

THE NEGRO SCHOOL CHILD IN ATLANTA

A REPORT
IN
PICTURES

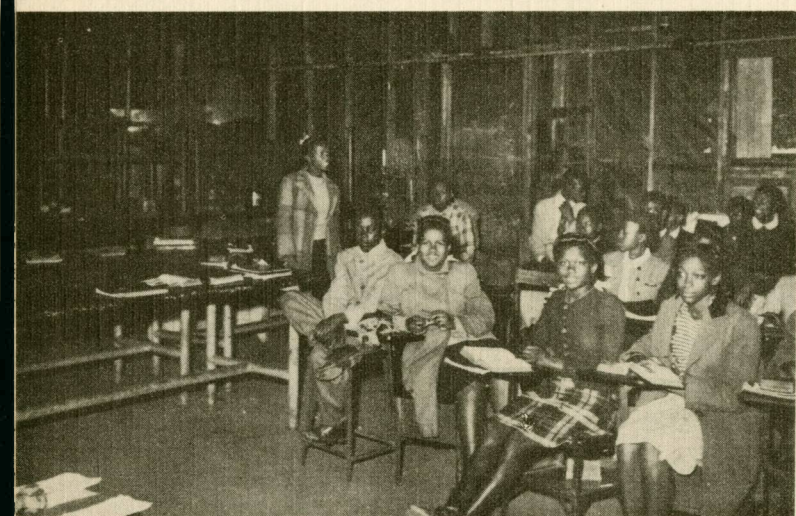




A few Negro schools—Washington High, for example—look good from the outside, even though they lack such elementary facilities as adequate libraries, assembly rooms, cafeterias, and gymnasiums.



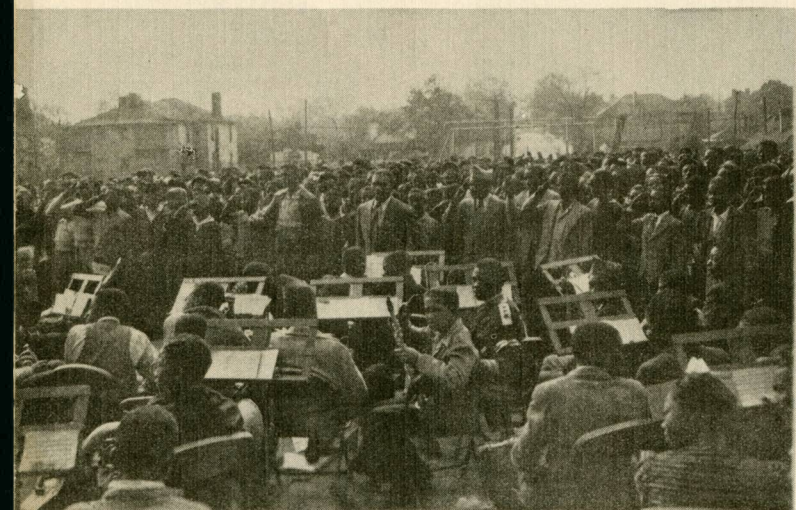
Behind the beautiful front there are classrooms like this. Is it shocking to find schools like this within the city limits of Atlanta?



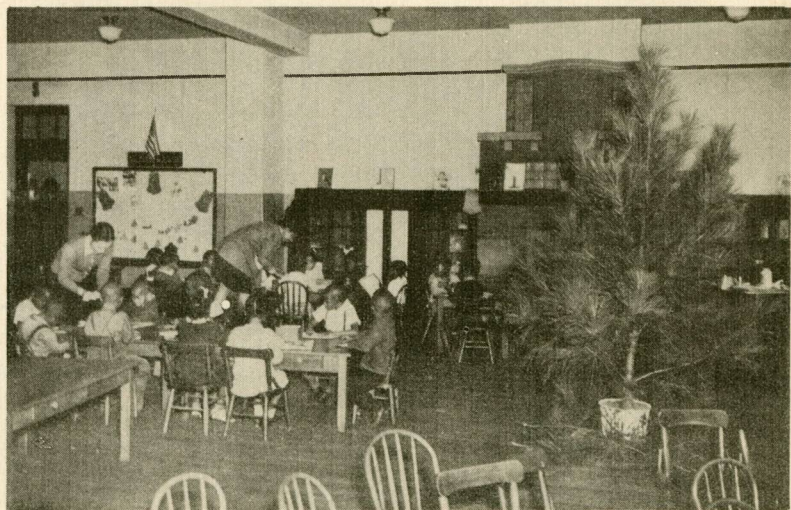
There is not room enough in Negro schools, so it is necessary for children to "double up" and for teachers to teach two "shifts" of students. This is known as the "double session".



Negro elementary and junior high school pupils get only 3½ hours of schooling per day instead of the six hours given in white schools.



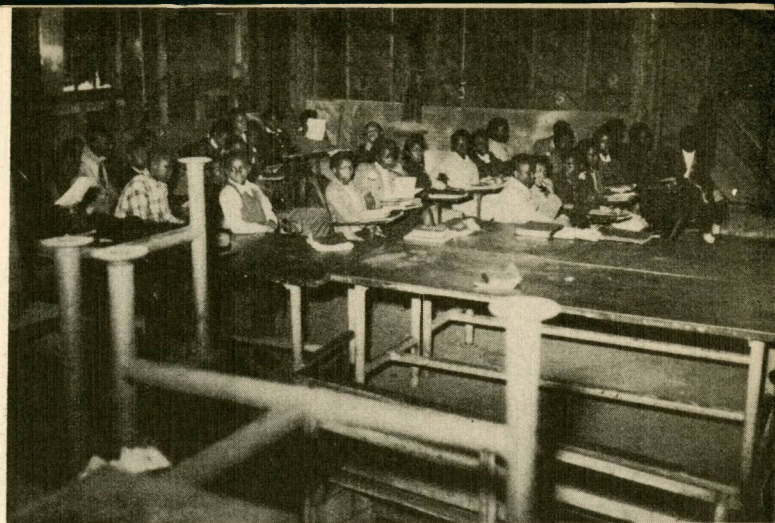
"Outdoor Assembly" because there is no indoor assembly room. Negro schools have no auditoriums, no gymnasiums, only a few ill-equipped shops.



Although there is a kindergarten in each elementary school for white children, there are only two kindergartens for approximately 1,600 Negro children of kindergarten age—both very recent additions.



● Bush Mountain, one of our city's public schools, does not provide even the minimum sanitary necessities of running water and flush toilets.



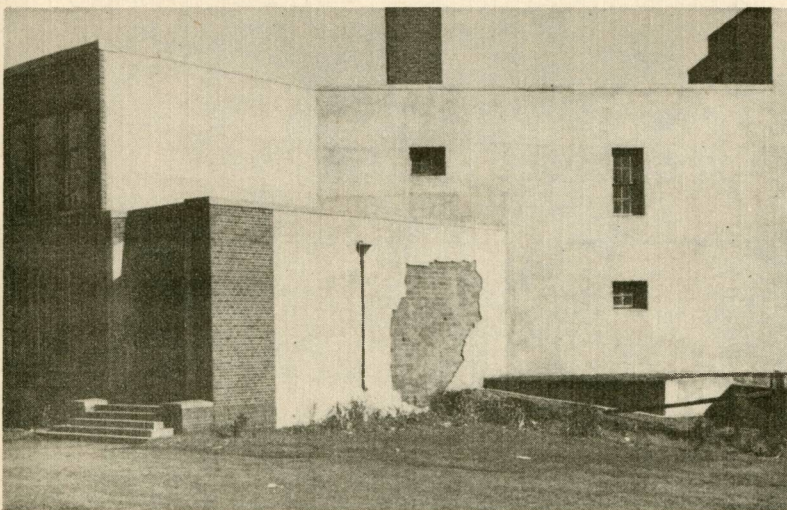
● An educational program which countenances this is, at best, mediocre. At worst, it breeds personal maladjustments, social disorganization and crime.



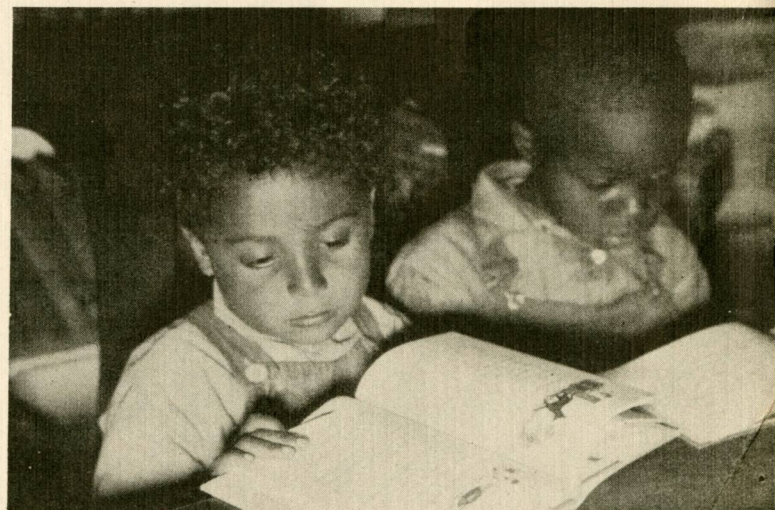
● In spite of the "double session" Negro schools are overcrowded. Teachers in Negro elementary and junior high schools have an average of 52 pupils in each class, compared with 29 in white classes.



● These boys are bringing in the school's drinking water from a nearby well. Decent school conditions and a full day in school should be provided for them in the interest of our entire city's welfare.



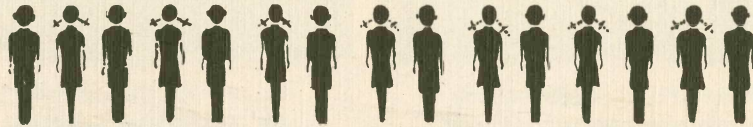
● Many schools for Negro children, like this one, were begun twenty years ago, and have never been completed.



● These young people need more and better school buildings; more and better school equipment; more and better instruction. Not until these needs are fully met can Atlanta Negro youth receive the basic chance to develop good and useful citizenship.

HOW OUR SCHOOLS ARE SHARED

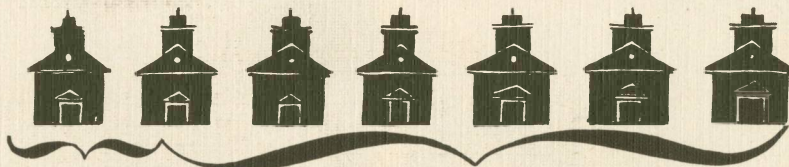
OF THE **70,894** ATLANTA CHILDREN OF SCHOOL AGE



26,528 (37.4%)
ARE NEGROES

44,456 (62.6%)
ARE WHITES

YET... OF THE **65** PUBLIC SCHOOL BUILDINGS
IN ATLANTA...

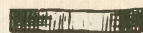


ONLY 13 (20%)
ARE FOR NEGROES

WHILE 52 (80%)
ARE FOR WHITES

OR IN TERMS OF INVESTMENT IN SCHOOL LAND AND BUILDINGS, AS OF DECEMBER, 1941, WE HAVE INVESTED...

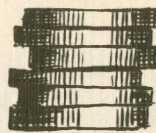
\$1.00



for Negro
Children

for every

\$6.00



for White
Children

More than one-third of Atlanta's school age children are Negroes, but Atlanta's present investment in land and buildings for Negro schools is only one-sixth of the total investment.

Our city's expenditure per Negro pupil is but

little more than one-third of the amount spent for each white child. The correction of these conditions means adding to the strength and well being of the whole community. It means correction of conditions where social consequences have been too evident, too long.

CITIZENS COMMITTEE ON PUBLIC EDUCATION

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ATLANTA, GEORGIA