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### Negro education in the city of Richmond

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NEGRO EDUCATION  
IN THE  
CITY OF RICHMOND

by  
LOUIS BRENNER

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VIRGINIA

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Since the negro's installation on American soil back in the seventeenth century, it has been necessary for the negro to struggle and fight to secure and maintain those privileges and benefits which are indigenous to a democratic nation. The field of education has proved to be no exception to this never-ceasing struggle for rights. The negro has come a long way since the beginning of the twentieth century, but the road ahead is still a long one. To fully appreciate just how much has been accomplished, it is necessary to go back and show the various periods or stages through which the negro educational system has passed.

January 1881, at Twenty-ninth and "Q" Streets, marked the opening of the first negro school in the East End section of Richmond. This four-room, frame building, known as the East End School, had a faculty of four teachers. At first this school was lacking in pupils, but soon thereafter because of several factories being started and consequently more families moving into Richmond, the school rapidly grew until it became necessary to teach classes on a double schedule—one section during the morning and the other during the afternoon. Between 1885-86 a brick addition was made to the building. There was no supervisor for the school and no standardized teaching methods were used. The superintendent of public schools visited the school once a month and the school board annually visited the school. Sanitary conditions were at

their worst and no doctors or nurses were employed by the school board to visit the schools. The pupils were required to purchase their own books. Teachers' pay ranged from thirty-five dollars to fifty-five dollars a term.

In general the discipline in the East End School was good. The greatest difficulty was not so much in discipline as it was in getting pupils to come to school. While nothing was officially done by the school board to make pupils attend school, the teachers in the school devised various methods to encourage the children to attend. One of the methods used by the teachers was to let the pupils out several hours earlier on Friday, if, during the week, there had been a one hundred per cent attendance record. Another method employed was for the teachers to give the children cards of appreciation either for their good work or for their fine attendance. Both of these devices proved to be very helpful.<sup>1</sup>

It is interesting to note that several of the negro schools started in the late nineteenth century were started by northern philanthropists. Soon the city took over schools started by northerners and by the twentieth century all of the schools in Richmond were supervised by the school board.<sup>2</sup>

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1. From conversation with Mrs. Lucy Lewis, former teacher in the East End School.
2. From conversation with Dr. Samuel C. Mitchell.



Thus by using East End School as an example, we have a rough picture of what the negro elementary school system consisted of prior to the twentieth century.<sup>3</sup>

The year 1905 marked the year in which the Richmond school system, both for white and negro schools was reorganized. The principle innovation during that year was the new grading system which was changed as follows:

- A - 90 and above
- B - 75% to 90
- C - Below 75%
- D - Difficient in any subject

A system of promotion was also introduced. Previously the promotion of a pupil was left largely up to the teacher or principal to decide. With the reorganization came a system of keeping records and grades of the pupils.<sup>4</sup> For the first time medical inspection of school children was attempted. To relieve the superintendent of his increasing duties, an assistant superintendent, Albert H. Hill, was installed.<sup>5</sup> By 1905, manual training had been introduced into the advanced grammar grades of the negro schools.<sup>6</sup> In reviewing the physical

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3. Statistics for the School year ending July 31, 1899 will be found in the appendix. p. A.
4. Thirty-sixth Annual Report of the Superintendent of the Public Schools of the City of Richmond, Virginia, for the Scholastic Year ending July 31, 1905. p. 11.
5. Ibid., p. 12.
6. Ibid., p. 9.

condition of the schools, the superintendent stated in his report that conditions in the negro schools, especially in the southwestern part of the city, were very bad.<sup>7</sup>

The principal and teachers in the Normal <sup>High</sup> Colored School were white, but in all the other colored schools the teachers were Negroes. All colored schools had white principals. It is interesting to note that in the Normal School<sup>8</sup> the cost of tuition per capita was higher - \$21.16 - than in the Richmond High School (white) which was \$16.76 per capita. In the lower schools, however, the tuition of the white schools was higher by sixty-cents than that of the colored schools.<sup>9</sup>

In December 1906, four negro schools were annexed to the city. These four schools, Reidsville, Twenty-ninth Street, Newton and Sidney, increased the school population by six hundred and forty-four pupils.<sup>10</sup>

The condition of the colored schools and property were below average in these early years of the twentieth century. Most of the buildings were reported to be old and only in fair

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7. Ibid., p. 10.

8. This school is for graduates of a colored high school who aspire to teach in a public school. It was formerly required that every colored teacher in Richmond, before being allowed to teach, had to first obtain a certificate from Normal High. This post graduate school was abolished in 1933.

9. Annual Report, Thirty-sixth, 1904-05. p. 48.

10. Annual Report, Thirty-eighth, 1906-07. pp. 9-10.

condition. In only two schools, Navy Hill and East End, were the buildings and furniture both reported to be in good condition.<sup>11</sup> The following year Valley and Normal Schools were condemned. Normal School was transferred to the Baker building and Baker and Valley Schools to the Moore and Navy Hill buildings. This meant that four schools were housed in two buildings making it necessary to run elementary schools on a double shift. Moore and Navy Hill Schools convened from 8:15 A.M. to 12:15 P.M. Baker and Valley convened from 12:30 to 4:30 P.M.<sup>12</sup>

Superintendent William F. Fox called attention to these deplorable conditions in his report for the school year 1909-10. "For the colored schools a great deal is to be done. In 1908 the building inspector condemned two buildings which had been used for school purposes for the colored people, - Old Valley School on Fifteenth and Marshall Streets, and the Normal School on Twelveth Street. To make some effort to accomodate the colored children, the building on the corner of First and Leigh Streets, was made into a colored Normal School. In reality this should have been made into an elementary school, for in Jackson Ward at least three hundred children are excluded from the

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11. "Annual Report of the Clerk of the School Board and Supervisor of School Property for Schools 1906-07". p. 88.

12 Annual Report, Fortieth, 1908-09. p. 11.

schools . . . . . George Mason School is overcrowded and Fulton Colored School is taught in three different places, in un-sanitary, rented rooms. The Sidney Colored School is badly located and can accommodate only one-half of the school population in that district . . . . . The Valley School which was condemned by the building inspector, was transferred to some rented rooms and to the Navy Hill School building. The greater portion of Navy Hill and Valley Schools are, therefore, on part time, and still about one hundred and fifty children who naturally would attend one or the other of these schools, have been excluded."<sup>13</sup> For the session of 1909-10 there was not a single school building for the elementary grades which met all the conditions of the State law of March 14, 1908, with reference to both light and ventilation.<sup>14</sup>

Again in 1911 the Annual Report stressed the great need for more accommodations for the overcrowded colored schools. The Annual Report was emphatic to state that Armstrong High School at First and Leigh Streets should be transferred to a new building.<sup>15</sup> As stated, this report was made in 1911. Ten years later nothing had been done in the construction of a new high school, or of an elementary school in the southwestern part of Richmond. It is significant that the Annual Report be noted

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13. Annual Report, Forty-First, 1909-10. pp. 15-16.

14. Ibid., p. 14.

15. Annual Report, Forty-Second, 1910-11. p.23.

for the year 1921. The assistant superintendent states that "the Armstrong Colored High is now housed in a building which was years ago abandoned as a white school. It is impossible to take care of the six hundred pupils attending this school without renting outside rooms. Several years ago a lot on Leigh Street three blocks west of the present building was purchased with the intention of erecting thereon a new colored high school building. This building of thirty rooms should be by all means erected, and at an early date. By erecting this building we will be enabled to use the present building to relieve Baker and Navy Hill Schools, both of which now have nearly half of their pupils on part-time."<sup>16</sup>

"We need a lot and a building for Sidney Colored School in the colored section of the southwestern part of the city. The present shack has only two usable rooms in it, and it is not located in the colored section. There are three hundred children of school age in this section and many of them have to go entirely across the city to Moore School. This is bad for them, and for the people living between this section and Moore School."<sup>17</sup>

The following year the Sidney School was in such an obsolete condition that it had to be either rebuilt or abandoned. Since the school was located in a white neighborhood, it was de-

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16. Annual Report, Fifty-Second, 1920-21. p. 13.

17. Ibid.

cided to build a new four-room building. This the city did at a cost of \$7,674.56. The new school was used for the first time in January 1922.<sup>18</sup>

Finally, after much agitation by Negro and white citizens, a new Armstrong High School was completed and opened in September 1923. The new building had twenty-one class-rooms, three laboratories, a library, lunch room, and an auditorium.<sup>19</sup> The capacity of the school was nine hundred and two. At the end of the first school year in the new building, it was reported that the school was overcrowded and that provisions must be made for more rooms.<sup>20</sup> The second year the school's enrollment was one thousand one hundred and twenty-three.<sup>21</sup> Just four years after having opened its doors Armstrong High School was reported to be overcrowded and that part time classes were necessary to care for all the pupils.<sup>22</sup> Webster Davis School was opened in 1923. This much needed elementary school was located in the East end.<sup>23</sup>

The Armstrong Normal School which was organized in 1903 to train colored teachers to instruct in the elementary grades was closed in 1933.<sup>24</sup> Aside from the straight academic course, the

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18. Annual Report, Fifty-third, 1921-22. p. 15.

19. Annual Report, Fifty-fifth, 1923-24. p. 10.

20. Ibid., p. 55.

21. Annual Report, Fifty-sixth, 1924-25. p. 55.

22. Annual Report, Fifty-eighth, 1926-27. p. 55.

23. Annual Report, Fifty-fifth, 1923-24. p. 11.

24. Annual Report, Sixty-fourth, 1932-33. p. 21.

Normal School offered courses in domestic science consisting of sewing and cooking.<sup>25</sup> Music in the form of choral singing was taught.<sup>26-27</sup>

As the reader has already discovered the colored schools have always been overcrowded and in need of more room. Similarly the number of negro teachers has been comparatively small in regard to the number of students. Note, for example, what the Annual Report said on the matter. "The teach<sup>W</sup> load is very large in colored elementary schools. Buchanan School is on a double shift through the fifth year. George Mason and Randolph are badly overcrowded. To relieve these conditions a twelve room addition is now being constructed at Randolph while a fourteen room addition is under construction at George Mason."<sup>28</sup> The following year it was reported that more teachers had been added to the colored schools. "Additional elementary teachers have been added to reduce the very heavy teacher load. In many negro schools teachers were required to teach from forty-five to fifty pupils. This did not seem to be educationally sound or fair to the teachers handling such large groups."<sup>29</sup>

Finally a second high school - Maggie L. Walker - was opened in September 1938.<sup>30</sup> The negroes' patience in waiting

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25. Annual Report, Fortieth, 1908-09. p. 27.

26. Ibid., p. 90.

27. Stastical data for the school year 1929-30 will be found in the appendix on p. B.

28. Annual Report, Sixty-seventh, 1935-36. p. 12.

29. Annual Report, Sixty-eighth, 1936-37. p. 14.

30. Annual Report, Seventieth, 1938-39. p. 14.

for a new high school was well rewarded with this beautiful building. Having been through every high school in the city of Richmond, I can honestly say that this school as far as being modern and having all the latest equipment necessary for teaching purposes, far surpasses other high schools in the city.

Maggie Walker is a cross between an academic and a vocational school. Basic courses such as English, arithmetic, history, (no languages) and civics are taught. Along with these studies the students take some sort of vocational course. The vocational facilities offered to the students are very outstanding. Aside from the regular food or dietetic classes, the dress-making, music, and commercial arts classes, there are a number of other classes taught. Welding classes under expert supervision are opened to both boys and girls. Brickmasonry and especially woodwork are very popular classes. One of the most surprising shops to me was the very modern beauty parlor. Here I found the most up to date beauty equipment, which among other things included hair-dryers, modern steel tables with mirrors and the very latest wash basins. As might be imagined, this class was a success from the very start. For practice the pupils of the beauty culture class work on pupils in the school. I was told that this class is especially crowded with students just before a school dance or holiday.

Located just down the hall from the beauty parlor is a barber shop, Here the students learn to become expert barbers. The most impressive class was the one in domestic science. Within



The school itself, set aside in a part of the building, was a completely furnished apartment. Here the girls learn the art of housekeeping from first hand experience. Not only do they learn domestic duties, but they are taught the social aspects of being a good house-wife. Ever so often one or several of the girls are asked to entertain various teachers, and the pupils are graded on their manner in welcoming the guest into the living room or perhaps in serving tea, and so forth. Then within the class also the student learns certain first aid techniques such as changing the sheets on a sick person's bed and other aspects of caring for an ill person. Surely every high school could profit by copying such a practical course as this.

The seniors in the school are given several special privileges. One of these is that they are allowed to eat in a special dining hall in which the food is prepared by the foods classes. Food is very reasonable in price. The following is a typical menu as prepared by the cooking classes:

MAGGIE L. WALKER HIGH SCHOOL  
COMMERCIAL FOOD SERVICE  
MENU  
JAN. 12, 1943

Vegetable soup	.05
Green and white plate	
Broiled franks	
Spaghetti with cheese sauce	
Buttered peas	
Potato Au Gratin	
Cole slaw	
Potato salad	
Fruit salad	
Hot Biscuits	.15
Chocolate and sweet milk	.05
Lemon Meringue pie	.05
Vanilla Cream pie	.05
Chocolate Cream pie	.05
Fudge Cake	.05
Vanilla Cream	.05

PLEASE PAY CASHIER AT DOOR

The senior dining room is modeled similar to a restaurant and food is ordered from the menu. Students in the cooking classes or N.Y.A. (National Youth Administration) students act as waiters.

In the school cafeteria, after the student has purchased his meal from the counter, he returns with his food to his table. No one begins eating until after grace is said. All begin eating at the same time and they must remain at their table until

the lunch period is over. Good manners and sociability are stressed during the meal.

The library while not containing as many books as there is room for, is very beautiful and well lighted. Maggie Walker's gymnasium and auditorium can compare with any throughout the City.

Walker has thirty-eight teachers. Including the principal and assistant principal, there are fourteen teachers in this school with masters degrees.<sup>31</sup> As has been seen there has been great improvement from the small, few-roomed high school at the turn of the twentieth century to the modern Maggie Walker High School. Today because the Walker school exists, Armstrong High School is not overcrowded.

While Maggie Walker stands as a monument of perfection for a high school, we must not forget the twenty-odd years that Armstrong High struggled with over-capacity loads of pupils, so that morning and afternoon sessions had to be held. In September, 1925, when Mr. Townsend became principal of Armstrong, there was an enrollment of approximately eleven hundred students. Each year thereafter about one hundred additional pupils enrolled in the high school. Mr. Townsend had started with a teaching corps of twenty-seven teachers, but because of the increase in pupils, it became necessary for him to use as many as sixty-eight teachers. The original building had to be enlarged, but even the addition could not compensate for the continually increasing influx of boys and girls. Can anyone doubt that the education re-

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31. From personal observation of Maggie Walker High School and conversation with Mrs. O. J. Newman, Assistant Principal of Walker School.

ceived by the high school negro pupils during this time (before Maggie Walker was built) was anything but a poor one? Today, of course, the enrollment of pupils is not as large — eleven hundred and nineteen — as it formerly was. The number of teachers, too, has dropped to forty-three. Interesting to note is the fact that ten of these teachers have Masters of Arts degrees. This is almost twenty-five percent of the teaching staff--a very remarkable figure for a southern high school.

Except for the lack of a gymnasium and an athletic field, Armstrong could be considered an efficient and up-to-date high school. My principal condemnation of the school is that it lacks a good library. The original library being too small, one of the classrooms was used as an extension. This is a very unsatisfactory arrangement. And up to the present writing that condition still exists. A very interesting feature of the school is a regular machine shop located in the basement of the building. Here the student learns to repair automobiles. All the latest materials and equipment are available for the students' use. Aside from this course, the curricula of the school resembles that of any other high school.<sup>32</sup>

With funds secured largely through the Federal Works Progress Administration the building of a new elementary school was

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32. From personal observation of Armstrong High School and conversation with Mr. W. Townsend, principal, and Mr. George Peterson, Assistant Principal of Armstrong High.

started in the spring of 1939. The new Baker School was to partly replace the old Baker School and the Monroe School.<sup>33</sup> It was opened in September 1940. To the author, Baker School proved to be one of the best elementary schools that he has seen either in Richmond or in any other city. The school has a capacity of twelve to thirteen hundred pupils and has at present an enrollment of twelve hundred and thirty-six children. Seven of the thirty-two teachers have either Bachelor of Arts or Bachelor of Science degrees. As the school was recently completed, organization of the pupils is not yet complete.

The first floor is devoted to the first grade and kindergarten. In these grades, unlike any classes in Richmond's other schools, I found decorative designs on the floor consisting of the alphabet interwoven with animals of bright colors. This is a unique innovation in elementary grades. The most modern steel benches are used. Each room has a loud speaker which enables the principal to talk to all classes; and sometimes the pupils listen to records over the loud speaker. Toilet facilities are very good. Clean and neat, each lavatory has a number of basins with hot and cold running water. This last mentioned item may sound insignificant to the casual reader, but having visited other elementary schools in the city, I can say that Baker's toilet facilities are far advanced from other schools in Richmond.

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33. Annual Report, Seventieth, 1938-39. p. 16.

Teaching methods vary in this school, some teachers use their own methods while others use prescribed methods. Various innovations are tried from time to time. Visual aid is one of the latest innovations; i.e. the pupils are taught by slides and motion pictures.<sup>34</sup>

While the Negroes, and whites also, point with pride at the fine Baker School, they would be antithetically impressed if they were to visit a school such as Buchanan. Located in a slum area and thus drawing its students from the poorer class of negro families, Buchanan School should be modern and efficient so that it might compensate for the less-tended youth. It is essential that in a school where the pupils come from families which are employed during the day and who are unable to care for their children as properly as they should, that the school play a vital part in the child's everyday existence. Instead of an up-to-date school, I found an old, overcrowded school. The grades are from 1L to 6H, and up to the third grade the children are on part time. The children of the second and third grades are supposed to get out of school at two-thirty in the afternoon. Instead because there are six hundred and ninety students in a school whose capacity is four-hundred and thirteen, the pupils of these grades get out at twelve thirty. The school has no library, no kindergarten, no

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34. From personal observation of Baker School and conversation with Miss Katherine L. Johnson, Principal of Baker School.

bell system, and above all no cafeteria. The building itself is in need of painting. No suitable recreational rooms exist in case of rain during one of the recesses. The principal's office is very much overcrowded and the combined teacher's room and dispensary is totally inadequate. All in all it might be said that Buchanan School is too old to be used efficiently and to allow the elementary pupil to get the most out of his education.<sup>35</sup>

I describe both the best and the worst of the elementary negro schools. It is safe to assume that between these two extremes lies the general conditions as they exist in the negro elementary system. Few of the school buildings were built within the last fifteen years. Several of the buildings schooled white pupils first and were later turned over to the colored pupils. So we might say in summary concerning elementary schools, that with the exception of Baker School, none of the school buildings used are modern. Regarding the teachers, it may be said that they are as qualified and capable to teach as the white elementary teachers. I have herein given a rough picture of the negro school system - both elementary and high school - as it exists. Both the old and the new, the good and the bad have been set forth.

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35. From personal observation of Buchanan School and conversation with Mrs. R. B. Jackson, secretary to Mr. J. L. Nixon, Principal of Buchanan School.

PART II



Many times the question has been asked, is the negro's "I. Q.", ~~which~~ is his ability to learn, on a par with that of the white person. As to be expected many studies have been made along this line. Probably the first test made in Virginia by Virginians was made in 1919. The test given by the State Board of Education concerned mostly reading, spelling and writing. In summary their results were as follows:

"The colored city pupils are one and a half years behind the city white pupils in reading achievement. The reading achievement of colored children in rural schools, age and grade considered, is very low. The pupils are greatly overage and read poorly".<sup>36</sup>

In spelling. "the poorest Virginia rural schools average almost four years behind the standard attainment of pupils in a typical eight-grade city system and almost two years behind the city white schools of Virginia."<sup>37</sup>

In handwriting "the colored pupils in rural schools achieve results inferior to the score of white pupils. Colored pupils in city schools average a year's progress above that of white pupils in corresponding schools. In general they are about one year older."<sup>38</sup>

"The pupils in colored schools made a creditable showing

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36. Virginia Public Schools - A Survey of a Southern State Public School System, made by The Virginia Education Commission. pp.10-11

37. Ibid., p. 11.

38. Ibid., p. 12.

in the tests, grade for grade, as compared with the white pupils. They are, however, almost uniformly from one to one and a half years older than the white children in the same grades and have been in school one year longer. The pupils in the colored high schools are seven months older than those in the white high schools and score in composition about a year and one half below the pupils of the city senior high schools."<sup>39</sup>

A survey of 5L colored pupils which consisted of two hundred and one pupils from Baker, George Mason and Moore Schools was made in Richmond in 1926. The results of this survey showed that the average chronological age of the pupils tested was 146.99 months. Their average educational age was 124.66 months. Therefore the average educational achievement of these pupils was 20.35 months below that of the average pupil of the same chronological age. The report went on further to state that the average mental age of these 5L children was 119.79 months. Their average educational age was 126.64 months. This indicates that in educational achievements these children are 6.85 months ahead of the average pupil of equal mental maturity.<sup>40</sup>

In 1928 the Stanford Achievement Test was given to all 7H pupils in white and colored elementary schools. This included one hundred and sixty-one white pupils and two hundred and

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39. Ibid., pp. 12-13.

40. Annual Report, Fifty-Seventh, 1925-26. pp. 86-87.

seventy-five colored pupils. The following results were obtained. (1) "That the median white pupil is one month younger and the median colored pupil is six months older. Chronologically than the average child in the same grade; (2) That the median white pupil is two months older educationally and the median colored pupil is thirteen months younger than the white child in the same grade."<sup>41</sup>

The author must excuse himself for not being able to give a report on the negro high school intelligence tests.<sup>42</sup> The most recent test made of the Richmond high schools, by the State Department of Education, is as yet unavailable, and those published in previous years are unsuitable or inadequate. But we may summarize from the facts that are on hand since any slight change that may occur in the shift from elementary to high school will not greatly effect the results. The negro is from six months to a year behind in his chronological age, grade for grade, as compared to the white pupil. Mentally the negro is about six months below the average of the white student. Grade for grade the negro is equal to and in some instances surpasses the white pupil, but the negro student in a grade for grade comparison is older than the white pupil. Thus we may conclude that the negro, for various reasons which we will not

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41. Annual Report, Fifty-ninth, 1927-28. p. 86.

42. The most recent report for elementary schools for both white and colored will be found in the appendix on page C.

delve into, is mentally about nine months behind the white pupil.

Today we take it for granted that negro teachers instruct in colored schools. But a number of years ago, contrary to expectations, negro school teachers were not employed to teach in negro high schools. Colored teachers were employed for the first time in Armstrong High School in 1915.<sup>43</sup> Formerly all colored schools had white principals and the entire medical staff except for one or two negro dentists was white. As to be expected, the negroes resented these conditions, and for a number of years they agitated and petitioned to have such conditions abolished. The negroes felt that one of their own people would be able to understand and work better with negro pupils. Then, too, white principals were largely used in colored schools as testing grounds for preparation to become principals in white schools. Also inefficient white principals were demoted to principalships in negro schools. This policy stifled good colored teachers for they saw that they would never be able to ascend to the top as long as it lasted. When Albert H. Hill was superintendent of the ~~School Board~~ <sup>City Schools</sup>, the board had taken the attitude that no negro principals were to serve in the negro schools. Richmond and Lynchburg were the only two southern cities with such

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43. Annual Report, Forty-seventh, 1915-16. p. 48.

a policy. Having been petitioned many times by civic-minded negro groups as well as white organizations, just prior to the death of Superintendent Hill, the school board reversed its policy and voted to install negro principals in colored schools as vacancies occurred. The very first year after the board reversed its policy, two colored principals were installed. Today only two white principals remain in the colored schools. Similarly colored doctors and nurses have replaced the white medical staff in most negro schools.<sup>44</sup>

Perhaps the most important development to come forth in the negro school system in the past fifteen years is the establishment by the school board of equal salaries for teachers. Roughly the picture of five years ago was that the colored teacher made sixty cents to every dollar made by the white teacher. Negro teachers resented this inequality but did nothing until 1940 when negro teachers in Norfolk, Virginia, were awarded equal pay with white teachers. In November 1940, the colored people of Richmond petitioned the school board calling attention to the decision of the court in the Norfolk case. At the December meeting of the board the white teachers of Richmond went before the board and asked that colored teachers be paid better, but that their salaries <sup>(white teachers)</sup> not be reduced. The board did nothing. The white teachers <sup>inter-</sup> went back to the board and again sought to remedy the inequality. They stated that not only did a difference of salary

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44. From interview with Dr. T. H. Henderson, Dean of Virginia Union University.

exist between colored and white teachers, but that a salary difference also existed between white teachers. This difference was based on grade levels - a high school teacher getting more money than a teacher of elementary grades. In June 1941, associations of colored and white teachers met and a plan was proposed. They agreed that differences based on sex, on grades, and on race must be abolished. The plan was to base pay on training and experience.

Meanwhile outstanding citizens of Richmond such as Drs. Douglas S. Freeman, S. C. Mitchell, G. Hyland, and Virginius Dabney had approved and had urged the board to adopt some plan for equalization of pay based on experience and training. It was not until December 28, 1941, that the board by a vote of four to three, reluctantly acquiesced to the plan of the school teachers. Using arbitrary figures the plan as adopted works as follows:

Years worked	Normal	B.A. or B.S.	M.A. or M.S.
10	\$ 1200	\$ 1300	\$ 1400
9	1175	1250	1350
8	1150	1200	1300
7	1150	1175	1250
6	1125	1150	1225
5	1100	1125	1200
4	1050	1100	1150
3	1025	1050	1125
2	1025	1050	1100
1	1000	1000	1000

In June 1942, the colored teachers received the first increment of their new pay scales. The new pay system was to be adopted over a period of five years so as not to throw the school budget too much out of balance. September 1942, marked the

second increase in pay, and so on it will continue until 1945 when colored and white teachers will both be paid equally for equal work and experience. 45-46

Perhaps one of the most discouraging conditions that exists in the Richmond school system today is the differences in per capita cost of tuition allotted to colored and white children. From the very beginning, white students have been allowed more money per capita cost than have the negro students.<sup>47</sup> Although in comparison to other southern cities Richmond is rather liberal in its allotment to the colored children, it is a disgrace and a shame that such inequalities should exist today. The negro with less than one hundred years of freedom from slavery behind him should be encouraged and provided for, more so in his education than the white student. In order for the south to become more progressive, it is pertinent that the negro, who plays a prominent part in the south, be educated to the best of the south's ability. One of the best ways to improve the negro's education, is to allow him more money for educational purposes. This can be done by making equal allotments, per capita costs, to each race. The next objective that the negro should strive to-

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45. Ibid.

46. See Appendix for statistics regarding range of teachers pay today. p. D.

47. For statistical data, see appendix. p. E.

ward should be this achievement.

In reference to the above problem concerning differences in allotments of per capita costs, the question has often been put forth, should the Richmond school system be operated on a dual or a single school basis? From my study and from interviews with prominent Richmond negro leaders, it is my conclusion that in general the negro is quite satisfied with the dual system, but he wants to receive proportionally the same amount for the negro system as the whites do for their system. The negro believes that just as much if not more can be accomplished by a dual system as by a single system. This being a highly controversial issue the negroes are divided in their opinions. Typical of the negroes' division of opinion is the following column taken from the March 6, 1943 issue of the Richmond Afro-American.<sup>48</sup> Especially note Alice Pierce's answer.

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48. Richmond Afro-American, March 6, 1943. p. 12



# Inquiring Reporter

[The AFRO pays \$2 for each question used in this column. Send in your timely question.]

## THE QUESTION

Shouldn't colored and white children attend the same schools?  
Submitted by XYZ, Washington, D.C.

## THE PLACE

Washington, D.C.

## THE ANSWERS

Thomas L. Butler, 2218½ Eleventh Street, Northwest: "I think they should attend the same schools. If we had mixed schools throughout the country it would help to solve what is called the race question."



Dorothy Lattimer, 1027 Kenyon Street, Northwest: "Whites don't want to associate with us. I don't think we should attend the same schools. I have worked for many white people and they are all the same. My husband, a soldier, has served in many States and found that all of the whites have a distaste for the colored person."



Frank A. Roscoe, 1513 Wallace Place Northwest: "I really think that they should. I feel that they can do it together. It has been done in other parts of the country and they seem to get along all right."



M. W. Schiver, 909 T Street, Northwest: "I don't see what harm it would do. By going to school together as children they would get along much better together when they became men and women. They would understand each other's problems better."



Alice Pierce, 1208½ S Street, Northwest: "I don't think so, but we should have schools with the same advantages as those of the whites. I believe that both groups should stay on their own side of the fence."



Nathaniel James, 1517 Eleventh Street, Northwest: "They should go to school together. It would be good economics to have only one school system instead of two. In a democracy where we are all citizens, all of us should attend the same schools."



In this war, just as in the last war, negro schools are doing their share toward bringing the war to a speedy and victorious end. First aid classes are taught and classes especially organized to teach canning, cooking and rolling bandages have been established. All the schools have contributed to the War Bond drive. Especially keen is the selling of war stamps in Maggie Walker High School where class rooms compete against each other and each week the room selling the most stamps is awarded a prize.<sup>49</sup> That the negro has contributed and sacrificed toward the war effort no one will deny. With more than ten percent of the negro population in the armed forces it is evident that the negro is doing his part on the battle front to win the war; and it is evident from the scrap contributions made and the War Bonds bought that he is serving equally as well on the home front. The negro if put to the task will, like the white, die for his country.. Why then must there be discriminations in a democratic country, especially in the school system, when we do not make discriminations of race when it comes to <sup>the</sup> question of who shall lay down his life for his country?

The negro's rise to higher heights in America will come about primarily through education. Where a minority people exist

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49. See note. 31.

it is essential that those people be educated fully, so that they might protect and maintain their rights. It is for us who are in the majority to see that those people less numerous than ourselves are given their full share of everything, and education ranks first in this nondiscrimination policy. If we are to be just we must give the negro the three goals in education for which he is striving today - establishment of additional kindergartens;<sup>50</sup> raise the per capita costs of the negro's education to that of the white pupil; and reduce the crowded conditions that are to be found in practically all classrooms. Richmond white schools very seldom have over thirty pupils in a class whereas the colored schools average thirty-five to forty-five pupils a class.

The negro realizes that his salvation will come through education. Let us give him that education justly.

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50. Only two kindergartens exist in the Richmond public colored schools.

## APPENDIX

## Appendix A

### Statistics for the School Year Ending July 31, 1899\*

Population of City, U.S. Census 1890			81,388
Enrollment of Pupils 1898-99			11,938
	Boys	Girls	Total
White	3,474	3,822	7,296
Colored	1,859	2,783	4,642
Total			11,938
PER CENTAGE of School Population Enrolled			White 49.2 Colored 50.9
AVERAGE ENROLLMENT of Each Teacher			White 41 Colored 59

### COMPARATIVE STATISTICS of Various School Years\*\*

SESSION	School Population		CLASSES		Total Enrollment		TEACHERS	
	White	Colored	White	Colored	White	Colored	White	Colored
1872-73	10,479	7,607	60	32	3,197	2,128	97	9
1879-80	12,756	8,786	75	44	3,741	2,170	118	11
1884-85	12,725	8,954	105	62	5,113	3,104	111	48
1889-90	14,779	10,195	188	98	6,789	4,968	154	76
1894-95	14,821	9,112	152	103	7,258	5,029	170	79

\* ANNUAL REPORT, THIRTIETH, 1898-99. pp. 9-8.

\*\* Ibid., pp. 32-33.

Appendix A (CONTINUED)

Statistics For The School Year Ending July 31, 1899 \*\*\*

School	Total Enrollment	Receiving Books	Average Age	Days Taught	Seating Capacity	Number of Schoolrooms Used
Normal	425	9	16	180	441	11
Fulton	88	...	8.6	177	52	1
East End	558	69	16.3	180	556	11
Valley	738	72	10.3	180	752	15
Navy Hill	916	102	11.0	180	952	16
Baker	707	70	10.6	180	650	13
Moore	788	93	11.0	180	754	15
Brook	422	29	10.5	180	362	8

\*\*\*ibid., pp. 18-19.

# APPENDIX B

## STATISTICS FOR THE SCHOOL YEAR ENDING JULY 31, 1930.\*

School	Total Enrollment	Monthly Enrollment	Average Daily Attendance	% of Attendance	Average Age	Days Taught	Capacity	Per Capita Cost of Education
Armstrong High	1,639	1,359	1,286	95.	14.9	180	2,472	\$42.59
Booker T. Washington	861	724	689	94.5	13.	180	750	30.90
Webster Davis	325	303	278	91.9	9.9	180	430	30.92
George Mason	987	919	867	93.9	9.6	180	1,078	29.50
Buchanan	878	810	755	92.9	10.4	180	680	25.30
Navy Hill	966	861	794	92.4	9.6	180	789	28.17
Baker	884	817	744	91.6	9.	180	950	30.80
Armstrong Elementary	313	289	265	91.	8.2	180	239	26.88
Moore	897	826	762	94.	10.8	180	1,164	32.54
Elba	551	452	409	91.	9.	180	582	23.16
Randolph	599	551	498	93.2	8.6	180	561	27.55
Sidney	193	185	170	95.2	8.2	180	200	25.28
Providence Park	99	93	88	94.9	9.2	180	138	39.42
Valley View	75	74	69	93.4	7.6	180	140	56.15
Dunbar	875	793	727	89.	9.	180	877	28.42

\* ANNUAL REPORT, SIXTY-FIRST, 1929-30. PP. 116-7

# Appendix C

## METROPOLITAN ACHIEVEMENT TESTS

PRIMARY III BATTERY: FORM A

APRIL AND MAY 1942

998 WHITE PUPILS - 586 COLORED PUPILS - 3H GRADE

WHITE SCHOOLS	NUMBER OF PUPILS	CHRONOLOGICAL AGE IN YEARS AND MONTHS	EDUCATIONAL AGE IN YEARS AND MONTHS	AVERAGE READING GRADE	AVERAGE ARITHMETIC GRADE	ENGLISH GRADE	SPELLING GRADE	TOTAL AVERAGE GRADE EQUIVALENT
GRACE ARENTS	34	9-7	8-5	3.3	3.2	3.4	3.2	3.3
NATHANIEL BACON	17	9-3	9-2	4.2	3.6	3.8	3.8	3.9
BELLEMEADE	28	9-6	8-7	3.3	3.6	3.2	3.2	3.4
BELLEVUE	27	9-10	8-10	3.5	4.0	3.1	3.4	3.6
BROOK HILL	32	9-3	9-3	4.1	4.0	3.9	3.5	3.9
JOHN B. CARY	46	9-8	8-11	3.6	3.7	3.5	3.3	3.6
CHIMBORAZO	25	9-6	9-0	3.7	3.9	3.8	3.5	3.8
HELEN DICKINSON	56	9-8	8-11	3.6	3.7	3.6	3.2	3.6
WILLIAM F. FOX	31	9-5	8-11	3.5	3.9	3.8	3.3	3.6
FRANKLIN	29	9-6	9-3	3.8	4.3	3.8	3.0	3.9
ROBERT FULTON	35	9-6	8-6	3.0	3.5	3.0	3.1	3.2
GINTER PARK	63	9-2	10-6	5.3	4.3	5.9	5.1	5.0
PATRICK HENRY	54	9-5	9-7	4.4	4.1	4.6	3.8	4.2
HIGHLAND PARK	62	9-5	9-9	4.3	4.2	4.6	4.5	4.3
ALBERT H. HILL	40	9-4	10-1	5.0	4.5	4.8	4.4	4.7
STONEWALL JACKSON	28	9-6	9-2	3.9	3.9	3.9	3.8	3.9
R. E. LEE	62	9-8	9-7	4.3	4.1	4.3	3.8	4.1
MADISON	29	9-7	8-11	3.4	3.9	3.5	3.0	3.5
MATHEW F. MAURY	53	9-6	8-3	3.0	3.4	2.8	2.6	3.1
OAK GROVE	21	9-6	9-0	3.4	3.8	4.1	3.4	3.8
SPRINGFIELD	40	9-10	9-4	3.8	4.0	4.0	3.9	4.0
STUART	42	9-5	9-6	4.3	3.8	4.5	4.0	4.1
SUMMER HILL	39	9-7	8-10	3.4	3.8	3.3	3.2	3.5
THORPE	24	9-3	9-0	3.8	3.8	3.8	3.1	3.6
WESTHAMPTON	81	9-0	9-5	4.2	3.9	4.1	3.6	4.1
<b>TOTALS</b>	<b>998</b>	<b>998</b>	<b>997</b>	<b>995</b>	<b>997</b>	<b>993</b>	<b>996</b>	<b>997</b>
RICHMOND MEDIANS 1942		9-5	9-2	3.9	3.9	4.0	3.6	3.9
RICHMOND MEDIANS 1941		9-6	9-2	3.8	3.9	3.9	3.6	3.8
RICHMOND MEDIANS 1940		9-6	8-10	3.8	3.6	3.2	2.9	3.5
RICHMOND MEDIANS 1939		9-4	8-6	3.3	3.4	3.0	3.3	3.2
RICHMOND MEDIANS 1938		9-3	8-5	3.4	2.8	3.0	2.9	3.2
NORMS		9-1	9-1	3.8	3.8	3.8	3.8	3.8

  

COLORED SCHOOLS	NUMBER OF PUPILS	CHRONOLOGICAL AGE IN YEARS AND MONTHS	EDUCATIONAL AGE IN YEARS AND MONTHS	AVERAGE READING GRADE	AVERAGE ARITHMETIC GRADE	ENGLISH GRADE	SPELLING GRADE	TOTAL AVERAGE GRADE EQUIVALENT
BAKER	93	10-1	8-9	3.5	3.4	3.3	3.3	3.4
BUCHANAN	55	10-3	8-8	3.2	3.7	3.3	3.5	3.4
WEBSTER DAVIS	35	10-3	8-3	2.8	3.4	3.0	2.7	3.1
DUNBAR	62	10-4	8-11	3.2	3.6	3.4	4.2	3.6
ELBA	63	10-0	8-8	3.5	3.4	3.3	3.1	3.4
GEORGE MASON	85	9-11	8-9	3.5	3.7	3.2	3.1	3.4
MOORE	38	10-3	8-1	2.8	3.2	2.7	2.6	2.9
NAVY HILL	52	10-2	8-9	3.2	3.5	3.5	3.4	3.5
RANDOLPH	72	10-4	8-7	3.2	3.6	3.4	3.3	3.4
WASHINGTON PARK	12	9-5	8-3	2.9	3.3	3.0	3.2	3.1
WOODVILLE	19	9-2	8-11	3.6	3.8	3.6	3.8	3.6
<b>TOTALS</b>	<b>586</b>	<b>586</b>	<b>586</b>	<b>586</b>	<b>586</b>	<b>586</b>	<b>586</b>	<b>586</b>
RICHMOND MEDIANS 1942		10-1	8-7	3.3	3.5	3.3	3.2	3.4
RICHMOND MEDIANS 1941		10-2	8-7	3.2	3.5	3.3	3.3	3.4
RICHMOND MEDIANS 1940		10-1	8-3	3.0	3.2	2.9	3.0	3.1
RICHMOND MEDIANS 1939		10-1	8-0	2.9	2.8	2.7	2.9	2.8
RICHMOND MEDIANS 1938		10-0	8-1	3.0	2.8	2.8	2.8	2.9
NORMS		9-1	9-1	3.8	3.8	3.8	3.8	3.8



METROPOLITAN ACHIEVEMENT TESTS  
 INTERMEDIATE BATTERY - PARTIAL FORM A  
 APRIL AND MAY 1942  
 989 WHITE PUPILS - 495 COLORED PUPILS - 4H GRADE

WHITE SCHOOLS	NUMBER OF PUPILS	CHRONOLOGICAL AGE IN YEARS AND MONTHS	EDUCATIONAL AGE IN YEARS AND MONTHS	AVERAGE READING GRADE	AVERAGE ARITHMETIC GRADE	ENGLISH GRADE	SPELLING GRADE	TOTAL AVERAGE GRADE EQUIVALENT
GRACE ARENTS	36	11-0	9-9	4.6	4.2	4.6	3.9	4.4
NATHANIEL BACON	24	10-6	10-7	5.2	4.7	5.7	4.6	5.0
BELLEMEADE	36	10-4	10-0	4.4	4.6	5.0	4.3	4.6
BELLEVUE	24	10-9	10-1	4.6	4.5	5.0	4.4	4.6
BROOK HILL	28	10-4	10-8	5.0	4.9	5.4	4.6	5.1
JOHN B. CARY	46	10-7	10-3	4.9	4.7	5.1	4.6	4.8
CHIMBORAZO	15	10-7	10-2	5.1	4.3	5.2	4.4	4.7
HELEN DICKINSON	56	10-7	9-11	4.6	4.5	4.7	4.2	4.5
WILLIAM F. FOX	66	10-5	10-5	5.2	4.6	5.6	4.4	5.0
FRANKLIN	37	10-7	10-2	4.5	4.9	5.3	4.4	4.8
ROBERT FULTON	45	10-2	9-10	4.3	4.4	4.6	4.4	4.4
GINTER PARK	52	10-2	11-5	6.2	5.2	6.8	5.5	5.8
PATRICK HENRY	37	10-6	10-11	5.6	5.0	6.3	4.6	5.5
HIGHLAND PARK	57	10-3	10-7	5.4	4.7	6.1	4.9	5.2
ALBERT H. HILL	36	10-5	11-4	6.3	5.2	6.3	5.4	5.7
STONEWALL JACKSON	21	10-9	10-1	4.8	4.4	5.1	4.3	4.6
R. E. LEE	77	10-6	10-8	5.4	4.8	5.8	4.7	5.2
MADISON	26	10-6	9-9	4.3	4.2	4.6	4.2	4.4
MATTHEW F. MAURY	24	10-6	9-7	4.4	4.6	4.4	3.6	4.4
DAK GROVE	13	10-6	10-4	5.4	4.8	5.4	4.6	5.0
POWATAN	42	11-1	9-11	4.6	4.5	4.8	4.0	4.5
SPRINGFIELD	33	10-6	10-8	5.2	4.8	6.0	4.7	5.2
J. E. B. STUART	33	10-3	11-1	6.2	5.1	6.3	5.0	5.6
SUMMER HILL	28	10-7	9-11	4.5	4.5	5.0	4.5	4.5
GEORGE THORPE	19	10-4	10-2	5.1	4.5	5.1	4.1	4.8
WESTHAMPTON	78	10-1	10-3	5.1	4.5	5.2	4.3	4.8
TOTALS	989	989	989	986	989	989	989	989
Q3		10-11	11-0	5.9	5.1	6.4	5.2	5.5
MEDIAN		10-5	10-4	5.1	4.7	5.4	4.5	4.9
Q1		10-1	9-10	4.4	4.3	4.5	4.0	4.4
RANGE		6-4	4-4	4.5	3.0	5.5	4.5	4.5
NORM		10-3	10-3	4.8	4.8	4.8	4.8	4.8
=====								
COLORED SCHOOLS	NUMBER OF PUPILS	CHRONOLOGICAL AGE IN YEARS AND MONTHS	EDUCATIONAL AGE IN YEARS AND MONTHS	AVERAGE READING GRADE	AVERAGE ARITHMETIC GRADE	ENGLISH GRADE	SPELLING GRADE	TOTAL AVERAGE GRADE EQUIVALENT
BAKER	91	11-0	9-11	4.5	4.4	4.5	4.3	4.5
BUCHANAN	43	11-6	9-7	4.4	4.2	4.2	4.3	4.3
WEBSTER DAVIS	21	11-9	9-6	4.3	4.3	3.9	4.0	4.2
DUNBAR	40	11-5	9-9	4.4	4.6	4.3	4.1	4.4
ELBA	41	10-7	9-10	4.4	4.5	4.4	4.2	4.4
GEORGE MASON	75	10-10	9-8	4.3	4.4	4.3	4.1	4.3
MOORE	38	11-9	9-6	4.2	4.4	4.2	3.9	4.2
NAVY HILL	45	11-4	9-7	4.1	4.3	4.3	4.2	4.2
RANDOLPH	73	11-3	9-8	4.3	4.3	4.3	4.2	4.3
WASHINGTON PARK	17	10-9	9-5	4.2	4.3	4.0	3.8	4.0
WOODVILLE	11	10-11	9-5	4.1	4.3	3.9	4.0	4.1
TOTALS	495	495	495	495	494	495	495	495
Q3		12-2	10-0	4.7	4.7	4.9	4.5	4.6
MEDIAN		11-2	9-8	4.3	4.4	4.3	4.1	4.3
Q1		10-6	9-5	4.1	4.2	3.9	3.7	4.1
RANGE		9-0	2-8	3.5	1.5	4.5	3.0	2.5
NORM		10-3	10-3	4.8	4.8	4.8	4.8	4.8

METROPOLITAN ACHIEVEMENT TESTS

INTERMEDIATE BATTERY - PARTIAL FORM A  
 APRIL AND MAY 1942

1005 WHITE PUPILS - 517 COLORED PUPILS - 5H GRADE

WHITE SCHOOLS	NUMBER OF PUPILS	CHRONOLOGICAL AGE IN YEARS AND MONTHS	EDUCATIONAL AGE IN YEARS AND MONTHS	AVERAGE READING GRADE	AVERAGE ARITHMETIC GRADE	ENGLISH GRADE	SPELLING GRADE	TOTAL AVERAGE GRADE EQUIVALENT
NATHANIEL BACON	17	11-4	12-0	6.4	6.1	7.1	6.2	6.4
BELLEMEADE	33	11-9	12-7	5.2	5.1	5.3	4.7	5.1
BELLEVUE	10	11-3	11-4	6.0	5.4	6.5	5.5	5.5
BROOK HILL	21	11-5	12-10	5.2	5.8	5.4	4.6	5.4
JOHN B. CARY	53	11-7	11-1	5.8	5.4	6.3	5.0	5.6
CHIMBORAZO	29	11-4	12-10	5.4	5.3	6.2	4.7	5.3
HELEN DICKINSON	46	11-6	12-9	5.4	5.1	5.9	4.8	5.3
WILLIAM F. FOX	57	11-5	12-10	5.4	5.3	5.8	4.6	5.4
FRANKLIN	32	11-10	11-2	5.9	5.8	6.0	5.1	5.8
ROBERT FULTON	37	11-4	12-7	5.2	4.8	5.4	4.9	5.0
GINTER PARK	62	11-2	12-1	6.7	6.1	7.2	5.9	6.4
PATRICK HENRY	45	11-4	11-10	6.5	5.8	6.7	5.5	6.2
HIGHLAND PARK	60	11-1	11-6	6.3	5.4	6.6	5.9	6.0
A. H. HILL	40	11-5	12-3	6.9	6.2	7.2	6.4	6.6
STONEWALL JACKSON	28	11-7	12-11	5.6	5.5	5.9	4.6	5.4
R. E. LEE	62	11-7	11-10	6.4	6.0	7.1	5.9	6.3
MADISON	62	11-10	12-1	5.0	4.4	5.0	4.0	4.7
OAK GROVE	18	11-9	12-10	5.4	5.2	5.5	4.7	5.2
POWHATAN	57	11-10	12-7	5.3	5.2	5.3	4.5	5.1
SPRINGFIELD	57	12-0	11-2	5.6	5.4	6.1	5.4	5.6
J. E. B. STUART	36	11-3	11-8	6.5	5.6	6.8	5.6	6.1
SUMMER HILL	28	11-7	11-0	5.3	5.9	5.9	5.1	5.5
GEORGE THORPE	28	11-5	11-5	5.9	5.4	6.4	5.4	5.7
WESTHAMPTON	87	11-1	11-11	6.6	6.2	6.8	5.7	6.3
TOTALS	1005	1005	1003	1004	1002	1003	1000	1004
RICHMOND MEDIANS 1942		11-5	11-3	5.9	5.5	6.3	5.2	5.7
RICHMOND MEDIANS 1941		11-6	12-10	5.4	5.2	5.8	5.2	5.3
RICHMOND MEDIANS 1940		11-3	12-11	5.5	5.2	6.1	5.2	5.4
RICHMOND MEDIANS 1939		11-2	12-10	5.6	5.1	5.9	5.0	5.3
RICHMOND MEDIANS 1938		11-3	12-11	5.5	5.1	6.0	5.0	5.4
NORMS		11-4	11-4	5.8	5.8	5.8	5.8	5.8
=====								
COLORED SCHOOLS	NUMBER OF PUPILS	CHRONOLOGICAL AGE IN YEARS AND MONTHS	EDUCATIONAL AGE IN YEARS AND MONTHS	AVERAGE READING GRADE	AVERAGE ARITHMETIC GRADE	ENGLISH GRADE	SPELLING GRADE	TOTAL AVERAGE GRADE EQUIVALENT
BAKER	85	12-6	10-3	5.1	4.6	5.0	4.5	4.9
BUCHANAN	42	12-3	12-0	4.7	4.6	4.7	4.8	4.6
WEBSTER DAVIS	17	12-5	12-2	4.8	4.8	4.8	4.9	4.8
DUNBAR	37	12-1	9-10	4.3	4.9	4.8	4.0	4.5
ELBA	68	11-10	10-5	5.2	5.1	5.2	4.4	4.9
GEORGE MASON	77	11-11	10-10	5.3	5.4	5.9	4.8	5.3
MOORE	46	12-7	10-5	4.5	5.2	4.8	5.2	5.0
NAVY HILL	43	12-2	10-3	4.7	5.1	4.8	4.9	4.8
RANDOLPH	70	12-2	10-8	5.0	5.2	5.4	5.1	5.1
WASHINGTON PARK	14	11-8	9-10	4.6	4.4	4.4	4.4	4.6
WOODVILLE	17	12-1	10-1	4.4	4.7	4.7	4.8	4.6
TOTALS	516	516	516	515	517	517	516	516
RICHMOND MEDIANS 1942		12-2	10-4	4.8	5.0	5.0	4.8	4.9
RICHMOND MEDIANS 1941		12-3	10-2	4.6	4.8	4.8	4.9	4.8
RICHMOND MEDIANS 1940		12-0	10-3	4.8	4.8	4.9	4.9	4.8
RICHMOND MEDIANS 1939		11-11	10-3	4.8	4.8	4.8	5.0	4.9
RICHMOND MEDIANS 1938		12-1	10-4	4.9	4.8	5.0	5.0	4.9
NORMS		11-4	11-4	5.8	5.8	5.8	5.8	5.8



# Appendix D

## TEACHERS SALARIES FOR THE SCHOOL YEAR ENDING July 31, 1941\*

SALARIES	NUMBER of TEACHERS RECEIVING VARIOUS SALARY SCALES	
	WHITE	Colored
\$ 300 - 399	1	1
400 - 499	1	
500 - 599	1	
600 - 699	2	6
700 - 799		24
800 - 899		20
900 - 999		16
1000 - 1299	45	174
1300 - 1599	45	60
1600 - 1999	339	3
2000 - 2499	287	
2500 - 2999	15	
3000 and OVER	4	

CERTIFICATES	NUMBER of Teachers with VARIOUS CERTIFICATES	
	White	Colored
Collegiate Professional	328	136
College	48	8
SPECIAL CERTIFICATE of College Grade	64	1
NORMAL PROFESSIONAL	226	139
ELEMENTARY	41	11
SPECIAL	18	8
PROVISIONAL ELEMENTARY	5	1
SPECIAL TRADE	10	

\* ANNUAL REPORT, SEVENTY-FIRST, 1940-41. p.132.

# Appendix F

PER CAPITA COSTS OF Tuition - BASED ON ENROLLMENT \*

YEARS	WHITE High School	Colored High School	White Elementary	Colored Elementary
1922-23	\$ 74.43	\$ 48.01	\$ 54.25	\$ 30.12
1923-24	76.42	48.59	56.06	33.45
1924-25	84.51	47.92	56.96	34.20
1925-26	83.98	47.87	58.94	34.53
1926-27	85.04	48.74	64.17	36.56
1927-28	86.79	50.22	66.60	39.82
1928-29	87.67	51.28	66.70	50.19
1929-30	89.17	54.20	68.07	41.29
1930-31	94.70	52.91	66.59	40.18
1931-32	92.48	51.42	66.12	38.22
1932-33	84.06	45.83	62.83	35.92
1933-34	80.76	44.05	63.47	35.55
1934-35	82.79	46.22	65.20	36.69
1935-36	83.56	46.80	69.41	38.16
1936-37	90.06	50.43	75.37	41.16
1937-38	86.62	50.30	76.73	41.76
1938-39	87.64	56.79	80.22	43.11
1939-40	89.03	58.06	81.43	43.12
1940-41	93.47	56.76	84.60	43.25

\* Taken from the Annual Report of each year as indicated

On my honor  
this paper  
represents  
my own work

Lauri Brennet