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AN HISTORICAL SKETCH
OF
PUBLIC HIGH SCHOOLS FOR NEGROES IN LOUISIANA

BY

EDNA M. CORDIER

A THESIS

SUBMITTED TO THE FACULTY OF
THE GRADUATE SCHOOL OF ARTS AND SCIENCES OF
XAVIER UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
OF
MASTER OF ARTS

Xavier University
New Orleans, Louisiana
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Dedication

Sisters of the Blessed Sacrament,
Missionaries of Truth,
Who have dedicated their lives to the
Task of fulfilling the noble mission
of
Leading souls to God through Love,
Doorway through which men must pass to
Their eternal destiny

This undertaking
Is most appreciatively dedicated.

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PREFACE

The question of educational facilities for Negroes has become an acute problem in the South in the last decade. The demand for equal opportunities in education is becoming more and more insistent among the mentally alert leaders of the colored group. They believe that, since they are called upon to perform certain duties imposed by the Constitution, they should likewise share in the benefits guaranteed by this sacred document. In keeping with this determination to win their rights numerous investigations in the field of education have been undertaken in order to supply adequate proof of the unfair educational practices working to the detriment of Negro education in states which have legally enacted a system of bi-racial schools.

A happy result of this effort to improve educational opportunities for the Negro is an awakening interest on the part of the white educators in the South and of students, both white and Negro.

This interest is evidenced in periodical literature and research studies in various phases of education for Negroes. A topic of special importance in this field during the last decade is the development of secondary education. Studies of this nature have been made in the several Southern states by both white and Negro investigators. In

1930, S.J. Ingram of the Graduate School of Tulane University wrote a thesis on Recent Progress of Negro High Schools in Mississippi. Two years later, Public Secondary Education for Negroes in South Carolina by Hollis Moody Long was published at Columbia University.

As far as the writer could ascertain, the field was still open for investigations of this type in Louisiana; and, since this effort seems to be the first in point of time, the subject was limited to the history of the movement which resulted in a system of secondary education for Negroes. Hence, the problem here proposed for solution is An Historical Sketch of Public High Schools for Negroes in Louisiana.

The purpose of the study is to show the extent to which present secondary educational conditions and facilities have been influenced by those of the past.

In addition, the study proposes to supply statistical data, in a crystallized form, which may be used for a more scientific interpretation of existing conditions, and aims to supplement similar studies which have been and are now being made in Southern States with a view to the improvement of education on the secondary level. It also aims to reveal the diversity of factors influencing secondary education in Louisiana and to give insight into these existing educational conditions with the hope that a more sympathetic

adjustment may be quickly and scientifically made in the solution of the momentous problem of Negro secondary education in the state of Louisiana.

To my major professor, Sister Mary Gonzaga, and to the Chairman of the Committee on Graduate Studies of Xavier University, Sister Mary Frances, who have given so very generously and untiringly of their time and their effort in the preparation, criticism, and reading of this thesis I wish to acknowledge my debt of gratitude. I also wish to thank Sister Mary Redempta, Librarian, for her aid in securing the volumes necessary for the completion of this task.

Edna M. Cordier

CHAPTER I

INTRODUCTION

Historical Background of the Problem

Since earliest times mankind has seen the necessity for educating its members in the rudiments of its culture and its civilization. The history of education is replete with the truth of this statement, for from the tribal organization to the more complex forms of society there is a thread of continuity running throughout the course of mankind's educational development. All peoples in ascendancy have seen the necessity for giving to less fortunate minority groups instruction or training in the fundamentals of their civilization if they were to continue to keep these groups among them. Strange to say, it was not until after the Civil War that the United States awoke to the realization of the necessity of giving her under-privileged groups the benefits of even a simple education.

Hollis Long bears evidence to the truth of the preceding remarks in his work entitled Secondary Schools for Negroes in North Carolina:

Public schools for Negroes were practically non-existent in the United States until after the Civil War. In the free states of the North, Negroes were sometimes permitted, but seldom encouraged to attend public schools

along with the Whites. Those who took advantage of this opportunity were few in number, and they rarely continued beyond the elementary grades. In the slave states of the South public opportunities were universally denied Negroes, and, in some states, were forbidden by law.

However, it must not be believed that not any Negroes were educated. The children of free men of color were well educated in many cases. These free men, especially in Louisiana, from the resources secured from their agricultural pursuits, were able to send their sons to some of the best European universities. Many of the outstanding colored families to-day owe their background and their progress to the children of these free men. Then, too, the problem of the education of the children of free men, both male and female, was further solved by the work of private schools and of private tutors.

These private schools, before the Civil War, though not many in number, were found distributed in both the North and the South. Their foundations, maintenance, and conduct were largely due to the charity and the philanthropy of Northern church and missionary societies.

Instruction in these schools rarely extended above the elementary grades, and enrollments rarely exceeded one or two dozen pupils. Progress under such conditions was naturally slow but not entirely lacking. At the close of the Civil War between 5 and 10 per cent of the

1. Long, Hollis Moody, op.cit., p.1-2.

1

Negro population in the United States could read.

At the end of the Civil War, there sprang into existence elementary schools for Negroes in various sections of the South. This was largely due to the Freedman's Bureau, an organization of the Federal government. Private organizations and liberal-minded individuals very soon after this period began to establish many such private schools. This movement was furthered by persons of both races, and it is largely as a result of their efforts that the public school movement, which was to become deeply rooted in the Southern States, began and their future development thus assured.

By 1875, the constitutions of the Southern States had been changed in accordance with the Fourteenth and the Fifteenth Amendment of the constitution of the United States and the Reconstruction Acts of Congress. Now, Negroes were given the same recognition, at least in theory, as free individuals. They were guaranteed all the rights and the privileges of citizenship in the various commonwealths. In actual practice, however, many pre-war conditions continued to prevail, and even to this day the Negro is frequently the object of bitter discrimination.

2

1. Long, Hollis Moody, Secondary Education for Negroes in North Carolina, p.1.

2. Ibid, p.2.

To secure a comprehensive background for the historical development of the high schools for Negroes in Louisiana it is necessary to trace the development of public education in general in the state of Louisiana. Louisiana, like other States in the South, was slow in providing educational facilities for the Negro population found within her jurisdiction.

The Constitution of 1864 granted freedom to the colored race of Louisiana.

The voice of man as, well as this fiat of the Almighty has decreed that slavery is dead. And the same noble instrument that pronounces its doom in this State, by a still nobler utterance, orders the education of those from whom the fetters have been struck. They must be prepared for the new life upon which they are entering and the efforts to educate them may be met with opposition.

The Constitution also guaranteed that the children of such people be educated. The work, therefore, of furthering a new and untried venture in the history of the world was laid upon the law-makers of Louisiana. They were to provide for the well-planned public education of the people but recently, by that immortal document, delivered from a state of bondage. In this great and humane undertaking, Louisiana stood first among the States. Others were to follow her, but

1. La. State Superintendent's Annual Report 1864, p.166

1

she pointed the way for them.

Nevertheless, up to September first, 1867, no provisions had been made by the local authorities of the State for the education of the children of Freedmen because the State laws then in existence provided only for the education of the whites. How public education for the Negroes in Louisiana began is well shown by the following passage:

The City of Jefferson took the initiatory by assuming the charge of two schools, formerly established by the Bureau of Refugees, Freedmen and Abandoned Lands, also establishing one other in addition thereto, three in number, employing in all seven (7) teachers. The City of Jefferson was followed by the City of New Orleans in an ordinance of the Commission Council, promulgated October 3, 1867, as following:

To amend an Ordinance entitled "An Ordinance of the Administration of the Public Schools of New Orleans", number 154 new series, approved July 11, 1866.

Article 2.

The Board of School Directors as above organized shall have the power to establish Public schools for the education of colored children, to appoint the teachers thereto, and to perform other acts as shall be necessary for the administration and government of the same and that, for the maintenance and support of such schools for colored children, the sum of seventy thousand dollars is hereby appropriated, the same to be over and above the appropriations already made for the support for public schools of the city during the current year, and to be subject to the conditions prescribed in Article 7 of the ordinance.

1. Ibid, p.173

2. La. State Superintendent's Annual Report, 1867, pp.10-11.

After the passage of the amendment to Ordinance 154, the Federal Bureau of Refugees, Freedmen, and Abandoned Lands transferred many of their schools to the City Board. In 1868, fourteen schools had been transferred to the School Board at New Orleans. In an agreement to transfer four of the schools to the City Board the following interesting paragraph was included:

In consideration of the above, (reference is made to the transfer of schools) it was further agreed that the trustees of "Straight University" should admit, free of cost of tuition, all pupils in the grammar department of the city colored schools, who might be found to be qualified for admission to that institution by its directors or trustees. A number of pupils have gone from city schools to the Normal department of the University.¹

This marks the first mentioning of provisions for free higher education in Louisiana for Negroes. The statistics in TABLE I give a graphic picture of public education in New Orleans for the years 1867-1869.

There were at this time fifteen private schools for colored in New Orleans. In these schools sixty-five teachers were employed, and fifteen hundred scholars were enrolled.² This material relative to the city of New Orleans is included because this city is the metropolis of the South, and until 1922, the Louisiana State Department of

1. *ibid.*, p.27, and *passim*.

2. *ibid.*, p.27.

Education did not exercise jurisdiction over the public schools of the city. However, data are available for the education of Louisiana as a whole prior to 1867-68. Table I shows that as early as 1864, schools for negroes had been established in fifteen parishes, including Orleans Parish,

TABLE I
STATISTICS OF THE PUBLIC SCHOOLS OF NEW ORLEANS
City of New Orleans.

	1867		1868		1869	
	White	Negro	White	Negro	White	Negro
Number of public schools	39	16	39	14	42	16
Number of teachers	264	52	269	53	269	59
Number of pupils	12178	2815	12890	2935	13172	2975
Average no. of pupils per teacher	48	52	48	55	48	51
Whole number registered	17190	4378	18379	2626	18059	5225

1. La. State Superintendent's Annual Report, 1869, p.27. and passim.

1. La. State Superintendent's Annual Report 1868, p.8.

Education did not exercise jurisdiction over the public schools of the city. However, data are available for the education of Louisiana as a whole prior to 1867-69. Table II shows that as early as 1864, schools for negroes had been established in fifteen parishes, including Orleans Parish, for which statistics are given separate from those for the City of New Orleans.

The Year of 1868 began a new era, not only in the history of New Orleans, but also in the history of the whole state of Louisiana. In a report made by the Superintendent then in office, Thomas W. Conway, the following pertinent material appears:

One important event that has indelibly marked the advent of this new era, is the formation and the adoption of a State Constitution, recognizing the brotherhood of a race of human beings, long held in the bondage of body and mind; but the work is yet only half accomplished. Heretofore, upwards of ninety thousand children have been denied the benefits of our public schools, who in future are to be received into them and prepared for the duties of life the same as those who formerly reaped all their benefits. The constitution has mapped out the course, but it rests with the Legislature to clear it of all obstructions, allowing education to extend far and wide over our state, to rich and poor, black and white.¹

This new constitution placed a heavy increase for education on the financial burden of the state, for not only did it provide for the education of the Negroes, but it also pro-

1. La. State Superintendent's Annual Report 1868, p.5.

TABLE II

MONTHLY REPORT OF SCHOOLS UNDER DIRECTION OF THE BOARD OF EDUCATION FOR FREEMEN, DEPARTMENT OF THE GULF, 1

NEW ORLEANS, SEPTEMBER 30, 1864

Parishes	No. children between 5 & 12 in Parish	No. of Directors in Parish	Number of Schools in Parish	No. of Districts without Schools.	Number of Teachers	Number of Scholars in Schools	Av. Attendance of Scholars	No. not attending Schools	Remarks
New Orleans	4000	00	15	00	41	2560	1875	1440	Several more schools will be put into operation in a few days.
Orleans	475	4	4	10	8	406	329	69	One in St. James.
Jefferson	800	12	8	4	14	730	497	70	One in Plaquemines.
Plaquemines	406	7	4	3	4	280	240	126	Two in Terrebonne.
St. Bernard	969	9	7	2	6	485	430	484	
St. Charles	738	9	6	3	6	375	325	363	
St. John	747	10	7	3	7	435	364	312	
St. James	1173	16	00	16	00	00	00	1173	
Ascension	808	10	2	8	2	141	125	447	
Iberville	500	12	1	11	2	175	125	325	
Baton Rouge	1007	3	3	00	12	698	572	309	
E. Baton Rouge	423	9	2	7		173	131	250	
Terrebonne	1730 ^m	20	6	14	8	458	368	1272	
Lafourche	386	10	2	8	3	215	175	171	
Assumption	1178	19	7	12	7	500	473	678	
St. Mary	450	4	4	00	5	415	300	35	
Total	15790	154	78	91	125	8046	6349	7744	

vided for a change in the system of enumeration of educables. The ages were raised from six and eighteen to six and twenty-one years. This made an increase in the number of white educables as well. The enumeration of educables for the year 1865-1866 showed that there were 113, 771 white youths.¹ The lowest estimation according to the new constitution gave the total educable population of both races as 266,543.² This figure was one-fifth greater than twice the former enumeration.

In 1868, Congress passed a law which provided that the educational division of the Freedmen's Bureau should not suffer interference until the restored state provided for the education of the children of freedmen. In Louisiana the Bureau had under its control two-hundred and sixteen schools, employing two-hundred and fifty-nine teachers, and having an attendance of 12,309 pupils. This number included all colored public schools over which the Bureau retained partial jurisdiction. All of these schools were elementary.²

The following quotation from Colonel Mason, manager of the Freedmen's Bureau in 1869, may serve to give an excellent picture of the general status of education then existing in Louisiana:

1. La. State Superintendent's Annual Report, 1869, p.13,14.
2. Ibid, p.12.

3. La. State Superintendent's Annual Report, 1872, pp. 22-23.
4. La. State Superintendent's Annual Report, 1873, p. 222.

No Southern State reveals a greater necessity than Louisiana for educational advantages; and no one is at present so barren of them. Owing to the unfortunate conditions of the past, outside of New Orleans, there are comparatively no school-houses, not public schools, even for whites.¹

In 1869, through aid furnished by the Freedmen's Bureau and by philanthropic societies, the first institutions for the higher education of Negroes came into legal existence through the acts of incorporation of Straight University and of the Union Normal School, which in 1873 was merged with the Thomson Biblical Institute to form New Orleans University.² In the following year, 1870, Leland University was incorporated.³ These three private schools played an active part in the higher education of Negroes, not only in New Orleans, but also throughout the whole state of Louisiana.

Thus far no mention has been made of public high schools for Negroes. The reason is obvious,--none had as yet been established. The time was ripe, however, for the development of a system of secondary education for Negro youth. The opportunities for advanced learning in private institutions had fostered a desire for this advantage and the elementary public schools were providing potential high school students who were eager to continue their studies. The origin and

1. Ibid, p.21

2. La. State Superintendent's Annual Report, 1872, pp.28-32

3. La. State Superintendent's Annual Report, 1875, p.389.

the slow and oftentimes discouraging development of the facilities for which Negro youth were clamoring are outlined in the following chapter.

The forerunners of the public secondary schools for Negroes in the state of Louisiana, as has been mentioned in a preceding chapter, were the private academies founded through the agencies of the Freedmen Bureau, the generosity of Northern philanthropists, and the Northern missionary societies. The most important of these academies were located at New Orleans and were known, respectively, as Straight University, New Orleans University, and Leland University. The great work accomplished by these pioneer institutions merits a brief sketch of their early history.

In 1838, Straight University received its first charter. It was incorporated under the laws of the state of Louisiana, June 26, 1838, with power to confer all such degrees and honors as are conferred by such Universities in the United States. This institution was named in honor of its greatest donor, Seymour Straight, and was located on Bayou La Batre and Derbigny Streets.

It was controlled and supported by the American Missionary Association. Its doors were opened to all, without re-

1. Forty-sixth Annual Catalogue of Straight University, 1874-75, p. 12.

2. La. State Superintendent's Annual Report, 1878, p. 102.

CHAPTER II

ORIGIN AND DEVELOPMENT OF THE HIGH SCHOOLS

The forerunners of the public secondary schools for Negroes in the state of Louisiana, as has been mentioned in a preceding chapter, were the private academies founded through the agencies of the Freedmen Bureau, the generosity of Northern philanthropists, and the Northern missionary societies. The most important of these academies were located at New Orleans and were known, respectively, as Straight University, New Orleans University, and Leland University. The great work accomplished by these pioneer institutions merits a brief sketch of their early history.

In 1868, Straight University received its first charter.¹ It was incorporated under the laws of the state of Louisiana, June 25, 1869, "with power to confer all such degrees and honors as are conferred by such Universities in the United States". This institution was named in honor of its greatest donor, Seymour Straight, and was located on Esplanade and Derby² Streets.

It was controlled and supported by the American Missionary Association. Its doors were opened to all, without re-

1. Forty-sixth Annual Catalogue of Straight University, 1914-15, p.12.

2. La. State Superintendent's Annual Report, 1875, p.391.

gard to race or to sex. The aim as stated in its charter follows:

The corporate name of this institution shall be Straight University. The purposes and objects of this corporation are the education and training upon Christian principles of young men and women---and to receive by gifts, devise bequest, lease, purchase or otherwise, property, real or personal, or the use or possession thereof and apply, administer or dispense of the same for promotion of such education and training.¹

The school originally embraced the following departments:

- I. Academic, in which students are prepared for college, or secure a good English education.
- II. Collegiate, having a regular college course.
- III. Normal, arranged with special reference to the education of teachers.
- IV. Agricultural.
- V. Medical, for the practical study of diseases, and their scientific treatment. The Charity Hospital is open to this department.
- VI. Law, which embraces the usual studies of a law student's course.
- VII. Theological, which receives members of all religious denominations. French, and German languages, vocal and instrumental music are taught.²

The academic department provided two courses: classical and common English. In the classical course the following subjects were offered: Latin, French, and higher arithmetic, algebra, geometry, natural sciences, mental and moral philosophy. The graduates of this department received a diploma. The English course was designed for those students who lacked

1. Forty-Sixth Annual Catalogue of Straight University, 1914-15, p.12.

2. La. State Superintendent's Annual Report, 1872, p.28.

the time and the means to take the regular course. No diploma was granted for this course, but the student was given a certificate of the progress achieved, a practice employed¹ to-day in modern education.

In 1870, through the Freedmen Bureau the United States government gave to the trustees of Straight University a building costing \$20,000. The School prospered rapidly, and in its first four years of existence over one thousand different students were received and were instructed in the various departments. In this same year the main building and the library were completely destroyed by fire. In 1878, Straight University was moved to a new location on Canal Street, which was then "a sea of mud"². Here it developed, and here remained, giving to the Negro youth the advanced education which the state had failed to provide until 1935 when it was merged with New Orleans University to form the Dillard University on Gentilly Avenue.

The history of New Orleans University is somewhat similar to that of Straight University. Its early history goes back to a merger of Union Normal School, located on Camp and Race Streets, and the Thompson Biblical Institute. The latter school was under the auspices of the Methodist Episcopal

1. La. State Superintendent's Annual Report, 1875, p.392.

2. Forty-Sixth Annual Bulletin of Straight University, 1913-14, p.13.

Church and was located on the second floor of the Union Normal School. The object of the two schools, as stated in the report of the Superintendent of Education, follows:

The design of the school (Union Normal) is to prepare young men and young women, without distinction as to race, color or previous conditions, for teaching. Its work, however, thus far, has been wholly among colored people.

The object of the institute (Thompson Biblical Institute) is to prepare young men for the ministry. The course of study is the same as that prescribed in the discipline of Methodist Episcopal Church for ministers who are candidates for orders, together with such courses of lectures as the faculty may deem proper.¹

The Union Normal School had two courses of study, preparatory and normal. Admission to the Normal School was made by a successfully written examination on the preparatory course. The preparatory, one year course, was open to any one who could successfully read the Fourth Reader and had been as far as fractions in Arithmetic.² After three years, March 22, 1873, the two schools were merged and incorporated under the name of New Orleans University. The adjoining property was purchased for the institution, and here it remained on Camp and Race Streets until it was moved to a new location on St. Charles and Valmont Streets shortly before 1891.³ It belonged to the Louisiana Conference of the Metho-

1. La. State Superintendent's Annual Report, 1873, p. 29.

2. *ibid.*, p. 30

3. Seventy Years of Service, New Orleans (Published by the Faculty of New Orleans University), 1935, pp. 13-15.

dist Episcopal Church and was supported by the Freedmen's Aid Society of that Church. Its organization consisted of four departments: Classical, Scientific, Normal, Theological.¹ It remained on St. Charles Avenue until 1935 when it was merged with Straight College to form the Dillard University of New Orleans, Louisiana.

In 1870, by means of funds appropriated by the Freedmen's Bureau and through the philanthropy of Holbrook Chamberlain of Brooklyn, New York, another university was chartered under the name of Leland University. This School was located on St. Charles and Chestnut Streets, and it was designed to educate all youths, regardless of race, color, sex, or sect. Applicants desiring admission had to present testimonials of good moral character or certificates of honorable dismissals from other institutions.²

Leland University offered three courses of study; i.e., academic, college preparatory, and college. The academic course was a three-year one intended for those who did not wish to study the languages. The college preparatory was designed especially for pupils who had the ability, the time,² and the determination to attain a full liberal education. The college course was patterned after the traditional college

1. La. State Superintendent's Annual Report, 1875, p.390.
2. La. State Superintendent's Annual Report, 1875, p.389.

course, Leland University continued to function until the hurricane of 1915 destroyed its buildings. The property was then sold, and a new site was purchased in Baker, Louisiana, where the school domiciles and continues to function.

Too much praise cannot be given to these pioneer schools for their work in preparing the Negro youths as leaders of their people. This does not mean that these were the only schools whose work merits praise or that they were the only schools in the field of higher education for Negroes, for the annual report of the superintendent states:

There are other private and denominational schools in the state that merit recognition, and I would gladly mention them in this report, but their directors have not furnished data.¹

The higher public education of the youths of the State of Louisiana was neglected for its white, as well as for its Negro population. Statistical data concerning the early public high school are furnished only for the city of New Orleans, and even these are scarce. Before the war there were eight high schools in the city of New Orleans.² In 1876, only three of these schools remained, one for boys and two for girls. The boys' school offered a four-year course, while the girls' offered a three-year one. Admission to these high schools was by written examination on the grammar

1. La. State Superintendent's Annual Report, 1872, p.32

2. La. State Superintendent's Annual Report, 1863-64, pp.175-176

1

school course.

On November 18, 1874, Charles W. Boothby, Superintendent of Education of the Sixth Division, the district in which the city of New Orleans was located, sent letters to the principals of all public schools announcing the time, the place, and the full instructions concerning the high school entrance examinations. Acting in accordance with the rights granted her by the state legislative enactments, which deny the exclusion of any child from a public school, Mrs. Woods, a colored school teacher, attempted to comply with the superintendent's requests. The humiliation suffered by her and by her pupils will be forever a stain on the educational records of the state of Louisiana. They were refused admission and were asked to leave the school. At the refusal of Mrs. Woods to be dismissed, Mrs. McDonald, the principal of the Upper Girls' High School, dismissed the school. The girls retired to the neighborhood and drew up a petition declining to receive their diplomas from a mixed school. The senior and the junior classes refused to attend classes until the race issue was settled.

2

Similar attempts met with the same results in the Girls' Lower High School and in the Boys' High School. A committee

-
1. La. State Superintendent's Annual Report, 1872, p.68.
 2. La. State Superintendent's Annual Report, 1874, pp.LIII,ff.

of boys from the Boys' High School delegated themselves to go from school to school to expurgate the schools of all
 1
 Negroes.

A few of the titles of editorials published in the daily newspapers describe sufficiently the emotional enmity aroused between the two races.

SCHOOL IMBROGLIA

An Attempt To Introduce Negroes Into The
 Girls' Upper High School
 Action Of The Graduating And Junior Class
 A History Of The Affair

THE RACE ISSUE IN THE SCHOOLS
 ATTEMPT TO PLACE SIXTEEN NEGRO GIRLS IN THE
 UPPER HIGH SCHOOL

THE YOUNG LADIES INDIGNANTLY WITHDRAW
 AND PROTEST

THE MIXTURE THAT WOULD NOT GO DOWN
 THAT ATTEMPTED IN THE UPPER GIRLS' HIGH SCHOOL.

EQUAL RIGHTS BUT SEPARATE SCHOOLS
 SAY YOUNG LADIES OF THE GIRLS' UPPER HIGH SCHOOL

1. Ibid. pp. LXXI-LXXVII.

PROGRESS OF THE "MIXTURE" ENTERPRISE
NEGROES INVADE THE BOYS' HIGH SCHOOL

NEGRO RIOTS
THE BLACKS UNDER ARMS

THE YOUTHFUL REGULATORS
HOW THEY MANAGED THE AFFAIRS
THE WORK OF EXPIUNGING

THE WAR COMMENCED
A COLLISION BETWEEN THE WHITE BOYS AND THE NEGRO MEN

THE SCHOOL DIFFICULTY

VISITS PAID TO SEVERAL SCHOOLS

THE WHITE BOYS FIRED ON

SUPERINTENDENT LECLERC SAYS HE WILL
CALL ON THE MILITIA FOR ASSISTANCE IN AFFAIR

WAR SURE ENOUGH APPRAY AT THE KELLY
MARKET SEVERAL PERSONS INJURED

1. La. State Superintendent's Annual Report, 1874,
pp. LXIX-LXXV.

Concerning these editorials, of which a reprint may be found in the State Superintendent's report for the year 1874,¹ Superintendent William G. Brown (colored) makes the following statement:

The following editorials are, to say the least, outrageous. For a paper to herald to the world as "Negro Riots", "The Blacks Under Arms", the acts of fathers, brothers and sisters running to rescue little ones, from the hands of a mob, is an exhibition of wickedness and maliciousness that is staggering. But it is difficult to find language sufficiently strong to condemn the attempt to play upon the passions of any class for the purpose of provoking outrage, or to foster hate against the Government. Yet to the New Orleans Conservative Press belongs this inenviable reputation of having achieved this notoriety.²

Similar outrages occurred throughout the State. The State superintendent and the members of the Board were accused of using the schools for political ambitions and of misusing the school funds. Protests and petitions were made asking for the removal of certain members of the board. P. S. Pinchback (colored) a member of the board and former acting-governor of the State, (1872-1873) was publicly accused of accepting bribe for appointments to teaching positions. A challenge to prove the accusation brought no response from the accuser. The attempt to place Negroes in the public high schools of New Orleans merely increased the bitter political strife of the Reconstruction Period to a still

1. La. State Superintendent's Annual Report, 1874, pp.LXIX-LXXXV.

2. Ibid., p.LXXX.

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 greater height. It resulted, not only in the denial and the exclusion of Negro children from higher education, but also in the objection to and the refusal to receive Negro children in many elementary schools where they had been received and tolerated, and it served as the impetus for the establishment of the first public high school for Negroes in the state of Louisiana.

After the political storm which resulted in the overthrow of the Radical Party and Superintendent Brown and his organization, the new state legislature enacted some new rules and regulations for the government of public schools and teachers. These were adopted March 26, 1877. The following are from Item Three of section two of the school act No. 23, of 1877.

Rule 1. The public schools in Louisiana shall be designated as Elementary, Academic, and Normal Schools.

Rule 4. The Academic Schools shall be for continued instruction of such youth, over fourteen years of age as are competent to pursue those branches, which, in optional courses, suited to their known aptitudes, will fit them for business pursuits, or for admission to the Normal Schools, or to the Agricultural and Mechanical College, or the State University of Louisiana.

Rule 5. The Normal Schools shall be for the general improvement of young teachers who desire promotion in the school of primary or grammar grades, and for the professional training of graduates of Academic Schools, public or private, as desire to exercise the teacher's vocation.²

1. La. State Superintendent's Annual Report, 1875, pp. 40ff.
 2. La. State Superintendent's Annual Report, 1877, pp. XXXVII.

Rule 39. Parish Boards shall afford white and colored children, respectively, equal facilities for their mental instruction and moral training, by competent and experienced teachers.¹

It is interesting to note here that a careful study of the reports of the parish superintendent show no provision at this time for academic or Normal training for Negroes except in the city of New Orleans. The State enacted the law but did not provide the means of complying with the law. This statement is true for the whites as well as for the Negroes, for very few parishes furnish statistical data on higher education, even for the whites.

In compliance with Rule 1 of the State Law the following changes were made by the city board of education at New Orleans:

To reduce the expenses of the High Schools and to secure a more practical course of instruction the following modifications and rules have been adopted:

First- The City School heretofore, known as High Schools are to be designated as Academic Departments, numbered one, two, three, respectively.

Second- That the course of studies in these Academic Departments shall be limited to two years, and be embraced in four departments,....

Third- The number of teachers in each academy shall be limited to four, one principal and three assistants.

Fourth- That the classes in the Academies shall be known as Junior and Senior classes, respectively;....²

1. Ibid., p.XLII

2. Ibid., pp. 300-301.

The reorganization of the high schools into academies gave the school board much concern, for there were still more than three hundred Negro children attending elementary schools where the whites were in majority. In order to keep the Negroes from making an attempt similar to that which occurred in 1874, some provisions for the higher education of colored children was necessary. The following paragraphs from the report of Superintendent Lusher summarizes the feeling prevailing among the whites for their colored citizens on the subject of higher education:

It has long been apparent, in the city of New Orleans, that nine-tenths of our colored citizens prefer separate schools for the education of their children and that the desire to enter white schools, in contravention of the natural law, is peculiar to children of mixed white and colored blood, whose parents have always been free. These children undoubtedly merit special consideration, and, as they have a strong aversion to association in the schools with children of darker hue, it would seem wise to establish a separate intermediate class of schools for their instruction. This the City Board of School Directors has already done by opening an "Academy No. 4", in charge of a very competent and deserving colored teacher, and an experienced lady assistant under whose skillful guidance, a much larger number of such children than are now in attendance can be rendered thoroughly conversant with all the essential liberal branches of education.¹

Academy No. 4 was located in a rented building, the "Old Haunted House", at the corner of Royal and Hospital Streets. The very competent and deserving principal men-

1. Ibid., p.V.

tioned above was E. J. Edmonds, (colored) whose former position was Professor of Mathematics in Central Academy No. 1¹ for white boys. His assistant was Mrs. Emma Prados. Table III will furnish some light on the high school situation in New Orleans for whites as well as for Negroes in 1877.

The enumeration of educables for the city of New Orleans for the year 1877 shows 68,918 youths between the ages of six and twenty-one years. The total number of these educables registered in public schools was 15,169 whites, 4,338 colored; a total of 19,507. Of this number, which is comparatively small according to the number of educables, only 324 were registered in public high schools, 314 whites and 10 Negroes. Since definite statistics for high schools are lacking for the other parishes of the state, it is impossible to get a picture of these schools, even for the whites. However, by way of comparison an interesting picture of the general situation in the whole of Louisiana may be formed from Table IV which gives the total enrollment in both elementary and high school in 1877.

The statistics in Table IV and V shows some discrepancies in the totals and grand total. This is due to the fact that some of the parishes furnished the totals irrespective of sex or race. The surprising fact is revealed by Table IV

1. Ibid., p. 253.

TABLE III
 ENROLLMENT IN THE ACADEMIC DEPARTMENT IN NEW ORLEANS

Names of Schools	On Roll Last Report		Average Attendance		Now on Roll		Annual Register		Total No. of Pupils Instructed
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Boys No. 1	80	...	80	...	81	...	86	...	18,507
Girls No. 2	..	157	..	152	..	159	..	159	24,350
Girls No. 3	..	65	..	59	..	62	..	69	
Academy No.4 (Colored)	9	..	10	..	10	
Total	80	222	80	220	81	231	86	238	324

TABLE IV

STATISTICS OF THE PUBLIC SCHOOLS OF LOUISIANA

1877

	No. of Schools in Parishes	Number of Pupils in Attendance						Grand Total
		Male	White Female	Total	Male	Colored Female	Total	
Total as reported for by all Parishes. (N.O. not included)	973	8902	6,334	16,042	9094	7,739	17,511	34,683
City of New Orleans	71	8127	7,042	15,169	1987	2,351	4,338	19,507
Grand Total	1044	17,029	13,376	31,211	11,061	10,090	21,849	54,390

that the number of white pupils registered by the public schools in New Orleans is almost equal to the total number of white pupils registered for the whole state of Louisiana and also that the number of colored children in the parishes, excluding New Orleans, is greater than the number of whites in the parishes excluding New Orleans. This recalls the statements of J. S. Stoddard in his report on the

TABLE V
 ENUMERATION OF EDUCABLES IN LOUISIANA

1877

	White	Colored	Total
Number of Educables in 57 parishes, New Orleans not included.	88567	108548	197115
Number of Educables, New Orleans	68918
Total Educables, 1877			266033

1. La. State Superintendent's Annual Report, 1877, p.335.

1. La. State Superintendent's Annual Report, 1877, pp.120-121.

that the number of white pupils registered in the public schools in New Orleans is almost equal to the total number of white pupils registered for the whole state of Louisiana and also that the number of colored children in the parishes, excluding New Orleans, is greater than the number of whites in the parishes excluding New Orleans. This recalls the statements made by E. S. Stoddard in his report on the "general condition of schools" in the Second Division of Louisiana of which he was Superintendent:

The colored people eagerly seek the benefits of public education, whenever public schools are placed within their reach, and have not, up to the present time, abated in that interest at first displayed, as predicted by some would transpire when the novelty should have worn away.

The colored children, as a rule, are advancing rapidly, much more so than the white. (I refer to the rural districts.) There is a reason for this, however. As a class their appreciation of education is undeniably greater than that of the whites, as proven by the facts in the case. They are more regular in attendance, will go further and will sacrifice more to attend school than the white. Many colored children in my division have been in constant attendance, traveling to do so a distance from four to six miles, while the white will grumble if the school is placed a half mile from their door.¹

Judging from the slow development of the first public academy for Negroes, one can see that the novelty of a

1. La. State Superintendent's Annual Report, 1871, pp.120-121.

higher education was waning. This may be said with more truth about the academies for the whites, for the two white academies for girls were merged into one in 1879, and the total high school enrollment for whites in the City of New Orleans had decreased from 314 in 1877, to 265 in 1879. Table VI gives the enrollment of colored children in the public academy for three years.¹

The poor registration in high school brought forth the following significant remarks from W. O. Rogers, City Superintendent:

It will be noticed that no reference is made to public exercises in connection with the Academic Department No. 3, which school was established about two years since, for the purpose of offering opportunity for improvement to the colored pupils, equal to those enjoyed by the whites. The omission is not the result of neglect or indifference to the interests of this class of pupils, but is the necessary result of the absence of any pupils sufficiently advanced in their studies to constitute a graduating class.

For several causes the number of students attending this school has greatly decreased, and there are no classes in the Grammar schools sufficiently far advanced to form a junior class for the academic course. Time may remedy this difficulty; however, at present it is beyond the central board.

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1. La. State Superintendent's Annual Report, 1877, p.245; Ibid, 1878, p. ; Ibid, p.28 (cf. Report for New Orleans).
 2. Originally Academy No.4 which became No.3 in 1879 when the number was reduced by the merging of two academies for white girls.
 3. La. State Superintendent's Annual Report, 1879, p.8.

That there were many circumstances which kept the enrollment of the academy from increasing in any degree, which among the causes were the formation and the adoption of the new state constitution of 1879, which prohibited mixed schools, thus denying to the negro the right to attend any school in the district in which he resided, a right which had been guaranteed him by Article 100 and 101 of the constitution of 1856. Another reason may be attributed to

TABLE VI
PUBLIC ACADEMIC ENROLLMENT FOR NEGROES IN NEW ORLEANS

YEAR	BOYS	GIRLS	TOTAL
1877	0	10	10
1878	0	16	16
1879	17	23	40

school. It is supposed here from the statistics made by the superintendent that the negro was never discontinued, for no mention is made of it in the report of the state superintendent after 1879.

The next noteworthy attempt at higher education for the negroes of Louisiana was the establishment of Southern University, an attempt to supply with the obligation of the new constitution of 1879 which granted equal educational facilities, but separate schools. A brief sketch of its early history

That there were many causes which kept the enrollment of the academy from increasing is not denied. Chief among the causes were the formation and the adoption of the new state constitution of 1879, which prohibited mixed schools, thus denying to the Negroes the right to attend any school in the district in which he resided, a right which had been guaranteed him by Articles 135 and 136 of the constitution of 1868. Another reason may be attributed to the fact that the academic departments of the private institutions of Straight, New Orleans, and Leland Universities had grown rapidly and were offering a higher type of training than that offered by the public academy. Still another reason lies in the fact that many Negroes made the choice of not attending any school rather than to attend a segregated school, just as some of the whites who were unable to afford private education had done, rather than attend a mixed school. It is supposed here from the comments made by the superintendent that the academy was soon discontinued, for no mention is made of it in the report of the state superintendent after 1879.

The next noteworthy attempt at higher education for the Negroes of Louisiana was the establishment of Southern University, an attempt to comply with the obligation of the new constitution of 1879 which granted equal educational facilities, but separate schools. A brief sketch of its early history

follows because in its early days it served chiefly as a public high school for the city of New Orleans. The following excerpt witnesses to this fact:

For the three years of Rev. Mr. Harrison's administration the total enrollment of pupils was 860. Also during the latter year of his presidency an arrangement was made with the officers of the New Orleans public schools by which those colored pupils who completed the common-school grammar course were transferred to the high-school department of the university.¹

Southern University was established by Act 231 of the State Constitution for the purpose of affording opportunity² for higher education to the colored race. The Honorable P. S. Pinchback, T. T. Allain, and Henry Demas (colored) were instrumental in its establishment, acting as sponsors³ of the movement in the Constitutional Convention of 1879. It was chartered by the General Assembly of the State in 1880 and opened its doors on Calliope near St. Charles Streets in the city of New Orleans, January 1881. An annual appropriation of \$10,000 for maintenance was granted the institution by the Constitution.

1. Fay, Edwin Whitfield, The History of Education in Louisiana, United States Bureau of Education, Circular Information, No.1, p.117. Washington: Government Printing Office, 1898.

2. Gov. S. D. McEnery's Message to the General Assembly Official Journal of Representatives, 1886, p.14.

3. Survey of Negro Colleges and Universities, United States Department of Interior. Bureau of Education (1928) No.7, p.390.

Louisiana, Official House Journal, 1886, p.14.
 2. Id., Official House Journal, 1881, p.14.

Its first three years were rather unsuccessful. However, in his message to the General Assembly in 1888, Governor Samuel D. McEnery expressed the work of the institution of the past year as being satisfactory and that the school had received 91 pupils from the City of New Orleans. It had a Normal Department and an Industrial Department for Girls. He expressed the need of developing an industrial department for both sexes. The following is his statement.

No matter how thorough the academic course may be, the university will be a failure in its work for colored people unless there is an industrial department and mechanical department attached to it.¹

The school developed rapidly. In 1890, under the Morrill Act, it was selected to be the land-grant college for the colored children of the State of Louisiana. In that same year, according to Governor Francis T. Nicholls' message to the Assembly, it had an enrollment of 383 pupils, many of whom had been transferred from the public schools of New Orleans.²

The institution was organized on the basis of the following departments:

1. College
2. Normal

1. Governor's Report on Education to General Assembly of Louisiana. Official House Journal, 1888, p.16.
 2. La. Official House Journal, 1890, p.14.

3. High School (Preparatory)
4. Grammar School
5. Department of Music
6. Industrial Department
 - a. Agricultural School
 - b. Dairying School
 - c. Mechanical School
 - d. Bookkeeping
 - e. Typewriting
 - f. Printing¹

By Act No. 13 of the General Assembly of 1896, the Board of Trustees, composed of whites and Negroes, was authorized to sell the property on Calliope Street to the McDonogh School Fund for \$15,000 and to purchase with the proceeds a new site and building, a square of ground bounded by Magazine, Soniat, Dufossat, and Constance Streets.² In connection with the purchase of this property it is interesting to note what H. N. Hill, President of the University has to say:

In 1880, when Southern University was instituted, by the State, just sufficient money was appropriated annually to pay the teachers, but the school was entirely without a building to conduct its sessions. The Board of Trustees existing at that time did the best thing they could under the circumstances. They dispensed with most of the teaching force, saved the money for years which would have been paid to these teachers, and finally built the present substantial building paying down what money they had and giving a mortgage on the building for the balance due. The square of grounds which was bought by them for \$6000, is now easily worth between \$30,000 or \$40,000. The Mortgage which was originally \$12,000 has since been reduced to \$8,000. Thus, out of teacher's pay and

1. La. State Superintendent's Annual Report, 1900, pp. 359-360.
 2. La. Official House Journal, 1888, p. 16.

the land's increase in value in New Orleans, the State is in possession of grounds and buildings worth over \$70,000.¹

The following figures are given in the State Superintendent's Biennial report, 1900-1902, to show the growth of the school.²

1894-95-----	308
1895-96-----	332
1897-98-----	368
1898-99-----	443
1899-1900-----	379
1900-1901-----	422

The school continued to prosper at its location in New Orleans until the year of 1913, when by Act 118 of the General Assembly, this property was sold and with the proceeds a new site was purchased at Scotlandville, Louisiana, not far from Baton Rouge. The school then became known as Southern University and Agricultural and Mechanical College.

The question of the removal of the University to the rural section of Louisiana had long been agitated. Superintendent T. J. Harris thus expresses himself in his report for the session 1908-09:

The academic work which is being done by Southern University is excellent, but necessarily it can reach only the colored population of New Orleans. The agricultural work of this institution is from the nature of the case productive but little, if any good. In the first place, the farm is several miles from the

1. La. State Superintendent's Annual Report, 1906-07, p.134.

2. La. State Superintendent's Annual Report, 1901-02, p.359.

school and in the second place the student body of the Southern University is composed of city Negroes who naturally feel no necessity for agricultural training. If the school were in the country, a model school of several hundred children could be maintained. These children could be instructed in a valuable way along industrial lines. Teachers would come to such a school from all sections of the State where they could secure training in farm operations, shop work, etc. It would be possible under such conditions to maintain a real agricultural, and industrial normal and to reach the Negroes of the State.

I recommend, therefore, that Southern University be sold and the money invested in an agricultural, industrial, and Normal school.

It is believed that the agitations of the Negroes for higher education throughout the State, and the willingness of the State to desire to appease this desire, at the least cost of the State, were the motives for the removal of Southern University, rather than the reason given by Superintendent Harris, who again renewed his plea in his report for the school session for the year 1909-1910 with the following statement:

The work of the Negro Schools should be based upon agriculture and industries of the State. We have been able to do but little, however, in the way of introducing the industrial branches into Negro schools on account of the inability of school boards to secure the services of teachers prepared to do that character of work. I recommend that all the property belonging to Southern University, located in the City of New Orleans and in Jefferson Parish be sold and the proceeds invested in an agricultural, industrial training school for Negro teachers to be located near the center of the State and in a rural district. Southern University

1. La. State Superintendent's Annual Report, 1908-09, p.51.

is nothing more than a high school operated for the benefit of New Orleans. It is failing utterly to do the work intended by its founders and supporters, the State of Louisiana and the National Government. Negroes from the country could not, if they desired, go to New Orleans for their education, and they should not if they could. They should be educated in the country and for the country. The demonstration farm of one hundred acres is in Jefferson Parish, several miles from the city, and it is therefore, of little or no use to the school. Dr. P. P. Claxton, United States Commission of Education, agrees with me that Southern University can best serve the Negroes of the State if it is moved from New Orleans to a country location. The Parish superintendents and school board members endorsed this suggestion in their recent conference.¹

In 1913, Superintendent Harris finally achieved his ambition. The institution was moved, leaving the City of New Orleans with no provisions for the higher education of its Negro citizenry furnished either by the State or by the City Board of Education. The high school and the normal departments of Southern were accredited by the State in 1914, and its college department in 1922. A high school is still maintained, as a model school for the teacher-training school.

Between the period 1879 to the turn of the century there is no evidence for secondary public instruction for Negroes except in Southern University, "which was the

1. La. State Superintendent's Annual Report, 1910-11, p.44

2. This opinion is based upon the fact that exclusive of Southern University there is no report for high school education for Negroes in the Superintendent's report from 1879 to 1899-1900.

first and only state building erected in the State for the education of the colored people".¹ During this period, however, in various parts of Louisiana, high school studies were introduced, apparently, in already existing schools. It may have been that enterprising principals, recognizing the ability of their eighth grade graduates, by special arrangement with educational authorities, added certain high school subjects. However it may have come about, there is evidence that Negro pupils were being instructed in high school studies previous to 1899-1900. During this year fifteen parishes of the State offered instruction beyond high school level. Two hundred eighty pupils were enrolled in high school studies, two hundred eighty-three followed a combination of high school and grammar school subjects. The data in Table VII were abstracted from a report for all the parishes, forty-three of which were still without any public provision for high school educables. The Lincoln Parish Normal and Industrial Institute ranked first with eighty-five pupils registered in high school studies. The title of the school indicates, however, that the curriculum was combined with teacher-training subjects. No information is given on the number of years through which the course extended. In three instances high school instruction was provided for only

1. Fay, Edwin Whitfield, Op.cit. p.119.

TABLE VII

 STATISTICS OF GRADED AND UNGRADED NEGRO PUBLIC HIGH SCHOOLS IN CITIES, TOWNS AND VILLAGES ¹

1899-1900

Parish	Name of School	Location	No. of Instructors			Prim. Studies	Pupils Enrolled			Total
			M	F	T		Gram. Sch. Studies	High Sch. Studies	Gram. & High Sch. Studies	
Avoyelles	Bunkie School	Bunkie	-	1	1	40	22	18	-	80
Bossier	Preparatory Sch.	Benton	1	1	2	48	10	4	14	76
Carroll East	Graded School	Lake Providence Near	1	2	3	76	82	7	0	162
Concordia	Black Hawk	Vidalia	2	1	3	72	75	22	97	266
DeSoto	Public School	North of Kenchie	-	1	1	60	8	2	0	70
	Public School	Mansfield	2	2	4	130	69	2	0	210
Felicianas	First Ward	St. Francisville	1	2	3	176	40	4	0	200
Lafourche	Corporation	Thibodeaux	2	1	3	106	55	26	15	202

1. La. State Superintendent's Annual Report, 1898-99, p. 62-65.

TABLE VII--Continued

Parish	Name of School	Location	No. of Instructors			Prim. Studies	Pupils Enrolled			Total
			M	F	T		Gram. Sch. Studies	High Sch. Studies	Gram. & High Sch. Studies	
Lincoln	Normal & Industrial Institute	Ruston	2	2	4	54	61	95	-	200
Madison	Public School	Delta	1	-	1	43	10	7	0	60
"	Public School	Tallahah	1	0	1	50	8	0	2	66
Morehouse	Public School	Oak Ridge	1	0	1	25	19	6	24	73
Rapides	Graded School	Alexandria	2	1	3	178	87	14	69	348
St. Helena	Normal & Industrial Institute	Greenberg	1	1	2	75	43	2	0	120
St. Mary	Public School	Baldwin	-	2	2	130	69	44	42	285
Tensas	Colored Public School	St. Joseph	1	1	2	90	53	26	20	169
Terrebonne	Houma School	Houma	2	0	2	98	40	11		149

TABLE VIII

two pupils.

No statistical data are shown for the parish of Orleans in this record. The reason is that the higher education of Negroes in this parish was left to the State University (Southern) and private institutions; namely, Straight, New Orleans, and Leland Universities. The following statement is made in regard to secondary education of Negroes in New Orleans:

Secondary education of colored pupils is left to institutions of higher learning conducted for colored students.¹

On January 2, 1899, the State Normal and Industrial School in Alexandria was opened. This fact is mentioned because its plan of organization included a high school department with an enrollment of fifty pupils.²

The reports for the next ten years show a slow but steady growth in the education of the Negro, but no statistical data are given for secondary education until the session of 1910-11. From the report of the superintendent which showed the number of children on roll each month by grades the data in Table VIII were gathered. The number used represents the highest enrollment. Twelve parishes reported Negro children in school doing some high school work. A four-year course was offered in two

1. La. State Superintendent's Annual Report, 1899-1900, p. 634.
 2. La. State Superintendent's Biennial Report, 1898-99, p.174.

TABLE VIII

1

PUPILS ENROLLED IN COLORED HIGH SCHOOLS

JULY 1, 1910 TO JULY 1, 1911

Parish	Grade				Total	Months
	(8)	(9)	(10)	(11)		
Assumption	7	-	-	-	7	4
Caddo	13	27	-	-	40	9
E. Carroll	14	-	-	-	14	9
Iberia	10	3	3	-	16	9
Lincoln	10	-	2	-	12	4
Ouachita	10	-	-	-	10	3
Rapides	13	-	-	-	13	8
Sabine	16	14	1	2	33	9
Tangipahoa	9	1	-	-	10	3
Union	3	-	-	-	3	3
Webster	4	9	1	1	15	5
Winn	3	-	-	-	3	5
Total	112	54	7	3	176	

The following account of Superintendent Harris does not
 1. La. State Superintendent's Biennial Report, 1909-10,
 and, 1910-11, pp. 338 ff.

1. La. State Superintendent's Biennial Report, Part I,
 1910-11 and 1911-12, p. 18

2. La. State Superintendent's Biennial Report, Part II,
 1910-11 and 1911-12, p. 17.

parishes; a three-year course in two parishes and a two-year course in six parishes. Four of the schools remained open for nine months, one for eight months, and the remainder for three or four or five months.

The next five years brought little progress in the secondary education for Negroes. In the report on high school education for the session 1913-14 the following statement was made by the state superintendent of education concerning high schools for Negroes:

I shall not outline the Negro school situation because there is not much that is hopeful to be said, the status of the Negro Schools being about the same as when my biennial report of 1910-11 and 1911-12 was issued.¹

Table IX, compiled from records giving the promotion of children by grades in 1913-14, shows the promotions for Negro children for grades eight to eleven inclusive.² If it is assumed that all the pupils promoted returned the following session, which is apparently not the case, the enrollment in public high schools for Negroes for 1915-16 would be the total shown in Table IX.

The following comment of Superintendent Harris does not aid materially the picture of the development and the growth

1. La. State Superintendent's Biennial Report, Part I, 1913-14 and 1914-15, p.18

2. La. State Superintendent's Biennial Report, Part II, 1913-14 and 1914-15, p.17.

of Negro High Schools, and it is cited to show exactly the changing attitude which is responsible for the growth and the development of the Parish Training School.

Public sentiment is growing in the state in favor of a sound elementary education for all Negro children with the ability to do successful work in one of the state's industries; and more and more are adopting the truth that an ignorant population does harm to the state one-half of whose population is ignorant and illiterate. There is a growing feeling in request for less and cruder and poorer kinds of conduct. The state is growing with a better sense and ideal.

TABLE IX

PROMOTION BY GRADES

1913-14

	Boys	Girls	Total
Promotion from 7 - 8 grades	254	360	614
Promotion from 8 - 9 grades	61	170	231
Promotion from 9 -10 grades	3	9	12
Promotion from 10-11 grades	1	5	6
Total	319	544	863

1. Volume III of Biennial Report, 1913-14 and 1914-15 (A Year Summary and Thirty-Day Report) p. 6.
2. La. State Superintendent's Annual Report, 1913-14, p. 70.

of Negro High Schools, but it is cited to show merely the changing attitude which is responsible for the growth and the development of the Parish Training School:

.....Public sentiment is growing in the state in favor of a sound elementary education for all Negro children plus the ability to do successful work in one of the state's industries; and more and more are we accepting the truth that no permanent prosperity can come to the state one-half of whose population is ignorant and lives in filth and disease and is lacking in respect for law and order and proper ideals of conduct. Intelligence makes for greater working efficiency and for living in sympathy with lofty purposes and ideals, and this applies to the Negroes as it does to the white people.....

We cannot afford to treat this question of Negro education with the indifference that has prevailed in the past. We should provide good elementary schools for all Negro children and place them in position to make the best citizens that their natural endowments, increased and refined by sound instruction, will enable them to make.¹

The total enrollment in public high schools for 1923-24 reached approximately 3,000 pupils with a distribution as follows:²

Grade	No. of Pupils
8	1308
9	850
10	482
11	<u>268</u>
Total	2908

1. Volume III of Biennial Report, 1915-16 and 1916-17 (A Brief Summary and Thirty-One Maps) p.16.

2. La. State Superintendent's Annual Report, 1923-24, p.73.

It was in this year that the need for more and better high school facilities became apparent to the Department of Education. The desire to fulfill this need was not pure altruism. It had its origin in the economic condition of the South. The Southern Negroes were leaving the rural sections for the North in such large numbers, that the agricultural industries of the South were menaced. In many sections where the problem was acute attempts of force were used to stop the migration of the Negro to the North. The summary and the suggestions of Superintendent Harris on the enrollment and attendance in 1923-24 will give testimony of the acuteness of the effect of the Negro migration to the North:

The public schools enrolled 134,412 Negro children. The number of Negro educables is 242,706. Subtracting the enrollment from educables the out-of-school population, 108,294, is left. There are probably as many as 20,000 Negro children in private schools, which reduces the out-of-school population to something like 80,000 to 90,000. That is, we have failed to provide school facilities, either public or private, for that number of Negro children. I think the time has come when we shall have to decide upon a definite policy of Negro education. We shall have to decide whether we should attempt to provide elementary instruction for all Negro children, or whether we shall pursue our policy that has prevailed in the past, namely, of maintaining schools for something like one-half of the Negro children of school age.

My view is that instruction of the right kind helps everyone, and that if the Negro children are taught the elementary branches and are made to appreciate their duty as industrious, law-abiding citizens, they will prove a greater asset to the state than if they are left in filth and ignorance.

Aside from the altruistic ideals, the question of Negro labor is involved in this matter of Negro schools. Negroes are moving out of the communities that are failing to maintain schools for their children, and this exit of Negroes results in idle plantations. My information is that the agricultural communities that are providing school facilities for Negro children have a contented Negro population, and that the labor question in such communities is giving little or no trouble.

We have in the State four approved high schools. I believe that this number should be increased. I see no reason why all the larger centers of the state with heavy Negro populations should not maintain high schools for the Negro children finishing the elementary grades. Such a policy would result in a better supply of trained teachers and a higher type of leadership.

In 1924-25, attention was called to the work of the twenty-one Parish Training Schools in the State. The underlying reason for the establishment of these schools, as explained then, was the preparation of better equipped teachers. Approximately, 4,500 Negro children were enrolled in these schools. Their organization consisted of elementary work, some high school work, teacher-training, and a considerable amount of industrial work; i.e., chiefly agriculture, shop, and domestic science. These schools received a great portion of their financial support from out-of-state funds including Rosenwald Fund, the Slater Fund, the General Board of Education and the Jeannes Fund.

1. La. State Superintendent's Annual Report, 1923-24, pp.47-48.

Large contributions were made by the Negroes themselves and¹
by interested whites in the communities.

The financial contribution for Negro education received from various agencies is given in the following recapitulation taken from the annual report for 1925-26 under the heading Outside Aid to Negro Schools. The report also shows the amount raised in the same year through local effort to² assist projects aided by outside agencies.

	1925-1926	
	Amount Contributed by Agencies	
	Without State	*Within State
1. General Education Board	\$ 6,945.00	\$ 37,457.00
2. Jeannes Fund	8,800.00	9,173.00
3. Slater Fund	6,100.00	66,111.00
4. Federal Board---Smith-Hughes	17,533.99	20,080.99
5. Rosenwald Fund	27,180.00	102,658.00
	<u>\$66,588.99</u>	<u>\$255,479.99</u>

*This amount does not represent the total contributions for Negro education in Louisiana, but only those helped by the outside agencies.

The percent of educables enrolled in the public schools, both elementary and high, over a period of twenty-five years³ is shown in Table X.

1. La. State Superintendent's Annual Report, 1924-25, p.28.
2. La. State Superintendent's Annual Report, 1925-26, pp.41-42.
3. La. State Superintendent's Annual Report, 1924-25, p.38.

TABLE X
 COMPARATIVE ENROLLMENT OF WHITE AND COLORED
 1900-1925

	1900	1905	1910	1915	1920	1925
White	59%	59%	67%	69%	70%	74%
Colored	32%	31%	36%	40%	51%	56%

These figures are merely cited to show that the progress made in Negro education was dependent on the enlightenment of the whites. This is evidenced by the following extract:

The advancement in the development of the Negro school has been as rapid as it should have been, for it has been in keeping with public sentiment, and no institution can be developed very much beyond the public opinion upon which its success depends. Those in charge of Negro education do not lose sight of the environment in which Negroes are required to live and to work, and to the extent of their ability they are attempting to equip the Negro children to work successfully in their environment.¹

The report of the department of education for 1928-29 shows an encouraging growth in the development of higher education for Negroes. This progress was made by establishing the so-called Parish Training Schools. The number of schools organized under this title and the year

1. La. State Superintendent's Annual Report, 1924-25, p.39.

in which they were established are as follows:

1
Parish Training Schools

Parish	Year Established
Tangipahoa	1911
Morehouse	1915
Sabine	1916
Lincoln	1918
Washington	1918
Winn	1918
Claiborne	1919
Acadia	1920
Beauregard	1920
Richland	1920
St. Tammany	1921
Webster	1922
St. Helena	1922
Allen	1923
Bienville	1923
St. Mary	1923
East Carroll	1924
Concordia	1924
Madison	1925
Natchitoches	1925
St. Landry	1925
De Soto	1926
Tensas	1926
Union	1926
Iberia	1927
Lafayette	1927
Vernon	1927
Franklin	1928

The first Parish Training School appeared in Tangipahoa Parish in 1911. In 1928-29, twenty-eight of the sixty-six parishes in the State had organized Parish Training Schools, five of which had terms of nine months, and the remainder terms of not less than eight months. Although these schools

1.La. State Superintendent's Annual Report, 1928-29, p.168.

were organized for the purpose of training teachers, Table XI shows that the total enrollment of the Parish Training Schools for the session of 1928-29 was 9576. Of this number, 8158 pupils, approximately 85 per cent, were enrolled in grades below the high school level, 1418 pupils, (15 per cent) were enrolled in the high school grades. Teacher training is included as one of the three branches of vocational subjects offered. In the agricultural classes 501 pupils were enrolled; in the home economic department, 1157; in the Teacher Training Department, 296. From the foregoing statistics it would seem, and correctly so, that the name Parish Training School, is a misnomer and the motive for establishing these schools assigned above,¹ is merely a pretense. A later explanation² by A. C. Lewis, agent for Negro Schools for the State, gives the true reason concerning the purpose and the naming of the Parish Training Schools.

The word training school was used in the early days when divisions of Negro education in State departments were meeting determined objection to the establishment of high schools for Negroes. The term was, therefore, used to avoid the use of high schools when seeking appropriations from school boards to support Negro training schools which we all thought of as high schools. School boards did act favorably on a request for appro-

1. cf. p.47.

2. An office created by the General Education Board in 1916. The Board paid the salary of the agent. (cf. Vol. III of Biennial Report 1915-16 and 1916-17. A brief Summary and Thirty-One Maps.) p.16.

TABLE XI
PARISH TRAINING SCHOOLS
1928-29

Total Enrollment				No. Taking Vocational Subjects					
Below H.S.	Grade			Total Enrol. H.S.	Total Enrol.	Agric.	Home Ec.	Tr. Train.	No. Grads
	8	9	10						
8158	469	382	556	211	1418	501	1157	296	274

priations for a training school when they did not consider making appropriations for high schools. In recent years, we are not using the term training school generally. However, it is necessary to hold the term at the present time in some sections of our State. Superintendents and school board members in the majority of the parishes will support high schools whereas twenty years ago they would not. I hope this gives sufficient explanation for the use of the term. A first class training school five years ago did not contact good enough to be given full accreditation by the State. At the present time, we recommend for State accreditation any Negro high school whether it is known as a training school, or a high school, provided it meets the standards.¹

The growth and the development of the secondary schools for Negroes may best be shown by a series of comparative statistics over intervals of five-year periods beginning with the session for which data are most available. An attempt was made to cover the period from the session 1914-15 to the session 1939-40. The reason for the selection of this period is because 1914 marks the beginning of the continued growth of public secondary education for Negroes in Louisiana. However, no data were available, either in the annual reports of the State Superintendents or in the files of the State Department of Education for the year 1914-15, as the reader will observe on consulting Table XII which gives a clear picture of the development of the "State-Accredited" high schools.

1. Louisiana Colored Teachers' Journal, Vol. XIII, No. 3, Mon. III, (Feb., 1940) P. 32. (This statement was made in answering a questionnaire submitted to the State Department of Education by a committee of Colored Teachers Association of Louisiana appointed to survey the Negro High Schools of the State).

TABLE XII

PUBLIC STATE-ACCREDITED NEGRO HIGH SCHOOLS

	1914-15	1919-20	1924-25	1929-30	1934-35	1939-40
No. of Senior High Schools		2	3	4	6	39
No. of Secondary Teachers			40	70	92	302
No. of Students Registered			1308	2540	3619	8048
No. of Graduates		33	220	500	687	1243
No. Accredited by So. Ass'n.		0	0	0	0	0

1. Louisiana Colored Teachers' Journal, Vol. III, No. 3, Mar., 1931, (Feb., 1930) p. 22.

It is necessary here to explain what is meant by the terms "State-Accredited" and "State-Approved" high schools. This is best explained by quoting the answer given by the state agent of Negro schools in response to a question in the questionnaire mentioned above.

Question:

Explain the terms: State-Accredited Negro High Schools, and "State-Approved Training Schools for Negroes".

Answer:

"Accredited High Schools" for Negroes means that all schools in that list are accredited by the State on the same basis that white high schools are accredited. We have a second list of high schools which are given State approval because they are doing four years work yet they do not quite meet the standards for full State accreditation. Graduates from this second class of schools may be required to take an examination before entering college.¹

An analysis of Table XII reveals some interesting and startling facts:

(a) In 1919-20, there were only two State-Accredited High Schools; in 1924-25, a period of five years, the number had increased to three; in 1929-30, a similar period, the number had increased to four; in 1934-35, the number had increased to six; 1939-40, the number had reached thirty-nine. From this table it is seen that the growth at first was very slow or gradual and reaches an increase

1. Louisiana Colored Teachers' Journal, VolXIII No13, Mon. III. (Feb., 1940) p.32.

of 550% from 1934-35 to 1939-40. The reason for this rapid increase in Negro public secondary education may be attributed to several contributory factors, chief among which are the following: (1) The accreditation of many Parish Training Schools; (2) the awakening of a better social consciousness in regard to Negro education as an outgrowth of the exodus of Negro laborers to the North because of bettered educational facilities; (3) the awakening of the Negro as to his rights under the U.S. Constitution; (4) the complex social character of the age making demands upon the Negro from the viewpoint of taxation.

(b) In 1924-25, forty teachers were employed in the Accredited Negro high schools of Louisiana; in 1929-30, there were 70; in 1934-35, there were 92; in 1939-40, there were 302. The per cent of increase for the period 1924-25 to 1934-35 was 75 per cent; for the next period, 31.4 per cent; for the third period, 229 per cent. This increase may be due to the same reasons as assigned for the growth in number of the secondary schools. However, an additional reason is the increase of pupil enrollment.

(c) In 1924-25, the registration in accredited schools was 1308; in 1929-30, it was 2540; in 1934-35, it was 3619; in 1939-40 it was 8048. From 1924-25 to 1929-30 there was an increase of 94.18 per cent; from 1929-30 to 1934-35,

there was an increase of 42.0 per cent; from 1934-35 to 1939-40 a positive gain of 122.1 per cent. This phenomenal increase in attendance is probably due to the following factor: the availability of secondary education for the masses due to the accreditation of training schools.

Heretofore, pupils attended these, but they could not enter college without an examination, and this consideration interfered with the pupils' desiring to attend these training schools. They took advantage of those located in the city.

(d) The number of graduates followed the trend of the enrollment. From 1924-25 to 1929-30 the per cent of increase was 127.2; from 1929-30 to 1934-35, it was 37.4; from 1934-35 to 1939-40, it was 80.9. In the fifteen year period from 1924-25 to 1939-40 the increase in the number of graduates from state-accredited schools was 465 per cent.

The report for 1939-40 shows that three hundred eighty-three white schools are accredited by the State and that one hundred twenty-seven of this number are accredited by the Southern Association of Secondary Schools and Colleges. There are no public Negro high schools accredited by the latter association. The following enumeration showing the growth of accredited schools is a clearer picture of the trend in accreditation of Negro Public High Schools.

Number of Accredited Negro High Schools

1918-19	2	1936-37	30
1923-24	3	1937-38	36
1929-30	4	1938-39	39
1933-34	6	1940-41	41
1935-36	34		

The phenomenal increase of twenty-eight Negro state accredited public high schools in one year, (1935-36), raises a question as to the standards used in classifying Negro schools. The same year the per pupil cost of secondary education did not increase in the same proportion. There was a considerable increase in the number of teachers, but the salaries were decreased.

As has been previously stated, the problem of this thesis is to trace the historical development of high schools for Negroes in the State of Louisiana from the Civil War period to the present. However, the documentary evidence which should be in possession of the Louisiana Department, were not wholly lacking for some periods, has not been consistently compiled. Therefore, the tables which have been designed to trace movements by periods, are frequently incomplete for this reason. Nevertheless, the available data have been interpreted with the view of giving as complete a picture as possible of the

schools under discussion.

The year 1924-25 marks the point of departure from the old system. Henceforth, statistical data appear to be more reliable and are more consistently compiled. Table XIII reveals this fact in the record of the enrollment for that year. From 1924-25 on, the annual reports provide the data required for the comparative study on the enrollment of pupils in the Negro High Schools in Louisiana. The next five-year period shows an increase in enrollment over the preceding period in the high school grades. The increase by grades is as follows: grade eight, 90.7 per cent; grade nine, 124.1 per cent; grade ten, 150 per cent; grade eleven, 109.2 per cent. During the next five-year period, the rate of increase shows a decline. Grade eight, as compared with the preceding period, shows an increase of 55.8 per cent; grade nine, 51.7 per cent; grade ten, 32.5 per cent; grade eleven, 47.3 per cent. The rate of increase continues to decline in the next five year period except in grade ten.

A difficulty which presents itself in the analysis of the registration of high school pupils is the discrepancy in the totals. For instance, the total for the registration by grades for 1939-40 as given is 13,692¹ whereas the total en-

1. La. State Superintendent's Annual Report, 1939-40, p.98.

TABLE XIII

REGISTRATION AND DISTRIBUTION
 NEGRO PUBLIC HIGH SCHOOLS IN LOUISIANA
 (REGULAR AND VOCATIONAL)

Enrollment by Grades

Session	8	9	10	11	Total
1914-15					
1919-20					
1924-25	1330	784	505	420	3039
1929-30	2537	1755	1263	879	6434
1934-35	3955	2664	1674	1295	9588
1939-40	5611	3640	2576	1865	13692

It might be available in local records.

From the minutes of the New Orleans School Board it can be ascertained that DeLoach No. 25 was opened in September, 1917 in a building which had been used as a white school.

1. 1944, p. 171.
2. La. State Superintendent's Annual Report, 1939-40, p. 25.
3. Minutes of the New Orleans School Board, August 24, 1917, p. 181.

rollment by sexes is computed as 17,440.¹ This difference is probably due to the fact that pupils followed some high school work in schools regularly organized on the elementary school level.

From this analysis one may note that there is an increase in all grades of the high school for the periods under consideration, 1924-25 to 1939-40. The increase is marked and sudden for the period 1929-30, and, thereafter is gradual in accordance with the Law of Averages.

The annual report for the session 1922-23 lists three four-year state approved colored high schools, one in Baton Rouge, one in Shreveport, and one in New Orleans.²

In the absence of accurate information on the date of the establishment of these high schools it is difficult to trace the growth in number by periods. This information is not contained in the reports of the State Department, though it might be available in local records.

From the minutes of the New Orleans School Board it can be ascertained that McDonogh No. 35 was opened in September, 1917 in a building which had been used as a white school.³

1. Ibid., p.171
 2. La. State Superintendent's Annual Report, 1922-23, p.53.
 3. Minutes of the New Orleans School Board, August 24, 1917, p. 161.

The rating of the Negro High School is likewise difficult to follow as the tabulations differ year by year. Four different types of enumeration are used within a period of seven years as may be seen in the following enumerations:

	1928-29
No. of Accredited Schools-----	3
No. of Parish Training Schools-----	28
No. of Schools Unapproved-----	No data

	1929-30
No. of Accredited High Schools-----	4
No. of 4-year Approved Parish Training Schools-----	27
No. of 3-year Approved Training Schools-----	8
No. of Schools Unapproved-----	No data

1933-34

STATE-APPROVED HIGH SCHOOLS AND TRAINING SCHOOLS

Grade*	Class	
	First	Second
A (11)	9	2
B (5)	4	1
C (27)	14	13
D (4)	1	3

*Grade of school refers to type of organization class refers to quality of work.

*Accredited high schools were accredited on the same basis as white schools.
**Approved high schools are schools being four years ago but do not quite meet the standards for full accreditation.

1934-35

STATE APPROVED PUBLIC HIGH SCHOOLS AND TRAINING SCHOOLS

Grade	Class		
	First	Second	Third
A (41)	30	10	1
B (-)			
C (-)			
D (7)	1	6	

No. of 4-year schools-----	41
No. of 3-year schools-----	4
No. of 2-year schools-----	2
No. of 1-year schools-----	1

However, since the historical survey would be incomplete without showing at least the total number of High Schools in 1939-40, the following figures are proposed for observation and examination.

1939-40

*Number of Accredited Schools-----	39
**Number of Approved Schools-----	23
Number of Unapproved Schools-----	23
Total-----	85
No. of 4-year schools-----	65
No. of 3-year schools-----	9
No. of 2-year schools-----	10
No. of 1-year schools-----	1
Total-----	85

*Accredited high schools means accredited on the same basis as white schools.

**Approved high schools are schools doing four years work but do not quite meet the standards for full accreditation.

Table XIV contains a record of the registration together with the average daily membership, average daily attendance, and the percentage of attendance. The average length of the session for high schools is not recorded. The percentage of attendance shows a slight increase for the ten-year period from 1929-30 to 1939-40. The table is self-explanatory. The figures show that the attendance range follows the trend of registration.

Information on the per capita cost of Negro high school pupils could not be made so long as high school and elementary statistics were compiled together on such factors as registration and attendance. Until the 1924-25 session the per capita cost of instruction for Negroes was computed for elementary and high schools as one figure. The amount for 1924-25 was \$8.33. The following year the statistics appeared separately for the first time, and in this year the per capita cost shows a notable increase. However, the difference between the per capita cost of white and colored pupils, as revealed in Table XV, indicates an enormous disparity in the educational facilities in the high school for the two groups.

The prescribed qualifications for teaching in the Louisiana high schools is the possession of a Bachelor's degree. In 1939-40, out of 4119 Negro teachers, 34 held the Master's degree, 1157 the Bachelor's degree. The percentage, both elementary and high, holding degrees was 28.9; the percentage teaching

TABLE XIV
ATTENDANCE IN NEGRO PUBLIC HIGH SCHOOLS

	Registration	Average Daily Membership	Average Daily Attendance	Per Cent of Attendance
1914-15				
1919-20				
*1924-25	3039			
1929-30	6434	4972	4576	92
1934-35	9588	8691	8022	92
1939-40	17440	13461	12457	94

*The per cent of attendance for Negro high schools is recorded separately for the first time in the session 1925-26. The percentage of attendance was 86 for that year.

TABLE XV

PER PUPIL COST OF SECONDARY EDUCATION IN LOUISIANA
 BASED UPON CURRENT PAYMENTS,
 REGISTRATION AND AVERAGE ATTENDANCE

	Cost Per Pupil Based on Registration		Cost Per Pupil Based on Average Attendance	
	White	Colored	White	Colored
1914-15				
1919-20				
*1924-25	\$93.85	\$35.14	\$112.82	\$44.98
1929-30	98.78	31.01	114.91	43.60
**1934-35	79.66	36.94	89.91	40.93
1939-40	94.92	39.50	111.32	47.69

*1925-26 figures used.

**median for parishes used.

in high school, 13.3. These figures are based on the Superintendent's report for 1939-40. Since separate data on this point for teachers in elementary and high school are not available in State documents for past periods, and since private investigation over the same period would have yielded questionable results, no attempt has been made to trace the development of the high school staff as evidenced by academic qualifications or certification. The prescribed requirements, the possession of at least a Bachelor's degree, seems to be quite generally followed in the Louisiana high schools for Negroes at present.

Before concluding this study there is need of a close scrutiny of some important facts which have been disclosed in the process of investigation. The discussion is here limited to the state-accredited four-year high schools, since they are, in fact, the only ones which are fully endorsed by the State. Table XVI has been assembled from data found in the report of the superintendent from 1920-21 to 1939-40 in order to supply certain important details in the history of high school education for both white and colored. By consulting this table one sees that the number of high schools for colored increased between 1920 and 1940 by the astonishing figure of 150 per cent.

The importance of this fact is completely overshadowed by a comparison of the number of high schools for white and

TABLE XVI

COMPARATIVE STATISTICS OF PUBLIC STATE-ACCREDITED HIGH SCHOOLS

Session	No. of Schools Approved		No. of Pupils Registered		No. of Graduates	
	White	Negro	White	Negro	White	Negro
1920-21	223	2	19,451	-	2,711	19
1921-22	255	2	19,725	-	3,404	30
1922-23	280	2	33,041	603	3,705	56
1923-24	294	3	34,044	1,188	4,693	185
1924-25	318	3	38,694	1,308	5,497	220
1925-26	332	3	39,656	1,306	6,335	201
1926-27	344	3	38,664	2,405	5,877	288
1927-28	349	3	41,188	2,351	6,144	264
1928-29	353	3	46,081	2,227	6,548	470
1929-30	353	4	49,974	2,540	7,036	500
1930-31	363	4	51,541	2,661	8,113	591
1931-32	363	4	55,954	4,490	8,447	473
1932-33	362	4	58,229	3,060	8,749	504
1933-34	366	6	59,224	3,024	8,940	570
1934-35	367	6	62,351	3,619	9,429	601
1935-36	353	34	65,234	5,800	10,349	879
1936-37	369	30	68,635	5,827	11,039	898
1937-38	380	36	69,848	6,921	11,478	1,153
1938-39	378	39	74,416	8,181	12,843	1,128
1939-40	383	39	80,253	8,048	14,364	1,243

TABLE XVI--Continued

Session	No. of Teachers Employed		Teachers' Salaries						Total			
			White			Colored						
			Male	Female	Total	Male	Female	Total				
1920-21												
1921-22												
*1922-23	1,251	17	\$1454.00	\$1019.00	\$1163.00	\$918.00	\$820.00				\$862.00	
1923-24	1,455	42	1630.00	1220.00	1315.00	1234.00	1019.00				1213.00	
1924-25	1,629	40	1574.00	1226.00	1318.00	1407.00	943.00				1305.00	
1925-26	1,705	38				1526.00	1041.00				1108.00	
1926-27	1,860	47	1608.00	1212.00	1306.00	1390.00	1126.00				1242.00	
1927-28	2,000	43	1641.00	1286.00	1371.00	1322.00	1022.00				1233.00	
1928-29	2,183	61	1606.00	1261.00	1352.00	1302.50	1005.00				1116.00	
1929-30	2,202	70	1598.00	1220.00	1318.00	1181.25	1005.00				1183.85	
**1930-31	2,328	73	1394.86	1117.50	1471.89	970.65	805.46				1139.61	
1931-32	2,479	70	1296.14	1060.00	1286.43	1161.25	1005.00				1116.00	
1932-33	2,543	72	994.92	808.94	992.15	970.65	805.46				1183.85	
1933-34	2,502	88	1090.13	918.60	992.15	970.65	805.46				1139.61	
1934-35	2,513	92	1110.00	918.60	1104.60	795.50	1329.50				937.60	
1935-36	2,699	216	1360.50	926.48	1101.16	876.56	671.50				817.19	
1936-37	2,970	217	1251.50	950.62	1136.74	597.50	424.75				853.67	
1937-38	2,945	275	1265.54	1080.40	1276.97	620.00	457.25				538.67	
1938-39	3,185	287	1310.00	1069.67	1295.64	640.00	528.75				592.00	
1939-40	3,453	302	1298.09	1050.67	1274.99	743.63	752.61				645.75	
	3,669			1051.58	1254.98	804.76	651.65				706.39	
												865.63

*1922-30 Average for parishes used, principal excluded in totals.
 **1930-40 Median used in totals, principal included.

TABLE XVI-Continued

PER PUPIL COST OF SECONDARY EDUCATION IN LOUISIANA

Session	Cost Per Pupil of Registration		Cost per Pupil of Average Attendance	
	White	Colored	White	Colored
*1925-26	\$ 93.85	\$35.14	\$112.82	\$44.98
1926-27	104.47	39.95	119.76	61.03
1927-28	103.98	37.62	119.27	55.88
1928-29	93.96	30.75	110.00	37.06
1929-30	98.78	31.01	114.91	43.60
**1930-31	95.51	36.12	108.96	42.47
1931-32	94.46	41.69	112.21	49.38
1932-33	74.41	34.17	82.65	41.37
1933-34	75.22	34.60	85.21	40.34
1934-35	79.66	36.94	89.91	40.93
1935-36	78.82	34.66	89.04	41.70
1936-37	90.23	41.60	101.97	46.67
1937-38	98.89	44.30	111.95	48.81
1938-39	99.47	42.64	111.07	46.90
1939-40	94.92	37.50	111.32	47.69

*Secondary per capita cost for pupil first appears separately for first time in 1924-25. (Negro)

**1930-39 median of parishes used.

and Negro pupils in the session 1939-40. While Negroes constituted 38.2 per cent of the total educable population, only 9.2 per cent of the accredited high schools of the State are opened for Negroes. A further analysis of the data would reveal, not only that the number of high school supplied for Negroes is inadequate, but that the physical plant is usually smaller in size and inferior in construction and equipment. This inadequacy of high school buildings is emphasized by the fact that in the 1939-40 session only 7.3 per cent of the Negro educables are enrolled in accredited high schools, while 21.9 per cent of the white educables are enrolled in accredited high schools.

In the same year the average per capita cost based on Negro attendance was 42.8 per cent of that paid the white. Naturally, this factor would influence the salary schedule of high school teachers, who in the accredited school in the session 1939-40 were paid a salary 31 per cent less than the white teachers similarly employed, while the average salary for all high schools in the state was 52 per cent less than that received by all the white teachers. The differential in the per capita cost and the differential in the wage scale are evidently due to a defective system of allocation of funds in the respective parishes, since the school tax is based on the educables, irrespective of color. This viewpoint is supported by the fol-

lowing statement issued by A. C. Lewis in his report to the State Superintendent of Public Education :

In spite of the fact that school revenues have materially increased in the last few years, the fact remains that the total amount spent during last session in the Negro schools is only a little more than the amount spent in 1928-29, which means that the Negro schools are getting a smaller percentage of the total school funds as the years pass.

.....Additional funds are necessary in order to remedy the inadequacy of educational opportunities for Negroes. Better facilities, longer terms, higher salaries are necessary.¹

Despite the conditions which still prevailed in 1939-40, Mr. A. C. Lewis expressed his belief in the possibility of an improved situation in the following words:

During the years since 1916, public sentiment has developed which will support much better school facilities for Negroes than we now have. As evidence of this growing favorable sentiment, a dozen parishes have already provided for adequate social facilities.²

It would seem, therefore, that one of the chief obstacles which has hindered the development of an adequate system of high schools for Negroes has been removed and that the responsibility for an impartial administration of school funds levied on the basis of the total number of educables, irrespective of race, becomes the duty of those who are officially charged with the affairs of education in the state, in the parishes, and in the cities of Louisiana.

1. La. State Superintendent's Annual Report, 1938-39, p.46.
2. Ibid., p.45.

CHAPTER III

SUMMARY

An attempt has been made in this thesis to trace the conditions in the United States as a whole in regard to the education of Negroes prior to the Civil War and after it. The education of the children of free men is briefly outlined to show that this group has always occupied a unique place in the history of Louisiana and that it is the attitude towards this group which led to the formation of separate high schools for Negroes in Louisiana and which gave the first impetus to the movement in favor of secondary education for Negroes.

The part played by the United States and the Constitution, the Freedmen's Bureau, white philanthropy and Northern church societies is briefly treated in order to show the part played by these in preparing the way for the public high school movement for Negroes in Louisiana.

Chapter II is concerned with the origin and the development of the high school movement ^{in Louisiana} from 1869 through 1939-40. It shows the relation of privately conducted high schools and the influence of the mixture of races to the origin of the first public high schools, the academies, as they were then called, for Negroes in Louisiana. It gives an accurate

account of the part played by New Orleans in the direction of this education. It traces in detail the rise and the fall of attendance in the academies when the segregation of the race was brought about. It traces the history of the first public high school in New Orleans and its subsequent history upon its removal to the suburbs of Baton Rouge.

The literature and reports dealing with the historical development of the public schools for Negroes in the state of Louisiana show a commendable growth in the public secondary schools for Negroes. There is much overlapping of the elementary and the secondary schools in the first years; but, beginning with the year of 1925-26, data on the elementary and secondary levels are recorded separately. Considerable difficulty was encountered in securing records because persons making the reports failed to give a separate enumeration in the beginning on such factors as number of teachers in the high schools, registration in high school department, per capita cost of high school education, and other important points.

The rise of high school education in the State is based on extremely meagre evidence in the beginning of its period of progress beyond the elementary school in 1899-1900. The parish training schools are given a brief treatment because these became high schools in subsequent years.

Such outside aids, as the Jeanes and Slater Funds and the General Education Board, which were primarily interested in teacher-training institutions, thus contributed indirectly to a better system of secondary education for the Negro in Louisiana.

While this study shows that the trend has been forward and that high school educational facilities for Negroes are increasing at a comparatively steady rate, the actual situation is far from favorable in many ways. This fact is obscured if one looks only at the phenomenal growth of secondary education for Negroes in Louisiana from the period of its emergence around 1900 to the present time. To avoid a possible misinterpretation of the status it had achieved a comparison was made between the secondary educational facilities of white and Negro pupils in those factors which best reflect a fair and impartial administration of educational opportunity to all who seek such opportunity. In the light of this comparison one can best see the immeasurable progress which remains to be achieved in order to guarantee to the Negro pupils of Louisiana their inalienable right to equal educational opportunity.

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