THE HISTORY OF PUBLIC SECONDARY EDUCATION FOR NEGROES IN LOUISVILLE

by

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CHAPTER I

INTRODUCTION

Between the years 1620 and 1808 the legal slave trade brought hundreds of thousands of Negroes into the American colonies and states. The legal supression of the slave trade in 1808 served to check the number of slaves brought in, but this act by no means stopped the slave trade in this country. When the first census was taken in 1790, there were 757,208 slaves in the nation. Of these, 12,544 were in Kentucky. The territory which made up Kentucky was carved out of Virginia in 1789.

In 1782 Monk Estel, a Negro slave owned by Colonel James Estel, is said to have been the first Negro to have entered the state, according to history. Since this date the Negro population has grown steadily. During the days of slavery Negroes were brought in to clear the woodlands and to till the cleared land. While the great numbers of Negroes resided on these newly cleared farms, many were taken by their masters into newly formed towns and cities as personal servants and common laborers. Though the Negro has from his earliest entrance into the state until the present time been invaluable in its development, neither public opinion or constitutional amendments has made him a full participant in the general social order of the state.

Although the Negro has held a peculiar position in the

social order of the state, remarkable progress has been made in his education and his mode of living. Since progress of any people depends upon leadership and leadership from the very beginning of our country has been found to largely depend upon education, one is convinced that secondary education is of vast importance to Negroes.

Since the freeing of the Negro in Kentucky there have been two school systems--one for whites; one for Negroes. The differences between these systems were, perhaps, greater during the early history of the state than at present.

This study is concerned mainly with the historical development of secondary education for Negroes in the state's largest city--Louisville. However, frequent references are made to general education for Negroes in the state as well as in Louisville.

I. PURPOSE OF THE STUDY

The purpose of the study is to compile reliable data concerning the development of public high school education for Negroes in Louisville.

A Louisville public high school for Negroes is defined as any school maintained specifically for Negroes, which offers training above the elementary level but below college grade and which receives funds for its support from the state and city. The term "high school education" and the term "secondary education" are used interchangeably throughout the study. Reference

to high school in this study means senior high school, unless otherwise stated.

If the writer is able to present a complete and accurate history of public secondary education for Negroes in Louisville, he feels he will have made a definite contribution to education. The study is outlined in its major aspects as follows:

1. Introduction.
2. The historical background of education for Negroes in Kentucky in general and Louisville in particular.
3. The growth of secondary education for Negroes in Louisville.
4. The establishment of Madison Colored Junior High School.
5. The establishment of Jackson Colored Junior High School.

II. LITERATURE RELATED TO STUDY

To date no reasonably complete study of secondary education for Negroes in Louisville holds priority over this investigation. In the discussion which follows there is an attempt to give a brief statement concerning the studies which are related literature. Some of the words of the writers themselves are used.

The first report of the Kentucky Educational Commission to deal at length with the Negro high school was made in 1921.

This commission had been appointed by the governor in 1920. The report contained a brief chapter on secondary education in general throughout the state for both white and colored high schools. For the purpose of this study the following findings are important.[1]

It was pointed out that:

1. Outside of the cities, the Kentucky high school was of recent development.

2. The high school program was unsatisfactory.

3. High school teachers were not properly trained; were working without proper equipment; were over-burdened with work; and were not properly supervised.

Russell[2] investigated the training of teachers in colored high schools of Kentucky. The primary aims of this study were to set forth the academic and specialized preparation of teachers in colored high schools for the school year 1928-1929. Russell drew the following general conclusions:

1. The state of Kentucky by constitutional enactment has made sincere efforts to provide secondary education for Negroes in Kentucky.

2. There has been a marked development in secondary

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[1]General Education Board, Public Education in Kentucky. A report by Educational Commission, pp. 118-131.

[2]H. C. Russell, Training of Teachers in Colored High Schools in Kentucky. Master's Thesis, University of Cincinnati, Cincinnati, Ohio, 1931. 72 pp.

education for Negroes in Kentucky.

3. The small high school is usually the "sufferer" in the contest for the better grade of teacher.

4. There were 55 per cent of the state high school teachers who held college degrees.

5. The state drew heavily upon educational institutions in other states for its high school teachers.

6. The most effective way for securing an improved high school situation is through the legislative authorities of the state.

In a study of Negro education in Kentucky, Bond[3] sketched the growth of elementary, secondary, and higher education in the state. The findings relating specifically to secondary education showed that:

1. Various philanthropic funds have been used in the promotion of secondary schools for Negroes in the state.

2. The most urgent need at the present time is not for more schools but better schools.

3. The small number of accredited schools shows that standardization is the most pressing problem for the immediate future of colored high schools in the state.

In a study of the development of public education for

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[3]James A Bond, Negro Education in Kentucky. Master's Thesis, University of Cincinnati, Cincinnati, Ohio, 1930. 102 pp.

Negroes in Kentucky, Phillips[4] canvassed the economic, political, and religious conditions of the state during the several periods of educational development of the Negro, 1774-1931. This is purely a historical treatment of data.

One of the most recent investigations of a problem closely connected with this study was made by Jackson.[5] The purpose of this study was to evaluate the form of organization of reorganized secondary schools for Negroes in the following ways:

1. External Control.
2. Internal Administration.
3. Teaching Staff.
4. Program of Studies.
5. Housing and Equipment.

Those schools designated as either junior or senior high schools were selected from a list given in the Kentucky High School Directory for 1932-33. From this list, five schools were selected for study. Five conventionally organized schools were used for purposes of comparison. The major findings concerning the reorganized school in Kentucky are as follows:

1. It has made only slight headway.
2. Provides a great number of measures for meeting individual differences.

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[4]Myrtle Redmond Phillips, The Development of Public Education for Negroes in Kentucky.

[5]Reid E. Jackson, "Reorganized Secondary Schools for Negroes in Kentucky," Journal of Negro Education. 4:505-13, October, 1935.

3. It does not follow through the guidance program.

4. It has shifted emphasis from classical to social studies.

5. With possible exception of the library, it has adequate facilities.

6. It is modern in design and construction.

7. It is impaired in its teaching staff because of the lack of adequate preparation of teachers, low salaries and lack of uniform standards.

A recent study related to Negro education in Kentucky was made by Williams.[6] The purpose of the study was to point out the provisions that the state of Kentucky had made for giving secondary education to its Negro youth. The following general conclusions were drawn:

1. Many of the rural sections in Kentucky will never have a Negro high school because of the great decrease in Negro population in these centers.

2. The Negro high schools of Kentucky are, with two exceptions, supported by public funds.

3. Many of the teachers in the Kentucky Negro high schools are trained outside the state.

4. There is a great need for changing the location of some of the Negro high schools which already exist in the

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[6]John T. Williams, The Provisions for High School Opportunity for Negroes in Kentucky.

state.

5. There is an increasing need for more Negro high schools in the state.

6. Many of the present high school principals and teachers remain insufficiently trained.

The only reasonably complete study of any phase of Negro education in the city of Louisville was made in connection with a study by Wilson.[7] The purpose of the study was to determine the vocational opportunity and education of colored pupils in Louisville. The following general conclusions were drawn:

1. The vocation preferred by junior and senior high school pupils is that of teaching.

2. Industrial schools do not attract many high school pupils because their vocational choices are in general not along that line.

3. The occupations desired by colored pupils in Louisville are those common to an urban community.

4. More than one-third of the high school graduates enter schools of college level.

5. Negro adult workers in Louisville have their largest opportunity as skilled and semi-skilled workers in the metal industries.

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[7] Atwood S. Wilson, The Vocational Opportunity and the Education of Colored Pupils in Louisville. Master's Thesis, University of Chicago, Chicago, Illinois. 108 pp.

6. The junior high school program of studies for colored pupils in Louisville is about the same as that found in other junior high schools which have been scientifically organized on the 6-3-3 plan.

III. SOURCE AND RELIABILITY OF DATA AND METHOD OF WORK

The greatest amount of data included in this study were gathered from yearly reports made by the Louisville, Kentucky, Board of Education. The reliability of the data depends upon the accuracy with which the workers compiled these reports. Many facts of human interest concerning the secondary school of Louisville and of the personalities of the early educators themselves have been taken from reports of persons who still live. In some instances the writer found that the reports from eye witnesses differed slightly. When such differences occurred the writer accepted the report that seemed most authentic and correct.

The historical method is used to develop most of this study. The writer has relied chiefly on the "Reports of the Louisville Board of Education," newspaper accounts, church history, reports of living eye witnesses, and records kept by the offices of the Louisville Negro secondary schools. The tables have in most cases been compiled from the files of the Board of Education. In order to give a complete picture of the development of secondary education for Negroes in Louisville, one should present certain general facts concerning secondary

education in the state as a whole and point out the influence of the state on secondary education in the city of Louisville. Since these state reports are incomplete in many instances, the writer felt it necessary to resort to books on the history of the state. All of these are included in the bibliography.

The statistical method has been employed in compiling certain data in tables.

CHAPTER II

HISTORICAL BACKGROUND FOR EDUCATION IN KENTUCKY

The pioneers of Kentucky were very religious. The early efforts of these men and women to educate their children were made, therefore, in connection with the church.[1] The earliest attempts that the writer has been able to find of attempts to offer instruction to Negroes in the state as well as city of Louisville were of this same religious nature.

In 1774 the Transylvania Presbyteria passed a resolution asking that the slaves be instructed to read the Bible. The underlying theory advanced by this body was that when freedom did come the Negro would be prepared for it.[2]

What is recorded as the most able contribution towards a reconstruction of the then existing social system in the state was set forth by the Kentucky Synod. This organization of Presbyterians issued a 64-page pamphlet in 1835 proposing a plan for instruction and emancipation of their slaves. This body wrote concerning the question of the education of slaves in the state:

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[1]Barksdale Hamlet, History of Education in Kentucky. State Department of Education, Frankfort, July, 1914. Vol. VII, No. 4. 330 pp.

[2]Ivan McDougle, Slavery in Kentucky 1792-1865. Doctor's Clark University, New Era Printing Co., Lancaster, Pennsylvania. (Reprinted from The Journal of Negro History, 3:July, 1918) 125 pp.

> "Slavery dooms thousands of human beings to hopeless ignorance .... If slaves are educated it must involve some outlay on the part of the master .... It is inconsistent without knowledge of human nature to suppose that he will do this for them. Throughout the whole land (state), so far as we know, there is but one school in which, during the week, school can be taught for Negroes .... The light of three or four sabath schools is seen glimmering through the darkness that covers the black population of the entire state. Here and there a family is found where humanity and religion impel the master, mistress or children to the laborious tasks of private instruction."[3]

While this group of religious people was interested in teaching the slave to understand his duty toward God, the great majority of white people in the state were unfavorable.

One general objection to teaching the slave to write was that he might forge his owner's name on passes which could certify his freedom. It was also felt that if he were taught to read he might read "filthy abolitionist literature."[4]

I. THE CIVIL WAR AND THE EDUCATION OF THE NEGRO

The development of Negro education immediately following the Civil War was naturally slow. Kentucky had a great difficulty in adjusting herself to meet the great problem of educating Negro children. She had been struggling for year, with indifferent success, to erase illiterary among the poor whites.

The education of freedmen in the state began around the

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[3]Ivan McDougle, op. cit., pp. 79-80.

[4]Ibid., p. 96.

work of the Freedmen's Bureau, freedmen themselves, interested white men and women, and the church. By far the largest factor for educational help to freedmen immediately after the war was the Freedmen's Bureau. Opposition to this work of the Bureau was ever evident. In the words of Pierce:

> "Prejudice, war passion, resentment of the idea of social equality of races, jealousy of northern interference with southern affairs, and fear of the educated Negro nourished opposition to Negro schools in general and excited especial aversion to schools under federal control .... Throughout the whole period of the bureau, reports of malicious interference were frequently received."[5]

There is evidence that in Louisville many efforts were made to educate "ambitious Negroes."[6] Travelers are reported to have noticed schools for Negroes conducted at Richmond, Maysville, and Danville decades before the Civil War.[7]

II. EARLY ATTEMPTS AT SCHOOL LEGISLATION

"The system of common schools had made little or no progress in the last twenty-five years (1840-65). All efforts toward public enterprise had been expended in the building of

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[5]Paul Skeels Pierce, "The Freedmen's Bureau," A chapter in the History of Reconstruction, p. 80.

[6]Carter G. Woodson, The Education of the Negro Prior to 1861. (Washington, D. C.: The Association for the Study of Negro Life and History, 1919.) 454 pp.

[7]Ibid., p. 219.

railroads, slackwater navigation, and turnpikes."[8]

"In 1873, Negroes throughout the state threatened to take all proper steps necessary in state and federal courts to obtain, by legal process, "equal school advantages and facilities."[9]

III. FIRST SCHOOL LEGISLATION FOR NEGROES THROUGHOUT THE STATE

The first law affecting Negro Education enacted by the state was a permissive one. It read:

> "... All taxes hereinafter collected from Negroes and Mulattoes in this Commonwealth shall be set aside and constitute a separate fund for their use and benefit; one half, if necessary, to the support of their paupers, and the remainder to the education of their children.
>
> "... In addition to the tax already levied by the law of this Commonwealth, a tax of two dollars shall be levied on every male Negro and Mulatto over the age of eighteen years, to be assessed and collected as other taxes, and, when paid into the treasury, shall go into the fund aforesaid.
>
> "... The trustee of each school district in this Commonwealth may cause a separate school to be taught in their district for the education of the Negro and Mulatto children in said district, to be conducted and reported as other schools are, upon which they shall receive their proportion of the fund set apart in this act for that purpose."[10]

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[8] Annual Report of Superintendent of Public Instruction of State of Kentucky, 1867. p. 20.

[9] E. M. Coulter, The Civil War and Readjustment in Kentucky, (Chapel Hill: University of North Carolina Press, 1926)

[10] Annual Report of the Superintendent of Public Instruction of the State of Kentucky, 1865, pp. 231-2.

The Law of 1874. The general assembly of 1874 passed a law setting up a school fund and a separate system for Negroes.[11] The fund consisted of a revenue tax of 45 cents on each $100.00 of property owned by Negroes. Thus all taxes paid by Negroes went for the support of their own school system. The system of schools was placed in charge of white school officers under practically the same conditions as the white schools, but the law provided for three Negro trustees for each school.

After the law had operated for one year, Superintendent Henderson reported that:

> "The results have fully justified the wisdom of establishing these schools .... It may be said that the results of the experiment have far surpassed the results obtained from the white public schools during their first years of inauguration."[12]

The writer has attempted to show in this chapter the legal and educational background of the state prior to the establishment of public schools in Louisville. The Louisville public school was, of course, more or less affected by the educational set-up in the state.

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[11] Barksdale Hamlett, History of Education in Kentucky. State Department of Education, Frankfort, July, 1914. Vol. VII, No. 4. 330 pp.

[12] Annual Report of the Superintendent of Public Instruction for the State of Kentucky, 1871. p. 24.

CHAPTER III

LOUISVILLE SCHOOLS BEFORE 1870

I. THE ESTABLISHMENT OF THE LOUISVILLE PUBLIC SCHOOL SYSTEM

The ordinance creating the first free public school in Louisville was passed by the mayor and the City Council of Louisville on April 24, 1829.[1] The text of the ordinance is as follows:

> Be it ordained by the Mayor and the City Councilmen of the city of Louisville that a free public school shall be and is hereby established in the said city under the following regulations.

The third regulation provided that all white children from 6 to 14 years of age whose parents reside within the charter city limits shall be entitled to admission into the said school and shall enjoy advantages thereof.

From the above ordinance we observe the legal act that created public schools for white children in the city of Louisville. It was not, however, until fifteen years later that a school was opened for the instruction of Negro children.

II. PRIVATE SCHOOLS FORERUNNERS OF PUBLIC SCHOOLS

The first movement for the establishment of a Negro school

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[1] Louisville Times, April 24, 1929, Centennial Celebration Issue.

for the training of Negro people was when Adams school was opened on Woods' Alley between Ninth and Tenth Streets, December 7, 1841. There were five pupils and one teacher, who was the Reverend Henry Adams. However, in the course of time the school increased and there were four additional teachers added, Annie Lee, Mary Jones Richardson, James M. Priest, and J. C. Corbin. In 1864, this school was transferred to the Fifth Street Baptist Church and continued in operation until the public schools were opened.[2]

This school was privately supported as were several others which were established during these early days. William Gibson in "History of Quinn Chapel" wrote:

> "Quaker friends of Indiana gave liberally to the support of schools for Negroes in Louisville."[3]

During the 15 years immediately preceding the Civil War there were other private schools established in the city; one by W. H. Gibson in 1847 which was opened on Green Street (now Liberty) immediately west of Fourth Street, where there was a building used as a church. Mr. Gibson was out of the city for several years but returned in 1866 and opened a school in Quinn

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[2] Louisville Library Collections, Institutions Series, Vol. I, p. 48.

[3] William H. Gibson, History of "Quinn Chapel" Africal Methodist Episcopal Church of Louisville. (Louisville, Kentucky: "Quinn Chapel" Church Library, 118 pp. Unpublished.

Chapel Church, which was located on Walnut Street between Eighth and Ninth. Afterwards he located a school on Walnut between Ninth and Tenth. There were several other schools established after that one; one by Henry Henderson, in the Center Street Church, and one by Miss Pendy, the Reverend Brooks, and Jessie Davis on Baptist Row, which is now a part of Madison Street, near Brook. In 1869, the Reverent W. W. Taylor conducted what is known as an eleemosynary school at his home in Baptist Square. This school was taught by Mrs. Barnett, Nellie Roberts, and Miss Fisher. During the same year (1869) the American Missionary Association, under the direction of Professor Pope and a corps of white teachers, opened the Ely Normal School which was regarded as the high A grade. As early as 1865 there was opened a school taught by D. A. Straker in what is known as St. Mark's Church on Green Street (now Liberty Street) near Ninth, which was subsequently removed to Madison Street between Ninth and Tenth and was taught by the Roxborough sisters. Belle Page taught a school on the south east corner of Thirteenth and Magazine Streets and then at the rear of Dabney Page's home on Magazine Street west of Thirteenth. She had several pupils who afterbecame teachers in the Louisville public schools. In 1869, a convention was held in Louisville to urge the opening of public schools for the education of colored children.[4]

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[4]Louisville Library Collections, Institutional Series Vol. I, p. 48.

The private schools were molested by the whites in the early days according to Wilson:

> "The first Negro school was opened in Louisville in 1827 by three white Presbyterian teachers from the north. The school was quickly broke up by white people who opposed educating the Negro. In 1833 a Thomas Cook made another effort to start a school and also Mr. and Mrs. Coulter in 1835. The latter schools were also broken up."[5]

The Courier-Journal reports, "All free Negro assemblies were closely watched."[6]

However, by 1848 the white people of Louisville had apparently grown more tolerant towards Negro schools. Gibson reports:

> "We opened a school on the corner of Fourth and Green Streets and trusted God for its guidance and protection. We taught there three years until the building was sold in 1851 .... We had school exhibitions, singing classes, night schools and concerts without molestations."[7]

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[5]Atwood S. Wilson, "Historical Sketch of Negro Education in Kentucky," KNEA Journal, January-February Issue, 1936, p. 21.

[6]Courier-Journal, February 13, 1838.

[7]W. H. Gibson, op. cit.,

CHAPTER IV

HISTORY OF HIGH SCHOOL EDUCATION FOR NEGROES IN LOUISVILLE

In 1873, the state of Kentucky, by legislative enactment, assumed the full responsibility of giving Negroes an education and established the first school in Louisville.[1]

It will be noted from the following citation that this school was really a combined elementary and high school, although the United States Bureau of Education mentions it as the first public high school for Negroes in Kentucky.

The first public high school for Negroes in Kentucky was dedicated in Louisville on October 7, 1873.[2] The building was described as a very handsome one and well equipped. It cost $25,000 and would comfortably accommodate 600 pupils. At the close of 1873, however, 900 pupils were crowded into it. There were twelve teachers; the school was thoroughly graded and was governed by the same laws which governed the schools for the white children in the city. The entire Louisville school system was free. There would be no fees attached after the Louisville school law of 1851.[3]

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[1] A. S. Wilson, "Historical Sketch of Negro Education in Kentucky, KNEA Journal, January-February, 1937, p. 21.

[2] U. S. Bureau of Education, Circular No. 3 (1899) p. 347.

[3] Ibid., p. 346.

From the above information one might be inclined to believe that there were 900 pupils in the first high school. However, the Board of Education reports show a high school enrollment of only 5 pupils during the school year of 1876-77[4] and lists only one teacher for the high school. This information is further substantiated by one J. C. Cotter,[5] an eye witness, who says, concerning the organization of the first high school:

> "The first high school for Negroes was started in the fall of 1873 in the old Central School at Sixth and Kentucky Streets. There were only three pupils and one teacher, Mr. E. C. Wood, in the high school then. The high school consisted then of any work beyond the first grade (now eighth grade). High school work was called Grade A. In 1882 J. M. Maxwell was made principal of the high school and C. W. Houser, teacher.
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> "The High School was moved later to a three-story building on the southwest corner of Ninth and Magazine Streets and formally named Central High School. J. M. Maxwell served as principal of the school until 1893. During this year he was transferred to Louisville Normal School, which was organized then to train teachers for the public school system. During the absence of Maxwell, Mr. A. E. Meyzeek served as principal. Maxwell again served as principal during the school year of 1896-97.
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> "The first regular commencement for the graduates of the high school was held about eight years after it was founded (1884). I attended these exercises and

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[4] Board of Education Reports for 1876-77.

[5] Joseph C. Cotter, Pioneer in Negro education in Louisville and at present Principal of one of the elementary schools in Louisville, in private interview.

remember many of the graduates, most of whom are now dead. The graduates that I remember are John T. Bell, Lucretia Gibson, now a teacher in the Louisville school system, Bettie Daniel and Lillie Prather, who are now dead. As I remember the first regular commencement, there were six girls and one boy to graduate."

The high school continued to increase its enrollment, its teaching staff, and its service to the city and nation. Many of the graduates of Central High School have become nationally known.

The memoirs of Mr. Cotter seem remarkably accurate when compared with a historical sketch of the school by Mr. Lawson,[6] who writes:

"Soon after the establishment of a public school system among the colored people in Louisville, the necessity for higher training presented itself. After finishing the first grade (now called the eighth) the pupils took what was known as the A grade. This A grade work was equivalent to what is now called high school or secondary school work. The curriculum of this early high school was necessarily limited but it was ably administered by Mr. E. C. Wood and Miss Charlotte Adams.

"A new epoch was begun when Central High School was founded in the fall of 1882. The faculty consisted of Mr. J. M. Maxwell, principal, and one teacher, Mr. C. W. Houser.

"The first regular commencement was held in June, 1884. From that date to the present (1908) annual commencements have been held uninterrupted, save in 1893 when no pupils were graduated on the account of the change from a course of study of three years to one of four years.

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[6]D. L. Lawson, Central High School Pamphlet, 1907-08, p. 2.

"More than three hundred pupils have received diplomas from Central High School since its beginning to the present (1908) and many are today living useful lives in the city, state, and nation. Some of them have carried the name of Central to many parts of the world and have honored many professions.

"As was previously stated Mr. J. M. Maxwell was the first principal of the high school. He was a much beloved man and filled the position with credit and success.

"The present faculty consists of one principal and fourteen teachers. Aside from the first principal, the school has had four other principals:

Mr. J. M. Maxwell served from 1882-1893 and from 1896-1897.
Mr. A. E. Meyzeek, 1893-1896
Mr. Frank L. Williams, 1897-1898
Mr. F. S. Delaney, 1898-1904
Mr. D. L. Lawson, 1904- ? (Mr. Lawson served until 1912 when he was succeeded by W. B. Matthews.)

In the historical sketch by Mr. Lawson and the memoirs of Mr. Cotter there seems to be some uncertainty as to just when there first existed a high school that was recognized by the city Board of Education as such. As was previously stated, the United States Bureau of Education fixes the founding date as October 7, 1873. However, a careful search of the Louisville Board of Education files and reports[7] fails to show existence of a public school for Negroes before 1872 and fails to show a public high school for Negroes in the city before 1876. The school reports for 1876-1877 show five students in the A grade

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[7] Louisville Public School Board Reports, 1862-1886.

or high school and one teacher. There is then a difference of three years in records showing the establishment of the first Negro high school. Mr. Joseph Cotter says concerning this difference: "The high school for Negroes was established without doubt in 1873 and was prepared to present a three-year high school course during that first opening year." In the opinion to the writer by Mr. Brown[8] concerning this difference in records, "there is little doubt that the first high school for Negroes in Louisville was founded in 1873 as was reported in the United States Bureau circular. It so happened that the Board did not differentiate this between the high school and the elementary school, with which it was housed and connected."

NAMES OF HIGH SCHOOL GRADUATES FOR FIRST FIVE YEARS

1884

Arena Brown	Emma Alexander	Bettie Daniel
Lillie Prather-Brannon	John T. Bell	John Stark
	Lucretia Gibson	

1885

Octavia Wood	Rachel Davis-Harris	Prima Fitzbutler
Mattie N. Fowles	Julia Booker McKinley	Charles S. Morris
	Arabella Silkman	

1886

Marie Spratt Brown	Mary Fitzbutler-Waring	Stephen Bell
Hallie Ward-Brown	Addie Worthington-Beal	William H. Goodall

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[8]Lee L. Brown, pioneer Negro educator in Louisville.

1887

Sara Davis	Zerlina Thompson-Truehart	Rebecca Taylor
Louisa L. O'Hara	Richard Wrighton	Jennie Appleton
	Gertrude Caldwell Cox	

1888

Charles F. Maxwell	John P. Jetton	Alice Smith
Florence Gibson	Meriweather Johnson	Carrie Heath
Minnie Crutchfield	Lucretia Minor-Brown	Katie Masterson
Pleasant Alexander	Mary B. B. Harris	Laura Jones
William H. Davis	Mary Branch-Brown	Maggie Johnson
Lucy Berry	Rubena Rogers	Eliza Davenport

TABLE I

FACTS CONCERNING HIGH SCHOOL ENROLLMENT AND NUMBER OF TEACHERS

Enrollment and Attendance in Senior High School by Years
Compiled from Board of Education Reports for School Years 1836-1937

School Year	Number Enrolled	Number Belonging	Number of Teachers	
			Male	Female
1876-1877	5	5	1	0
1886-1887	80	60	3	0
1896-1897	253	167	7	0
1906-1907	358	340	10	5
1916-1917	308	287	10	7
1926-1927	725	667	21	15
1936-1937	836	722	21	20

A study of the above attendance table indicates, in an eloquent fashion, the steady growth of the senior high school. The number of pupils enrolled increased from 5 in 1876 to the impressive total of 836 in 1937. The growing attendance as shown in the table also indicates increasing eagerness of the Negro youth to take advantage of the opportunity to gain a secondary education. The enrollment figures would be even more impressive after 1928 were it not for the fact that an eastern and a western junior high school were created after this date. These junior high schools, of course, reduced the senior high school enrollment considerably because they absorbed the students who would have normally entered the first year in high school. The founding of these junior high schools and important facts concerning their operation will be discussed in the following chapter.

TABLE II

TRAINING OF THE HIGH SCHOOL FACULTY FOR THE SCHOOL YEARS 1915-16 and 1937-38

Extent of Training	1915-1916*		1937-1938	
	Number	Per cent	Number	Per cent
Master's Degree	2	12	15	37.5
Bachelor's Degree	9	53	18	45.0
Without Degree	6	35	7	17.5
Total Number on Faculty	17		40	

*Data taken from D. L. Lawson, Principal's Report to Superintendent, 1908, Board of Education Reports for 1908, p. 129.

HIGH SCHOOL FACULTY (1915-16)

William B. Matthews, A. B.	Principal
C. W. Houser, A. B.	Mathematics, Biology, General Science, Physical Geography
James E. Simpson, A. M.	Latin
John O. Blanton, A. B., A. M.	English
H. F. Nixon, A. B.	Science
Miss Carrie E. Alexander, A. B.	English
V. L. Cooper, A. B.	German and Mathematics
Miss Pearl A. White, A. B.	Mathematics
Miss Estella M. Kennedy, A. B.	History, English, Physical Geography
Miss Marguerite Parks, A. B.	Latin
W. A. Robinson, A. B.	Mathematics and History
Miss Buszeder Brady, A. B.	English, History, Physical Geography
Miss G. A. Lattimore	Domestic Science and Arts
Miss Atholene M. Peyton	Domestic Science
Miss Nannie Goodall	Domestic Arts
W. H. Harris	Cabinet-making, House building, Cement and Concrete Work
H. P. Lowry	Mechanical Drawing and Cabinet Making
Marshall J. Blount	Molding, Blacksmithing, and Automobiling

A comparison of the findings in the study of the early and present faculties shows a remarkable improvement in the training levels attained by the faculty of the high school for

1937-38. There were 15 faculty members, or 37.5 per cent, who had Master's degrees in 1937-38; while in 1915-16 only 2 faculty members had Master's degrees, or only 12 per cent of the entire group. There were, however, almost 53.0 per cent who had Bachelor's degrees in 1915-16. When these figures for 1916 are combined, there is a total of about 65 per cent of the faculty who were college graduates. However, if the percentages are combined for college graduates on the faculty in 1938, the impressive figure of nearly 81.0 per cent is reached. Further study of the tables will show that it is only the industrial arts teachers who have not obtained their college degree. There are, however, indications that these teachers are increasing their training since two industrial arts teachers on the faculty of 1938 have already obtained their degrees.

Table III outlines the college preparatory course which is very classical in its nature. There are languages in this curriculum for each term. Mathematics is required throughout the curriculum and some course in science is also provided for each term. A noticeable feature of this program is that there are only two electives. The student may choose between biology and ancient history in the tenth year. A student may also choose between French and Latin. There is a provision, however, for a student to take both French and Latin at the same time. This emphasizes language in an unusual way. Civics is the only citizenship study offered in this program of studies.

Table IV outlines what is known in the senior colored

high school as the industrial education course. The only real difference in this program and the college preparatory program of studies is that an industrial subject is elected by a pupil in the eleventh and twelfth years instead of the regular mathematics courses listed in the college preparatory program of studies.

In addition to the college preparatory and vocational courses mentioned in Tables III and IV, there is a commercial curriculum, designed principally for girls who would become stenographers or office clerks. This curriculum is a recent addition to the program of studies in the high school. Matthews[9] says in his report to the city superintendent in 1919:

> "The commercial department, which was added to our school two years ago (1917) is attempting to meet the needs of the community. The first class was graduated this June with eight members. They all have been placed. The course included instruction in typewriting, bookkeeping, commercial geography, commercial arithmetic, commercial law, business English, spelling, and penmanship. A special portable building, which was erected in 1917 (in the athletic field immediately behind the school) houses this department."

Wilson,[10] the present principal, says concerning all courses:

> "Requirements for graduation from the high school have been 32 units since the four-year term was inaugurated during the school year of 1892-93. Eight of these units must be earned in the junior high school so that

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[9] W. B. Matthews, Board of Education Reports for 1919, p. 148

[10] Atwood S. Wilson, present principal, related to writer, in interview.

the pupil who enters the 10B grade in the senior high school may have the required credits. A student may have 8 credits for grade 10B, 12 for 10A, 16 for 11B, 20 for 11A, 24 for 12B, and 28 for 12A. Every student must have one major besides English and two minors. A completed major gives 4 credit points and consists of a subject or group of definitely related subjects. A completed minor gives 2 credit points and, like a major, must consist of a subject or definitely related subjects. Subjects in the particular program of studies selected by the student are pursued along the majors and minors. Three semesters of guidance, one semester of library science, one semester of music, and eight semesters of physical education are required by all students."

TABLE III

THE SENIOR HIGH SCHOOL PROGRAM FOR THE COLLEGE PREPARATORY COURSE

Subject	Number of Periods per Week*					
	10B	10A	11B	11A	12B	12A
English or Literature	5	5	5	5	5	5
Algebra	5					
Geometry		5	5			
Trigonometry						5
Latin	5	5	5	5	5	5
American History or Biology	5	5				
American History			5	5		
Modern European History					5	
Civics						5
Chemistry					5	5
Domestic Science or Art**	10	10				
Mechanical Drawing#	10	10				
Metalwork or Woodwork#	10	10				
Music	1	1	1	1	1	1
Physical Education	2	2	1	1	1	1
Guidance	1	1			1	1
Library Science	1					

*All periods 50 minutes in length

**Electives for girls

#Electives for boys

TABLE IV

THE SENIOR HIGH SCHOOL PROGRAM FOR INDUSTRIAL EDUCATION

Subject	Number of Periods per Week					
	10B	10A	11B	11A	12B	12A
English	5	5	5	5	5	5
Algebra	5					
Geometry		5				
Latin or French	5	5	5	5	5	5
American History or Biology	5	5				
American History			5	5		
Modern European History					5	
Civics						5
Physics			5	5		
Chemistry					5	5
Domestic Science or Art*	10	10	10	10	10	10
Mechanical Drawing#	10	10	10	10	10	10
Metalwork or Woodwork#	10	10	10	10	10	10
Music	1	1	1	1	1	1
Physical Education	2	2	1	1	1	1
Guidance	1				1	1
Library Science	1					

*Elective for Girls

#Elective for Boys

TABLE V

THE SENIOR HIGH SCHOOL PROGRAM OF STUDIES FOR COMMERCIAL EDUCATION

Subject	Number of Periods per Week					
	10B	10A	11B	11A	12B	12A
English	5	5	5	5	5	5
Algebra	5					
Geometry		5				
Latin or French	5	5				
American History or Biology	5	5				
Domestic Science or Art*	10	10				
Mechanical Drawing#	10	10				
Metalwork or Woodwork#	10	10				
Commercial Geography			5	5		
Commercial Arithmetic			5	5		
Shorthand			5	5	5	5
Typewriting			5	5	5	5
Penmanship and Spelling			5	5		
Commercial Law					5	5
Civics					5	5
Bookkeeping					5	5
Music	1	1	1	1	1	1
Physical Education	2	2	1	1	1	1
Guidance	1				1	1
Library Science	1					

*Elective for Girls #Elective for Boys

TABLE VI

THE YEARLY COST OF HIGH SCHOOL EDUCATION DURING THE DECADE FROM 1884 TO 1894

Year	Total Amount of Teachers' Salaries	Increase	Decrease	Per Capita Cost
1884-1885	$1,000.00			$28.80
1885-1886	1,800.00	$800.00		30.00
1886-1887	2,548.00	748.00		30.16
1887-1888	2,600.00	52.00		28.96
1888-1889	4,700.00	2,100.00		27.08
1889-1890	5,370.00	670.00		36.43
1890-1891	5,370.00			35.80
1891-1892	5,932.00	562.00		31.96
1892-1893	7,150.00	1,222.00		32.06
1893-1894	7,755.00	605.00		40.86
Average	4,422.50			32.01

An examination of Tables VI and VII indicates in a practical way the increased opportunities available to the Negro youth of Louisville. The average cost of the high school in the most recent decade is more than 13 times the average cost of the school in the early decade.

A comparison of the average cost per capita for the two decades shows that nearly three times more money was spent for

TABLE VII

THE YEARLY COST OF HIGH SCHOOL EDUCATION DURING THE DECADE FROM 1927 TO 1937

Year	Total Amount of Teachers' Salaries	Increase	Decrease	Per Capita Cost
1927-1928	$54,870.00	$2,826.55		$81.92
1928-1929	59,410.65	4,540.65		83.42
1929-1930	58,385.00		$1,025.65	78.36
1930-1931	56,543.00		1,842.00	80.98
1931-1932	57,792.00	1,249.00		81.97
1932-1933	55,655.00		2,137.00	80.26
1933-1934	55,530.00		125.00	82.04
1934-1935	55,308.00		222.00	81.38
1935-1936	61,306.00	5,998.00		94.25
1936-1937	66,447.00	5,141.00		96.38
Average	58,124.66			83.99

education of pupils in the recent decade than was spent in the early decade. The data in these tables show in a definite manner the increased secondary educational opportunities available to the Negro youth of Louisville.

I. THE HIGH SCHOOL PLANTS

The first building to house the Negro high school in

Louisville still stands on the southeast corner of Sixth and Kentucky Streets. The building was erected in 1873 at the cost of $25,000.[11] Table VIII contains certain specifications of this building, which were compiled from Board of Education reports.[12]

TABLE VIII

SPECIFICATIONS OF SCHOOL PLANTS

Location	Time	Material	Number of Rooms	Number of Seats	Number Square Feet of Floor	Number Cubic Feet of Air Space	Number Feet of Board Space	How Heated
6th Kentucky	1873-1894	Brick	18	779	10,881	144,851	2960	Stoves
9th Magazine	1894-1914	Brick	20	806	12,205	168,836	3207	Steam
*9th Chestnut	1914	Brick	28	1120	14,567	209,643	3708	Steam
*8th Chestnut	1936	Brick	10	226	7,434	110,625	1063	Steam

*These two structures combined form present plant.

From a study of the above table, one may obtain a fairly complete conception of the buildings which formerly housed the high school and those which are now serving it.

The first building to house the high school was located

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[11] U. S. Bureau of Education Circular No. 3 (1889), p. 347.

[12] Board of Education Reports for 1894.

on Sixth and Kentucky Streets. This building served the high school until 1894 when it was withdrawn from this building and transferred to a building on the southwest corner of Ninth and Magazine Streets. The building which first housed the high school was then converted into an elementary school for whites and named "The Mary D. Hill School." Here is a rare instance of a school building being given over to whites after having once been used by Negroes.

The new site of the high school at Ninth and Magazine Streets placed it more or less in the center of the shifting Negro population. This building was used, as is indicated in Table VIII, from 1894 to 1914 as the high school. In 1914, however, the high school was again moved and this building converted into the Paul Lawrence Dunbar Elementary School for Negroes. The building is still used for this purpose.

The high school was moved in 1914 to a building which had been standing for some years on the southeast corner of Ninth and Chestnut Streets. According to Cotter[13] this building formerly served as the hospital unit for the now extinct Louisville Medical College.

An annex was added to this building in 1923. The Board of Education Reports[14] make the following statement about the.

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[13] Joseph S. Cotter, History of Negroes in Louisville, unpublished.

[14] Board of Education Reports for 1923, p. 28.

building of this annex:

> "In order to relieve an over-crowded condition there was added to the old Central Colored High School building at Ninth and Chestnut Streets an annex consisting of 10 classrooms, women's rest room and toilet, gymnasium, boys and girls shower and locker room, a cafeteria and kitchen. There were also six classrooms remodeled in the old building. (The old building refers to the Ninth and Chestnut Streets building which was the main high school building after 1914) The total cost including the architect's fee was $115,360.37."

Matthews[15] makes the following statement concerning this addition:

> "The addition of this annex and the remodeling of the old building did much towards relieving the overcrowded conditions which had existed in the school for some time. The lunch room was a source of great satisfaction to students and teachers alike. The hot nourishing lunches, served daily at a reasonable price, added much to the general health and comfort of all. The gymnasium and showers were likewise of great benefit to the school. Central began to develop gymnastic classes and basketball teams. In many instances its basketball teams won fame throughout the State and middlewest. The next great improvement in the school plant was the building of the Central High School athletic stadium in 1928. This modern athletic stadium is able to comfortably seat 12,000 spectators and has been one of the inspirations that has made our football and track teams of championship calibre. Though the addition of the annex helped, it was not long before the constant increase in the size of our enrollment forced us to look elsewhere for classrooms. The problem was temporarily solved by holding classes in the vacant rooms of the old high school building, one block away. This arrangement was disadvantageous to students and teachers alike during inclement weather. The condition was remedied by the addition of the Board of Education building about two years ago (1936)."

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[15] W. B. Matthews, principal of high school from 1912 to 1934, in interview.

On the account of the crowded conditions which existed in the high school, the Board of Education turned over their recently vacated office building to the high school. Wilson[16] reports as follows concerning this building addition:

> "The Board of Education appropriated $25,000 to remodel and equip the annex which they turned over to the high school. An additional $2,500 was spent to build a passage way between the newly added annex and main or old part of the high school building. This was relatively an easy matter since the buildings were only 15 feet apart. There was installed in this building a very complete biological laboratory with 25 compound microscopes. The commercial department was moved from a portable building in the athletic field to this annex, the mechanical drawing and woodwork departments were moved from the old Dunbar annex to this annex. The sewing department and the principal's office were moved from the main building to this remodeled annex. While we hope in the future to receive a new and modern plant, the present plant has been made comfortable and has been arranged so that an efficient job of teaching may be done."

II. EXTRA-CURRICULUM ACTIVITIES IN THE HIGH SCHOOL

The early high school activities, not concerned directly with the curriculum, consisted mainly of debating, musical concerts, and rhetoricals. The first club to be organized was, according to Cotter,[17] the general science club which was organized in the fall of 1885 by its sponsor, C. W. Houser, who

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[16] Atwood S. Wilson, present principal of the high school, in interview.

[17] Joseph S. Cotter, op. cit.

was the science teacher in the high school.

Mr. Cotter[18] in an interview said:

> "I remember public programs given by this club created a great deal of interest among the people of the community. I remember the experiment of turning "water to wine" was very popular when it was performed by members of the science club at a public assembly about three years after the high school started. The musical concerts also excited great interest. In many instances they were attended by a large group of white folk."

Evidently the high school was becoming famous for its singing by the year 1908. During this year Lawson[19] reported to the superintendent that the "Choral Society" had made five public appearances during the school year which were largely attended.

During the next twenty years clubs and societies seemed to have become quite popular. The 1928 issue of the school year book lists the following clubs, their membership, and aims:

Fleur-de-lis Club

Members: Freshmen, Sophomores, and Juniors

Object: To learn embroidery, hemstitching, lamp shade making, and the history of costuming.

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[18] Joseph S. Cotter, Pioneer in Negro education in Louisville.

[19] D. L. Lawson, "Principal's Report to the Superintendent of Schools," Board of Education Reports, 1907-08. p. 128.

The Little Work-Shop

Members: Juniors and Seniors

Object: To make lamp shades, flowers, embroidery, etc.

The Centralian Club

Members: Sophomore and Junior boys

Object: To promote the intellectual and cultural welfare of its members by means of debates, orations, and lectures.

Whohelo Dramatic Club

Members: Sophomore and Junior boys

Object: To study plays, to act short scenes, and to promote one-act plays.

St. Elmo Brady Science Club

Members: Juniors and Seniors

Object: To keep pace with current events of scientific import, and to study the lives of eminent scientists.

Carter G. Woodson Club

Members: Advanced Freshmen boys

Object: To study the lives of eminent Negroes, as an inspiration to its members to do worth-while things.

Sophomore Boys' Literary Club

Members: Sophomore boys

Object: Practice, oral and written, in relating and discussing current events.

Harmonia Club

Members: Freshmen and Sophomore girls

Object: Choral work in sight singing, independent of any instrument; study of famous musicians.

Etiquette Club

Members: Beginning Freshmen girls

Object: To familiarize its members with those rules and practices necessary for health, grace, and proper conduct in polite society.

Music Club

Members: Junior and Senior boys and girls

Object: To study folk songs, music appreciation, ensemble singing, the history of music, and great composers.

DuBois History Club

Members: Pupils above Freshman year interested in Negro history.

Object: To study about Negroes eminent in politics, art, science, literature, religion, etc.

When the present principal, Mr. A. S. Wilson, came in the fall of 1934 from the Madison Junior High School, where he was principal, to the Central High School, he brought many new ideas concerning extra-curriculum activities. He was very anxious to carry out his slogan of giving every student a club. Each semester since his coming the following procedure has been followed according to a statement made to the writer by Parks:[20]

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[20] Marguerite Parks, School Counselor in charge of clubs.

"At the beginning of each semester the home room teacher issues a club choice blank, containing space for three choices, to each student. The student then selects from a list of thirty or more clubs the three which suit his interests most. These blanks are then used as a basis for assigning the students to their club. An effort is made to assign every student to the club which was listed on his club choice blank as number one. The remaining two choices are used only when the membership in the clubs of first choice becomes too great. Each club is usually sponsored by some teacher who has a particular interest in the aims of the club. We have usually succeeded in getting every student in some club. Our program of clubs has proven generally helpful as well as interesting to students and teachers."

Another extra-curriculum activity which has been pursued with a great amount of success during the school year of 1937-38 is a school-wide program of vocational guidance. This program was worked out by Wilson[21] and Parks.[22] Parks reports in an interview with the writer that:

"Data from surveys of the vocational fields open to Negro youth were presented bi-monthly to each student by his home room teacher. At the end of the course, which contained eighteen lessons, the students were required to write a Career Book, which was a summary of facts which they had learned about their chosen occupations. On the basis of the occupational choices appearing in their career books all students were assigned to "interest groups." The interest groups which met at a designated time and place were addressed by citizens from the community who were actively engaged in the occupation of the student's choice. This program of vocational guidance as carried out during the past year was enthusiastically received by both students and

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[21]Atwood S. Wilson, School Principal.

[22]Marguerite Parks, Guidance Teacher in High School

TABLE IX

CENTRAL COLORED HIGH SCHOOL CLUB DIRECTORY
September, 1937

Number	Name of Club	Club Sponsor	Meeting Place
1.	Automobile Club	F. A. Cabell	Room #224
2.	Junior Boys' Athletic Club	D. W. Barnett	Room #109
3.	Sophomore Boys' Athletic Club	C. G. Forbes A. I. Ramsey	Room #109
4.	Boys' Cooking Club	M. V. Givens	Room #106
5.	Boys' Glee Club	C. J. Barbour	Room #103
6.	Beauty Culture Club	L. S. Richardson	Room #207
7.	Central "C" Club	W. L. Kean V. K. Perry	Room #305
8.	Creative Writing Club	M. A. Taylor	Room #214
9.	Dramatic Art Club	R. S. Lawery	Room #215
10.	Debating Club	T. M. Bond	Room #202
11.	Exploratory Art Club	L. B. Whitehead	Room #219
12.	French Club	F. L. Matthews	Room #206
13.	Checker Club	W. A. Tisdale	Room #301
14.	Girls' Athletic Club	S. A. Jenkins	Room #101
15.	Girls' Drum and Bugle Corps	G. L. Bullock L. J. Harper	Room #112
16.	Girls' Cooking Club	A. M. Peyton	Room #107
17.	Girl Reserve Current Events Club	Maude E. Brown	Room #212
18.	Girl Reserve Knitting Club	C. M. Berry	Room #211
19.	Girls' Literary Society	C. E. Alexander M. Johnson	Room #217
20.	Hobby Club	E. M. Kennedy	Room #209
21.	Home Beautiful Club	A. B. Yancey	Room #218
22.	Home Nursing Club	E. E. Fields	Room #220
23.	Journalistic Club	H. L. Yancey	Room 216
24.	Junior Scientists Club	E. T. Woolridge	Room #306
25.	Library Club	C. E. Johnson	Room #201
26.	Metal Arts Club	M. E. Brown	Room #119
27.	Movie Club	L. T. Johnson	Room #220
28.	Music Club	N. G. Board	Room #102
29.	Observation and Visitation Club	C. M. Morton	Room #203
30.	Study Club	A. M. Dell	Room #213
31.	Student Council	G. W. Jackson	Room #208
32.	Typing and Business Club	H. A. Baker V. E. Gatliff	Room #222
33.	Woodcrafters Club	T. H. McNeil	Room #116
34.	Junior Tailors' Club	F. L. Whitaker	Room #113
35.	Scrap Book Club	E. L. Hopwood	Room #225

teachers alike. The program received so much acclaim from the public at large that its results were published in every local newspaper."

The Courier-Journal reports the following concerning this program of high school guidance:[23]

"A most interesting and helpful program of vocational guidance has been completed during the past year in the Central Colored High School .... This program should do much toward guiding the students to jobs for which they are suited."

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[23] The Louisville Courier-Journal, May 16, 1938.

CHAPTER V

THE JUNIOR HIGH SCHOOLS IN LOUISVILLE FOR NEGROES

The superintendent of Louisville schools, after making a study of the junior high school situation, made the following report to the Board of Education in June, 1921:

> "Many cities similar in size to Louisville and possessing similar educational problems have found the junior high school (6-3-3) plan of education very helpful. The chief advantages that grow out of the junior high school are that: its curriculum may conveniently offer many opportunities for exploration into the fields of vocational guidance, better articulation is possible between the junior and senior high school programs of study than is possible between the present elementary and the high school .... The erection of the junior high school would help relieve the congested conditions of which exist in most of our high schools and many of our elementary schools."[1]

The Board of Education evidently was influenced by this report on the desirability of junior high schools in Louisville, for soon afterward the white junior high schools began to be erected. By 1928 and 1929 the junior high school program had been so expanded as to include the erection of two new junior high schools for Negroes, one in the eastern section of the city called Jackson Junior High School and another in the western section of the city called Madison Junior High School. The reference to junior high school in this discussion means both of

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[1] Superintendent's Report to Board of Education, June, 1923. pp. 27-28.

these schools unless otherwise stated.

I. MADISON COLORED JUNIOR HIGH SCHOOL

The souvenir edition of the "Madison Mirror"[2] reports the following concerning the founding of Madison Colored Junior High School:

> "The new building of the Madison Junior High School was officially opened January 27, 1930. Prior to this time the school was known as the Madison Departmental School and had been in operation four semesters in the building already on this site. Our practices and experiences as a departmental school did much to help us inaugurate a junior high school program that would be in harmony with modern trends in education....
>
> "Our school has an enrollment of eight hundred and seventy-two during the school year 1929-30 and a faculty of thirty-two teachers and a librarian.... Supervised study, socialized recitations, tryout courses, teaching through projects, clubs, health education, industrial training, and vocational guidance are features of our procedure at Madison."

This souvenir edition of the Madison year book was dedicated to A. S. Wilson, the school's principal. The dedication was accompanied by the following tribute:[3]

> "To Atwood S. Wilson, the first principal of Madison Junior High School, whose efforts have been incessant and untiring in making our school one of the best of its kind, the faculty and pupils dedicate this souvenir issue of the Madison Mirror."

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[2] Madison Junior High School Yearbook for 1930, p. 2.

[3] Ibid., p. 3.

The above statements show the general esteem that was held for the principal. The qualities explain the reason why the principal of Madison Junior High School was made, in 1934, the principal of Central High School when the principal of the latter school, Mr. W. B. Matthews, retired.

The Dedication of the Madison Junior High School. In a report concerning the services held to dedicate the new Madison Colored Junior High School, the Courier-Journal[4] made the following observations:

> "An excellent dedicatory program was held last night to dedicate the beautiful new Madison Colored Junior High School building.... Dr. Albert B. Weaver made the opening remarks which explained the interest manifested by the Board of Education and the Superintendent of Schools for the Negro pupils of Louisville .... Dr. Weaver was followed by Mr. L. R. Gregory, the Superintendent, who thanked the Board of Education and the taxpayers of Louisville for the generous support in the recent program of school building. The Honorable W. B. Harrison, Mayor of the city of Louisville, followed Mr. Gregory on the program. Mr. Harrison stated that the greatest task of the public school was to train the youth to be citizens. He further pointed out the encouragement which his office and administration had given to the Board of Education in their program of building colored schools.... Short responses were given to the various speakers by several prominent Negro leaders."

The Madison Junior High School Plant. The editorial section of the yearbook[5] reports the following facts on the

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[4] The Louisville Courier-Journal, Tuesday, May 13, 1930.

[5] Madison Yearbook for 1930, p. 18.

condition of the new school plant:

"The Board of Education has provided, at Eighteenth and Madison Streets in Louisville, Kentucky, what is considered to be the best colored junior high school to be found anywhere in the south. The building, including the equipment therein, has cost more than $500,000. The new building has been annexed to a building formerly on this site and the entire plant is worth about $600,000 .... The building is of fireproof construction, with a reinforced concrete skeleton and with brick and tile walls. It is of Georgian design, being built of red brick with white stone trimming. The following are some of the features of the building:

1. Steam heat with warmed air ventilation.
2. Lockers built in the walls of corridors for all students.
3. Boys' and girls' lavatories on each floor.
4. Electric lights, electric clocks, a telephone in each classroom and an automatic fire alarm system.
5. Twenty-seven well equipped classrooms, a gymnasium with showers and locker rooms for boys and girls, a spacious library, an art room equipped with art tables, and a social room.
6. Two well equipped science rooms, a typewriting room, and a music room.
7. A sewing room, a laundry unit, and a domestic science room for girls.
8. Woodwork shop, mechanic shop, printing shop, shoe repairing and pressing shop for boys.
9. A principal's main and private office, a medical room and an examination room.
10. Steel files, electric mimeograph, a radio, and other modern equipment."

This rather complete account of the new plant and its equipment speaks eloquently of the very fine and modern building

which houses the Madison Colored Junior High School. The edifice and its equipment as well is a credit to the city schools of Louisville.

General Facts About Madison Junior High School. The foreword in the Madison Yearbook reports:[6]

> "From a school of 513 pupils in January, 1928, our school has grown to one of 1021 pupils (June, 1930), 557 boys and 553 girls. During these three years of operation the faculty has increased to thirty-six teachers, who with the principal, librarian, clerk, and visiting teacher, make a staff of forty workers. Our new building along with the old annex adequately provides for all the activities of an up-to-date junior high school.... Courses in guidance, the successful operation of 40 clubs, including the boys' and girls' glee clubs, the starting of music instrument classes, a boys' football team, field hockey for the ninth grade girls, and an opening of a mechanics shop for boys have featured our 1930 activities."

II. GENERAL AIMS IN THE JUNIOR HIGH SCHOOL

The junior high school program covers a period of three years and is a phase of the 6-3-3 plan now commonly found in secondary education. The following table is an outline of the program of studies found in the colored junior high schools of Louisville at the present time:[7]

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[6] Madison Yearbook for 1930, p. 1.

[7] This program of studies operates in both of the colored junior high schools.

TABLE X

THE PROGRAM OF STUDIES IN THE JUNIOR HIGH SCHOOLS[8]

Subject	Number of Periods Per Week					
	7B	7A	8B	8A	9B	9A
English and Penmanship	5	5	5	5	5	5
Literature and Library	3	3				
Arithmetic	5	4	4	4		
Social Studies	5	4	4	4		
Community Civics (elective)*					5	5
General Language				2		
Latin or French (elective)*					5	5
General Science		2	2	2	4	4
Physical Education and Health	3	3	3	3	2	2
Guidance					1	1
Music	1	2	2	2	1	1
Industrial Education for Boys (elective)*					5	5
Household Mechanics for Boys*	4					
Printing (boys)			4			
Shoe Repairing and Pressing (boys)*		4				
Woodwork (boys)*				4		
Industrial Education (girls) (elective)*					5	5
Cooking	4					
Sewing#		4				
Laundry and Home Service			4			

[8]Compiled from office records of both Madison and Jackson Colored Junior High Schools.

TABLE IX (Continued)

THE PROGRAM OF STUDIES IN THE JUNIOR HIGH SCHOOLS

Subject	Number of Periods Per Week					
	7B	7A	8B	8A	9B	9A
Typewriting (girls) (elective)				4	5	5
Junior Business			2			
Art (Drawing)	2	1	2	2	5	5
Club	1	1	1	1	1	1
Assembly and Home Room	1	1	1	1	1	1

*Ninth grade students may elect ten periods per week from Latin, French, Community Civics, the industrial education subjects, art, and typewriting.

#Eighth grade girls may elect typewriting or a home economics course. All eighth and ninth grade pupils use one of the English periods in the library.

III. VOCATIONAL SUBJECTS FOR BOYS

The preceding table shows that the colored junior high schools provide four general industrial shops for boys. These are: (1) household and simple mechanics; (2) shoe repairing and pressing; (3) printing; and (4) woodwork. Each boy spends one semester in each of these four general shops. Wilson[9] reports:

> "The general industrial shops for boys are of the exploration type. Each boy takes a course of four periods

[9]Atwood S. Wilson, The Vocational Opportunity and the Education of Colored Pupils in Louisville. Master's Thesis, University of Chicago, Chicago, Illinois, 108 pp.

per week in the seventh and eighth grades, but in the ninth grade he may study in the shop of his choice and receive a more specific education, taking the course five periods per week throughout his ninth year.... According to the present arrangement, the boy in the colored junior high school of Louisville spends 14.4 of his schooling in the junior high school in the industrial education subjects."

The above table reveals that the colored junior high schools of Louisville provide four types of industrial education for girls. These are: cooking, sewing, laundry, and home science.

According to Wilson,[10] the work in each industrial course for girls in the junior high schools of Louisville is exploratory in character, but more systematic instruction is given than in the industrial course for boys.

IV. ADEQUATE PROGRAM OF STUDIES

According to an analysis of the statements of forty-nine public school administrators and twenty college specialists since 1920, which appear in the Fifth Yearbook of the Department of Superintendence,[11] the special purposes of the Junior high school are as follows:

1. Meeting individual differences of pupils--enabling pupils to follow the lines of their ability and interest.
2. Prevocational training resulting in wise choices of later school courses and life work.
3. Counseling or guidance--bringing pupils into contact

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[10] Atwood S. Wilson, op. cit.

[11] Department of Superintendence of National Education Association, "The Junior High School Curriculum," The Fifth Yearbook of the Department of Superintendence, 1927, p. 20.

with influences that should give purpose and direction to their lives.

4. Meeting the needs of the early adolescent group.

5. Bridging the gap between elementary and secondary schools--proper coordination between lower and higher schools.

6. Development of preparation of pupils to play a larger part in the life of the community.

7. Providing opportunity for profitable self activity--early development of leadership, individuality, and initiative.

The present program of studies in the colored junior high schools of Louisville makes adequate provisions for the execution of the special purposes of the junior high school on which leading educators agree. The core curriculum subjects, guidance classes, clubs and assemblies, along with a variety of exploratory courses in the industrial arts, are all provisions of the colored junior high schools of Louisville which enable the special functions of the junior high school to be realized.

The colored junior high schools of Louisville are a credit to the city. They as well as the senior high school represent great progress of public secondary education for Negroes in Louisville.

V. JACKSON COLORED JUNIOR HIGH SCHOOL

The Jackson Colored Junior High School serves Negro students who reside in the eastern section of Louisville and is located on the northwest corner of Jackson and Breckinridge

Streets. The school was erected in 1929 along with the Madison Colored Junior High School of the western section of Louisville. Mr. A. E. Meyzeek,[12] in a personal interview regarding the opening of the school says:

> "Jackson Junior High School was officially opened in September, 1921, although it was not dedicated until December of the same year. Prior to this time the majority of the students who made up this first student body had been chiefly in the Central Colored High School or in the Booker T. Washington Elementary School, which is located on the present site of the Jackson Junior High School. Our junior high school at present receives its students from the six elementary schools located in or near the east end of Louisville.
>
> "The school began with a faculty of twenty-seven and the principal. The faculty at present has grown to thirty-six members and a librarian. There were about 360 students enrolled during the opening school year, while during the past school year there were over 500 enrolled.
>
> "Our teaching procedures at Jackson feature: supervised study, try-out courses, socialized recitations, health education, industrial training and vocational guidance. We place a great amount of stress on our guidance program.
>
> "The plant of the Jackson school, which cost over $365,000, is thoroughly modern in design and construction. Although the north wing has never been added to the building, the major portion of the structure is completely finished and equipped. This part of the plant which has been completed along with two portable buildings meets the housing needs at present. However, we expect the north end of the building to be added in the very near future. The present plant is three stories in height, of fireproof construction, with a reinforced concrete skeleton, and with yellow brick walls. The following are some of the features of the building:

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[12] A. E. Meyzeek, first principal of Jackson Junior High School.

1. Warmed air ventilation.
2. Steam heat
3. Boys' and girls' lavatories on each of the three floors.
4. Electric lights and telephone in each classroom.
5. Twenty-six well-equipped classrooms, a gymnasium with showers and locker rooms for both boys and girls, and a well-equipped library.
6. One well-equipped science room.
7. One sewing room and one cooking room for girls.
8. Printing shop.
9. Shoe repairing shop for boys.
10. Woodwork shop for boys.
11. A principal's main office and private office.

"Our faculty consists of 36 well-qualified workers who have been trained in some of the best colleges and universities of the nation. Nearly all have college degrees or are working on them. The staff of official workers and the students cooperate in such an excellent way as to make Jackson Junior High School a pleasant place to work and achieve...."

Dedication of the Jackson Colored Junior High School. The Jackson Colored Junior High School dedication program was an impressive affair, according to the Louisville Times, which reported the following concerning the program:[13]

"A new mile-stone was reached in the Louisville educational system when the new Jackson Colored Junior

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[13] The Louisville Times, December 17, 1929.

High School was dedicated last night.... Mr. L. R. Gregory, superintendent of schools, made the opening address in which he thanked the Board of Education and the taxpayers of Louisville for expressing their great interest in the educational progress by constructing an east end junior high school for Negroes.... Mr. Gregory's address was followed by one by the Honorable W. B. Harrison, mayor of Louisville. Mayor Harrison pointed out the encouragement which his office had given to the program of school building recently adopted by the Board of Education.... Dr. R. A. Kent, president of the University of Louisville, made the closing address on the program. Dr. Kent stressed the increasing importance of the junior high school in the general educational scheme.... Several prominent Negroes made timely responses near the end of the dedicatory services.

CHAPTER VI

CONCLUSIONS

In the foregoing study one is impressed by the remarkable progress that has been made in the providing of secondary education for Negroes in Louisville.

The high school which began with an enrollment of less than 10 pupils and a faculty of but one teacher has since grown to have an enrollment of over 800 pupils and a faculty of over 40 teachers.

The two Junior high schools, which were recently added to the secondary school system for Negroes, serve to increase the efficiency of the high school program in Louisville.

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APPENDIX

TABLE XI

YEARLY NUMBER OF HIGH SCHOOL GRADUATES
FOR YEAR 1884-1938*

*Compiled from Central Colored High School Office Records for each year from 1884 to 1938

School Year	Number of Graduates	School Year	Number of Graduates
1883-1884	7	1910-1911	48
1884-1885	7	1911-1912	38
1885-1886	6	1912-1913	55
1886-1887	7	1913-1914	49
1887-1888	18	1914-1915	45
1888-1889	14	1915-1916	27
1889-1890	6	1916-1917	29
1890-1891	20	1917-1918	29
1891-1892	13	1918-1919	45
1892-1893	No Class	1919-1920	44
1893-1894	28	1920-1921	53
1894-1895	18	1921-1922	62
1895-1896	21	1922-1923	73
1896-1897	18	1923-1924	64
1897-1898	15	1924-1925	55
1898-1899	51	1925-1926	76
1899-1900	41	1926-1927	93
1900-1901	26	1927-1928	99
1901-1902	37	1928-1929	98
1902-1903	39	1929-1930	131
1903-1904	28	1930-1931	161
1904-1905	35	1931-1932	160
1905-1906	43	1932-1933	148
1906-1907	78	1933-1934	151
1907-1908	48	1934-1935	191
1908-1909	51	1935-1936	195
1909-1910	40	1936-1937	174
		1937-1938	190

TABLE XII

JUNIOR HIGH SCHOOL ENROLLMENT*

*Compiled from Board of Education Reports for years 1927-1937

School Year	Number Enrolled at Madison	Number Enrolled at Jackson
1927-1928	446	
1928-1929	515	360
1929-1930	883	447
1930-1931	871	490
1931-1932	906	505
1932-1933	976	521
1933-1934	1057	521
1934-1935	1064	533
1935-1936	1118	525
1936-1937	1250	