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Legislation as it affected public education for Negroes in Georgia

Harriet Franceska Thomas
Atlanta University

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LEGISLATION AS IT AFFECTED PUBLIC EDUCATION
FOR TRIBES IN GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF
THE ATLANTA UNIVERSITY
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OF MASTER OF ARTS

BY

HARIET FRANCESKA THOMAS

DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA
JUNE, 1936
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CHAPTER I

INTRODUCTION

Statement of the Problem

This is a study of the development of legislation as it has affected public education for Negroes in Georgia since 1860. In this study an attempt is made to determine: (1) what formed the beginnings of the educational system for Negroes in Georgia; (2) what was the sentiment of the people of Georgia of both races toward education for Negroes as reflected in legislative action; (3) how this sentiment expressed itself, both in the development of educational opportunities for the Negro and in the legislation which furthered or hindered this development.

Limitations of the Problem

While educational enterprise for Negroes may have had its roots elsewhere, very little in this study will be said, other than as it pertains to legislation in Georgia and for the period from 1860-1930. There is no attempt to exhaust the extensive data covering other phases of education in this period. However, a careful study is made of the material listed in the Sources of Data. In order to present the situation in its proper perspective, comparisons of the educational opportunities of whites and Negroes have been made.

Sources of Data

1. Federal Relations to Education. Report of the National Advisory Commission on Education.
3. Atlanta University Studies.
5. Government Reports - Department of Interior.
Historical Background

Before the Civil War, Georgia had no public school system, and not until 1868 did a scheme for general education at public expense become a law. The state's contribution to public education before 1865 was through its support of the University of Georgia at Athens and through its fund for the education of poor children. The educational fund of the state was prorated among the various counties to be used for the support of these pauper schools. Parents who could not pay tuition for their children sent them to private schools at the expense of the county.

Poor School Fund

In 1862 the legislature set apart as a Poor School Fund, the dividends from the Bank of the State of Georgia, the Bank of Augusta, and the Georgia Railroad and Banking Fund. In 1868 this fund was increased by the annual appropriation of $100,000 from the earnings of the Western and Atlantic Railroad. This was to be divided among the counties according to the number of white children between the ages of eight and eighteen. It was noticeable that, while the existence of Negro children is implied, no responsibility for their education is assumed at this time.

The legislature also added to the fund the annual interest on new bonds which the governor might issue in lieu of bonds which were redeemed. Finally, the jury of the county was to recommend a tax to augment this fund.

When we note the very limited responsibility of the state for the public education of any children, as shown by the foregoing, the antagonistic attitude toward education for Negroes is almost self-explanatory.

6 Georgia Laws, 1858, pp. 49-51.
 Legislation Prohibiting Negro Education Before 1860

It was the general policy of the sixteen slave states of the South to prohibit by fines, imprisonment and whipping, the giving of instruction to blacks, mulattoes, or other descendants of African parentage. This prohibition was extended in most of the slave states to "free persons of color" also.

The general theory of the slave system in all ages has been to keep the slave in ignorance as the safest way to perpetuate it. "The ignorance of the slave is always the best safeguard of the system of slavery." Prohibitive legislation of Negro education in the South extended over a period of more than a hundred years beginning with the act of South Carolina in 1740. The attitude of the people of Georgia was more favorable than that of the people of South Carolina. The laws of Georgia, on education for the Negro were not as strict as those of South Carolina. This is evidenced by the fact that a large number of intelligent "persons of color" were found in the rural districts of Georgia. However the Georgia planters were not long in forming the belief that the education of the Negro would endanger the institution of slavery. In 1770, "at the very time when colonial America was clamoring for her freedom from England, Georgia, following in the wake of South Carolina, re-enacted a law which imposed a penalty on any one who should teach, cause slaves to be taught, or employ them in any manner of writing whatsoever."

4. C. G. Woodson, Education of the Negro Prior to 1861, p. 64.
In 1829, Georgia passed another prohibitive legislation which stated: "If any slave, Negro, or 'free person of color' or any white person shall teach any slave, Negro, or 'free person of color' to read or write either written or printed characters, the said 'free person of color' or slave shall be punished by fine and whipping at the discretion of the court; and if a white person shall so offend they shall be punished with a fine not exceeding $500.00, and imprisonment in the common jail at the discretion of the court".1 A colored Santo Dominican, named Julian Troumontaine, had taught openly in Savannah until he was prohibited by this law of 1829. He taught clandestinely thereafter until 1844.2

Again in 1831, Georgia yielded to the demands of slaveholders and passed another law for the punishment of any Negro who should teach another to read or write. White persons who violated this law were also to be punished with a fine not exceeding $500.00.3

How States Attacked the Educational Problem

The states attacked the problem of withholding education from the Negro in various ways. Colored people were not allowed to assemble in large numbers even for social or religious purposes lest they should in this way be able to communicate knowledge to one another.4

Masters who had employed some favorite slaves in responsible positions which required any knowledge in reading and writing were commanded by law to discontinue this practice.5 Private and public teachers were prohibited from assisting Negroes to acquire knowledge in any way.6

The above legislation clearly shows that the majority of the

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1 T. R. Cobb, Digest of the Laws of Georgia, p. 991.
2 R. R. Wright, A Brief Historical Sketch of Negro Education in Georgia.
4 William Dawson, A Compilation of the Laws of the State of Georgia, p. 413.
7 Ibid., p. 9.
people of the South had by this time come to the conclusion that not to educate the Negro was a vital issue. Upon this hypothesis rested much of the justification of the enforced labor of the Negro. The people of the South felt that it was good economics to control the interests and desires of Negroes by withholding educational opportunities. It was the consensus of opinion that education unfitted the slave for servitude and that education might end in the breakdown of the slavery system.¹

Learning in Spite of Opposition

None of the slave codes were more rigidly enforced than those relating to education for the Negro. In spite of this, in nearly all large cities such as Charleston, New Orleans, and Savannah, there were clandestine schools where instruction was given to Negroes.² Free Negroes in Georgia used to send their children to Charleston to be educated. These Negroes would return and open clandestine schools at various places in Georgia.³ Those who taught in these schools and the children who were taught were constantly watched. When caught, they were subjected to physical punishment.

Some of the slaves were assisted in getting an education by sympathetic whites. An example of this is President Scarborough of Wilberforce who attended school at his home in Bibb County, Macon, Georgia. On pretense of going out to play, he spent six or eight hours a day in school until he was able to read well and had acquired a moderate knowledge of geography, grammar and arithmetic. At ten years of age President Scarborough was given regular lessons in writing by a white man, named J. C.

³ The Crisis, September 18, 1928. p. 248.
Thomas. He was also taught by his white playmates. Other Negroes were taught by the young white children, particularly the children of clergymen.

Most of the slaves who were taught to read and write were the favored slaves of the wealthy. These people did not regard the prohibitive laws as applying to them. They considered that these laws applied only to abolitionists. Therefore, although prohibited by law, they taught those slaves whom they wanted to use in positions which required a knowledge of reading and writing and simple arithmetic. It is noticeable that poor slaveholders never dared to teach their slaves to read.

While working for some intelligent people, many slaves learned by contact and observation. Many of the more intelligent Negroes educated themselves without any assistance.

Travelers make mention of the fact that there were many slaves being educated simultaneously with slavery. Frances Ann Kemble mentions such instances in her diary. She gives an example of a Negro named London, "who in spite of all the bitter barriers in his way has learned to read and write; has read his Bible, teaches it to his unfortunate fellows and is used by his owner, for all these causes as an effectual influence for good over the slaves." James Redpath discovered that in spite of the laws against it, great numbers of slaves in Savannah had learned to read well. Many of them even had a knowledge of simple arithmetic.

While on a tour of Georgia, E. P. Burke observed that many of the

2 E. G. Parsons, Inside View of Slavery, or a Tour Among the Planters. John P. Jewett and Company, Boston, 1855, Cleveland, Ohio, 1865. p. 249.
3 Ibid, p. 249.
slaves, in spite of the strict precautions against it, had acquired enough knowledge to enable them to read and write with ease.

Intelligent Negroes would secretly teach each other what they knew. Dr. E. C. Morris, former President of the National Baptist Convention, was a member of a Georgia family, all of whom were taught by his father.

The employment of Negroes in business places aided in their mental development. While working in these stores, Negroes were often able to acquire a small amount of education. Sometimes they filled the position of clerk. E. P. Burke recounts an incident of a young Negro man of this type. He belonged to a good family in Savannah. He could read, write, do arithmetic and other-wise conduct business matters with such a great degree of intelligence that his master often entrusted important matters to him. Frances Ann Kemble makes mention of a similar instance in her diary.

Negroes almost always thought very highly of the Bible and were consequently anxious to learn to read it. Quoting again from the diary of Frances Ann Kemble, "I had a long talk with that interesting and excellent man, Cooper London, who made an earnest petition that I would send him from the North a number of Bibles and prayer books; certainly the science of reading must be more common among the Negroes than I had supposed. Since the news of our departure had spread I have had repeated eager entreaties for presents of Bibles and prayer books, and to my demurrer of "But you can't read, can you?" have generally received for an answer a re-

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2 Emily P. Burke, Reminiscences of Georgia. Oberlin, Ohio, 1850. p. 86.
luctant acknowledgment of ignorance which, however, did not always convince me of the fact."  

There were many more schools for slaves than white men knew of. Fredrika Bremer heard of these schools during her visit to Charleston. She received the information that some Georgia and Florida planters had established schools for children of slaves in order to prepare them to live as "good free human beings." One of these schools was discovered by the Union Army on its march through Georgia. A colored woman named Deveaux had conducted a school for colored in Savannah for thirty years without being suspected or discovered.

Education not only served a religious interest but it served an economic interest as well. Georgia slaveholders of the more liberal classes advocated the education of the Negro as a means of increasing his economic value. This idea was discussed in the Agricultural Convention at Macon in 1850 and 1851. As a result of this discussion in the assembly, the Convention passed a resolution calling on the legislature to enact a law authorizing the education of the slaves. Mr. Harleston introduced the bill and got it safely through the lower house but it failed to pass the senate.

The question as to what proportion of the colored population was literate before 1860 cannot be answered accurately because statistics on this are scarce. The slaves themselves were reluctant to give information when they knew that an answer in the affirmative might cause them to be severely punished. C. F. Parsons thought that about five

6 Ibid., p. 226.
thousand of the four hundred thousand slaves in Georgia had been taught to read and write. The "free people of color" were not included in this estimate.

It may safely be said that about ten per cent of the adult Negroes had the rudiments of an education in 1860, when the outbreak of the Civil War put a stop to all efforts for the education of the Negro until the Reconstruction period.

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CHAPTER II

LEGISLATION

Legislation Concerning Elementary Education

The throes of the rebellion had hardly passed away before the work of reconstruction and rehabilitation began. The Negro school system of the state had its beginning at Savannah, Georgia, in December, 1864, when Stanton, Secretary of War, and General Sherman met some of the Negro ministers of the state, and after an exchange of opinions, decided upon free schools.1

The provisional government, under the constitution of 1865, gave the legislature power to establish schools, but no provision was made for the Negro.2 One year later, 1866, a Superintendent of Public Education of the Georgia Schools was appointed by the Governor. This office paid a salary of $1,500 yearly, and the term was for two years. Under the Constitution of 1868, schools were provided for both races, but none of them were put in operation until the summer of 1871.3 The law further stated: "That if the proportion to which said colored children may thus be entitled, shall not be sufficient to keep and maintain schools for their benefit, as much as three months of the year, it shall be the duty of the Mayor and Council of said city to levy and collect annually by taxation a sufficient amount to keep up said schools at least three months in each year."4 In 1872, despite the above law, all schools were suspended due to lack of funds, but they were reopened permanently in 1873.5 The first public school

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1 Atlanta University Publications, No. 6., p. 67.
2 Ibid., p. 67.
3 Ibid., p. 67.
5 Atlanta University Publications, No. 6., p. 67.
for colored in Atlanta was established in 1873 with Miss Julia Turner as principal and Misses Mollie McCree and Minnie Bell as assistants. These three women were the only colored teachers in the entire state. ¹

In the same year, 1873, certain bonds of the state were to be issued for the benefit of the school fund. These bonds were to be deposited in the treasury of the state, and only the interest from them was to be used in the supporting of the public schools of the state. ²

At the same time, the Board of Education was given the power to establish a number of evening schools, for the instruction of the youth over twelve years of age who were prevented by daily work from attending the day schools. ³ These schools were supported and maintained through a common school fund comprised of poll tax, special taxes on shows and exhibitions, liquors, and one-half of the monthly payments made by lessees of the Western and Atlantic Railroad.

In all instances where provision was made for the instruction of both races, it was clearly understood that the instruction would be given separately. In many other instances, the word "Negro" is omitted from the legislation affecting the education of children of the state. Such an omission allows one to assume that the law affects both races. While no data have been found to efface such an assumption, on the other hand there are no facts to endorse it. The white man was careful in every instance to avoid racial references, hence when laws were passed granting special opportunities, as in the case of evening schools for the working children, there is no way of knowing whether the advantage was offered to both races or limited to the white race.

¹ The Atlanta World, July 15, 1934.
² Ibid., p. 74.
³ Ibid., p. 82.
Gradually the public mind became more and more inclined to do something toward the education of the colored people. The state felt, however, that the instruction of the Negro was a local problem, and no assistance was desired from the outside.¹

When the Civil Rights Bill regarding the advisability of mixed schools was introduced before Congress in 1875, agitation among the people reached a height never known before, and as a result of the unrest strange things developed. Quoting from the Fourth Annual Report of the State School Commissioner, 1875:

"It has seemed strange that the claim should be seriously put forward that Congress, composed of a body of men, four-fifths of whom represent constituencies having no direct interest in the matter, has the right to control the application of funds raised by taxation under State Legislation. It has seemed strange that an effort should be made to compel, under heavy pains and penalties, a personal association distasteful to both races to be affected by the legislation. But the strangest part of all is that the attempt should be made by our law makers to force the white children of the South into daily contact with moral pollution. Notwithstanding, the colored people have been elevated, even in a state of slavery, by contact with the whites, every Southern man knows that, even now, to be unchaste, untruthful, and dishonest is the rule among that class of our population; to practice the opposite virtues, the exception. The loss of virtue on the part of females, expulsion, upon the most conclusive evidence of guilt, from the church, may, even the conviction of a felony before the legal tribunals of the country does not operate forfeiture of caste among this people. Whatever others less conversant with the true conditions of Southern society may think, we know that we are right in our opposition to this forced intermingling of the races. It is a thing to which we will never consent. We are willing to do what we can toward elevating the inferior race. We are even now dispensing the benefits of our school system, as far as we are able to do so, without any discrimination in favor of one race, or against the other, and this, too, in the face of the fact that the white people pay twenty-thirtieths of the taxes."²

Wherein it is admitted that the whites bear over half of the taxes of the state, it is also known that they constitute over half of

the population. It is not true that funds are distributed without discrimination; such has never been the case, and if the statistics for the expenditures for 1930, as shown on page 17, serve as an index to present and future practices, a division of funds without discrimination does not exist now, nor do such data allow hope for improvement without a change of attitude on the part of those administrators who have charge of the distribution of school funds.

Another quotation aptly expresses the feelings toward mixed schools:

"I do not believe that the Civil Rights Bill will ever be passed. Should it ever become a law, I have in my mind a plan of testing its validity which will probably prevent its being put into practical operation, and without risk to the agents of our system. When it is definitely decided that mixed schools are to be forced upon us, every true Georgian, including the most ardent friends of public schools, will array himself against the system itself."

It seems strange that such an opinion should exist with reference to mixed schools and yet a decision concerning the advisability of employing white teachers for the instruction of the colored youth, was made in the affirmative in 1875. But when the reasons for the decision are understood, such a reaction on the part of the white man, is not in opposition to the law. This move was just another effort on the part of the whites to keep the Negro forever "in his place", and to close all the doors of opportunity leading to the Negro's elevation where he might some day compete, and rightly so, with him, for the legislators concluded that: (1) any well qualified teacher conferred a benefit upon the colored people by devoting to their improvement the superior abilities of the whites and (2) such an act would place the inferior race under the white man's control at the only time when the Negro gave promise of being moulded into a peaceful, virtuous and useful citizen.

According to the Sixth Annual Report of the State School Commissioner, Dr. G. J. Orr, for 1876, the reaction of the Negro toward public education was very unfavorable. "The Negro was ignorant of the advantages of the public school and was inclined to look upon it as another badge of subjection. The number of Negroes who approved of the public schools, saw its utility and felt the necessity of a successful establishment was small."  

If this were true, these distorted ideas that the Negro possessed concerning public education can be easily understood when it is recalled that the slave system had not passed away without leaving its scars. The Negro had been docile and subservient so long, it is possible that he was not able to adjust himself in such a few years of freedom. The public school system was a new venture even on the part of the whites and the Negro was afraid to trust him, since the shackles of bondage had only recently been removed. But the above statement made by Commissioner Orr is not true. The attitude of the Negro toward education for both races was very clearly revealed by laws establishing free public schools for whites and Negroes, when Negro legislators had power to do so during reconstruction.  

In spite of all the difficulties and injustices with which the Negro had had to contend Negro rule during the reconstruction period gave to the South three important gifts vis: It set up the essentials of a democratic government; it made possible by public legislation a system of free public schools for both races; it formulated a new social legislation.  

"There is no doubt that the thirst of the black man for knowledge, a thirst which has been too persistent and durable to be mere curiosity or whim, gave birth to the

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3 1924. p. 239.  
public school system of the South. It was the question which the black voters legislators insisted more than anything else and while it is possible to find some vestiges of free schools in some of the Southern states before the war yet a universal, well established system dates from the day that the black man got political power. Common school instruction in the South, in the modern sense of the term, was begun by Negroes by the Freedman's Bureau and missionary societies, and the state public school systems for all children were formed mainly by Negro Reconstruction Governments.

In the South the movement to establish public schools for both races progressed slowly but surely. Legislators continued to pass laws to improve conditions in the public schools already established and also to put into operation additional schools. All pupils in public schools were required to be vaccinated. A law was also passed to encourage private elementary schools in the state by making ample provision for public schools to be taught in connection therewith. This law was enacted in 1882-1883. At the discretion of the county boards of education, public school teachers were allowed to contract with the patrons of the school for private elementary instruction, but no teacher was to be given a contract under the provisions of this act until the teacher had been duly licensed.

An act of the same year which provided a more correct and efficient mode of taking the enumeration of the school population and to supersede the existing law of 1874, which required the enumeration of the school population to be taken quadrennially, stated:

"It shall be the duty of the county and city boards of education of this state to have the enumeration of the children between six and eighteen years taken under the instructions from the State School Commissioner, in the

2 Georgia Laws 1860-81, p. 98.
3 Georgia Laws 1882-83, p. 96.
year 1888, and every year thereafter; provided, that any county board of education that is dissatisfied with the correction made by authority of the State Board of Education in the returns of 1882, may have an enumeration taken under the provisions of this act during the present year, said enumeration to be paid for out of the fund of the county having the same taken, and said enumeration shall be subject to the provisions of this act, be used in the apportionment of the school fund of this year, if received at the office of the State School Commissioner by the first day of October next, and if received later than that date shall be used in subsequent apportionments.\(^1\)

The above law was passed to appropriate funds in direct proportion to the school population. These funds have been appropriated, but county school authorities have not devoted the funds so appropriated to the children of both races proportionately. Funds appropriated to a county in proportion to the Negro population have been used in the white schools. The result has been that the white schools in counties where there is a large proportion of Negro population have had the use of funds allocated to the county on the basis of the Negro population. Such schools have fared better than white schools in counties where the Negro population was smaller in proportion to the white population.

The most definite measure of the inadequacy of Negro education in the southern states is shown by a comparison of expenditures for white and Negro schools. The current expenditures for 1930 in the South was $216,718,000 for whites and $23,462,000 for Negroes.\(^2\) The table on page 17 shows the status of Georgia in three periods compared with five other southern states with reference to expenditures for both races. It is seen from the table that Georgia spent less money per capita for the Negroes than any of the other states during the first and third periods. During

\(^1\) Georgia Laws 1882-85. p. 84
\(^2\) School Money in Black and White. Published by the Julius Rosenwald Fund, 1934. pp. 34-37.
### Expenditures of Georgia, for both races as compared with five other southern states

1911 - 1928

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<td></td>
<td>White</td>
<td>Negro</td>
<td>White</td>
</tr>
<tr>
<td>Georgia</td>
<td>9.58</td>
<td>1.76</td>
<td>23.66</td>
</tr>
<tr>
<td>Alabama</td>
<td>9.41</td>
<td>1.73</td>
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<td>1.84</td>
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<tr>
<td>North Carolina</td>
<td>5.27</td>
<td>2.02</td>
<td>26.74</td>
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<tr>
<td>Virginia</td>
<td>6.64</td>
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<tr>
<td>Average</td>
<td>10.57</td>
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<td>26.90</td>
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the second period South Carolina and Alabama are at the bottom of the list. It is seen from such data as are given in the table that the Negro is handicapped educationally. Should it still be a problem as to "why" the percentage of illiteracy is so high? The unequal distribution of school funds existed then as it exists now, and the expenditure of education per child, both actual and potential is told in subsequent pages.

The city of LaGrange established a public school system in 1882-83. Provisions were made for both races, but schools were to be established and maintained separately. Money derived from the taxation of the white and colored population was appropriated solely for the establishment and maintenance of schools for the races, respectively.¹

In 1884-85, an act was passed authorizing the proper authorities in certain counties to annex to the public schools a Department of Industrial Education, in which pupils could be taught the use of tools for working in wood and metal.² The laws of the same year provided for the establishment of a public school system for both races in the city of Athens. A proviso for the maintenance and support of the same for both races was included in the law, but white and colored children were to be taught separately.

The establishment of public school systems in Carrollton, Newnan, Cedartown, Washington and Waycross followed in 1886. Provision for the education of all children, both of the white and colored races, was made but they were to receive instruction in separate schools.³

The step that was taken by the County Board of Upson County marks a change in the attitude of the authorities toward Negro education

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² Ibid. p. 72.
in the state. In 1886-87, an act was passed requiring "the County Board of Education of Upson County to use the Starr School of Thomaston, which was formerly for white children, to furnish common school privileges to the colored youth of the community of Thomaston by employing teachers for the colored youth of said community, provided the Board of Education shall satisfy themselves that the teachers are well qualified to teach good moral character and are suitable persons to be entrusted with the education of youth." ¹ They were to be paid by the Board of Education and by common consent of the Mayor and the City Council the school term was to be prolonged. Heretofore, all schools were operated for three months, usually during the latter part of the year. But under the laws of 1887-88, the State Superintendent recommended that schools be taught for six months. ² This recommendation of the State Superintendent for a longer term was a decisive factor in the improvement of the public school system.

Public school systems for Cartersville, Tallapoosa, Quitman, Monticello, Berry, Fort Valley, Lumpkin, Camilla, Social Circle, and Montezuma, were established under the Georgia law of 1888-89. These towns were to maintain separate schools for both races, and the term was to be nine months.

The division of counties into sub-school districts was an outgrowth of a law passed in 1887, to amend, revise and consolidate the common school laws of the State of Georgia. Each sub-division was to have one school for each race provided the population, in the various sub-di-

¹ Georgia Laws, 1886-87, p. 835.
² Georgia Laws, 1887-88, p. 15.
visions, of the two races was large enough. The schools were to be located as near the center of the sub-school districts as could be conveniently arranged, with the contiguity of both races as the basis of such locations. Whenever the population of a sub-school district demanded more than one school, or whenever it was necessary to lay off new school districts or alter the boundaries of those already established, all changes were made under the jurisdiction of the county boards. The county boards were also empowered to employ teachers for the schools and the contracts were signed in duplicate by the teachers and the County School Commissioner. 1

While the plan for public school education developed systematically in some cities of the state, other localities had not even begun to operate any public schools until 1890. Sparta, Oglethorpe, Marietta, Marshallville, Hawkinsville, Summerville, Toccoa City, Jonesboro, Buena Vista, and Richland did not establish public school systems until 1890-91. Schools were to be established for both races and were to be maintained separately. 2 Likewise a system of public schools for white and colored pupils was not established in Blackshear, Boston, Canton, Conyers, Lawrenceville, Louisville, Statesboro, Valdosta, Warrenton and Waynesboro until 1893. 3 It can be seen from these statistics that the idea of a public school system, and the advantages connected therewith were not sold to the people in a wholesale manner as late as twenty years after the establishment of the first public schools in the state. The idea had to first permeate the minds of the governing people and not until they saw the necessity of such a plan was a public school system established for either race. As can be seen from the legislation affecting the first public school of the state, the dual system was initiated with it. The

2 Georgia Laws, 1890-91, pp. 120.
South is poor and the existence of the dual system makes the cost of education greater. Today this dual system probably has a stronger hold on the public school authorities than it had on them sixty-five years ago when the first law granting a common school system was passed.

The Aeworth Public School Law of 1894, prohibited under any circumstances, the teaching of any white child in the colored schools and the teaching of any colored child in the white schools.¹ The Dahomega Public School Law of the same year required separate schools for the races, but provided the same equipment for each.²

The Eastman Public School Law of 1894 gave the Board of Education power to divide the funds paid to them between the white and colored pupils in a way that would seem equitable and just to them.³ Such a statement implies the possibility of an equal share for both races of said funds. No statistics, however, have been found to show that such an equality has ever existed. Facts concerning the expenditure of funds for the education of the white and Negro child, show that if ever an attempt was made for the equitable sharing of the educational funds by the Negro, the powers controlling public education have failed in such an attempt. Today the Negro is farther from an equitable share than ever before. This observation is proved conclusively by the following statistics:

The school year 1929-30 for the State of Georgia showed a total public school enrollment of 714,394. Of this number there were 468,375 white pupils and 246,019 Negroes.⁴ The expenditures for the total white enrollment was $15,568,503, and the corresponding expenditure for the Negroes was $1,667,884.⁵ The above data show that the total Negro enroll-

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¹ Georgia Laws, 1894. p. 240.
² Ibid. p. 246.
³ Georgia Laws, 1894. p. 251, 252, 255.
⁴ McCulistion, Financing Schools in the South. 1930. p. 20
⁵ Ibid. p. 16.
ment was more than half the total enrollment for whites, yet the total expenditure for the Negroes was less than one-fifteenth of the total expenditure for the white pupils. This glaring discrepancy speaks for itself as to whether any attempt has been made to equitably apportion the school fund between white and Negro children. "Most equalization schemes adopted by the southern states have been designed to equalize educational opportunities for white children and not for Negroes."

Chart I (See Appendix) tells the story of the opportunities offered to white and Negro school children in the South as compared with the average school child of the nation from 1900-1930.

"The average expenditure for every pupil throughout the nation in 1930 was $99.00; the expenditure for white children in the South was $44.31, less than half the national average; the expenditure for Negro children was $12.37, only about one-fourth that of southern white children and about one-eighth that of the average pupil in the nation as a whole. In certain states of the deep South with a huge Negro population, the discrimination is still greater. Georgia spends an average of $35.42 for each white child and $6.38 for each Negro pupil. The figures for Mississippi are $45.34 and $5.45, for white and Negro respectively. Children of the three million Negroes of the deep South have less than one-fifteenth the opportunity for education of the average American child."

The shaded portion in Diagram I (See Appendix) shows clearly the expenditure of state funds for the education of each Negro child. The unshaded portion represents the corresponding expenditure for the individual white child.

From these data, mathematically and graphically revealed, it is seen that the Negro has never shared equitably or even half-equitably in the state funds granted for public education. "Any federal funds which are or may be made available for public education should be so dis-

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tributed as to guarantee equity and to correct the present glaring inequalities in the use of school funds between the children of the different races."¹ The only sure method of correcting the inequality that exists is to control the division of school funds by law; for,

"the normal processes of public opinion and public functioning which operate to secure a fairly equal educational opportunity for all the children of the advantaged majority, do not effectively operate to secure this result for the children of the disadvantaged minority. In 1930, the schools for the racial minority received only 10.7 per cent of the public funds. As a rule, they also receive an abnormally low proportion of all federal grants made in aid of education."²

The above quotation was taken from the Minority Report of the Report of the National Advisory Committee on Education. This minority report was submitted by President John W. Davis, President Mordecai W. Johnson, and President R. R. Moton.

The law controlling the public school system of Fort Gaines, Madison, and Vienna carried provisos similar to that of the Eastman Law³ and was passed in 1894.⁴

Evidence that the attitude of the Negro toward the public school underwent a radical change over a period of nineteen years is shown in the report of G. R. Glenn, State School Commissioner of 1895.

"The Negro is rapidly advancing in education. He as a rule makes the most of the opportunity which the state is providing for him. The colored man is destined to do the state a great service in return for the liberal division of the school funds that he now enjoys. It is a wise policy on the part of the state to educate the Negro. As long as he remains in ignorance he is a standing menace to us. If left to the weak and absolutely helpless condition in which ignorance places him with a ballot in his hand that can in no sense be called a free ballot, he may have the power to destroy everything good that our civilization has brought us."⁵ By nature

¹ School Money in Black and White, p. 20.
³ Georgia Laws 1894, p. 21, 251, 252, 255.
⁴ Georgia Laws 1894, pp. 251, 255.
⁵ State School Commissioner's report, 1895, p. 10.
the Negro is impulsive, sympathetic, emotional, easily excited, instinctively loyal and generous. If the good qualities of his head and heart are wisely directed by proper educational processes, he can become a potential factor in aiding the southern people to work out their great industrial problem. It is a great mistake to suppose that education hurts the colored man and unfitts him for service. A little false education and misdirection may do this, but the natural and normal development of the life and character of the Negro will make him a most valuable aid to us as a people. There is a growing disposition on the part of intelligent colored men to show their sense of gratitude for the aid that the white people of Georgia are giving the race by cultivating the kindliest and most helpful relations between themselves and their white neighbors and friends. The state can well afford to continue its liberality toward its colored citizens because this liberality promises such large returns in the increased usefulness of the colored race.1

The Negro, however, is not asking for educational privileges as a favor. The state of which he is a resident owes it to him as one of the citizens who contributes his share toward the support of the public school system as an enterprise of the state. Friendly relations and sympathetic understanding are not only desirable, but they are essential elements in the "art of living together"; but these abstract qualities existing between men are not enough to establish and maintain such concrete institutions as public schools. Full participation in the political phases of life - city, county, state, and country, is the only formula for the solution of educational problems that confront the Negro in the entire South.

The State School Commissioner concludes his report of 1895 by stating: "The time has come to add the industrial feature to our school system. Colored people, especially, need a system of education which will increase their industrial usefulness."2

1 State School Commissioner's Report, 1895, pp. 15-17.
2 Ibid, p. 17.
trial education was meant primarily for Negroes, but experience has proven that it is good for the masses of all people. Today, Hampton and Tuskegee stand out as two of the greatest industrial schools of the country. White people are constantly visiting these two schools; some, strictly from a personal point of view; others, as places of interest in the South, while still others view them from an educational angle, trying to get ideas so that they may add the industrial features to schools for the white youth.

Judging from the quotation taken from the State School Commissioner’s report, the Negro put forth every effort to adjust himself to his new freedom and to the corresponding privileges accorded a free individual. The white man lent his good will to his more unfortunate brother, but lived daily under a deluge of fallacies concerning the liberality of the school funds granted for the education of the Negro.

As long as the distribution of school funds for the establishment and maintenance of public education is left to the discretion of the Mayor and Council, as was the case in Millen, Georgia, in 1896, and other localities already cited, there will always be an unequal distribution of the funds. In this same year, 1896, two schools, one for white and one for colored were established in Norcross. A sum of $25,000 per year was granted to the city of Calhoun for the separate establishment of a school for the white and one for the Negroes. The Fulton County Public School Law was passed in 1896, which made it possible to establish as many schools as necessary for the educational interests of the County, provided separate schools were always maintained.

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3 Ibid, 1896, p. 304.
The city of Mocha established a public school system in 1887, not exceeding one school for whites and one for Negroes, and providing that the instruction be given separately. The same year, the Putnam County Law provided schools for the races under separate instruction, and the length of term was to be not less than seven months nor more than nine.

Schools were established in 1888 in Moultrie and in Stone Mountain, Georgia. Separate schools with equal facilities were to be maintained for the instruction of white and colored children. Clarkston and Tifton established common schools which provided for the education of white and colored children alike, but for separate instruction in 1899. Public schools were established in 1902 in Fort Gaines, Forsyth, Meansville, Ocilla, Pinehurst, Sylvania, and Zebulon. These cities were to have one school each for the two races, and these schools were to be maintained separately.

The Waynesboro Academy, under the law of 1902, was to be divided into two parts, but both divisions were to remain under the same general management. One division was to be known as the white division and the other as the colored division, for the education of the white and colored children in separate schools. In all of the cities named above, the curricula was to be the same as was usually taught in the public school system maintained by the state. However, in the case of boys, the board had the power to provide for a higher curriculum to be paid for by the patrons who would send boys to that particular school.

The public school system of Arlington was established in 1903. The curriculum was to be the same as that provided by the state, except for the

1 Georgia Laws 1897, p. 541.
2 Ibid. 1897, p. 548.
3 Ibid. 1898, pp. 456, 459, 460.
4 Ibid. 1899, pp. 341, 349.
6 Ibid. 1902, p. 307.
7 Ibid. 1902, p. 263.
pupils wishing to study the higher branches of education. Under such conditions the school commissioners provided a higher curriculum on such terms as they deemed best. There are no statistics to show that any exceptions to this rule were made in the case of colored children. The city of Arlington provided one school for white children and one for Negro children.\footnote{Georgia Laws, 1903, p. 196.}

Other towns that established public school systems the same year were Concord, Tillyow, Milner, Pleasant Valley, Oakgrove, Pineview and Parrott. Provision was made for the education of all children, but the white and colored children were to be taught in schools established and maintained separately. The length of the school term was to be from six to ten months.

The Pierce County Board of Education had power to prescribe studies for the common schools provided they did not introduce any books of a sectarian character and provided they did not exclude the Bible from any of the schools.\footnote{Ibid, p. 232.}

Haschton, Shellman and Swainsboro established one school for colored and one for white, providing separate maintenance, in 1904. Centerville, Chickamauga, Collins, Haralson, Woodbury, Lone Oak and Lithonia followed in 1905, and in 1906 Wrightsville established a public school system for the instruction of both races but the teaching was to be done in separate schools.

From the laws that have been found, no public school systems were established after 1906. The South was very cautious in considering the idea of a public school system and even more cautious in passing and supporting measures toward one. Thirty-five years after the operation of the first public school in Georgia in 1906, numerous other schools had been established and maintained for both races. Laws had been enacted and repealed in an effort to perfect the system already established. However, the inequality of the opportunities offered to the colored and white children were not of
enough importance to the white man to influence the proper authorities to establish schools that would offer equal opportunities to all the children of the taxpayers of the state.

The attitude of society toward the status of children had changed in other parts of the country as revealed by the enactment of compulsory attendance and child labor laws. However, Georgia did not pass a compulsory education law until 1916. Even then it was never enforced as to Negro children. The law required every child between the ages of eight and fourteen to enroll and attend continuously for five months of each year a public school of the district in which he resided. The penalty for non-compliance was a fine, and this fine became a part of the school fund. ¹

An act to codify the laws of the state of Georgia was passed in 1919. According to Article VIII, Section I, there was to be a thorough system of common schools for the education of the children, as nearly uniform as possible. The schools were to be supported by taxation, and they were to be free to all children, but separate schools were to be provided for the two races. ²

The school funds were disbursed by the state school superintendent. He apportioned equitably the state school revenue to the different counties upon the basis of the aggregate of children between six and eighteen years of age. ³ No apportionment according to the school population of the races was mentioned. "Whenever the members of the County Board of Education deemed it wise for the interest of the school, they provided means for the transportation of the pupils and teachers to and from said school." ⁴ No separate mention was made in this law of the Negro, so it may be assumed that

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² Georgia Laws, 1919, pp. 288, 290.
³ Ibid., p. 314.
⁴ Ibid., p. 328.
transportation was provided also for Negro pupils and teachers. The omission of separately naming the Negro is again noticed in 1928 when a law was passed authorizing the General Assembly to make an extra appropriation to the common school fund for the equalizing of educational opportunities for the children of the various counties.

The public school system has undergone many changes in an attempt to become adjusted to the needs of the people, but from the existing conditions today, many more changes must be made before the system adequately and equitably meets the needs of the entire school population of the state. The writer cites the city of Atlanta with its school population and its educational facilities as an example: the total public school registration for Atlanta during the year 1933-34, was 68,501. Of this total number, 45,869 were white, and 22,632 were Negroes. These children were distributed in seventy-nine schools. The elementary enrollment was 24,924 white children and 13,842 Negroes. Of the total number of white children in the elementary schools, 3,397 were in the kindergarten. However, the city provides no kindergarten facilities for the Negroes. This number represents approximately less than one-seventh of the total number of public schools in the city. With the Negro elementary population, it is readily seen that equal opportunities are not offered for the white and Negro children. Neither are the school funds distributed in proportion to the school population of the two races. These statistics show conclusively that the public school authorities must awaken to the deplorable situation, and establish a system that will relieve the over-crowded conditions of the schools now in operation throughout the state, and offer equality of opportunity to white and black alike.

Legislation As It Is Reflected In The Growth of Public Secondary Education For Negroes in Georgia

The development of secondary schools in the South was slow. Especially was this true of the development of public secondary schools for
colored people in the South. The growth of such a system for the Negro is essential to the school system of the South.

"The low grade of work in the elementary schools for Negroes is largely due to the inadequate supply of trained teachers. Only a well organized system of public high schools can supply this demand. Furthermore, the public high schools are greatly needed to train agricultural, industrial, and religious leaders of the masses and to fit pupils for the medical and other professional schools required for safeguarding the health and morals of ten million people. At present this responsibility rests largely upon the private secondary schools, the majority of which have planned their courses to suit the needs of the few who may go to college rather than the needs of the many who never go beyond the high school."¹

However, public opinion is realizing the necessity for immediate reorganization of secondary education in accordance with the needs of the pupils and the community. The multiplication of public secondary schools for white pupils in the South is one of the most remarkable educational achievements of the past fifteen years. The secondary education of Negroes had no part in this progress.² The objectives of secondary education are gradually being realized in the schools for white children, while the schools for Negroes are not only exceedingly meagre, but many of them are neither adapted to the needs of the pupils nor planned to prepare teachers.³

The Negro constitutes approximately one-tenth of the population of the United States, but because of previous conditions of servitude, he bears an abnormal relation to the school economy of the nation. Despite this abnormality, he is an essential and important factor in the economic system and an integral part of American life. As one of the constituent elements of the social order, he is required to meet all standards of civilization with the same degree of accuracy, speed, intelligence and social-mindedness as every

² Ibid., p. 41.
³ Ibid., p. 41.
other citizen. With such a demand confronting the Negro, it is hardly conceivable that the public school authorities could justify themselves in granting such unequitable shares of school funds for the public education of colored children.

"In 1929-30, only fifty per cent of the money received as the result of the Negro school census and Negro average daily attendance, was spent on the education of Negro children by the counties. One hundred and forty of the one hundred and sixty-one counties spent less on Negro education than they received from the state alone. According to the 1930 school census, 61 per cent of the children were white and 39 per cent were colored. Ninety-one per cent of the total current expenditures for schools in 1929-30 went for white schools, and 9 per cent for Negro schools. In 1930-31 twenty-four counties spent on Negro education from $10,000 - $15,000 less than they received for this purpose alone from the state; fifteen counties spent from $15,000 - $20,000 less; three spent from $20,000 - $25,000 less; two spent from $25,000 - $30,000 less, and one spent slightly in excess of $30,000 less. The belief that large out-of-state gifts are providing public school opportunities for Negro children equal to or better than those enjoyed by white children is untenable. Only two-tenths of one per cent of the current expenditures for Negro education in Georgia from 1929-30 were from outside sources."²

The public education of the Negro should be no problem. He is no different from members of any other group. It is true that the lack of economic and civic security create a greater problem with the Negro, but these problems will be solved by an educational technique in no wise different from that used in the solution of the problems of other groups of people.

The white and the Negro race together inhabit the state of Georgia and the destiny of these two preponderant races is so closely interwoven that these two groups cannot be considered separately. It is impossible for one race, where two races are living together, to progress or retrogress without carrying the other along with it. Enforced subservience, definite

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1 Department of the Interior, Bulletin No. 17, Monograph, p. 10.
deprivation of reasonable privileges, super-imposed by one race on another, can mean but one thing, a positive development of the tendency to level downward.1

The complete lack of educational facilities for Negroes, especially on the secondary level constitutes a problem that is reflected in every phase of life where secondary education is found wanting. "The failure of the white citizens to provide reasonable educational advantages for the Negro child, is not only ethically unsound but is an evidence of poor business judgment."2 Today, jails, prisons and county chain-gangs of Georgia are crowded. Within the past four years, the legislature appropriated $200,000 to buy 0,935 acres of land to construct a new state prison. According to the Third Biennial Report of the Prison Commission of Georgia, the criminal group incarcerated in the penal institutions is largely uneducated. In 1930, 73.47 per cent of the state prisoners in Georgia were Negroes. It is more reasonable, more logical, and more humane to invest money in training people to become good citizens than it is to operate penal and corrective institutions for them when they are not so trained.3 The realization of this fact is gradually finding its way into the political phase of American life, for Judge Harry B. Anderson of the Federal Court of Tennessee, in his address to the Regional Junior Chamber of Commerce said:

"Give the Negro proper playground and recreational opportunities and there will be fewer criminals. We have a great many Negro criminals and this is not surprising. The fact that there is not a greater number is surprising, and it is due chiefly to the inherent honesty of the Negro character. Visit any southern city and you will see playgrounds and swimming pools to help form the character of the Italian and Polish and other boys of foreign parents, but the Negro, essentially American, is without

2 Ibid., p. 194.
3 Ibid., p. 193-4.
playgrounds. And because there are no particularly civilizing influences for the Negro, robbing boxcars becomes his idea of 'wholesome fun' and 'sport'. And the white man buys the stuff he steals." 1

In depriving the Negro child of the recreational facilities, the southern white man is violating one of the cardinal principles of education, that is, the worthy use of leisure time.

Prior to the opening of public secondary schools for Negroes, private schools were serving the cities of Georgia. Some examples were: (1) Beach Institute, in Savannah, which was the only high school operated for colored. It was founded by the American Missionary Association in 1867, and for a while was supported by the city of Savannah. Later it was dropped as a city school, and the American Missionary Association assumed the responsibility of operating it. 2 (2) Ballard Normal School, which was located in Macon, Georgia, offered work of a secondary nature to Negroes of that city. The school was founded by the Freedman's Bureau in 1865. The American Missionary Association assumed charge of it in 1868. Today the school is owned and supervised by that Association. 3 Some other examples of private schools in Georgia offering secondary education before the state supported schools were put in operation were: The High School of Atlanta University, Atlanta, Georgia; St. Athanasius Parochial School, Brunswick, Georgia; Fort Valley High and Industrial School, Fort Valley, Georgia, and Haines Normal and Industrial School in Augusta, Georgia. 4 In all the schools named above, the secondary school enrollment was considerably less than the elementary enrollment, with the exception of Atlanta University, where the secondary school had an

3 Ibid., p. 193.
4 Ibid., pp. 226, 229, 236.
enrollment that was twice the number of students registered in the elementary school.¹

As late as 1916, there was only one public high in Georgia for colored students. This school at Athens shared its building with the large elementary school, and thus it was not entirely a separate secondary school. In its beginning it was less than a four year high school, but the fourth year was added in 1916. The principal was Mr. S. F. Harris. The first year there were forty students enrolled with a faculty of five teachers. Two of the teachers were male and three were female. The curriculum consisted of Latin, Greek, history, mathematics, literature, English, physics, and chemistry. This curriculum was the same as the corresponding curriculum of the high school for white children. Cooking and sewing were taught in a small adjoining building. For domestic servants and housekeepers of the city, the school operated an extension school.

The plant, estimated at $15,000, consisted of a lot and two frame buildings located near the center of the colored population. The classes were held in a large well-lighted frame building, and domestic service was taught in a two room house.²

Twelve years after the first public high school for Negroes was put in operation, in 1928, the majority of Negro children of secondary school age were still without high school facilities. Forty-two counties with a Negro population of 567,772 offered high school opportunities to Negro children, but there were 617,980 Negro children in a total of ninety-two counties that had no high school facilities at all.³

A study made by the United States Department of the Interior in

² Ibid., p. 203.
1932 showed a population of 1,071,125 Negroes in the state of Georgia. This number represented 36.8 per cent of the total population of the state. During this same year there were 300,600 white children of the secondary age (16 - 19 years) and 134,216 Negroes. These figures represent 36.9 per cent of the total population of fifteen year olds and 15.8 per cent of the total enrollment of the white children as compared with 4.8 per cent and 2.6 per cent for the Negroes.²

There were 3275 white teachers in the high schools of Georgia with sixty-one pupils per teacher, while the Negro high schools had only 286 teachers with 465 children per teacher. These data include opportunities offered potential pupils as well as those actually enrolled.³

The cost per pupil of high school age for the state of Georgia is $20.62 for white children and $1.87 for Negroes. The cost per high school pupil in the state is $55.79 for each white child enrolled in the public secondary school and $38.36 for each Negro child. While this study makes no attempt to cover the data concerning expenditures of other states for public secondary education, it is significant to note that West Virginia and Kentucky are the only two southern states that have more nearly equitably distributed the school funds granted for the education of the citizens of the two states. Kentucky spends $49.45 and $54.79 per pupil for white and colored respectively, while the expenditures for West Virginia are $121.04 for each white child, and $131.14 for each Negro.⁴ The above data show that the funds are not only more equally shared, but there is a small margin in favor of the Negro in both instances. The deplorable

1 Department of the Interior, Bulletin 17, Monograph No. 7, p. 11.
2 Ibid., p. 15.
3 Ibid., p. 19
4 Ibid., p. 21.
situation is more acutely revealed when the corresponding statistics (as shown below) per pupil are compared with the figures given above. In 1930, Georgia spent:

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Negro</th>
</tr>
</thead>
<tbody>
<tr>
<td>For operation of elementary and secondary education</td>
<td>$578,768.00</td>
<td>$63,673.00</td>
</tr>
<tr>
<td>For maintenance</td>
<td>415,873.00</td>
<td>49,380.00</td>
</tr>
<tr>
<td>For transportation</td>
<td>1,053,649.00</td>
<td>200.00</td>
</tr>
<tr>
<td>For libraries, elementary and secondary</td>
<td>40,324.00</td>
<td>670.00</td>
</tr>
</tbody>
</table>

There were 591,300 volumes in the white libraries and 25,228 volumes in libraries for Negroes.\(^1\) The above data reveal the actual situation as it existed only five years ago. In 1918, Carter G. Woodson said:

"Appropriations to public schools for Negroes diminished from year to year and when there appeared practical leaders with the idea of establishing industrial education, the South ignorantly accepted this scheme as a desirable subterfuge for seeming to support Negro education, and at the same time directing the development of the blacks in such a way that they would never become the competitors of the white people. This was not these educators' idea, but the South so understood them and in effecting the readjustment, practically left the Negroes out of the pale of the public school system. Consequently there has been added to the Negroes' misfortunes in the South, that of being unable to obtain liberal education at public expense although they have contributed largely to the support of the public schools."\(^2\)

Of the thirty-three accredited public high schools of Georgia for Negroes, only eight of them were in operation before 1916. However, these schools that are supported today by the state were first established as private schools. This is true of the establishment of most of the public secondary schools for Negroes in the state. Even now, the secondary schools are too few and too inadequately equipped to meet the needs of the students of high school age.

\(^1\) Department of the Interior, Bulletin No. 17, Monograph No. 7. p. 23.
"Even though we have had accredited schools in Georgia since 1903, it was not until 1924 that the first Negro high school was able to meet the requirements of the accrediting commission, and could secure the commissioner's stamp of approval. Since that date fourteen public and fifteen private high schools, the latter being in most cases component parts of institutions of higher education for Negroes, have been accredited by the commission. A span of nearly a quarter of a century thus separates the two races in regard to this one item of achievement. It is interesting to note, however, that the Negro wants his schools and the achievement of his pupils judged by the standards the accrediting commission has so happily used for the white race."

There were only forty-seven four year high schools in 1930 in Georgia to meet the need of all the Negro children of high school age.

Of this number there were sixteen, four year private schools. There were seventy-seven, two and three year high schools. The number of accredited high schools for Negroes in the state represents a very small segment in the educational field. The corresponding accredited schools for white numbered 378. These schools had an enrollment of 54,556 pupils while the Negro enrollment in the total twenty-nine schools was 4,861; 613 of these were enrolled in the private high schools of Atlanta. With such discrepancies existing in the state of Georgia, it can be readily understood why the per cent of illiterate Negroes is more than five times that of the corresponding per cent for whites. Wherein the state does not offer adequate educational facilities to house the children of either race, it could not expect twenty-nine schools to cope with the work produced in 373 schools when such a number represents only one-thirteenth of the latter for the education of a group of people who constitute approximately one-third of the total population of the entire state. The Negro is dissatisfied, and justly so, with the distribution of the school funds. When the prevailing dual system is abandoned in

2 Ibid., pp. 30, 31.
this state and in all other states where it is practiced, the per cent of illiteracy will decrease, and the whole South will profit by raising the level of intelligence.

There were fifty-two counties in the state of Georgia in 1830 that collectively had a Negro population of 238,719 and a high school age population of 44,688, that had less than four years of high school work. At the same time there were forty-nine counties with a total Negro population of 211,781, of which 27,750 were persons of high school age who had no public high school facilities at all.

The unequal distribution of educational facilities puts the Negro at a pronounced disadvantage at all levels of education, but it is accentuated most at the high school level.

State Supported Schools of Higher Education

The state of Georgia supports three schools of higher education for Negroes. These schools are located at Savannah, Albany, and Forsyth, Georgia. The schools at Albany and Forsyth were operated first as private schools. The state did not take them over until the years 1917 and 1922, respectively.

Georgia State Industrial College

Prior to 1890 the only provision made by the state of Georgia for higher education for Negroes was through the appropriation of $8,000 given annually to the Atlanta University. This institution was to admit as many colored pupils from each county, without charge for instruction, as there were members of the House of Representatives from said county.

This appropriation was in lieu of any claim the colored people, of the

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1 Department of the Interior, Bulletin 17, Monograph 7, 1932, p. 28
2 Ibid.
3 Georgia Laws, 1874, p. 32
4 Ibid., 1874, p. 32
By this act of 1862, Congress had donated land to the several states and territories, which land was to be used to provide colleges for the teaching of agricultural and Mechanical Arts. The Georgia Assembly accepted this donation "of such lands as might be apportioned to her, by the Congress of the United States, upon such terms and conditions as were prescribed in this act of 1862". This appropriation is hereafter referred to as the Land Scrip Fund.

An act was approved November 26, 1890, to establish in connection with the state university, and forming one of the departments thereof, a school for the education of colored students. The governor was to appoint five persons who lived in the state as commissioners for the school for colored students. These commissioners were to procure the grounds and erect necessary buildings. The school was to be located in or near the corporate limits of the city which was best suited for the location of such a school. The school was to be conveniently located for all the colored people of the state.

The course of training was to be the same as provided for by the Acts of Congress, July 2, 1862, and August 30, 1890.

The commissioners were to make the rules and by-laws of the institution, add special features to the courses, open other departments as the laws of progress demanded. The Chancellor of the University of Georgia was to be the general supervisor of the school.

1 Georgia Laws, 1874, p. 33.
2 Georgia Laws, 1866-68, p. 5.
3 Ibid.
4 Georgia Laws, 1890, p. 114.
5 Ibid.
6 Ibid.
7 Georgia Laws, 1890, p. 115; Georgia Laws, 1874, p. 33.
8 Georgia Laws, 1890, p. 115.
9 Ibid.
This act further stated that there was to be one beneficiary for each representative in the General Assembly from each county in the state. The Board of Education of each county was to select the applicants. Tuition was to be free to all residents of the state. Non-residents were to pay a sum not in excess of $50.00 yearly.

The act of March 3, 1874, which granted $8,000 annually to the Atlanta University as the share of the colored race in the proceeds of the Agricultural Land Scrip, was repealed. The $3,000 was then given to the Branch School for Colored of the state university. As in the case of Atlanta University, this sum of $8,000 was to "be in lieu of any claim of the colored population of the state of Georgia upon the proceeds of the Agricultural Land Scrip donated by the Congress of the United States, by said act of Congress, approved July 2, 1862."

The legislature of that same year, 1880, enacted another law concerning a proposed division of this Agricultural Land Scrip between the white and colored population. For emphasis the law is quoted verbatim:

"Be it further enacted by the authority aforesaid, that as to the additional donation of the proceeds of public lands made to this State by the United States, under said Act of Congress, approved August 30, 1890, the General Assembly proposes and reports to the Secretary of the Interior of the United States, as a just and equitable division of the funds to be received under said act of August 30, 1890, between one college for white students and one institution for colored students, that one-third of said fund shall be for the colored students, and two-thirds for the whites; provided, that the division may be at any time modified by the written consent of the Secretary of the Interior of the United States and the Governor of Georgia for the time being, so as to make the same a just and equitable division of the fund arising under said Act of Congress, of August 30, 1890, between the white and colored people of this state for the purpose of said education."  

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1 Georgia Laws, 1890, pp. 116-6.
2 Ibid., p. 117.
3 Ibid., p. 117.
4 Ibid., p. 117.
While a statement of a desire to make an equitable division of the funds is made, no bases are given as criteria upon which this division should be made.

Thus, was the first Land Grant College for Negroes established in Georgia. The first session of the school was held in Athens, Georgia, during the summer of 1891. The following year, 1892, a site a few miles outside the city of Savannah was selected for its location. The school was then permanently established there. 1

The annual appropriation of $8,000 and federal funds under the Morrill Act, the Nelson Amendment, and the Smith-Hughes Act were the chief support of the school. 2

The appropriations from the years 1890-1917 are shown by the table on page 42.

As is seen by the table the highest amount appropriated from the years 1900-1917 was $13,000 in 1908 3, and $5,000 of this was to be used for erecting a building. 4 In 1905, $5,000 was appropriated for the purpose of placing heating, lighting, and water appliances in the "handsome three story brick building for classrooms" that had been built by students of the institution. 5 This act was passed August 22, 1905. However this act was amended July 15, 1913, and then read: the said sum of $5,000 shall not be necessarily restricted to use of the particular building named in the resolution. 6

As is noticed in the Georgia Laws of 1905, whenever appropriations were given the Georgia State College for building purposes, student labor was used to construct the buildings. This made the cost cheaper than it

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2 Ibid., p. 321.
3 Georgia Laws, 1903. p. 1177.
4 Ibid., p. 1177.
5 Georgia Laws, 1905. p. 1251.
6 Ibid., 1916. p. 1024.
### Annual Appropriation for Georgia State Industrial College*
1890-1917

<table>
<thead>
<tr>
<th>YEAR</th>
<th>AMOUNT</th>
</tr>
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<tbody>
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<td>1890</td>
<td>$6000.00</td>
</tr>
<tr>
<td>1891</td>
<td>1429.00</td>
</tr>
<tr>
<td>1892</td>
<td>2000.00</td>
</tr>
<tr>
<td>1893</td>
<td>4000.00</td>
</tr>
<tr>
<td>1894</td>
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<td>4000.00</td>
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<td>1896</td>
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<td>1897</td>
<td>6000.00</td>
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<td>1898</td>
<td>8000.00</td>
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<td>1906</td>
<td>8000.00</td>
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<td>1907</td>
<td>8000.00</td>
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<td>1908</td>
<td>8000.00</td>
</tr>
<tr>
<td>1909</td>
<td>7999.98</td>
</tr>
<tr>
<td>1910</td>
<td>7999.98</td>
</tr>
<tr>
<td>1911</td>
<td>8000.00</td>
</tr>
<tr>
<td>1912</td>
<td>8000.00</td>
</tr>
<tr>
<td>1913</td>
<td>7340.00</td>
</tr>
<tr>
<td>1914</td>
<td>8660.00</td>
</tr>
<tr>
<td>1915</td>
<td>8000.00</td>
</tr>
<tr>
<td>1916</td>
<td>7670.00</td>
</tr>
</tbody>
</table>

*Georgia Laws, 1892-1916, Treasurer's Reports.*
would have been if they had secured outside labor.

For thirty-seven years Georgia State Industrial College has been operating as the Negro land-grant college for the state of Georgia, but throughout the entire period it has been conducted chiefly as a local elementary and secondary school, supported almost entirely by federal appropriations. Up to the 1927 session of the Georgia legislature, the state had contributed only $2000 annually to its support.¹

Ten thousand dollars was granted the school for the years 1918 and 1919, respectively.² In 1921, the school received an increase of $5,000, making the total $15,000, the largest appropriation it had ever received.³ Under the laws of 1924, there was appropriated $25,000 for the erection of a building to replace one that had previously been destroyed by fire. The state appropriation for 1925 was $17,500, inclusive of the public Land Scrip fund. The funds granted by the state for the following two years were $2,000 and $49,666.66, respectively. An additional amount of $25,000 for support and maintenance for the years 1928 and 1929 each, was appropriated under the Georgia Laws of 1927. However this amount was subject to the provision that the Georgia Industrial College secured itself an equal donation of $50,000, this amount to be spent for the erection of buildings during the year 1928.⁴

To their great satisfaction the officers of the school were able to secure the $50,000 from the General Education Board of New York City and the Julius Rosenwald Fund of Chicago. Together they donated the $50,000. As the result of this contribution, a dining hall was built and equipped, and work was begun on a normal school building.⁵ The state made good its offer of 1927 and appropriated the additional $25,000 in 1929.⁶

² Georgia Laws, 1913, p. 27.
³ Ibid., 1921, p. 12.
⁴ Ibid., 1927, p. 32.
⁵ Fifty-sixth and Fifty-seventh Annual School Report, 1927-28, p. 139.
⁶ Georgia Laws, 1929, p. 34.
following page shows the income of the college from different sources for the two year period 1926-1927 and 1927-1928.

The state's appropriation of 1927-28 was an important element in the total income of that year for it more than doubled the total income of the previous year. However, even this sum of money was not sufficient to meet the demands of the students it attempted to serve. Not much money is realized from student fees, because the students pay no tuition. The only charge is an entrance fee of ten dollars. Board and lodging amount to about fifteen dollars per month, which is comparatively cheap.

The physical plant of the school consists of 116 acres of land of which 35 acres are used as a campus, and 81 acres as an experimental farm; 14 buildings valued at $277,450; furnishings and equipment valued at $87,550. The school carries $110,000 insurance on the buildings and the state carries an additional insurance amounting to $133,000.

The institution operates an elementary practice school, which includes the first six grades, a high school consisting of the seventh through the twelfth grades; a two year curriculum in teacher training and trades, and a four year curriculum in agriculture and home economics.

The administration of the school is vested in the president of the institution, Mr. Benjamin F. Hubert, under the supervision of the trustee board.

The state of Georgia began to make real provision for the proper maintenance of the school only when in 1927 the legislature voted a biennial appropriation of $100,000. Since this more nearly adequate appropriation, the Georgia State Industrial College has undergone an almost complete

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1 Georgia Laws, 1890, p. 180.
2 Ibid., p. 324.
3 Ibid., p. 322.
4 Ibid., p. 322.
### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>1926-1927</th>
<th>1927-1928</th>
</tr>
</thead>
<tbody>
<tr>
<td>State appropriations</td>
<td>$2,000.00</td>
<td>$19,666.66</td>
</tr>
<tr>
<td>Federal appropriations</td>
<td>$16,666.66</td>
<td>$16,666.66</td>
</tr>
<tr>
<td>Share of public land scrip</td>
<td>$8,000.00</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>Gifts for current expenses</td>
<td>$200.00</td>
<td>$250.00</td>
</tr>
<tr>
<td>Student fees</td>
<td>$2,571.00</td>
<td>$2,554.00</td>
</tr>
<tr>
<td>Net income from sales and services</td>
<td>$2,162.45</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Other sources</td>
<td>$3,285.12</td>
<td>$6,300.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$34,885.25</strong></td>
<td><strong>$66,737.32</strong></td>
</tr>
</tbody>
</table>

reorganization. The physical plant has improved, the teaching staff has been increased, all of the members of which have secured undergraduate degrees; the academic program has been expanded and the curricula revised. However, there is yet need of improvement in the facilities and equipment of the plant. Until such a time as these needs are cared for, the institution will not be in a position to be of genuine service in the guidance of Negro youth into leadership and to high levels of achievement in society.

The Georgia Normal and Agricultural College

The Georgia Normal and Agricultural College was founded in 1904 in Albany, Georgia, as the Albany Bible and Manual Training Institute. Philanthropy played a large part in securing funds for the erection of the principal buildings in the early days of the institution.

When the state legislature enacted a law in 1917, providing for the establishment of a State Agricultural, Industrial, and Normal School for Negroes, the commission of which the state superintendent was a member, decided to take over the Albany Bible and Manual Training Institute, and make it the State Agricultural, Industrial, and Normal School called for in the law. When final arrangements to this effect were completed in 1919, the private school previously known as the Albany Bible and Manual Training School, became the Georgia Normal and Agricultural College. 1

The first state appropriation for the year 1918-19 was $5,000. 2 The same amount was appropriated in 1919 for the school year. 3 An additional sum of $2,500 was granted for the maintenance of a summer school at the same institution. 4 The law of 1919 that was approved August 18, 1919, was an amendment to a law approved August 21, 1917. This law gave an annual

1 Ibid., 1919, p. 12.
2 Ibid., 1917, pp. 195, 196.
3 Ibid., 1916, p. 27.
4 Ibid., 1919, p. 12.
appropriation of $15,000 to the Georgia Normal and Agricultural College instead of the $5,000 that was granted previously.\(^1\) However, in 1920, the state appropriated only $10,000 to the institution but the law provided for the $15,000 to be granted in 1921.\(^2\) Despite the act that was approved August 17, 1920, instead of appropriating $15,000 as was provided for in the law, the state's appropriation for 1921 was the same as that of 1920.\(^3\)

The sums appropriated by the state were gradually increased so that in the year 1925-26, $20,000 was granted and the appropriation was divided as follows:

1. $17,500 for sustaining work during the regular school year.
2. $2,500 for maintenance of the summer school.

The same amount with the same provisos was given the following year.\(^4\)

Twenty-five thousand dollars was given in 1927 for support and maintenance of the regular school, and $3,000 was contributed for the support of the summer school.\(^5\) Under the laws of 1928, the same amount was appropriated for the summer school and $27,500 for the maintenance of the regular school. An additional amount of $20,000 was given for support and maintenance of the regular school for the year 1930, and $20,000 for 1931. This additional amount, however, was not available unless the Georgia Normal and Agricultural School secured to the satisfaction of the Governor, donations of not less than $40,000 for buildings to be erected on the property of the state during 1930.\(^6\) Thus we see that even though the state had supposedly assumed the responsibility for the maintenance of the institution, it was asking for outside aid with which to build the

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2. Ibid., 1920, pp. 101, 102.
3. Ibid., 1921, p. 12.
4. Ibid., 1926, p. 17.
5. Ibid., 1927, pp. 32, 33.
6. Ibid., 1929, pp. 33, 34.
The following table gives the income of the school over a four year period and shows that the state appropriation is the major source of income.

<table>
<thead>
<tr>
<th>Source</th>
<th>1925-1926</th>
<th>1926-1927</th>
<th>1926-1927</th>
<th>1926-1927</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriations</td>
<td>$17,500.00</td>
<td>$17,500.00</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Donations</td>
<td>5,000.00</td>
<td>675.00</td>
<td>13,313.00</td>
<td>12,604.50</td>
</tr>
<tr>
<td>Student Fees</td>
<td>434.44</td>
<td>219.50</td>
<td>306.25</td>
<td>817.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$22,934.44</strong></td>
<td><strong>$18,394.50</strong></td>
<td><strong>$23,618.25</strong></td>
<td><strong>$23,421.60</strong></td>
</tr>
</tbody>
</table>

The physical plant consists of 100 acres of land, ten of which are used as the campus with the remaining ninety acres used as an experimental farm. The land is valued at $10,000. There are six buildings on the campus valued at $138,250, inclusive of equipment. The insurance carried on the property amounts to $61,400. The state pays one half of the premium on the insurance and holds the titles to the property and to the insurance. The state had contributed nothing toward the physical plant up to 1930.

The president of the school, Dr. J. W. Holley, who is also the founder, secured donations sufficient in themselves to purchase the grounds and erect the buildings.

Within the past three years, which takes the reader beyond the limitations of the problem, two new buildings have been constructed and the recommendation of the survey committee of 1928, with reference to beautifying the campus, has been put into effect. The two new buildings are the dining hall and the library. The state aided in the erection of these buildings, although the founder secured sufficient donations to complete them.

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2 Ibid., p. 337.
The state acted wisely in taking over the Albany Bible and Normal Institute for, as a state supported institution, it has aided in furnishing secondary school opportunities to the Negro youth, and has provided training courses for Negro teachers. However, there is still room for improvement and the institution must make more rapid progress in the future if it is to meet the needs of its Negro students and the community in which it is located. These facts are clearly revealed in an answer to a questionnaire compiled by the writer:

There is an annual appropriation of $24,000 which, however, is subject to change. No indication was given as to the nature of this change. When the school was first established, there were five teachers, all of them Negro. Today there are thirty teachers, also all Negro. There is need for at least four more teachers. During the opening year of the institution, there were three boys and twenty girls enrolled, making a total of twenty-three students. At the present time, there are eighty-one boys and one hundred and seventeen girls, making a total of two hundred and five students enrolled for the year 1934-1935. The first subjects taught consisted of the Bible and elementary subjects. The courses now taught are (1) Grammar, (2) High School, (3) Junior College, (4) Normal, and (5) Home Economics. The school is still in need of a commercial department and facilities for teaching agriculture. The length of term when the school was first established was twenty-eight weeks; it is now thirty-six weeks. The Georgia Normal and Agricultural College began operation with one building and Dr. J. W. Holley as president. Today the same man is president, and there are now seven buildings: (1) The Administration Building, (2) Boys Dormitory, (3) Girls Dormitory, (4) Library, (5) Training School, (6) Dining Hall, and (7) Home Economics Building.
The State Agricultural and Mechanical School for Negroses

The third state supported institution of higher education for Negro youth in Georgia is located at Forsyth, Georgia. It was first established as a private school and was operated independently of the state until 1922. The founder and principal of the institution offered it to the state in 1922. The state legislature accepted it and made it a branch of the State University. However, it was not operated as a state institution until 1923-24, at which time the state contributed $5,000 for its support and maintenance. This amount was doubled in 1925 and 1929, plus an additional sum of $2,500 to be disbursed as follows: $10,000 for each of said years for maintenance and $2,500 for conducting a summer school.

This amount was doubled in 1928 and 1929, plus an additional sum of $2,500 to be disbursed as follows: $10,000 for each of said years for maintenance and $2,500 for conducting a summer school.

The amount of money received from the sale of farm products constitutes the largest single source of revenue. The table on Page 51 shows the income from various sources over a five year period.

It is seen from the table that the increase or decrease of the total income is in direct proportion to the increase or decrease of the net income from the sale of the farm products.

The school is not of collegiate grade. It operates an elementary school, a secondary school, and conducts a summer school. It emphasizes training in home economics, the trades, and productive agriculture. Today the main emphasis is on training teachers for rural schools. There is a system of exchange whereby the teachers in-service come into the training school and take courses in teacher-training for three months, while the senior girls go out into the one-room rural schools and teach for the same

1 Georgia Laws, 1922, pp. 174-176.
3 Georgia Laws, 1925, p. 17.
4 Georgia Laws, 1927, p. 33.
## Income

<table>
<thead>
<tr>
<th>Source</th>
<th>1922-1923</th>
<th>1923-1924</th>
<th>1924-1925</th>
<th>1925-1926</th>
<th>1926-1927</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriation</td>
<td>-</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Federal Money Received Through Smith-Hughes Act</td>
<td>$1,600.00</td>
<td>2,100.00</td>
<td>2,100.00</td>
<td>2,454.00</td>
<td>2,454.00</td>
</tr>
<tr>
<td>Student Fees</td>
<td>675.00</td>
<td>886.00</td>
<td>382.50</td>
<td>1,000.00</td>
<td>1,283.60</td>
</tr>
<tr>
<td>Net Income From Sales</td>
<td>3,725.00</td>
<td>1,986.25</td>
<td>6,620.00</td>
<td>4,333.00</td>
<td>5,101.90</td>
</tr>
<tr>
<td>Other Sources</td>
<td>3,600.30</td>
<td>5,683.10</td>
<td>3,011.00</td>
<td>5,756.10</td>
<td>4,630.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9,200.80</strong></td>
<td><strong>$12,635.35</strong></td>
<td><strong>$21,915.50</strong></td>
<td><strong>$18,543.10</strong></td>
<td><strong>$21,470.50</strong></td>
</tr>
</tbody>
</table>
period of time. Thus, the State Agricultural and Mechanical School is not only caring for the needs of in-service teachers, but pre-service teachers as well.

The school owns 164 acres of land, 14 of which are used as a campus, and the remaining 150 acres are used for the farm. The school also rents a 251 acre farm. These two farms are needed for the practical work of the school. "The school is very poorly equipped for the work it undertakes to do. Most of the buildings are old and in need of repair. Additional buildings are necessary if the school is to continue the program it has inaugurated. The campus grounds also need improvement. There are no improved walks or plots on the campus." 2

The teaching staff includes fourteen men and women, all of whom are Negroes. The salaries of the high school teachers are $1,200 per year. One teacher receives an additional $300, making a total of $1,500 because he does administrative work also. The salary of the principal is $2,100 per year.

There are no facilities for either theory or laboratory courses in agriculture, yet this is a "State Agricultural School." The same is true of the academic, vocational, and home economics courses. How can this school so poorly equipped, with such an inadequate physical plant, render the service it should in offering better educational opportunities to Negro youth and in better preparing teachers for these youth?

Here, again, the need for money can be seen. In each of the institutions of higher learning supported by the state for Negroes, the facilities for housing the students and the equipment with which they have to work are too inadequate and meagre to meet the needs and purposes of the

2 Ibid., p. 333.
3 Ibid., pp. 334, 335.
4 Ibid., p. 334.
It seems that the state would take the sums of money appropriated for each institution of higher learning for Negroes in Georgia and equally divide the total between two "good" schools, or settle the appropriation on one school and have at least one state supported institution of higher learning for Negroes that would be worthy of the name.

The writer does not advocate fewer schools of higher education for Negroes in Georgia, but the writer believes that one good school, with adequate housing facilities, sufficient equipment with which to work, a standardized curricula, beautiful surroundings in which to live and an appropriation large enough to employ well-trained teachers, would more nearly meet the needs of the Negro in fighting the battle of existence and making a place for himself in an ever changing and progressive civilization which is constantly becoming more and more complex.
CHAPTER III

LEGISLATION PERTAINING TO SPECIAL SCHOOLS

The provision of education for handicapped children is a sound part of public policy and the state should furnish such education and see that the children of the state receive what is best suited to their intellectual and physical needs. The state of Georgia supports two special schools for the unfortunate handicapped children of the state, the school for the deaf at Cave-Spring, Georgia, and the school for the blind at Macon.

Georgia School for the Deaf

The Georgia School for the Deaf and Dumb was established in 1847 at Cave-Spring, Georgia. The age limit was from ten to thirty years. In the beginning there was only one beneficiary allowed per county. Sums of money were granted for the upkeep of this institution by the state. Four thousand dollars was added to the fund in 1850, and $8,000 was granted annually by the Acts of 1852.

The law of 1847 provided for the establishment and location of an asylum for the deaf and dumb, and the selection of a board of commissioners. Five commissioners were appointed, the majority of whom were to reside in the county where the school was to be located. Forty acres of land were secured for the erection of buildings. When the number of applicants exceeded the facilities necessary to care for them, the commissioners apportioned this number among the counties according to their respective population, in order that every county might equally receive the benefits of the institution. When the receipts of the asylum came from other sources than the public treasury for the enlargement of the plant,

2 Ibid., p. 221.
3 Georgia Laws, 1845, p. 25.
the doors might be opened to applicants from other states. The $4,000 that was granted in 1850 was to be used with the unexpended balance of the annual appropriation. The law of 1851 was to amend the previous law of 1850. It provided for the appointment of a commissioner, for the regulation of his duties, for the amount of his salary, and appropriated money for it by increasing the annual appropriation. This act was approved in 1852 and it was discovered that the $4,500 as provided for in the act was not sufficient, so the amount was raised to $8,000 annually. During the same year $300,00 was appropriated to erect a water dam to supply the buildings with water, and $500,00 for the purchasing and fitting up slates, and to provide for other wants of the asylum. The state was fortunate in securing free transportation for the inmates of the school over the Western and Atlantic Railroad in 1853. The first real change in the school came in 1854 when a law was passed appointing four additional trustees for the institution, and the age limit changed from 10-30 to 7-24, and the length of term extended two years which made the incumbents receive six years of training. In an effort to provide the necessary facilities for the institution, the law of 1854 also gave the commission permission to spend a part of the $8,000 to build a cabinet shop and to purchase the necessary apparatus and to make repairs wherever they were needed. With repairs in view, the laws of 1855 appropriated $6,000 for the recovering and enlargement of the main building of the institution, and gave an added $600.00 for the publishing of textbooks.

1 Georgia Laws, 1847, pp. 96-96.
2 Ibid., 1849-1850, pp. 18-19.
3 Ibid., 1851-1852, pp. 80-81.
4 Ibid., 1853, p. 97.
5 Ibid., 1853-1854, p. 30.
6 Ibid., 1854, p. 31.
7 Ibid., 1855-56, p. 139.
Heretofore the teachers of the school had been selected by the commissioners, but according to the law of 1857, the board, appointed by the Governor, was to select teachers in the future. However, commissioners could not serve as the superintendent, teacher, assistant, or steward. The state made special effort to make the Asylum as comfortable as possible and to supply the absolute necessities. The law of 1858 provided an additional $8,000 for the support and clothing of the inmates.

The Joint Committee that was formed in 1853 to visit the school and make a complete report was granted the following sums in payment for service, to-wit:

"(1) T. R. Webster - $6.00 per day for seven days; (2) Torrence McQuire - $8.00 per day for nine days; $10.00 for mileage, and $5.00 traveling expenses; J. Sprayberry - $6.00 per day for nine days and $30.00 for mileage, and $16.00 for traveling expenses; Benjamin Bingham - $6.00 per day for eleven days and $40.00 for mileage, and the further sum $20.00 for traveling expenses."2

An accompanying proviso of the foregoing law was an amendment to change the name of the Asylum to "The Institution for the Education of the Deaf and Dumb". This amendment shows a change in attitude on the part of the state toward these unfortunate children. Heretofore it had not seemed to feel that the state of Georgia had a definite responsibility to educate and fit these children for worthy citizenship. The act that changed the name of the Institution was followed by the law of 1860 that provided for the appointment of three trustees for the school. They were (1) John G. Westmoreland, of Fulton County; (2) Alpheus Colbard, of Columbia County; (3) and Robert L. McWhorter of Green County.4

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1 Georgia Laws, 1857, p. 56.
2 Ibid., 1855, pp. 15-16.
3 Ibid., 1856, p. 47.
The commission of five men that was appointed by the General Assembly to visit Cave Spring, examine the institution, and make a final report to the 1862-63 Session of the Legislature, was granted $200,000 for expenses. The same year, an act to repeal an act and acts of which it is amendatory was passed entitled: "An Act to alter and amend the previous Act of 1850 concerning the inmates of the school, to appoint a commissioner, regulate his duties, affix his salary, and appropriate money therefor by annual appropriation." This Act of 1862 was approved December 16, 1862. By this act all operation of the school was suspended until this "repealing act" was repealed March 17, 1866.

The sum of $12,000 was given in 1868 for the support of the indigent deaf and dumb in the institution. The same law added an appropriation of $35,000 for the indebtedness of the institution. It further stated that the education of the inmates was to be free of charge, but the parents were to be responsible for the clothing unless they were wholly unable to do so, in which case such inability was certified to the Board of Commissioners, by the Ordinary of the county. Under these circumstances shoes and clothing were furnished.

Men who were interested in learning the deaf and dumb language were granted permission at the discretion of the Board of Commissioners, to enter the school, live there, and learn the language, provided they would obligate themselves to teach in the institution as many years as agreed upon by the Board at the time of the entrance to the school.

1 Georgia Laws, 1862, p. 15.
2 Ibid., 1862-63, pp. 15, 16.
3 Ibid., 1865-66, pp. 75-76.
5 Ibid., 1868, p. 15.
The appropriation of the school for necessary repairs to the building and for the payment of the teachers and officers was limited to $8,000 in 1869. All expenses were to come within the sum of money appropriated. The following year, 1870, the appropriation was double that of the preceding year. This paid off any indebtedness that was incurred during 1869. The state was able to make the usual appropriation for the next five years (1870-1875), and the school remained practically free of indebtedness. In 1871, $12,500 was appropriated for the general upkeep and was followed by a $20,500 appropriation in 1872. Thirteen thousand five hundred dollars of the said appropriation was given for regular maintenance, $1,000 for repairs, and $15,000 for water works. The $14,500 grant of 1874 provided $1,000 for the purchasing of furniture, apparatus, and a printing press; the remaining $13,500 was for the general support of the institution. The next year, 1875, the appropriation was increased to $16,500. The state also allowed $1,500 to pay the expenses of each of the members of the Joint Commission, for visiting the institution and compiling a report to be made at the next session of the Legislature.

In accordance with the law of 1873 the school passed through a reorganization period. The duties of the principal and assistant teachers were newly defined; the salaries of the officers were fixed; a law was adopted that would replace officials when they failed to discharge their duties, or when they were guilty of immoral conduct. Such action on the part of the state was simply an effort to promote the interests of the institution. The age limit was changed to 10-27 years, and an

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1 Georgia Laws, 1869, p. 9.  
2 Ibid., 1870, p. 8.  
3 Ibid., 1873, p. 10.  
4 Ibid., 1874, p. 12.  
5 Ibid., 1875, pp. 8-10.  
6 Ibid., 1876, p. 116.
additional term of three years was allowed to the inmates upon recommendation of the principal. This law was approved February 25, 1876.¹

The laws of 1876 are more important to this study than any of the previous legislation, for provisions for the admission of colored mutes to Cave Spring was made during this year, twenty-eight years after the establishment of the institution for blind white children.² The instruction and the housing was to be separate and the cost of the property was not to exceed $2,000. The rules governing the colored inmates were to be the same as the rules and regulations already in force for the white mutes.³

Under the laws of 1877, the usual appropriation was allowed for the support of the institution. In addition to the annual appropriation, $22.30 was granted to W. O. Conner, Principal Teacher, for traveling expenses to Atlanta, Georgia, where he was to appear before the Committee of the School at their request. Two thousand dollars was given for the repairs and furnishings of the buildings for white and colored. The repairs of the building for each race were not to exceed $1,000. Five hundred dollars was donated jointly, for the purchase of apparatus for the educational departments of both the white and colored divisions of the institute. The law of 1877 carried an amendment to the previous laws, regarding the age limit and the length of term. Students were entitled to all the benefits of the institution for seven years, and the age limit was to be 3-27.⁴

With the admission of colored mutes to the institution, the racial problem began, and the state found it necessary to specify sums of money in proportion to race. Until 1876, no such problem had existed.

The building that housed the colored inmates was not a new building, and

¹ Georgia Laws, 1876, p. 117.
² Ibid., 1876, p. 117.
³ Ibid., 1875, pp. 117-118.
⁴ Ibid., 1877, pp. 7, 31.
there were a number of rooms in it that needed repairs. Two thousand five
hundred dollars was given under the laws of 1880-01 for needed improvement,
and an additional sum of $2,500 was granted per annum for the support of
the colored students.\(^1\) The necessity of erecting a building to be used
as a chapel and for classrooms, was perceived by the trustees, and an ap-
propriation of $5,000 was given for such a purpose. The cost of repairing
and rebuilding the fences and the installation of a drainage system was
taken care of the same year by an appropriation of $1,000.\(^2\) Apparently
the trustees made every possible effort to give the unfortunate inmates a
convenient and comfortable place in which to live. However, it was not
compulsory for the students to board at the institution. Parents were per-
mitted to send their children to the school as day pupils, and at their own
expense board them outside the institution at any comfortable and accessi-
ble place they selected.\(^3\)

In 1887, $15,000 was set aside by the Legislature for the support
and maintenance of the institution.\(^4\) No mention was made of how it was to
be apportioned between the white and colored divisions. The trustees
asked in 1887 for $6,000 to complete the new school building with a base-
ment included. They also asked for sufficient money to recover the roof
of the old buildings. In answer to the request, and in addition to the an-
nual $15,000 for support, a sum of $9,000 was granted to be divided equally
over a period of two years. Four thousand five hundred dollars was to be
spent in 1887 and the remaining half in 1888.\(^5\) The annual grant for support
increased in 1888 and a sum of $17,000 was given with the proviso that the

\(^2\) Ibid., 1880-1881, p. 31.
\(^3\) Ibid., 1880-1881, p. 96.
\(^4\) Ibid., 1886, p. 10.
\(^5\) Ibid., 1886-1887, pp. 7, 8, 10.
railroad expenses of the inmates were to be paid for them to visit their homes and return once during the year, out of the said $17,000. The $15,000 that was appropriated by the laws of 1890-91 was for the purpose of erecting and equipping a steam laundry for heating the building by steam for increasing the capacity of the water works, for finishing rooms in the new roof of the dormitory, for purchasing furniture for the dormitory, and for repairing the roof of the building of the colored division.

Up to the year 1892, the name of the school had been changed once only. By the law of 1892 it was changed a second time, hence "The Georgia Institution for the Education of the Deaf and Dumb" became the "Georgia School for the Deaf". During this same year an appropriation of $5,500 was made and specified that it should be used as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finishing rooms in dormitory</td>
<td>$800.00</td>
</tr>
<tr>
<td>Increasing capacity of stand pipe</td>
<td>$650.00</td>
</tr>
<tr>
<td>Piping building for fire protection</td>
<td>$500.00</td>
</tr>
<tr>
<td>Plumbing for boys and girls lavatory</td>
<td>$500.00</td>
</tr>
<tr>
<td>Repairs to building; colored department</td>
<td>$500.00</td>
</tr>
<tr>
<td>Repairs to building; white department</td>
<td>$300.00</td>
</tr>
<tr>
<td>Furniture for both schools</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Drainage of grounds</td>
<td>$500.00</td>
</tr>
<tr>
<td>Fencing</td>
<td>$250.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,500.00</strong></td>
</tr>
</tbody>
</table>

A small deficit was incurred as the result of these improvements made in 1892. For this deficit the Legislature appropriated $1,505.56, which was also to cover any indebtedness that might occur for the year 1893. The sum of $5,500 was given for the purpose of constructing buildings and purchasing equipment for the instruction of mechanical and industrial trade

1 Georgia Laws, 1888, p. 10.
2 Ibid., 1890-1891, pp. 24-26.
3 Ibid., 1892, p. 83.
4 Ibid., 1892, p. 18.
5 Ibid., 1893, p. 7.
best suited to the condition and qualifications of the students. Some of these trades were painting, printing, wood and iron repair work, cabinet work, shoe making, dairying, agriculture, typewriting, and such other trades of a similar type suited to the capability of the students.

Because of the increase in the number of pupils enrolled in the school, the appropriation for 1895 was not sufficient to cover the expenses. Therefore on December 16, 1895, a sum of $1,400 was given to cover the debt of this year. The next year, 1896, carried an even larger deficit which was the outgrowth of the large enrollment due to the change in the age limit which allowed admission at seven years. To meet this deficit $2,500 was granted. In 1897, an additional $1,000 was given for the purpose of constructing a boiler house, and $5,000 was contributed in 1899 to cover a deficit and the increased cost of maintenance which arose in the support fund for 1899-1900. As in 1895 and 1896 this deficit was also occasioned by the increased attendance at the institution, which required larger expenditures for supplies, clothing, and teachers, and the advance in price for food and all other materials used for maintaining the school. With such a steady increase in attendance, new facilities were needed and the laws of 1903 set aside $11,500 for the purpose of building, equipping, and furnishing in addition to the dormitory. The sum of $2,750 that was appropriated in 1904 was issued with the following proviso:

1. For equipping and furnishing the dormitory $2,000.00
2. For re-covering the building for colored inmates

Total $2,750.00

2. Ibid., 1895, p. 12.
3. Ibid., 1896, p. 18.
4. Ibid., 1897, p. 13.
5. Ibid., 1899, p. 10.
6. Ibid., 1903, p. 11.
The addition to the dormitory that was made in 1903 was yet not sufficient to adequately house the students, so $20,000 was given by the law of 1908 for building, equipping and furnishing another new addition to the other dormitory. It is of interest to note that these new additions were for the comfort and instruction of the white children. No mention is made of the Negro children, although the same crowded conditions existed in their division. Whenever sums were appropriated for the improvement of the Negro school, they were so labeled, otherwise it was understood that the Negroes shared no part of the said appropriations.

Between the years 1906 and 1918, the enrollment of the "Georgia School for the Deaf" steadily increased and the cost of maintenance was, of course, also higher. Therefore we find the appropriations raised to $60,000 for 1918 and 1919. Also in 1913 an additional $2,000 was given for the purchasing of equipment for the printing office, and $1,000 for the buying of proper machinery for the shoe shop. The $60,000 that was appropriated in 1913 was insufficient and the law of 1920 granted the sum of $12,500 to supply the deficiency in the appropriation. This deficit was caused by the increased cost of labor, material, and supplies, and the added expense of employing additional instructors. A total of $18,000 was given August, 1921; $15,000 of which was for maintenance for the remainder of the year 1921. Three thousand dollars was to be used for the installation of a water system.

Another deficit was incurred in 1923 and $700 was appropriated in 1924 to meet this deficiency now in existence for maintenance. This sum was supplemented in 1925 by an additional $5,000 to take care of a

1 Georgia Laws, 1906, p. 17.
2 Ibid., 1918, p. 22.
3 Ibid., 1919, p. 15.
4 Ibid., 1920, p. 3.
5 Ibid., 1922, pp. 35-37.
6 Ibid., 1924, p. 18.
deficit arising from the cost of maintenance and repairs. From an appropriation of $3,295 a linotype and other printing office machinery was purchased in 1927. By 1928 the annual sum for maintenance had increased to $90,000, and the year 1929 showed an increase of $5,000 over the preceding year.

The need for hospitalization arose at the school for the deaf as it does in any other institution, but it was not until 1929 that the need was keenly enough felt for the Legislature to appropriate $50,000 for the erection and equipment of a hospital. Again no mention was made of the Negro with reference to the hospital facilities.

According to an article taken from the Atlanta Daily World, written by Jesse O. Thomas:

"The miserable condition under which deaf and dumb Negro children live at Cave Spring, Georgia, where the two state institutions for white and colored are located, should receive immediate consideration from the State Legislature and the Board of Control."

It is stated also in this article that the Board of Control never visits the Negro school, which is situated on a hill a short distance from the white division. Hence when the Board of Control makes its recommendations to the State Budget Committee, consideration of the Negro is omitted. If no investigations are made, no recommendations and adjustments can be made. The living conditions are extremely insanitary, and the building for Negroes lacks the ordinary comforts and convenience of livable conditions.

As far as one is able to conclude from the data found in the Georgia Laws concerning the education of Negro mutes, the original appropriation of $22,500 has undergone no change. The 1930 laws provided a sum

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1 Georgia Laws, 1926, p. 52.
2 Ibid., 1927, p. 49.
3 Ibid., 1928, p. 33.
4 Ibid., 1929, p. 33.
5 Ibid., 1929, p. 50.
6 The Atlanta Daily World, March, 1926.
of $35,000 for support and maintenance of the deaf, but the Negro deaf
still share only $2,500 of this sum.

In answer to a questionnaire the writer sent to the present su-
perintendent of the institution, he states that the present annual appro-
priation is $75,000. It is of little wonder that the sum decreased during
the years of depression; it is well that the reduction was no greater.
Whether the decrease in the total sum appropriated affected the sum given
for the separate maintenance of the Negro school, is not known since both
institutions are in charge of the same superintendent and only one report
is made with no reference to separate maintenance. To date there are 309
pupils enrolled in the institution. There are twenty-three teachers, four
of whom are Negroes. Then the school first opened there were only six in-
structors, and today, despite the increase of seventeen teachers, there is
need of at least three more. Instead of offering the three R's now, as
was the case when the school was established, the regular grammar school
courses are offered. The length of term is eight months.

It is readily seen from reviewing the laws governing the "Georgia
School for the Deaf" that the education of Negro mates is of small concern
to the state of Georgia. The foregoing data shows very clearly the evils
and injustices which are inherent in the dual system of financial support
of education by means of which, the Negro is still kept on the bottom rung
of the ladder.

The Georgia Academy for the Blind

The state of Georgia provided for the deaf and dumb as early as
1847, but it was not until 1852 that an academy for the blind was established.
This institution was to admit students who were within the age range of

1 Georgia Laws, 1930, p. 31
12-30; and it was to maintain and educate them gratuitously as far as the sum of $5,000, which was appropriated respectively for the years 1852 and 1853, would permit.

Even though the law incorporating and endowing the Georgia Academy for the Blind did not specify that the provisions made were for the accommodation of the white pupils only, it may be seen from the legislation which follows that the Negroes were given no consideration in the establishment of an institution for those deprived of sense of sight. The omission of the provisions for the Negro is significant, but it is more important to note this step taken by the state of Georgia to educate its blind, for it was a move in the upward direction. Prior to this time the state had done nothing to care for its blind and had made provision for the deaf and dumb only four years previous. At a cost of $10,000 a building to adequately house the inmates was erected under the Georgia laws of 1853-54. It was understood by the authorities of the state and the authorities of the school board that if there was a deficiency in the amount appropriated to defray the expenses of public printing for the year 1854 and 1855, the Governor was to be authorized to defray the expenses out of any money in the treasury not otherwise appropriated.

For the purpose of defraying expenses of the current years, 1854 and 1856, a sum of $25,000 was given for each year. Under the law of 1855-56, $20,000 was appropriated for the construction of necessary buildings to accommodate the pupils of the institute. The sum of $15,000 was granted for each of the years 1856 and 1857, in addition to the annual appropriation. But the appropriation for 1856 was insufficient, so an added sum of $35,000 was given to defray the current expenses of the year and to erect a building.

1 Georgia Laws, 1851-1852, pp. 4-5.
2 Ibid., 1852-1854, pp. 10-11.
3 Ibid., 1855-56, pp. 10-11.
5 Ibid., 1855-56, p. 22.
To defray the expenses for the year 1857, the appropriation of $45,000 was made and the sum of $5,000 was granted in 1858 to support the pupils during the year. The annual appropriation of $5,000 for the general upkeep of the institution was given in 1859 plus an additional $4,000 which was given for the purpose of buying books, furniture, and apparatus for the new building.

In 1860, the grant of $7,000 for the support of the pupils was accompanied by an extra $1,000 for the erection of a work shop. The following year, 1861, $6,000 was provided to support the pupils of the academy, and in 1863, $12,000 was appropriated for the same purpose. At the same time $15,000 was given for repairs and "one million dollars, or so much thereof as may be necessary, be and is hereby appropriated for the purchase of cotton cards".

The appropriation for expenses and additional sums for other causes, from 1865 – 1877 as found in the Georgia laws, are shown in the table on page 88.

The yearly grant was not stable. It could not be with such a changing factor as the number of students enrolled. An increase in the number of students demanded a corresponding increase in the amount of money necessary to take care of more teachers, additional housing facilities, clothing, etc. The appropriation for maintenance grew gradually until it reached $40,000 in 1912; $45,000 in 1829; and

\[ \text{References:} \]

1 Georgia Laws, 1857, p. 11.
2 Ibid., 1859, p. 11.
3 Ibid., 1859, p. 15.
4 Ibid., 1859, p. 16.
5 Ibid., 1860, p. 35.
6 Ibid., 1861, p. 85.
7 Ibid., 1865-1866, p. 12.
8 Ibid., 1865-1866, p. 123.
### TABLE

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<th>Year</th>
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<td>11,000.00</td>
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<td>1868</td>
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<td>11,000.00</td>
<td>2,500 - Repairs</td>
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<td>1871</td>
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</tr>
<tr>
<td>1875</td>
<td>13,000.00</td>
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</tr>
<tr>
<td>1876</td>
<td>13,000.00</td>
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<tr>
<td>1877</td>
<td>13,500.00</td>
<td></td>
</tr>
</tbody>
</table>

*Taken from the Georgia Laws, represented by the years, pp. 13, 8, 10, 9, 10, 9, 7, 7.*
$50,000 in 1930.

Sometimes, however, the monies in the state treasury were not sufficient to appropriate the amount of money actually needed by the institution, but it is seen that the state made an effort to do as much as it could for the education of the blind in the state of Georgia.

Although the idea of state support for the education of the blind white children in the state of Georgia was conceived as early as 1847 and grew into a reality in 1852, it was not until 28 years later when the laws of 1880-81 were passed that any consideration was given the blind Negro youth. It was under the law of the above years that $10,000 was given for the purpose of organizing a department for the accommodation of the Negro youth of the state, to purchase or rent suitable buildings therefor, to provide the necessary furniture, apparatus and books for the same, and to support and educate such pupils as may be received into the same.1 This act was approved September 13, 1881.

The law of 1882-83 made the age limit for admission, 7-25 and required the applicants to have been residents of the state for at least two years prior to their application for admission to the institution.2

When one is deprived of the sense of sight, the beauties as well as the horrors of the visual world are completely shut out. Hence, the authorities of the school made an attempt to appeal to the other senses and gave $3,000 in 1860 plus the annual sum of $16,000 to purchase a pipe organ and other musical instruments. Through such an effort, the blind deprived of their sense of sight, could hear and thus learned to appreciate the melodic tones of the instruments.

By 1888-89, the housing accommodations had become inadequate, and

1 Georgia Laws, 1880-81, p. 16.
2 Ibid., 1882-83, p. 61.
$15,000 was given for the erection of a dormitory. The annual appropriation of $16,000 was given in 1890-91, and $4,000 was added to the yearly sum in 1892, to be spent for furniture, material for the improvement of the building and grounds, and for building suitable fire escapes. Four thousand dollars more was added in 1893 to be divided equally between maintenance and improving and repairing the building.

The buildings were sold in 1904 for $50,000.

"Twelve thousand dollars of the sum was for the purchasing of twenty acres of land near Macon, leaving $33,000 for erection of the building." The act further stated: "Whereas, the operation of the Academy for the blind white children will under the terms of the said Act of August, 1904, be suspended until September, 1906, and whereas in consequence thereof, and after allowing for conducting the Academy for the colored blind children for the remainder of the present year, and after deducting sundry other expenses, there will remain from the total appropriation for 1905 the sum of approximately $9,000 unexpended by the trustees. This $9,000 plus $237.55 remaining from previous extra appropriations or repairs for said Academy, are to be added to the $38,000 for the erection of the building. Said trustees are to spend so much of the annual appropriation as is needed to supplement cash on hand." This act was approved August 19, 1905.

The trustees of the Academy for the Blind deemed it wise in 1906 "to construct a more extensive building than they at first contemplated, in order to provide for the needs of the blind children of the state, looking to their natural increase in numbers in the future." Therefore, $35,000 was given for the new building, "to provide a thorough system of sanitary sewerage therefor, to grade and improve the grounds, to enclose the same with a substantial wall or fence, purchase new furniture, and for all other purposes such as the installation and equipment as the new building may render necessary." This act was approved in 1906.

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1 Georgia Laws, 1866-69, p. 13.
2 Ibid., 1890-91, p. 13.
3 Ibid., 1892, p. 20.
4 Ibid., 1893, p. 10.
5 Ibid., 1905, pp. 1252-1263.
7 Ibid., 1905, p. 14.
As the new building was erected, new furnishing were required. Therefore, the state appropriated sums for designated purposes for the completion of the equipment of the new building. Forty thousand dollars was given in 1918 for the support and maintenance of the Academy, provided that not less than $4,000 was used to buy a pipe organ. Again in 1919 a sum of $40,000 was granted for maintenance; and in 1925, $15,000 was given for repairing, furnishing, and equipping the buildings. This was to be divided into two parts, $10,000 for the building for white, and $5,000 for the building for colored.

It has been seen from personal observation that the building for the white youth is very beautiful with spacious, well landscaped gardens, and is modern in all respects. In direct contrast to this is the very old out-of-date building in which the Negro inmates are housed. The furniture is the same as may be found in any old one-room rural school and is badly in need of being burned. Open grates are used for heating, which as everyone concedes is dangerous enough for people with good eyesight, and for the blind, it is doubly dangerous and against all laws of safety. The physical needs of the inmates are poorly cared for, if at all.

The teachers are poorly paid, but are to be commended for the sympathy and tact with which they administer to their charges. The contrast in the two institutions is so marked that one wonders at the soullessness of a people who can neglect to such a degree the unfortunate wards of the state. The contrast in appropriations for the two institutions is just another example of the glaring inequalities in the distribution of funds in the dual system of education now prevailing in the state. This contrast is

1 Georgia Laws, 1918, p. 22.
2 Ibid., 1919, p. 15.
3 Ibid., 1925, p. 46.
all the more glaring when it is remembered that the same man is superintendent of both institutions and cannot fail to see the injustice of the situation.

Judging from the present conditions and lack of specific legislation on the subject, no increase has been made in the appropriation for the blind Negro youth since 1925, although for the support and maintenance of the Academy, $45,000 was appropriated in 1928 and 1929, and a sum of $5,000 was added to the next year’s appropriation, making a total of $50,000 for 1930.  

It is seen from the legislation of the state of Georgia that the appropriations granted annually for the support and maintenance of the Georgia Academy for the Blind were never given separately with reference to races. Hence there is no way of knowing how the appropriations were divided between the school for the blind white children and the one for the blind Negro children. However, they are housed in separate buildings and are taught separately according to the prevailing dual system.

Provisions for Delinquents.

Georgia has no home for delinquent Negro girls. They are kept in jail with all types of seasoned criminals and are much worse when they come out than when they entered.

The Georgia State Federation of Negro Women’s Clubs has endeavored for many years to have the state make provision for these girls. So far their efforts have proved fruitless. These women have purchased 750 acres of land near Macon, Georgia, on which they hoped that the authorities would build this school. They have also raised $5,000 to be used for maintenance and support of the school.

1 Georgia Laws, 1927, p. 33.
2 Ibid., 1930-31, p. 35.
A bill providing $15,000 for this purpose passed the House during the present session of the legislature (1935). It was sent to the Senate Committee but was not acted upon. So another session of the legislature closed and this much needed action failed of passing. If ever Georgia does make provision for these delinquent girls it is to be hoped that it will be placed in a good home community where the girls may have a chance to become good and useful citizens.

The home for the Negro boys is at Milledgeville, Georgia. No educational opportunities are offered. Here again the state of Georgia has failed in its duty to our Negro boys and girls.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary.—The major findings of this study are:

1. The provisional government under the Constitution of 1865 gave the legislature power to establish schools but no provision was made for the Negro. However, three years later, the Constitution of 1868 provided public schools for both races but none of them were put into operation until the summer of 1871.

2. All schools were suspended in 1873 due to lack of funds, but were reopened permanently in 1873.

3. In all instances where provision was made for the instruction of both races, it was clearly understood that the instruction would be given separately.

4. The Negro passed laws establishing free public school for whites and Negroes, when he had power to do so during reconstruction.

5. The expenditures in 1930 for Negroes were one-fourth of the corresponding expenditures for white children in the South, and one-sixth of the expenditures for white children in the state of Georgia.

6. There has never been equality in the distribution of school funds for white and Negro children on the elementary, secondary, or college level.

The Legislative Acts of Georgia provided for a distribution of school funds according to the school population, but these school funds are not distributed in proportion to the school population of the two races.

7. The slow growth of public secondary schools for Negroes in Georgia is greatly responsible for the lack of well trained Negro teachers.

8. As late as 1916, there was only one public high school in the state of Georgia for colored students; and as late as 1916, the majority of Negro children of secondary school age were still without high school facilities.
9. There are 3,275 white teachers in the high schools of Georgia with a teacher-pupil-load of 61; whereas there are 286 Negro high school teachers with a teacher-pupil-load of 466.

10. The cost per pupil of high school are for the state of Georgia is $20.62 for white children and $1.87 for Negroes. The cost per high school pupil in the state is $55.79 for each white child enrolled in the public secondary school and $38.38 for each Negro child.

11. The first public high school in Georgia was accredited in 1803, but the first high school for Negroes was accredited twenty-one years later in 1924. Only since 1915 did most of these high schools begin offering a four-year program.

12. There are thirty-three accredited high schools for Negroes in Georgia, whereas there are three hundred and seventy-eight for white pupils.

13. The unequal distribution of educational facilities puts the Negro at a pronounced disadvantage at all levels of education but it is accentuated most at the secondary level.

14. Prior to 1890 the only provision made by the state of Georgia for higher education for Negroes was through the appropriation of $6,000 given annually to the Atlanta University.

15. There are only three state supported institutions of higher learning for Negroes in Georgia, -Georgia State Industrial College, Savannah, Georgia; The Georgia Normal and Agricultural College, Albany, Georgia; and The State Agricultural and Mechanical School for Negroes, Forsyth, Georgia. The latter two were first operated as private schools. The state did not assume responsibility for them until 1917 and 1922, respectively.

16. Although the state supposedly assumed the responsibility of the land-grant college at Savannah, it had contributed only $2,000 annually to its support up to 1927.
17. The sums of money appropriated by the state of Georgia do not provide sufficient schools with adequate educational facilities for the training of Negro youth on a college level.

18. Neither of the three institutions of higher learning supported by the state for Negroes in Georgia is operating entirely on the college level.

19. There are two special schools for the unfortunate handicapped children in the state of Georgia,—the Georgia School for the Deaf at cave Spring, Georgia, and the Georgia Academy for the Blind at Macon, Georgia.

20. The law of 1847 provided for the establishment of an Asylum for the Deaf and Dumb in the state, but no provision was made for the Negro inmates until 1875.

21. The law of 1861 provided for an Academy for the Blind, but it was not until the laws of 1880-1881 were passed that any consideration was given the blind Negro youth in the state of Georgia.

22. The dual system prevails in the special schools just as it does in every other educational unit in the state of Georgia.

23. The facilities provided for the Negro inmates of the special schools are very meagre and inadequate as compared with those for the white inmates.

24. Georgia provides no school for delinquent Negro girls.

25. From the study of all available data on legislation as it pertains to the education of Negroes in Georgia, it would appear that there is no need for more legislation but rather the enforcement of present legislation.

Conclusions.—The clearest implications that can be drawn from this study are:

1. The unequal distribution of school funds greatly affects the Negro. The only sure method of correcting the inequality that exists is to control
the division of school funds by law.

2. If a state wishes to have an intelligent body politic, it can only do so if it educates all of its citizens.

3. Equality of educational opportunities for Negro children is not only ethical, but evidence of sound business judgment.

4. Educational opportunities should not be granted the Negro as a favor but as his right as a tax paying citizen.

5. Full participation in the political phases of city, county, state and country, is one of the most important formulas for the solution of educational problems that confront the Negro.

6. There is need for more effective legislation concerning public education for Negroes in Georgia.

7. There is need of a better type of boards of education and superintendents, who as efficient educators, would want their entire system of schools efficiently operated irrespective of race.

8. There is a demand for Negro principals who are sufficiently aggressive to ask for what they need rather than to pretend they have sufficient funds or equipment to meet the needs of their schools.

9. The raising of the educational status of the Negro in the state of Georgia will decrease the per cent of Negro criminals in the state.

10. When the prevailing dual system is abandoned in Georgia, the per cent of illiteracy will decrease, and the state will profit by such a diminishing percentage of ignorance.

11. This dual system with its constant juggling of figures may have been responsible for the conditions of which the Constitution so loudly complains in a forceful editorial of March 21, 1835:

"In some of the counties of the state it would be impossible for a Philadelphia lawyer to ascertain in weeks, or months, the heads or tails of the finan-
sual status of such counties.

Perhaps this is one of the reasons why some of these counties are protesting against a uniform system of accounting. The very fact that they do protest is evidence that they are unwilling to make a showdown to their taxpayers and to the state.

It would not make so much difference if only such counties were involved, but, as in the instance of the payments of the teachers, the whole state is directly affected.

The teachers of the state are now paying the penalty for this condition....

Had it not been for the abominable system, or lack of system, that permits many counties to keep their books in a slipshod manner, as a result of which it has as yet been impossible to ascertain just what is owed the teachers, every county would have had its check before now.

No better evidence is required to convince the state of the importance of establishing a uniform system of county bookkeeping, at least to the extent of the form of accounting, and under the supervision of the state auditor, in order that the financial status of every county government may be known at any time.

That is the accounting system followed by every well organized business."

**Suggested Problems for Further Study**

This study suggests the following problems:

1. The qualifications and preparations of Negro teachers in the public school system in the state of Georgia.

2. The curricula the institutions supported by the state of Georgia should provide for the in-service and the pre-service training of Negro teachers.

3. A study of the recreational opportunities provided by the state of Georgia for Negro children.

4. Extra-curricula activities in the thirty-three accredited public high schools for Negroes in Georgia.

An analysis of the legislative acts of Georgia reveals a great need for improvement in the public educational system of the state of Georgia, especially as it pertains to Negroes. While some facts regarding certain
deficiencies have been known for some time, no mass of objective knowledge or
sufficient scope tracing the development of legislation pertaining to public
education was available to be used as a guide in forming principles and poli-
cies for the education of children, regardless of race. The present study is
an attempt to supply such a need. It does not attempt to cover the entire
field, but it does reveal some of the major facts of existing conditions per-
taining to the public educational system of the state of Georgia.
## APPENDIX A.
### Chart I.

Annual Average Expenditure Per Pupil From United States
Office of Education and State Departments.*

<table>
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<tr>
<th>Year</th>
<th>1900</th>
<th>1910</th>
<th>1915</th>
<th>1920</th>
<th>1925</th>
<th>1930</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>100</td>
<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>50</td>
</tr>
</tbody>
</table>

- United States
- White South
- Negro South

*Taken from School Money in Black and White, p. 11.*
The shaded portion covering one-sixth of the area represents the expenditure per Negro child.

The unshaded portion represents the expenditure per white child.

*Taken from School Money in Black and White, p. 11, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois.*
Map I.

Showing the Thirty-Three Accredited Public High Schools for Negroes in Georgia
THE THIRTY-THREE ACCREDITED PUBLIC HIGH SCHOOLS
FOR NEGROES IN GEORGIA*

1. Douglas High School - Thomasville
2. Golden Institute - Brunswick
3. Cuthbert High School - Cuthbert
4. Georgia State Industrial College High School - Savannah
5. Allen Normal - Thomasville
6. Douglasville - Douglasville
7. David T. Howard - Atlanta
8. Athens High and Industrial School - Athens - S. T. Harris
10. Brooks County High School - Quitman - R. A. Bryant
11. Carroll County Training School - Carrollton - J. W. Anderson
12. Center High School - Waycross - L. L. Ison
13. Colored Memorial High School - Brunswick - C. V. Troup
14. Dasher High School - Valdosta - J. L. Lomax
15. Dorchester Academy - McIntosh - J. R. Jenkins
16. East Depot St. High School - La Grange - C. E. Warner
17. Fitzgerald High and Co. Training School - Fitzgerald - D. S. Collins
18. Fort Valley Normal - Fort Valley - H. A. Hunt
19. Georgia Normal and Industrial College - Albany - J. W. Holley
20. Henry County Training School - McDonough - J. H. Twitty
21. Hutto High School - Bainbridge - Addie E. Hutto
22. Marietta High and Industrial School - Marietta - M. J. Woods
23. Randolph County Training School - Cuthbert - F. H. Henderson

*Taken from Georgia Educational Directory, 1935, State Department of Education, M. D. Collins, State Superintendent, Atlanta, Georgia.
25. Statesboro High and Industrial School - Statesboro - William James
26. T. H. Spencer High School - Columbus - F. R. Lempkin
27. State Teachers and Agricultural College - Forsyth - W. H. Hubbard
28. Thomas J. Elder High and Industrial School - Sandersville - T. J. Elder
29. Dewey City High School - Thomasville - W. G. Smith
30. Liberty County Training School - Riceboro - E. Z. Phillips
31. Mitchell County Training School - Pelham - McKinley Wilson
32. Rockdale High School - Camilla - Monseree Sanders
33. Wayne County Training School - Jesup - J. C. Richardson

*Approved two year high schools.
Map II.
Schools of Higher Learning for Negroses Supported by the State and the two Special Schools for Negroses.
SCHOOLS OF HIGHER LEARNING FOR NEGROES SUPPORTED
BY THE STATE AND THE TWO SPECIAL SCHOOLS FOR NE-
GROES

1. Georgia State Industrial College, Savannah, Georgia.
2. The Georgia Normal and Agricultural College, Albany, Georgia.
3. The State Agricultural and Mechanical School for Negroes,
   Forsyth, Georgia.
4. Georgia School for the Deaf, Cave Spring, Georgia.
5. Georgia Academy for the Blind, Mason, Georgia.
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