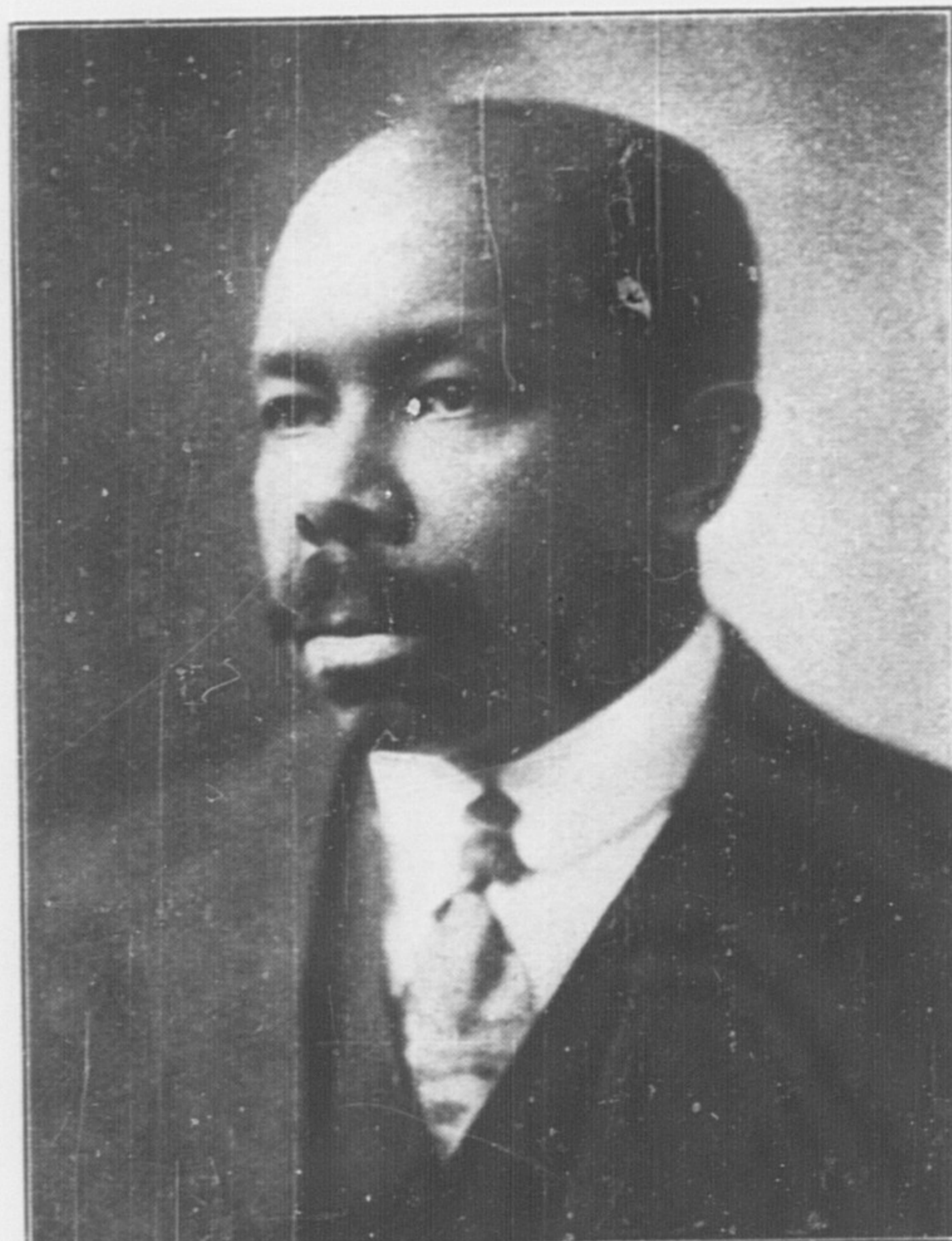


ney, and marched them back to the old, condemned and dilapidated building and gave them all of the old school-books, while the white children were given the privilege of attending the new school fully equipped with the newest books and appliances.

The State having the bird, the cage and the appendages, that is, the colored State Normal School, the colored school buildings throughout the state to give its graduates employment, and the children conveniently segregated out of line with the work of the established state authorities, the next step will be to again legalize what has been illegally done; and we shall have in law, as well as in fact, a complete segregated school system for the entire state. In fact, it has already been hinted that the principal of the Cheyney State Normal School for Colored Teachers will be the first colored assistant Superintendent of Public Instruction having charge of the colored work.

But why do we need to establish, at great expense to the State, a 14th Standard Normal School at Cheyney when there is one already established at West Chester, Pennsylvania, which is only six miles from Cheyney and where both colored and white students seeking a Normal School education have had all their needs supplied for more than a generation. The School Code provides that "there shall be thirteen Normal School Districts in this Commonwealth, as now provided, and one State Normal School in each District. Delaware, Chester, Bucks and Montgomery Counties shall be the first Normal School District, and the State Normal School in West Chester shall be the State Normal School in this District." The public school system of the State of Pennsylvania is for the purpose of giving a general education to all of its citizens in the standards of knowledge, and if any colored teachers have any "special needs," they should go to special schools under private ownership.

The facts show that Cheyney is not *legally* a State Normal School. The Act of April 26, 1921, gave the State Board of Education the right to inquire into the purchase of the Cheyney Training School For Teachers, under which Act the State Board of Education purchased a school plant worth \$300,000 for only \$75,000; but said Act did not say that Cheyney should be the 14th State Normal School within the first Normal School District, only six miles away



ATTORNEY G. E. DICKERSON

from the State Normal School at West Chester.

Notwithstanding, and in spite of the law as hereinbefore stated, but despite his assertions to the contrary, Dr. Finnegan, State Superintendent of Education, and one of the editors of the Pennsylvania School Journal, advertises in said Journal, Cheyney, as a colored school, along with the other State Normal Schools as follows: "Cheyney: for Colored Teachers."

By legally establishing, designating and maintaining Cheyney as a State Normal School, the State Superintendent of education must have one or all of the following purposes in view, to wit: He must be trying to dignify and give status to the head and principal of the school at Cheyney, or must be attempting or trying to relieve its founders and owners of its maintenance and upkeep, or he must be setting up as a first necessary step a professional school where segregated ideas and principles are taught and practiced. Be his reasons what they may, the effect is the same. Cheyney, as constituted, is but the legal beginning of a complete segregated school system for the State of Pennsylvania. For, when the State has spent its money for the purpose of making segregated teachers, it will not hesitate to spend the necessary money to make the segregated schools, and will not hesitate to

drive the colored children from the graded schools that are established, into dislocated and ill-equipped buildings where one colored teacher will be compelled to teach all of the primary and grammar school grades. When we have the bird we buy the cage and its appendages.

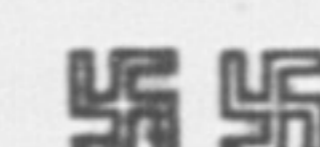
Cheyney then, represents a crisis—a departure from the object and purpose of its founders, as well as departure from the Northern system of education, where all are educated and taught together according to their several qualifications and ability, and is the necessary link in an effort to establish and maintain a segregated system where prospective teachers, first, and pupils afterwards, are discriminated against and segregated according to race and color, the Southern custom.

We are all American citizens, and we stand for and demand equal and identical school opportunities, both to learn and to teach, requiring no special training, de-

manding no special privileges, permitting no segregation or discrimination. It is but idle folly for the founders and sponsors of Cheyney to institute in the State of Pennsylvania both the fact and cause of segregation without expecting and receiving as a necessary corollary its necessary and attending evils and effects. Whether the principal of Cheyney admits it or not, it is a fact, nevertheless, that wherever there are separate schools, there always follow Jim-Crow cars, segregation in public conveniences, and loss of political status.

Note: The attitude taken in the foregoing article has been approved by the Philadelphia Branch, N. A. A. C. P., in its regular meeting, April 3, 1923, also by many Philadelphia citizens, including Bishop L. J. Coppin of the A. M. E. Church, Mr. E. W. Henry, Pres. of Citizens Republican Club, Dr. William Myers Slowe, the Honorable A. F. Stevens, Pennsylvania State Representative and many others.

THE NATIONAL ASSOCIATION OF NEGRO MUSICIANS



CARL DITON, National Organizer



WHEN a score or more of prominent musicians and artists hailing from different parts of the United States met at the national capital during the latter part of the spring of 1919, little did they surmise that they were taking an initial step toward a national association that would, in less than four years, grow to a membership of over one thousand with 34 branches.

To the association's first presiding officer, Henry Grant, an unusually well-schooled musician and educator, should go the honor of having made the launching of such an invaluable association possible, for it was he who called the first conference and who laid before it a solid, constructive working plan which subsequently became the structural foundation of the present national organization.

In connection with the idea of forming a national association, however, it is fair to record that there were two other prominent men who were ambitious to perform a similar service for the race. In 1914,

Clarence Cameron White, violinist-composer and educator, issued a call from Boston for a national meeting, but was compelled to call it off because of the excitement attending the outbreak of the World War. In 1918, Nathaniel Dett, well-known composer, issued a similar summons, only to be frustrated by the memorable influenza epidemic. It is interesting to note though, that the association, young as it is, has shown fine political wisdom in choosing for its second president the former of these two men in recognition of his pioneer effort to bring about closer union among Negro-American musicians.

At present, the most brilliant achievement of the National Association of Negro Musicians is its conventions. This fact should not be under-estimated, for in point of constructive thought, to say nothing of the vast crowds of people attendant upon its evening concert sessions when the standing room of the largest procurable auditoriums is at a premium, these conventions go far towards rivaling those of