes........</td>
<td>62.2</td>
</tr>
<tr>
<td>I see no reason for liking or disliking anyone because he is a Negro.............</td>
<td>64.4</td>
</tr>
<tr>
<td>Sometimes I get mad at the way Negroes act, but I don't think they are any different from other people.........................</td>
<td>84.8</td>
</tr>
<tr>
<td>Negroes should not be praised for the things they do since other people do the same things just as well.................................</td>
<td>48.6</td>
</tr>
<tr>
<td>Negroes and white people are made by the same God and he means for them to be equal..................................................</td>
<td>91.1</td>
</tr>
<tr>
<td>Negroes should hate all white people..............................................</td>
<td>57.7</td>
</tr>
<tr>
<td>Negroes are as smart as other people but no smarter...................................</td>
<td>75.5</td>
</tr>
</tbody>
</table>
CHAPTER IV
COLOR AND STATUS TEST

From the institution of slavery there seems to have been and is today a favorable attitude toward mulattoes. The mulatto's status according to their plantation estimate was higher than that of the field hand, because he was used as a house servant.

Johnson again concluded:

Conditions under which mixed blood originated have contributed to give the mulatto a more favorable position than the black Negro in the American social hierarchy. Mulattoes have often been the offspring of wealthy slave owners and persons of consequence in society. Living in and near by the "big house," they have been closer to the carriers of the dominant culture than the field hands. They were first to get the benefit of the schools, and they shared, to some small extent, the prestige of their masters and progenitors. Occasionally they inherited bits of property, were granted freedom, or were permitted to purchase it. On the whole, their lot was easier than that of their own darker plantation kin.

From these social advantages of the mulatto in the days of slavery has arisen a peculiar complex in the field of labor with white employers. For many years before the beginning of World War No. 2, "mulatto" or "whiteness" was one of the chief assets for employment in most stores and other places of business owned by white people. Several advertisements in Northern papers would specify the color. Their reasons were invariably the same—there was not so much resentment on the part of customers to a mulatto maid as there was to a girl of a darker hue.

The scarcity of labor has given the black Negro in America the chance to secure employment in places previously denied to him because of his color.

In listing color of persons in the family, both groups had the greatest

---

1 *op. cit.*, p. 257.
number of people of light-brown complexion. The next color in order was brown.

COLOR OF PERSONS IN FAMILY

City

<table>
<thead>
<tr>
<th>Color</th>
<th>Black</th>
<th>Dark-Brown</th>
<th>Brown</th>
<th>Light-Brown</th>
<th>Yellow</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls (55)</td>
<td>3.2</td>
<td>18.6</td>
<td>35.8</td>
<td>40.3</td>
<td>2.0</td>
<td>0</td>
</tr>
<tr>
<td>Boys (45)</td>
<td>4.2</td>
<td>18.5</td>
<td>26.3</td>
<td>46.0</td>
<td>2.8</td>
<td>0</td>
</tr>
</tbody>
</table>

County

<table>
<thead>
<tr>
<th>Color</th>
<th>Black</th>
<th>Dark-Brown</th>
<th>Brown</th>
<th>Light-Brown</th>
<th>Yellow</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls (55)</td>
<td>2.2</td>
<td>16.8</td>
<td>26.6</td>
<td>50.9</td>
<td>4.2</td>
<td>0</td>
</tr>
<tr>
<td>Boys (45)</td>
<td>6.4</td>
<td>10.5</td>
<td>30.8</td>
<td>50.3</td>
<td>2.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Most of the tabulations were exaggerated and the children scored the colors they would like their family to be rather than the color that actually exists in the family.

There is a decided difference between the color of persons in the family when the average color of the girls and boys who took the test was between brown and light-brown, the average or mean of the family color was decidedly light-brown for both groups.

In tabulating persons liked best in the family, the results were in this order—mother, father, brother, aunt, uncle, and cousins.

It is the growing opinion of boys and girls that there is a sordid ugliness associated with anything that is black. When Bessie Plumber was interviewed on this matter, she stated:

I just don't like anything black: some people wear black clothes and they look horrible in them. Some don't look right in black hats. When you are dark you look funny in everything you wear. You can't wear loud colors and if you put on white they call you "black fly in butter milk." I'm sorry I'm dark.
The color of the boys and girls according to sex, who were interviewed is as follows:

<table>
<thead>
<tr>
<th>Color</th>
<th>Black</th>
<th>Dark-Brown</th>
<th>Brown</th>
<th>Light-Brown</th>
<th>Yellow</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls (55)</td>
<td>5.1</td>
<td>20.4</td>
<td>33.6</td>
<td>36.0</td>
<td>4.9</td>
<td>0</td>
</tr>
<tr>
<td>Boys (45)</td>
<td>6.3</td>
<td>28.2</td>
<td>38.5</td>
<td>25.0</td>
<td>2.0</td>
<td>0</td>
</tr>
</tbody>
</table>

The average color for girls is between brown and light-brown and for boys between dark-brown and brown.

TABLE 4

REASONS GIVEN BY 100 BOYS AND GIRLS FOR JUDGMENTS ON "WORST COLOR TO BE," BY SEX (In Percentages)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Both Sexes (100)</th>
<th>Boys (45)</th>
<th>Girls (55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because it is ugly</td>
<td>48.3</td>
<td>18.8</td>
<td>29.5</td>
</tr>
<tr>
<td>People don't like it</td>
<td>25.6</td>
<td>7.5</td>
<td>16.1</td>
</tr>
<tr>
<td>Because it is &quot;mean&quot;</td>
<td>12.8</td>
<td>2.4</td>
<td>10.4</td>
</tr>
<tr>
<td>Because it shows dirt plainly</td>
<td>56.0</td>
<td>20.0</td>
<td>36.0</td>
</tr>
<tr>
<td>Because of lack of opportunity</td>
<td>40.3</td>
<td>19.6</td>
<td>20.7</td>
</tr>
<tr>
<td>Because I am not that color</td>
<td>59.7</td>
<td>15.7</td>
<td>35.0</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the above Table 48.3 per cent of both groups decided against the color black because it is ugly. Of this percentage 29.5 was for the girls who have shown throughout the test a greater degree of resentment toward color than boys.

One peculiar attitude against the worst color to be was stated by Mary Brown who had been noticing the pictures of Negroes in the white newspapers and magazines. She stated:
Most people make fun of black people and call them "shines." In every picture I see in the newspapers he is black with red lips. Not all Negroes look like that. Even the Red Caps at the different stations are black with red lips. I know some light brown skinned men who work at different stations but they never put their pictures in the papers. In our school books when they make pictures of Negroes in the cotton fields they are always black with bad hair and "grinning." White people themselves don't like black people.

The following table shows judgments of 100 boys and girls in "Worst Color To Be," in percentages.

TABLE 5

JUDGMENTS OF 100 BOYS AND GIRLS ON "WORST COLOR TO BE," BY SEX

(In Percentages)

<table>
<thead>
<tr>
<th>Worst Color</th>
<th>Both Sexes (100)</th>
<th>Boys (45)</th>
<th>Girls (55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>59.3</td>
<td>25.3</td>
<td>34.0</td>
</tr>
<tr>
<td>Dark-Brown</td>
<td>6.4</td>
<td>2.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Brown</td>
<td>14.2</td>
<td>7.2</td>
<td>7.0</td>
</tr>
<tr>
<td>Light-Brown</td>
<td>21.0</td>
<td>18.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Yellow</td>
<td>48.3</td>
<td>22.2</td>
<td>26.1</td>
</tr>
<tr>
<td>White</td>
<td>53.7</td>
<td>29.3</td>
<td>25.4</td>
</tr>
</tbody>
</table>

The above Table shows a very small percentage differentiation between black and white as being the "Worst color to be."

JUDGMENTS REVEALED BY TESTS

In this test the descriptions were grouped according to sex, with a general description coming first. The tests were given with the familiar classifications of black, dark-brown, brown, light-brown, yellow, and white to show attitudes in terms of color associations.
### Table 6

**COLOR VALUE JUDGMENTS OF 100 CHILDREN OF ATLANTA AND FULTON COUNTY SYSTEMS IN PERCENTAGES**

**BASED ON RESPONSES OF 55 GIRLS AND 45 BOYS BETWEEN THE AGES OF 8 and 17**

<table>
<thead>
<tr>
<th>Descriptive Judgments</th>
<th>Color Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Description</td>
<td></td>
</tr>
<tr>
<td>The poorest person you know</td>
<td>8.9</td>
</tr>
<tr>
<td>Principal of your school</td>
<td>2.1</td>
</tr>
<tr>
<td>Your teacher</td>
<td>37.7</td>
</tr>
<tr>
<td>The richest person you know</td>
<td>2.0</td>
</tr>
<tr>
<td>The person your father works for</td>
<td>2.0</td>
</tr>
<tr>
<td>The person your mother works for</td>
<td>3.0</td>
</tr>
<tr>
<td>Favorable Description - Male</td>
<td></td>
</tr>
<tr>
<td>The nicest boy you know</td>
<td>4.4</td>
</tr>
<tr>
<td>The smartest boy you know</td>
<td>6.5</td>
</tr>
<tr>
<td>The best man you know</td>
<td>6.6</td>
</tr>
<tr>
<td>The man you look up to most</td>
<td>11.1</td>
</tr>
<tr>
<td>The most handsome boy you know</td>
<td>11.1</td>
</tr>
<tr>
<td>The boy you like most</td>
<td>4.4</td>
</tr>
<tr>
<td>Unfavorable Description - Male</td>
<td></td>
</tr>
<tr>
<td>The ugliest girl you know</td>
<td>27.8</td>
</tr>
<tr>
<td>The meanest girl you know</td>
<td>14.1</td>
</tr>
<tr>
<td>The worst woman you know</td>
<td>20.0</td>
</tr>
</tbody>
</table>
### TABLE 6 (cont.d)

<table>
<thead>
<tr>
<th>Descriptive Judgments</th>
<th>Black</th>
<th>Dark-Brown</th>
<th>Brown</th>
<th>Light-Brown</th>
<th>Yellow</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>The girl you dislike</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>most</td>
<td>16.5</td>
<td>16.1</td>
<td>23.2</td>
<td>30.9</td>
<td>11.5</td>
<td>14.5</td>
</tr>
<tr>
<td>The most stupid girl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>you know</td>
<td>15.5</td>
<td>21.8</td>
<td>18.5</td>
<td>25.9</td>
<td>20.0</td>
<td>21.8</td>
</tr>
<tr>
<td>The most shiftless</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>woman you know</td>
<td>22.2</td>
<td>16.3</td>
<td>28.8</td>
<td>19.4</td>
<td>12.9</td>
<td>10.9</td>
</tr>
<tr>
<td>Favorable Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The smartest girl</td>
<td>4.4</td>
<td>9.0</td>
<td>51.1</td>
<td>50.9</td>
<td>16.6</td>
<td>12.7</td>
</tr>
<tr>
<td>you know</td>
<td>4.4</td>
<td>5.4</td>
<td>43.3</td>
<td>31.1</td>
<td>11.1</td>
<td>18.1</td>
</tr>
<tr>
<td>The best woman you</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>know</td>
<td>5.3</td>
<td>3.6</td>
<td>35.5</td>
<td>34.5</td>
<td>13.3</td>
<td>19.3</td>
</tr>
<tr>
<td>The woman you look</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>up to most</td>
<td>6.6</td>
<td>5.4</td>
<td>26.6</td>
<td>32.7</td>
<td>22.2</td>
<td>18.0</td>
</tr>
<tr>
<td>The nicest girl you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>know</td>
<td>6.6</td>
<td>5.4</td>
<td>26.6</td>
<td>32.7</td>
<td>22.2</td>
<td>18.0</td>
</tr>
<tr>
<td>The girl you like</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>most</td>
<td>6.5</td>
<td>5.1</td>
<td>28.2</td>
<td>20.4</td>
<td>38.5</td>
<td>33.6</td>
</tr>
<tr>
<td>The most beautiful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>girl you know</td>
<td>2.1</td>
<td>3.4</td>
<td>20.0</td>
<td>16.0</td>
<td>23.5</td>
<td>18.3</td>
</tr>
<tr>
<td>Unfavorable Description</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The ugliest boy you</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>know</td>
<td>35.6</td>
<td>33.6</td>
<td>28.8</td>
<td>18.5</td>
<td>8.8</td>
<td>12.7</td>
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<tr>
<td>The meanest boy you</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>know</td>
<td>31.3</td>
<td>39.9</td>
<td>28.8</td>
<td>35.4</td>
<td>8.8</td>
<td>3.6</td>
</tr>
<tr>
<td>The worst man you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>know</td>
<td>19.1</td>
<td>18.1</td>
<td>36.6</td>
<td>55.6</td>
<td>15.3</td>
<td>18.1</td>
</tr>
<tr>
<td>The boy you dislike</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>most</td>
<td>22.9</td>
<td>55.7</td>
<td>36.2</td>
<td>19.0</td>
<td>17.7</td>
<td>7.2</td>
</tr>
<tr>
<td>The most stupid boy you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>know</td>
<td>15.6</td>
<td>12.7</td>
<td>20.0</td>
<td>32.9</td>
<td>13.5</td>
<td>10.9</td>
</tr>
<tr>
<td>The most shiftless man</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>you know</td>
<td>11.5</td>
<td>21.8</td>
<td>35.5</td>
<td>20.2</td>
<td>17.7</td>
<td>12.2</td>
</tr>
</tbody>
</table>
BLACKNESS

Of the 45 boys and 55 girls who checked, 27.8 of the boys and 39.3 of the girls checked black in the statement "The ugliest girl you know," and only 4.8 of the boys and 11.8 of the girls checked yellow. On the other hand, only 2.2 of the boys and 5.4 of the girls checked black as "The most beautiful girl you know." Forty-five per cent of the boys and 55.1 of the girls checked light brown as, "The most beautiful girl you know."

Of the 45 boys and 55 girls who checked, "The color of the ugliest boy you know," 33.6 of the boys and 33.6 of the girls checked black and only 4.4 of the boys and 7.2 of the girls checked yellow.

However, of the 45 boys and 55 girls checking the color of, "The most handsome boy you know," 11.1 of the boys and 5.0 of the girls checked black, while 43.3 of the boys and 45.5 of the girls checked light-brown and 4.4 of the boys and 10.7 of the girls checked yellow.

In checking the color of, "The best man you know," 6.6 of the boys and 7.2 of the girls checked black while 28.8 of the boys and 44.4 of the girls checked light brown, and 8.8 of the boys and 3.6 of the girls checked yellow. "The best woman you know," 4.4 of the boys and 5.4 of the girls checked black, while 54.6 of the boys and 43.6 of the girls checked light brown and 6.6 of the boys and 1.8 of the girls checked yellow, showing the same weakness of color is applied to morals by the group as to aesthetic beauty.

Most children have associated blackness with evil doings from childhood. They were put in black closets and punished. They have heard the adults talking of spirits walking around in the dark. They have associated blackness with fear. "Black cat crossing the road," and "Wearing of black clothes at funerals," are forms of superstition which have tremendous psychological effect upon the attitudes of the youth interviewed.
Of the 45 boys and 55 girls interviewed there seems to have been an abhorrence to yellowness. Children of parents of this color description are accused of having promiscuous mothers. Here are some of the reasons for not liking the color: "Yellow people look like they haven't much blood," "Yellow men and women wrinkle quickly." Yellow people are hard to get along with because they think they are nearly white." I'd like to know to what race I belong."

THE BEST COLOR TO BE

In checking "What color do you think is best to be?", 15.5 of the boys and 5.4 of the girls checked black, while 52.7 of the girls and 15.5 of the boys checked light brown. The peculiarity of the question is enhanced by the fact that 15.5 of the boys and 3.6 of the girls checked white.

John Smith makes this statement:

I'm glad I am a Negro and brown skinned at that. However, I can't get all the jobs I'd like to have because I am brown. If I were a white man, I could be a conductor on a car, or work in the city hall as a bookkeeper or probably in a large bank as a cashier.

Even in court when you're tried you don't get the break that white people get. I just see a better advantage for work and right treatment in being white.
CHAPTER V

OCCUPATIONAL OUTLOOKS TEST

Before World War No. 1 there was a period of satisfaction among Negro farmers. Their environment had been changed but little since the Civil War of 1863. Freedom in its entirety seems to have been the incentive for which their forefather had worked so long, and such a reality brought contentment and ease to the rural workers.

World War No. 1 brought the Negro out of the back woods into a new environment; his eyes were opened to new economic opportunities. He weighed the disadvantages of the isolated rural life with the opportunities in urban areas. Opportunities of educational advancement for his children, a more stable home life for himself, better wages, more regular employment started a period of migration into urban centers which has not been excelled.

So great was the migration that popular song writers depicted it in verse. Especially significant was the song, "How ya gonna keep 'em down on the farm after they've seen Paree?". There is expected to be even a greater period of migration after this war in order to escape political disfranchisement, menial labor, poor housing conditions, low economic income, and personal dissatisfaction characteristic of post-war areas.

We find that "teen-age youth" know something about wage differentials and is preparing for skilled and semi-skilled occupational opportunities in order to become more economically secure. Therefore, this chapter deals specifically with occupational outlooks and incentives of 45 boys and 55 girls of the city and county school systems.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Hand</td>
<td>53.3</td>
<td>50.9</td>
<td>51.7</td>
<td>58.1</td>
<td>51.1</td>
<td>20.0</td>
<td>24.4</td>
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In the occupation ratings test the children were to check jobs that "Negroes cannot do as well as whites; Negroes can do as well as whites; Negroes can do better than whites." After they have checked these three groups they would check the column that says, "Negroes have a good chance of getting this job."

We find the children eager for opportunities and seem to have a fair knowledge of rating the occupations. The Negro's chance of getting a job as a field hand was 53.5 boys and 50.9 for girls; for not doing the job as well as whites 57.7 boys and 58.1 girls; for doing the job as well as whites 31.1 boys and 20.0 for girls; for doing the job better than whites 24.4 boys and 43.6 girls. There is a question of whether or not the boys thought in terms of scientific farming with modern implements, or of land ownership where preference of white labor would predominate, or their escape from the drudgery of farm life themselves. One little boy was interviewed about the question and he said:

"My grandparents live on a farm now. They don't own it they're just renting. The work is hard and the hours are too long. The only rest they get is in the winter after the crop is gathered. What they clear is very small to what my dad makes in the city and his hours are not so long. There is another plantation near grandpa's farm owned by a rich man and he has new machinery that's run by gasoline. He hires white men 'cause he says, "Negroes don't know how to use the machinery." I 'spect after the war most of the farms will have that kind of things and the Negroes can't work."

We find that the common laborer received the highest percentage of ratings from boys and girls in the tests.

Porter.—The test revealed that 55.5 boys and 47.2 girls stated that Negroes had a good chance of getting this job.

Laundress.—It is shown that 64.4 boys and 67.2 girls believed that Negroes had a good chance of getting this job and 37.7 boys and 52.7 girls stated that, "Negroes could do this job better than whites."
Janitors or Caretakers.—The boys checked 68.5 and the girls 40.9 on the statement, "Negroes have a good chance of getting this job," and 44.4 boys and 50.9 girls checked the column, "Negroes can do this job better than whites."

Interestingly enough also is the answer concerning the road laborer, when 55.5 boys and 25.5 girls checked the column, "Negroes have a good chance of getting this job," and 54.4 boys and 34.5 girls checked the column that says, "Negroes can do this job better than whites."

One little boy when interviewed stated that he was talking about convicts. He saw more Negro convicts on the road than whites. After explaining to him that this was paid and not penal labor he changed his mind. He also stated if it were working with machinery on highways, white men had three chances to the Negro's one of having the job.

Carpenter.—The boys checked 62.2 and the girls 50.9 with column 2, "Negroes have a good chance of getting this job and 24.4 boys and 34.5 girls stated "Negroes can do this job better than whites," the low percentage of the last column being attributed to the fact that most contractors and architects of the South are white.

Driver or Chauffeur.—The boys checked 64.4 and the girls 60.0 on the statement, "Negroes have a good chance of getting this job," while 57.7 boys and 45.4 girls checked the column "Negroes can do this job better than whites."

Cook.—The boys checked 68.8 and the girls 65.6 the column "Negroes have a good chance of getting this job," and 46.8 boys and 47.2 girls the column "Negroes can do this job better than whites."

Railroad Worker.—The boys checked 68.8 and the girls 49.0, "Negroes have a good chance of getting this job," and 35.5 boys and 32.7 girls "Negroes can do this job better than whites."

Waiter.—The boys checked 64.4 and the girls 61.8 with column 2, and 40.0 boys and 45.4 girls, Column 5.
Of the white collar jobs, doctors, singer or musician, teacher, politician, minister, barber, dentist, and secretary were in the highest percentage bracket while aviator, banker, and engineer or architect were in the lowest percentage bracket. The very lowest percentage was aviator. The column, "Negroes have a good chance of getting this job," was checked by 35.5 boys and 12.7 girls, while 2.2 boys and 5.4 girls checked the column, "Negroes can do this job better than whites."

OCCUPATIONAL PREFERENCE AND EXPECTATION

1. WHICH OF THESE WOULD YOU LIKE MOST TO BE?

The city girls answered as follows:

To be secretaries - 7
To be teachers - 6
To be dressmakers - 5
To be cooks - 3
To be field hands - 2
To be a policewoman - 1

The county girls answered as follows:

To be teachers - 13
To be singers or musicians - 12
To be dressmakers - 3
To be secretaries - 3
To be a farmer - 1
To be a cook - 1

The city boys answered as follows:

To be doctors - 13
To be farmers - 4
To be cooks - 2
To be bankers - 2
To be Post Office clerks - 2
To be a lawyer - 1
To be a policeman - 1
To be a politician - 1
To be a porter - 1

The county boys answered as follows:

To be aviators - 6
To be doctors - 4
To be singers - 2
To be auto mechanics - 1
To be a teacher - 1
To be a janitor - 1
To be a banker - 1
To be a driver - 1
To be a cook - 1

B. Next Choice:

The city girls answered as follows:

To be teachers - 8
To be cooks - 6
To be a secretary - 1
To be a farmer - 1
To be a Post Office clerk - 1
To be a porter - 1

The county girls answered as follows:

To be teachers - 8
To be dressmakers - 5
To be secretaries - 5
To be waiters - 3
To be singers - 2
To be cooks - 2
To be a doctor - 1
To be a farmer - 1

The city boys answered as follows:

To be policemen - 4
To be auto mechanics - 3
To be porters - 3
To be politicians - 3
To be druggists - 3
To be letter carriers - 2
To be doctors - 2
To be a farmer - 1
To be a railroad worker - 1
To be a cook - 1
To be a teacher - 1

The county boys answered as follows:

To be singers or musicians - 6
To be porters - 3
To be doctors - 2
To be a minister - 1
To be a cook - 1

2. WHICH OF THESE WOULD YOU LIKE TO BE?

The city girls answered:

To be cooks - 10
To be teachers - 4
To be doctors - 3
To be drivers - 2
To be a dressmaker - 1
To be a janitor - 1
To be a baker - 1
To be a secretary - 1

The county girls answered as follows:

To be cooks - 8
To be waiters - 5
To be teachers - 3
To be dressmakers - 2
To be a barber - 1
To be a doctor - 1
To be a laundress - 1

The city boys answered as follows:

To be doctors - 3
To be cooks - 3
To be drivers - 2
To be a dressmaker - 1
To be a janitor - 1
To be a banker - 1
To be a lawyer - 1
To be a policeman - 1
To be a secretary - 1
To be a waiter - 1

The county boys answered as follows:

To be road laborers - 2
To be auto mechanics - 2
To be a porter - 1
To be a politician - 1
To be a driver - 1
To be an aviator - 1
To be a waiter - 1

B. Next Choice:

To be bankers - 4
To be farmers - 3
To be doctors - 3
To be druggists - 2
To be teachers - 2
To be a secretary - 1
To be a laundress - 1
To be a cook - 1

The county girls answered as follows:

To be teachers - 3
To be dressmakers - 2
To be cooks - 2
To be a dentist - 1
To be a minister - 1
To be a druggist - 1
To be a field hand - 1

The city boys answered as follows:

To be policemen - 4
To be auto mechanics - 3
To be porters - 3
To be politicians - 3
To be druggists - 3
To be letter carrier - 2
To be doctors - 2
To be a farmer - 1
To be a railroad worker - 1
To be a cook - 1
To be a teacher - 1

The county boys answered as follows:

To be singers - 6
To be porters - 3
To be doctors - 2
To be a minister - 1
To be a cook - 1

3. WHICH OF THESE JOBS IS THE MOST IMPORTANT?

The city girls answered as follows:

To be policemen - 9
To be doctors - 6
To be bankers - 2
To be a farmer - 1
To be a teacher - 1
To be a dressmaker - 1
To be a cook - 1
To be a lawyer - 1
To be a secretary - 1
To be a letter carrier - 1
To be a Post Office clerk - 1

The county girls answered as follows:

To be teachers - 7
To be doctors - 2
To be laundresses - 2
To be carpenters - 2
To be cooks - 2
To be waitresses - 2
To be a farmer - 1
To be a secretary - 1
To be a janitor - 1
To be an auto mechanic - 1
To be a singer or musician - 1

The city boys answered as follows:

To be policemen - 7
To be bankers - 2
To be a doctor - 1
To be a teacher - 1
To be a farmer - 1
To be a cook - 1
To be a lawyer - 1
To be a secretary - 1
The county boys answered as follows:

To be a doctor - 6
To be a teacher - 1
To be an auto mechanic - 1
To be a minister - 1
To be a farmer - 1
To be a banker - 1
To be a policeman - 1

4. WHICH OF THESE JOBS IS THE LEAST IMPORTANT

The city girls answered as follows:

To be farmers - 5
To be bankers - 3
To be lawyers - 3
To be policemen - 2
To be waiters - 2
To be a teacher - 1
To be a dressmaker - 1
To be a politician - 1
To be a road laborer - 1
To be a cook - 1
To be a railroad worker - 1

The county girls answered as follows:

To be dressmakers - 3
To be farmers - 2
To be a porter - 1
To be a janitor - 1
To be a driver - 1
To be a teacher - 1
To be an auto mechanic - 1
To be a laundress - 1
To be a secretary - 1

The city boys answered as follows:

To be cooks - 3
To be post office clerks - 2
To be doctors - 2
To be waiters - 2
To be a farmer - 1
To be a barber - 1
To be a field hand
To be a singer

The county boys answered as follows:

To be road laborers - 7
To be waiters - 4
To be cooks - 2
To be porters - 2
To be doctors - 2
To be a janitor - 1
In tabulating occupational preferences and expectations, the city and county were treated separately to indicate the possible influence of the two.

The county youth is nearer the rural areas and is more familiar with farm life. The city youth thinks in terms of white collar jobs.

Most of them chose professions which fields were already overrowded. Engineering and architecture were mentioned only once.

In the second chapter of the study, most of the girls and boys of the county wanted to finish their education before taking up the vocation they expected to follow.
CHAPTER VI

THE PERSONALITY OF NEGRO YOUTH.

This study of one hundred children of the City and County School system finds the intraracial attitudes of the two groups somewhat similar, the minor differences being attributed to age rather than to specified ways of thinking.

It was interesting to note the amount of race pride that is predominant with both groups. From the attitudes test we find opinions toward morals on the up grade. There is a growing consciousness of group behavior.

The antagonistic attitudes toward white people are sentimental and will change with related social intercourse through work, social and interracial activities.

Their fears and wishes are expressed in terms that will wane with the years and through proper vocational guidance will encounter work that will encourage thrift.

There is a growing tendency on the part of the group for abhorrence to menial labor and desire for professional work. While this attitude may be favorable the group needs guidance toward vocational stability, especially those occupations that assure futurity.

Therefore, Negro Children in these two communities seem to

(1) Value the individual's worth to society by color rather than ability, rating the moral and aesthetic value of the individual on color rather than ability.

(2) Expect a Utopia of the present generation, and a change of cultural patterns, mores and folk-ways over night.

(3) Base their conclusions on impulses rather than reasonings.

If American society is to have a generation that will sanction and encourage better race relationship and intraracial attitudes it must create an atmosphere of good will and understanding through integration and social
intercourse.

It must instil within the group reliability, thrift and dependability. The Negro will prosper in proportion as he reverences and sanctions the idea of work.

There must be dignity of labor, healthy attitudes toward work, culture, and living, and above all no inequalities that permit the development of warped personalities among youth. They even as adults are a part of all they meet. Therefore, we must create an atmosphere of freedom not for one group but for all groups for, as Sutherland states:

He cannot be free in the traditional American sense that he can breathe deeply, square his shoulders, and walk down the streets with no fears, no need for self-proof of his worth, and no need to over-stress his achievements in some matters to compensate for lack of others. Psychologically, white freedom differs from colored freedom in America.  

Society must remove all barriers so that there will be equal opportunities for all. Reid concludes:

While the Negro strives to improve the conditions under which he lives, he increasingly finds his progress hampered by the letter, sometimes by the spirit, often by interpretation of the law—be it federal, state, or municipal. Many laws in the United States are specifically designed either to abrogate and restrict, or to establish and protect the rights of Negroes. Examination reveals the limitation of franchise, the unequal distribution of public funds for education, the denial of social, civil, and personal rights supposedly guaranteed by the federal constitution and laws—all these are notorious and menacing commentaries on what it means to be a Negro in the United States.

In conclusion, the Negro youth will find tomorrow a new world brought about by specific changes. If America is to be the ideal democratic country, it must see that the minority groups share equally in all activities whether social, political, or educational, and that each will be free to enjoy life, liberty, and the pursuit of happiness.

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1 Robert L. Sutherland, Color, Class and Personality (Washington, 1942), p. 75.
2 Ira De A. Reid, In a Minor Key (Washington, 1940), p. 99.
PERSONAL VALUES TEST

A. Suppose that you could have three wishes come true. What would your wishes be?
   1. _______________________________________________________
   2. _______________________________________________________
   3. _______________________________________________________

B. Suppose that you could be born as somebody else. Who would you like to be?
   _______________________________________________________
   Why? ___________________________________________________

C. If you had to be somebody else, who would you not want to be?
   _______________________________________________________
   Why? ___________________________________________________

D. If you could be free to move to any part of the United States that you wanted, where would you go to live?
   _______________________________________________________
   Why? ___________________________________________________

E. If you could visit any place in the world that you wanted to, where would you want to go?
   _______________________________________________________
   Why? ___________________________________________________

F. (a) After you have finished school, what kind of work would you like to do best of all?
   _______________________________________________________
   Why? ___________________________________________________
   (b) What kind of job do you expect to have?
   _______________________________________________________

G. What kind of person would you like to marry?
   _______________________________________________________
(b) What kind of person do you think you really will marry?

Why?

H. Of what three things are you most afraid?
1.
2.
3.

I. What are the things that are worrying you most?
1.
2.
3.
RACE ATTITUDES TEST

Directions: Place T on the line in front of each statement which is true. Place F on the line in front of each statement which is false. If you can't decide whether the statement is true or false, place X on the line in front of it.

1. I think white people could do more for colored people, but they won't.

2. Sometimes white people make me mad; but they are more than other people.

3. White people call Negroes bad names.

4. White people don't know how to have a good time.

5. Most of the big businesses are owned by white people.

6. White people will always take care of a Negro who works hard and minds his own business.

7. All Negroes want from white people is to be let alone.

8. I neither like nor dislike white people.

9. Most white people give Negroes fair pay for the work they do.

10. Most white people make fun of Negroes and laugh at them.

11. No matter how nicely he treats a colored person, a white man doesn't really mean it.

12. I never think about white people.

13. White people think all Negroes should be servants.

14. White people never did me any harm or any good.

15. White people have better homes than other people.

16. White people are poor Christians.

17. White people are human and have the faults of other human beings.

18. White people don't treat Negroes any worse than other Negroes do.

19. The South was a beautiful place before white people came in and ruined it.

20. The white race has produced some of the best and some of the worst men in history.

21. There are all kinds of white people—some are good and some are bad.

22. I'd rather be dead than ask a white man for anything.
23. Negroes should hate all white people.

24. White men have done wonderful things to make the United States a great country.

25. White men have done wonderful things to make all right and sometimes don't.

26. White people don't take care of each other.

27. White people have done more for the world than any other race.

28. White people have built up the best of civilization in the world.

29. White people are mean and stingy.

30. White people are the cruelest people in the world.

31. Negroes would still be heathen savages if it were not for the work of white people in educating them and bringing them Christianity.

32. White people work hard and save their money.

33. Negroes are always fighting and cutting each other up.

34. Most of the criminals found in prisons are Negroes.

35. The greatest general of history was a Negro.

36. Negroes are the best singers and dancers in the world.

37. If you don't know who did a crime, you can usually bet it was a Negro.

38. Negroes have done more in the world than any other people.

39. Negroes always work hard and try to improve themselves.

40. Negroes are the meanest people in the world.

41. Negroes never speak well of each other.

42. Negroes drink too much.

43. Negroes and white people were made by the same God, and He means for them to be equal.

44. It's harder to work for a Negro than for anyone else.

45. Most Negroes are superstitious.

46. Negroes are cowards.

47. Negroes should not be praised for the things they do since other people do the same things just as well.

48. Negroes are more successful than other people in getting an education.
49. Negroes would be nice looking if they didn't have so much hair.

50. The United States couldn't have won any wars without the help of Negroes.

51. Negroes are always worrying about the things that don't matter.

52. Negroes think more about singing and playing around than they do of making something themselves.

53. Negroes will take strangers in and treat them well.

54. There are just as many bootleggers and law-breakers among Negroes as among other people.

55. Some of the best athletes in the world are white and some are Negro.

56. Negroes don't have the courage to fight for their rights.

57. I see no reason for either liking or disliking anyone just because he is a Negro.

58. Drunken Negroes are bad but so are drunken white men.

59. Negroes are as smart as other people but no smarter.

60. Negro doctors are just about as good as doctors of other races.

61. Negroes always think that people are putting things over them.

62. Only a few Negroes ever become famous but a large number could if given a chance.

63. Negroes take their troubles with a smile while other people are always kicking and complaining.

64. Sometimes I get mad at the way Negroes act, but I don't think they are any different from other people.
COLOR RATINGS TEST

Directions: Here is a list of some people whom you know. Read the name of each person in the list. What color is he? Draw a ring around the work after his name which tells what color he is.

1. Principal of your school... Black Dark-Brown Light-Brown Yellow White
2. Your teacher............ Black Dark-Brown Light-Brown Yellow White
3. The richest person you know.. Black Dark-Brown Light-Brown Yellow White
4. The poorest person you know.................. Black Dark-Brown Light-Brown Yellow White
5. The person your father works for............... Black Dark-Brown Light-Brown Yellow White
6. The person your mother works for............. Black Dark-Brown Light-Brown Yellow White
7. The boy you like most..... Black Dark-Brown Light-Brown Yellow White
8. The girl you like best...... Black Dark-Brown Light-Brown Yellow White
9. The meanest boy you know... Black Dark-Brown Light-Brown Yellow White
10. The meanest girl you know.. Black Dark-Brown Light-Brown Yellow White
11. The ugliest girl you know.. Black Dark-Brown Light-Brown Yellow White
12. The ugliest boy you know... Black Dark-Brown Light-Brown Yellow White
13. The smartest boy you know.. Black Dark-Brown Light-Brown Yellow White
14. The smartest girl you know.. Black Dark-Brown Light-Brown Yellow White
15. The most handsome boy you know.................. Black Dark-Brown Light-Brown Yellow White
16. The most beautiful girl you know.................. Black Dark-Brown Light-Brown Yellow White
17. The most stupid girl you know.................. Black Dark-Brown Light-Brown Yellow White
18. The most stupid boy you know.................. Black Dark-Brown Light-Brown Yellow White
19. The man you look up to most Black Dark-Brown Light-Brown Yellow White
20. The woman you look up to most.................. Black Dark-Brown Light-Brown Yellow White
21. The nicest boy you know.... Black Dark-Brown Light-Brown Yellow White
22. The nicest girl you know... Black Dark-Brown Light-Brown Yellow White
25. The boy you dislike most. Black  Dark-Brown  Light-Brown  Yellow  White
24. The girl you dislike most. Black  Dark-Brown  Light-Brown  Yellow  White
23. The best man you know. Black  Dark-Brown  Light-Brown  Yellow  White
26. The best woman you know. Black  Dark-Brown  Light-Brown  Yellow  White
27. The worst man you know. Black  Dark-Brown  Light-Brown  Yellow  White
28. The worst woman you know. Black  Dark-Brown  Light-Brown  Yellow  White
29. The most shiftless man you know. Black  Dark-Brown  Light-Brown  Yellow  White
30. The most shiftless woman you know. Black  Dark-Brown  Light-Brown  Yellow  White
OCCUPATION RATINGS TEST

Directions: Below are listed the first column a number of jobs. Opposite each job which Negroes cannot do as well as whites you are to put a check in column 3 (under heading) "Negroes cannot do this job as well as whites," put a check in column 4. If Negroes can do this job better than whites, put a check in column 5. Leave column 2 blank until later.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Hand</td>
<td></td>
<td></td>
<td>Negroes cannot do this job as well as whites</td>
<td>Negroes can do this job as well as whites</td>
</tr>
<tr>
<td>Doctor</td>
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<tr>
<td>Porter</td>
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<tr>
<td>Auto Mechanic</td>
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<tr>
<td>Singer or Musician</td>
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<tr>
<td>Druggist</td>
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<td>Engineer or Architect</td>
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<td>Teacher</td>
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<tr>
<td>Dressmaker</td>
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<tr>
<td>Laundress (washers and irons)</td>
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<td>Politician</td>
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<td>Janitor or Caretaker</td>
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<td>Minister</td>
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<td>Farmer</td>
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### OCCUPATION RATINGS TEST (cont.d)

<table>
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<tr>
<th>Column 1</th>
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<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
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<tbody>
<tr>
<td>Road Laborer</td>
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<td><strong>Negroes cannot do this job as well as whites</strong></td>
<td><strong>Negroes can do this job as well as whites</strong></td>
<td><strong>Negroes can do this job better than whites</strong></td>
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<td>Carpenter</td>
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<td>Driver or Chauffeur</td>
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<td>Aviator</td>
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<td>Cook</td>
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<tr>
<td>Lawyer</td>
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<td>Railroad Worker</td>
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<td>Barber</td>
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<tr>
<td>Letter Carrier Post Office Clerk</td>
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BIBLIOGRAPHY


Reid, Ira De A. In a Minor Key. Washington: American Council on Education, 1940.