

Stuy Selby 1 Rec. O'Connor

Stenographer's Record

DONALD G. MURRAY

vs.

RAYMOND A. PEARSON, et al.

In the Baltimore City Court
Part III

June 18, 1935.

S&I

Filed 26th June 1935.

JACK SALOMON
STENOGRAPHER
BALTIMORE, MD.
301 CALVERT BUILDING

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DONALD G. MURRAY
vs.
RAYMOND A. PEARSON,
President,
W. M. HILLEGEIST,
Registrar,
GEORGE M. SHRIVER
JOHN M. DENNIS
WILLIAM P. COLE
HENRY HOLZAPFEL
JOHN E. RAINE
DR. WILLIAM SKINNER
MRS. JOHN L. WHITEHURST
and
J. MILTON PATTERSON

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IN THE
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:
BALTIMORE CITY
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:
COURT
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PART III.
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BEFORE HON. EUGENE O'DUNNE, Judge.

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Baltimore, Md., June 18, 1935

COUNSEL PRESENT:

Thurgood Marshall, Esq., :
William I. Gosnell, Esq., : on behalf of the Plaintiff.
and :
Charles H. Houston, Esq., :

Charles T. LeViness, Sr., Esq., on behalf of the Defendants.

(Opening statement on behalf of Plaintiff made by Mr. Houston, and opening statement on behalf of the Defendant made by Mr. LeViness.)

THE COURT: Make a note that there is now filed an amended Answer, based on supplemental information not in the breast of the Attorney General at the time he filed his answer.

MR. LEVINNESS: The respondents have had submitted to them a photostatic copy of the transcript of record of the petitioner, while a student at Amherst College, Amherst, Massachusetts; that such certificate has been submitted to the registrar of the University of Maryland, who advised us that the applicant is qualified from an educational standpoint to be admitted into the Law School, and therefore, the respondents do not call for strict proof of that matter as claimed in the Answer.

THE COURT: The Court has heard opening statements of counsel for each side, and now is prepared to proceed to hear testimony from either side that they desire to produce.

MR. HOUSTON: It is stipulated between counsel for plaintiff and for the defendants that the application of Donald G. Murray is broad enough to cover his admission, not only for the school term beginning September 25, 1935, but for any succeeding school term at which he might be found eligible and qualified for admission to a school of law. The petition is so amended so as to make it a continuing application, and is to be passed upon as such.

DONALD G. MURRAY, produced on behalf of the plaintiff, being duly sworn according to law, testified as follows:

DIRECT EXAMINATION.

Q (MR. MARSHALL) Your full name ?

A Donald Gaines Murray.

Q And your address ?

A 1522 McCulleh street, Baltimore.

Q Are you the petitioner in this case -- did you file this Writ of Mandamus ?

A Yes, sir.

Q How old are you ?

A 22.

Q Are you a registered voter ?

A Yes, sir.

Q Are you married or single ?

A Single.

Q What is your occupation at the present time ?

A Unemployed.

Q Now, Mr. Murray, when did you first get the idea of studying law, or wanting to study law ?

A When I entered Amherst, I intended to study law.

THE COURT: You will have to speak louder, there is so much noise outside.

WITNESS: When I entered Amherst, I intended to study law.

Q (MR. MARSHALL) You took up the idea of studying law ?

A Yes, sir.

Q Did you choose your subjects at Amherst to fit you to study law, so far as you knew ?

A Yes.

Q Did you talk with your advisor at Amherst what you should take to study law ?

A Yes.

Q Did you have any particular place in mind you would like to practice law, if you were afforded an opportunity to do so ?

A I would like to practice here in Maryland.

Q At what particular location in Maryland ?

A Baltimore, Maryland.

Q Is there any particular school you want to take your study of law in ?

A I would like to take it in the University of Maryland.

Q Do you have any reason for wanting to take law at the University of Maryland, rather than any other school ?

A Yes, first, because it is convenient, I live here, it is less expensive, and if I went to the University of Maryland, I would have a chance to observe the Courts in Maryland, and also be able to get acquainted with other practitioners, if I was at the University of Maryland. I am a citizen of the State, and I think I should have a right to go there.

Q Are you able to meet the financial obligations to attend the University of Maryland ?

A Yes, sir.

Q Are you aware of the fees charged at the University of Maryland ?

A Yes, sir.

Q Have you gone over the catalogue of the University of Maryland ?

A Yes.

Q How much time would you be able to devote to studies if you were admitted to the University of Maryland ?

A Substantially all.

Q Have you made any effort to matriculate in the law at the school of the University of Maryland ?

A Yes, sir.

Q Mr. Murray, look at that (indicating), and see if that is a letter you sent ?

A Yes, sir.

Q What is the date ?

A December 8th.

MR. MARSHALL: I offer that in evidence.

(Letter referred to was then filed marked Plaintiff's Exhibit No. 1).

Q I show you this letter dated December 14th, and ask you if you have seen it before ?

A Yes, sir.

Q Did you receive that letter ?

A Yes, sir.

MR. MARSHALL: I offer that letter in evidence.

(Letter referred to was then filed marked Plaintiff's Exhibit No. 2).

Q I show you this, and ask you if you have seen it before?

A Yes, sir.

Q What is that ?

A An application.

Q Did you sign this application yourself ?

A Yes, sir.

Q And mailed it to the registrar ?

A Yes, sir.

MR. MARSHALL: I offer that in evidence.

(Application referred to was then filed marked Plaintiff's Exhibit No. 3).

Q I show you this letter, dated February 9th, have you seen it before ?

A Yes, sir.

Q Did you receive this letter ?

A Yes, sir.

MR. MARSHALL: I offer that in evidence.

(Letter referred to was then filed marked Plaintiff' Exhibit No. 4).

THE COURT: On Exhibit 4, the last page here, Mr. LeViness, I call your attention to the postscript of that letter, which otherwise seems to be a duplicate of the previous exhibit. I will read you the part I want to inquire about. "President Pearson instructed me today to return to you the application form and money order, as the University does not accept negro students, except at Princess Anne Academy." Now, is it contended, or is it admitted that there is no law school department of any character at Princess Anne Academy ?

MR. LeVINESS: It is admitted.

Q (MR. MARSHALL) I show you a copy of a letter of March

5th, 1935, and ask you if you have seen that before ?

A Yes.

Q Explain what that letter is.

A That is a registered letter to each of the members of the Board of Regents, asking that my application might be considered by the Board of Regents.

MR. MARSHALL: I offer that in evidence.

(Letter referred to was then filed marked Plaintiff's Exhibit No. 5).

Q I am showing you a letter dated March 8th, signed R. A. Pearson, and ask you if you saw that before ?

A Yes, sir.

Q Did you receive that letter ?

A Yes.

MR. MARSHALL: I offer that in evidence.

(Letter referred to was then filed marked Plaintiff's Exhibit No. 7).

Q (MR. MARSHALL) Mr. Murray, do you want the out of state scholarship as mentioned by the Assistant Attorney-General here ?

A No.

Q Is there any recognized law school in the State of Maryland, to your knowledge, where you can go to get a law course outside of the University of Maryland ?

A No.

Q If you are not admitted by September, 1935, do you still want to go there, if possible ?

A Yes.

CROSS EXAMINATION

Q (MR. LE VINESS) Did you go to school in Baltimore before you went to college ?

A Yes.

Q What school did you attend ?

A Douglas High School.

Q The Douglas High School is a school maintained for what type of students; what color or race ?

A Negroes.

Q There are all colored boys and girls at that school, are there not ?

A Yes.

Q Where did you go before you went to Douglas High School ?

A Public School number 103.

Q Number 103. Where is that located ?

A On Division Street.

Q And that is an all colored school ?

A Yes.

Q There were no white boys and girls at all in either of these schools which you mentioned, are there ?

A No, sir.

Q Have you attended any other schools in Baltimore or the State of Maryland ?

A No.

Q Just these two ?

A Yes.

Q Both of the schools you attended were attended by the members of the colored race ?

A Yes.

Q Do you also know as a matter of fact, of general know-

ledge, that in Baltimore, and generally throughout the state, that colored boys and white boys do not attend the same school ?

A Yes.

Q That is true, isn't it. I understand you to say that if you are admitted to the University of Maryland you can pay ?

A Yes.

Q Do you know how much it is ?

A Two hundred dollars.

Q Do you know how much the tuition at Howard University School of Law --

THE COURT: It is stated in the exhibits that he put in himself; one hundred and thirty-five dollars, the last exhibit says, I think.

Q (MR. LEVINESS) If you were to attend some other institution outside of the state, such as Howard University, you would be able to go back and forth every day on the train from here to Washington, would you not ?

A I would be able to, but I wouldn't want to.

Q But you could do so. There are facilities for commuting

between these cities ?

THE COURT: Do you think it is necessary to ask that. It is public knowledge that there are trains on the hour and every hour. The Court takes judicial acquiescence of the fact that communication between Baltimore and the national capital is adequate to get you there and bring you back either by train, bus or airplane.

MR. LEVINESS: And you can get from here to Washington in one hour.

THE COURT: The only place you cannot go conveniently by railroad is the State Capitol.

MR. LEVINESS: Also, may I ask you, if you know what it costs to buy a monthly commutation ticket from here to Washington and return ?

A I don't know.

Q Isn't it \$15.00 a month ?

A I don't know.

(Discussion off the record.)

Q (MR. LEVINESS) By a letter which has been introduced in the evidence, which was written to you by Doctor Pearson under date of March 8th, I believe he refers you to the

scholarship provision of our Maryland Law and asks you if you would be interested in applying for a scholarship. His Honor has the exact wording.

THE COURT: He says he got that and he did not want it.

MR. LEVINESS: Strike out the last question.

Q By letter of December 14, 1934 which was written to you by Doctor Pearson, the President of the University of Maryland, he calls to your attention certain partial scholarships at Morgan College or institutions outside of the state for negro students who may desire to take professional courses or other work not given at the Princess Anne Academy and if you desire to make application for such scholarship to notify him. Pursuant to that letter, did you take any action for that scholarship ?

A No.

Q You did not take any action in pursuance of the Act of 1933, Chapter 234 ?

A No.

THE COURT: Mr. Leviness, to get the record clear, ask him the same question as applying to Morgan

College. Is there or is there not any claim that there is any law school attached to Morgan College ?

MR. LEVINESS: No, there is not.

Q Let me ask you this, Mr. Murray, if there were a State Law School for members of the colored race provided in connection with the Princess Anne Academy --

THE COURT: What is the use of asking any questions -- if there were any institutions ?

MR. LEVINESS: That is all.

RE-DIRECT EXAMINATION

Q (MR. HOUSTON) Mr. Murray, if you attended the University of Maryland Law School, how much would you have to pay for your room and board ?

A Nothing.

Q Have you any idea how much you would have to pay for room and board in Washington, if you stayed there. Would you have to pay any room and board if you went to Washington ?

A Yes.

Q Mr. Murray, how long has your family been paying taxes in

Baltimore ?

A I don't know exactly, but they have been here for about 33 years.

(Examination concluded.)

DOCTOR RAYMOND A. PEARSON, produced on behalf of the Plaintiff, being duly sworn according to law, testified as follows:

DIRECT EXAMINATION

MR. HOUSTON: If your Honor please, since Doctor Pearson is an adverse party and also, very obviously, from the letters here, a hostile witness, in the legal sense of the term; I ask the privilege of proceeding with leading questions.

THE COURT: All right, go ahead.

Q (MR. HOUSTON) Will you state your full name ?

A Raymond A. Pearson.

Q You are the President and Executive Head of the University of Maryland ?

A Yes.

Q How long have you been there, sir ?

A Nine years.

Q And I understand you are a graduate of Cornell, is that right ?

A Yes.

Q The University of Maryland, is that an accredited University in all departments ?

A Yes.

Q Is it not accredited so far as its Eastern branch is concerned ?

A So far as the lines of work conducted there; it is a junior college.

Q You said it was a junior college, the Princess Anne Academy is your Eastern branch; you said it was a junior college, by what accrediting agency is it accredited ?

A We get that by the rating given to our students who finish at Princess Anne and go to other schools. They take two years and are accredited a junior rating in other schools.

Q What schools do you know of that they go to from Princess Anne ?

A I would have to look up the record. A good many have gone to Petersburg, Virginia, which is an institution for colored people in the State of Virginia. I understand they are credited with two years of work and are given a junior rating.

Q This particular district is under The Middle Atlantic States and Maryland Association of Colleges and Secondary Schools, is it not ?

A Yes.

Q Was Princess Anne Academy accredited by that Association before it became the Eastern branch of the University of Maryland ?

A I think not; that is a long time ago.

Q When did it become the Eastern branch of the University of Maryland ?

A I can't give you the year, but it has been known in that way for the last 9 or 10 years.

Q Has it been separately accredited since that time ?

A Not to my knowledge.

Q So that the only accrediting of Princess Anne as the

Eastern branch of the University of Maryland is the accrediting it gets as being a part of the University of Maryland ?

A That is not what I stated.

Q Will you explain it please ?

A We get the rating indirectly by these who finish two years work at Princess Anne and go to other schools and get a junior rating at these schools.

Q Is the faculty at Princess Anne Academy on a level with the faculty at the University of Maryland ?

A Undoubtedly yes, in some instances; not in all.

Q By that you mean what ?

THE WITNESS: Do you mean individuals ?

MR. HOUSTON: You said in some instances, not in all -- in what instances and what persons would you consider the equal of your faculty at the University of Maryland ?

A I think the instruction given in the first two years of college work is of the same grade.

Q My question is about your faculty. What members of your faculty at Princess Anne would you consider equal to

your faculty at the University of Maryland ?

A Well, Mr. Marshall, undoubtedly is one. He has his Bachelor's and Master's degrees.

Q Any more ?

A The Principal of the School is another with a Doctor's Degree.

Q Do you know whether that is an honorary degree or an earned degree ?

A I am not sure. If it is not an earned degree he has made considerable advance towards the advanced degree. I cannot tell how far he has gone.

Q As a matter of fact, you are not very familiar with the qualifications of the Princess Anne Faculty Members, are you, Doctor ?

A Yes, I am.

Q I show you the 1934 -- 1935 catalogue --

THE COURT: Of the Princess Anne Academy ?

MR. HOUSTON: Of the Princess Anne Academy yes. There is only one, assuming for the moment that the Doctor's Degree of the Principal is an honorary doctorate, there appears to be only one person on the

Princess Anne Faculty who has an earned degree.

A I think at the present moment there are two.

Q Is that condition the same at the University of Maryland ?

A You are asking me a question that I should have some time to answer. I'll give you my impression; I think that as much of a proportion of the teachers at Princess Anne have advanced work or have taken advanced work and are qualified on that basis for teaching as you would find in the University of Maryland in the corresponding subject.

Q Let me ask you on the subject about the advanced degree, what about that question; is the proportion between the Faculty of Princess Anne the same with advanced degrees as at the University of Maryland ?

THE WITNESS: May I give a brief explanation ?

MR. HOUSTON: You haven't answered my question.

THE WITNESS: Will you repeat it please ?

(Question referred to was then read by the
stenographer.)

A The proportion is not as high. You would like to hear an explanation ?

Q Certainly sir.

A Owing to the general situation, the lack of school facilities for negro boys and girls throughout the state and especially owing to the very small demand for collegiate instruction, Princess Anne was below the collegiate grade until the past few years. During these past few years, six or seven or eight continuous efforts have been made to bring the faculty up to the level of the faculty at College Park and every year for the past few years some of these teachers have accomplished a little more towards the accomplishment of a Master's Degree. One, I understand, finished these requirements last month and two are going this year. There has been a great advance along these lines during the past six or seven years.

Q But, at the present time they haven't reached the classification ?

A That is right.

Q In your Extension Department, are negro students admitted to extension work ?

A We admit no negroes to our extension work.

Q Do you do extension work at the University of Maryland ?

A We do.

Q Do you do it among negroes ?

A We do.

Q Do you have any negro workers on your Staff or employ any ?

A We do.

Q The University of Maryland Law School is a part of the University, is it not ?

A It is.

Q And it is a Member of the Association of American Law Schools and accredited on the list of law schools ?

A It is.

Q And is it also accredited by the American Bar Association ?

A It is.

Q Is there any other law school in the State of Maryland which so far as you knew is on the accredited list of the American Bar Association ?

A No.

MR. HOUSTON: Now, we have -- your Honor, here are some certified statistics of the State of Mary-

land. I think under the rules your Honor takes judicial notice

THE COURT: They will not object to it, I assume.

(The above referred to statistics were then filed marked Plaintiff's Exhibit No. 7.)

THE WITNESS: There is a year later catalogue out that might serve your purpose better.

MR. HOUSTON: Do you have it, sir ?

THE WITNESS: I could get it to you quickly.

Q According to the United States Decennial Census of 1930 the races making up the population of the State of Maryland are White, Negro, Mexican, Indian, Chinese, Japanese, Filipino and certain others. Knowing that you admit the qualified white to the University, Mexicans, would you admit them, sir ?

A I would take it under consideration.

Q Assuming that the Mexicans were otherwise qualified, had the same equal qualification with the white applicant, assuming that you had been satisfied as to their qualifications being equal with the white applicants, what

would there be about it to cause you to pause ?

A I would simply take it up with the Entrance Committee and ask them to advise me.

Q Is that procedure followed with whites also ?

A Frequently.

Q (THE COURT) I don't understand that, why frequently ?

A Because in many cases it is perfectly clear to the Registrar and Dean that there is no question whatever about any feature of the case, but if there is any doubt it will be considered.

Q Any doubt about what ?

A About whether anyone should be admitted to the University.

Q On what ground ?

A Any ground.

Q (MR. HOUSTON) Leaving the question of negroes for the moment and discussing only the question of whites, and recognizing the fact that the University of Maryland is a public institution, you wouldn't contend that you had a right to refuse a qualified white applicant if you had the facilities --

MR. LEVINNESS: My brother has the privilege

of asking leading questions but he is arguing and cross examining and I think he should remember that he is his witness.

THE COURT: He is trying to get a clear out view of the case, whether the discrimination is against the colored race or not.

MR. HOUSTON: I certainly want to get the basis on what he testified he would some time act on the white students.

THE WITNESS: Well, your Honor, I would like to answer that question in detail. When students come to the University of Maryland, they bring records from other schools and sometimes they are very good and sometimes very poor and sometimes they are in the middle ground. There are many questions that might arise. Possibly the applicant will have a very high record on one subject and very low on the other and perhaps on that high record in the one subject the Committee may feel they can go on with their work.

Q (THE COURT) The question is can they do this assuming it is a Mexican from Mexico City and he has the proper

grades and is of good moral character, would you have to take it up with your Board of Regents. Would you take it up ?

A No, I think such students have been admitted.

Q That isn't the question. Would you have any hesitation about it, would you ?

A No, unless the Admitting Officer felt that there was some question that should be asked.

Q In other words, the fact that he was a Mexican, if he was otherwise duly qualified on paper wouldn't cause you to hesitate about taking him, if I understand you correctly. the hesitation would be based on marks or the character of his work. Is that so or not ?

A It doesn't affect my personal judgment at all. If he asked me personally, I would be guided by the report of the Admitting Committee. I am under the impression they have been admitted.

Q You have had quite a number from Porto Rico and South America have you not ?

A Yes.

Q Where their marks were satisfactory did you have any

hesitancy about admitting them ?

A We have not.

Q (MR. HOUSTON) The census shows Indians as part of the population of the State of Maryland. If an Indian, otherwise qualified, and by that I mean to assume that all personal qualifications are complied with, if he applies for admission, would you admit him ?

MR. LEVINESS: I object to the question, he may never have acted on such an application.

Q (THE COURT) Have you ever had any original Americans apply ?

A I don't recall it.

MR. LEVINESS: I don't think he should be required to speculate on what they would do.

MR. HOUSTON: We are asking about official policy.

(At this point the question was repeated by the stenographer.)

MR. LEVINESS: I object to the question.

(Objection overruled.)

A I think he would be admitted. It would go before the

Committee on Admissions if there was any doubt in the mind of the Admitting Officer.

Q (MR. HOUSTON) What would cause the doubt, the fact that he was an Indian ?

A If the Admitting Officer thought there was a doubt, it would be referred to the Committee; it would not come to me.

Q Would you have any doubt about it ?

A I would not.

Q There are Chinese in the State of Maryland; if one of these Maryland Chinese with all the personal qualifications applied for admission, would you admit him ?

A I think we would.

MR. DEVINNESS: Objected to on the same grounds.

(Objection overruled.)

Q Japanese appear to be -- and the same question -- would you admit them ?

A I think we would.

Q Filipines ?

A I think we would.

Q If any of these racial elements that I mentioned , Mexi-

cans, Indians, Chinese, Japanese or Filipinos, not residents of the State of Maryland, but otherwise properly qualified, should apply and you had room to accommodate persons outside of the State and it wasn't a case of having to choose between a resident of the State of Maryland and a resident of a foreign state; in other words, if foreigners from other states should apply such as Mexican, Indian or Chinese and if you were able to accommodate them, should they apply to the University of Maryland, would they not be admitted ?

A Our policy there would be governed in part by the policy of other Southern institutions.

Q What would be the difference between a Chinese resident of the State of Maryland and a Chinese resident of the State of New York ?

A I can't tell you.

Q I understand you would admit a Chinese if he was a resident of the State of Maryland ?

A I said I think we would.

Q And your answer is you wouldn't do so if a resident of New York ?

A I didn't say that. I wouldn't expect the State of Maryland to open its Institution to any students at any time.

Q Do you know whether Mexicans are accepted in all Southern Institutions ?

A I do not.

Q So far as Maryland students are concerned she follows her own policy in accepting them and so far as non-residents are concerned it is a policy of reciprocity, is that correct ?

A I said our University would be governed largely by the policy in other Southern Institutions.

Q But the point is the question between the resident and the non-resident; as to the resident, Maryland would follow her own policy, am I correct ?

A Yes.

Q So, in the population, so far as you know, the only element that would be excluded would be the qualified Negro ?

A You have enumerated a number of them and I think you are right.

Q Let us say that of the enumerated racial groups, the only

group that would be excluded would be the Negro group,
is that correct ?

A I think that is right.

Q And they would not be admitted even though qualified
Whites of other states would be admitted, is that cor-
rect ?

A I do not understand your question.

(Question was then read by the stenographer.)

Q (MR. HOUSTON) I mean by that that the qualified Negro
would be excluded even though qualified Whites of other
states would be admitted ?

A They are.

Q On what basis do you exclude Negroes from the University
of Maryland ?

(Objected to.)

THE COURT: That is what we are here to find
out.

Q (MR. HOUSTON) Is there any expressed regulation of the
University of Maryland which excludes Negroes from ad-
mission ?

THE COURT: A By-Law you mean ?

MR. HOUSTON: Yes, sir.

THE COURT: He already said it was the policy.

MR. HOUSTON: I mean expressed.

Q (THE COURT) Is there any expressed provision ?

A No, sir.

Q Or resolution of the Board ?

A An action by the Board of Regents.

Q In written form ?

A Yes, sir.

Q Where is it ?

A In the Minutes.

Q Let us see it.

THE WITNESS: Shall I read the Minutes ?

THE COURT: Yes, the date and what they are, so as to get it in the Record. State: I read now from whatever it is.

THE WITNESS: I read now from the Minutes of the Board of Regents held on Monday, April 22, 1935 Item number 15 (reading) "Application from Negro to enter the School of Law: The President brought to the attention of the Board an application from Donald Murray,

Negro, addressed to the Board of Regents to enter the School of Law. Correspondence between Mr. Murray and the Dean of the Law School; and between Mr. Murray and President Pearson and between Mr. Murray and the Board of Regents was produced, read and carefully considered. The action of President Pearson, by his letters of December 14th, 1934, March 8th, 1935, and March 20th, 1935 in refusing the application of Mr. Murray was thoroughly discussed. President Pearson had called Mr. Murray's attention to the State's maintenance of Princess Anne Academy as a separate institution of higher learning for negro students in the State of Maryland, and also to Chapter 234 of the Acts of 1933, creating partial scholarships at Mergan College or institutions outside of the State for negro students who may desire to take professional courses or other work not given at the Princess Anne Academy. President Pearson further informed Mr. Murray that if he cared to apply for such scholarship, he would see that such application was duly filed. On March 8th, President Pearson, in reply to Mr. Murray's written appeal to this Board from the

action of the officials who returned his application, called Mr. Murray's attention to the facilities at Howard University for the study of law, and pointed out that the cost of attending Howard University is less than the cost of attending the University of Maryland.

This interchange of correspondence was fully considered by the Board. It was the unanimous decision of the Board that the application of Mr. Murray for admission to the Law School of the University of Maryland be denied.

Further it was the decision of the Board that Mr. Murray, because of his educational qualifications, was eligible for assistance under Chapter 234 of the Acts of 1933, and under Chapter 577 of the Acts of 1935."

Q (MR. HOUSTON) Will you turn now to the Minutes of the Board of Regents of September 9, 1932 ?

A I have it.

Q Is there an item there about scholarships at Princess Anne ?

A There is.

Q Will you read that to the Court please. I think it

starts, The Committee on Princess Anne recommends that authority, and so forth.

A (Reading). "Princess Anne-Chairman Gelder

The Chairman presented the following report relating to Scholarships:

The Committee on Princess Anne recommends that authority be given for the use of not to exceed \$600, payable from available funds in the Princess Anne budget, as scholarships for students who have completed the Freshman and Sophomore college work now offered at Princess Anne and who desire to take Junior and Senior years of college work. In view of the fact that Junior and Senior work is not given at Princess Anne it will be necessary for the higher work in agriculture to be obtained in some other state. These scholarships would be used to assist such students.

These scholarships would represent a smaller expenditure of State funds than would be required to provide the additional educational facilities at Princess Anne. A precedent for such scholarships has been provided by other states and the scholarships are recommend-

ed by the Federal Office of Education. The institution of a few of these scholarships would make it impossible for anyone to claim that Negroes are not given a fair opportunity in Maryland under the terms of the Land Grant legislation.

The above would be subject to approval by the Attorney General of the State.

On motion it was voted that the Committee be authorized to expend not to exceed \$600 for the purpose of creating scholarships at Princess Anne for advanced students who desire to study elsewhere." That is what I think you want.

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Q Dr. Pearson, as of September 9, 1932, the Board of Regents recognized it could not take public money for white education without making provision for negro education ?

A In no way does this act give that recognition. This act relates to the Federal fund known as the Land Grant Fund, and that is probably what was in the mind of the Board.

Q So far as this specific amount was concerned, it had that difference that was recognized in 1932 ?

A Yes, sir.

Q Did you have anything to do with the Scholarship Law of 1933 that was read this morning, Chapter 234, of the Acts of 1933, before its enactment ?

A No.

Q Were any funds provided in 1933 for any scholarship to be appropriated under that Act ?

A At that time, it was hoped there would be some balance in the Princess Anne budget that could be used in a small way under the terms of this Act.

Q Was there such a balance ?

A No, the appropriations were cut.

Q As a matter of fact, that portion of the 1933 Scholarship Act was merely some writing on a piece of paper ?

A It represented an honest purpose.

Q As far as any actual benefit ?

A I think there was no scholarship given because the appropriations were cut forty percent.

Q Prior to the Act of 1935, was there any money available for those scholarships ?

A I think not.

Q Did you write to Mr. Murray before the Act of 1935 was passed ?

A Probably I did.

Q Then, Doctor, what did you mean when you referred Mr. Murray to this scholarship when there was no money available ?

A I did not know the details. I referred this request to the committee in charge of the scholarship at Princess Anne, and they were at liberty to recommend the use of any funds that might be available. It easily could have been there would have been funds available.

Q Doctor, I show you two letters, and ask you if those are your signatures ?

A They are.

Q Do you remember those letters ?

A I will have to read them.

Q Of course.

A (After reading letters) I recall the letters.

MR. HOUSTON: We ask that they be marked as Plaintiff's exhibits.

(Letters referred to were then filed marked Plaintiff's Exhibits Nos. 7 $\frac{1}{2}$ and 8.)

(Letters read).

Q May I ask you if you recognize that as a copy of the letter that was sent to you ?

MR. LEVINNESS: We want to give the greatest latitude to the Plaintiff, but we do not think that is admissible.

MR. HOUSTON: Were there any other funds except the funds under the Act of 1933, when this boy applied ?

A There may have been.

MR. HOUSTON: I am asking counsel.

MR. LEVINNESS: Ask the witness.

WITNESS: I would answer there might have been; we rather expected there would be and hoped there would be.

THE COURT: Do you know of any ?

A At that time, it was a little early to find it out, as it was not in the budget balance.

THE COURT: Did you make a discovery of any ?

A No.

Q (MR. HOUSTON) Did Princess Anne Academy ever turn back any budget surplus out of the \$9000 --

A They turned back an item which was requested to be turned back by the Governor.

Q Do you know what year that was ?

A I think it must have been two years to three years ago.

Q The point is, it was not available for scholarship ?

A If it had not been turned back, it would have been.

Q But it was not available for scholarship ?

THE COURT: It was called back.

WITNESS: I have now read this letter.

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Q (MR. HOUSTON) This is a copy of the letter -- this is a copy of the letter that was sent ?

A Yes, sir.

MR. HOUSTON: We offer that in evidence.

(Letter referred to was then filed marked Plaintiff's Exhibit No. 9).

MR. LEVINESS: We don't think it is at all relevant to this case. It is concerning another party, not this applicant.

(Letter read).

Q (MR. HOUSTON) As I understand you, Dr. Pearson, there was no money available, so far as you knew, at the time you wrote Mr. Murray, and referred him to this partial scholarship?

A I fully expected there would be some.

Q May I have a direct answer to the question ?

A I will have to hear the question again.

(The question was repeated by the stenographer).

A It cannot be answered yes or no, as their budget had not then been brought into balance.

Q As far as you know, did you know of any money then ?

A No, I knew of nothing definite.

Q Then all you were tendering to Mr. Murray was a hope, is that correct ?

A It was a confident hope, the same as we tendered a great many people.

Q Do you tender a great deal more than that to qualified white students that apply to the University of Maryland ?

A To many of them, no more than that.

Q Are there any of them to whom you tender more than that?

A Yes, sir.

Q Could there have been anything more than hope at the time Mr. Murray made his application ?

A Any scholarship, so far as we were concerned, would have to come from that fund, and I did not and could not then know what would be available, and all I could extend was hope.

Q Outside of this money, which is to come, or which has come from the Act of 1935, has any money ever become available, except this money under the Act of 1935, for these partial scholarships ?

A Not as I know of; the budget was made at that time.

Q So that leaving out the Act of 1935, you have nothing to offer Mr. Murray ?

WITNESS: Now ?

MR. HOUSTON: Yes, leaving out the Act of 1935, the money available under the Act of 1935 ?

A We are expecting and hoping that this \$10,000 fund will be used to assist Mr. Murray, as many others.

Q That is the Act of 1935 -- leaving that out, there is nothing you have to offer Mr. Murray ?

A Leaving that out, we fall back on the 1935 fund and we do expect and hope there will be something in that fund for Mr. Murray.

Q I thought the \$10,000 fund was created by the Act of 1935 ?

A I beg your pardon -- I had 1933 in my mind.

Q Leaving out the 1935 money, the money provided under the Act of 1935, you have and never have had any money available to apply to a scholarship such as Mr. Murray has --

A No.

Q Such as you wish Mr. Murray to make ?

A That is right.

Q What investigation did you make before you wrote Mr. Murray as to money available or not available, Doctor ?

A No special investigation, but as much as could be made, however.

Q That means what ?

A That the budget had not been completed, and ~~there~~ unable to foresee what would be available, could not go further than that at that time.

Q You made no such investigation to find out how the funds were running, and whether it looked as if there was going to be a surplus, or anything of the kind ?

A Not at the time.

Q Did you make any such investigation at any time before you wrote any of the letters on that subject ?

A As I recall, I felt very confident there would be some money available; later, we were directed to return a considerable amount to the State treasury, that they needed it; I cannot give you the date.

Q Has the question ever been submitted to the student

body of the school if colored students were admitted--

A It would be better to ask the dean to answer that question.

Q Do you know anything about it ?

A I do not.

Q Has the question ever been submitted to any portion of the student body of the University of Maryland, as to such a question --

A I do not know.

Q Doctor, as a member of the Board of Regents, you were present at the meeting and explained what action had been taken in Murray's application on April 22nd or 29th ?

A April 22nd meeting --

Q I take it you concurred in the decision of the Board, generally, and I would like to ask you just what harm, in your opinion, would arise from the fact that a negro boy might want to occupy a seat at the law school of the University of Maryland, the same as any other student, minding his own business --

that

A I did not go into/question. I felt I knew the policy

the well-established policy in this State, the District of Columbia and different States, and personally, I was influenced by that policy.

Q General considerations, only ?

A If you wish to call it that.

Q I am not trying to trap you -- it is not a question of any harm coming to this particular school, but it is a general resentment or public policy --

A It was the accepted policy, as I understood it.

Q Do you subscribe to the principle that a qualified negro citizen should have the same education as a qualified white citizen ?

A As a principle, in general, certainly, but there must be some exception when the funds are very limited.

Q If the funds are very limited, and not enough to go around, you would cut the negro ?

A Will you let me answer that further - - the University of Maryland is spending more money for the negro students at Princess Anne than they are on the average white student at College Park, or in Baltimore, and if that shows an expression of our feeling, it certainly shows

no desire to discriminate.

Q What is the comparison between the total expenditures, between the expenditure on the University of Maryland, exclusive of the Easton branch, and the expenditures at the Easton branch ?

A Greatly to the advantage of the negro, based on total enrollment.

Q I asked you, as to the total expenditures -- if you don't know off-hand --

A The State expenditure at Princess Anne is \$15,000 a year for about 30, 32, or 33, and at College Park, it is \$230,000, about seven times as much for 1500 students-- about forty-five times as many students -- that is off-hand.

Q Do you know -- of course, you don't know if real educational facilities would ever at Princess Anne equal those at the University of Maryland, there would not be an increase in the enrollment ?

A I know there would not be; we tried very hard to accomplish that purpose and I know we could not do it.

Q Do you know the enrollment at Morgan College ?

A No -- the President is here.

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MR. HOUSTON: Is it all right to ask him at this time ?

MR. LEVINESS: That would be all right.

MR. SPENCER: 626.

Q (MR. HOUSTON) Do you know why Princess Anne should have 30 students and Morgan College, which is a private school, has over 600 ?

A I do.

Q What is the reason ?

A It is a mistaken notion very largely among the leaders, in the negro race, that they should get education in the liberal arts, white-collar work, ~~and~~ instead of one of the vocations like agriculture, and I am contending against it constantly.

Q Does the agricultural department at Princess Anne equal the one at College Park, or the University of Maryland?

A I believe they are giving as good instructions there as at College Park. I know that two of our agricultural professors at College Park visited Princess Anne sometime ago and returned and told me. The man at the head of the work there was fully the equal of the men

that were in charge at College Park.

Q Let me ask you this: You said that Princess Anne has a junior college ?

A It is a junior college.

Q Is it a junior liberal arts college or --

A Junior agriculture and home economics.

Q So you don't give liberal arts at Princess Anne ?

A Only the minimum amount which was necessary in covering the education for prospective farmers and home economics.

Q And therefore, all of the costs at Princess Anne is saddled upon home economics and agriculture ?

A That is correct; that is all we have there.

Q Is it not a matter of fact, so far as your capital outlay is concerned, the fact that you have several departments at the University of Maryland, enables you to carry on the agricultural and home economics cheaper than you would if you had to put up --

A Liberal arts is less expensive than agriculture and economics.

Q Do you know anything about the chemical laboratory at

Princess Anne, having just one table, a few tubes and a number of fruit jars, are you familiar with that ?

A Yes, sir.

Q Do you consider that an adequate and complete laboratory for a junior college ?

A I think they can do the work.

Q Do you think it could be improved ?

A It could be improved.

Q Are you acquainted with the laboratory facilities when they only have a few cases of butterflies, would you consider that ample facilities for the keeping of zoology ?

A I would say this, they can get as much education there as they can at College Park.

Q Why spend all the extra money at College Park -- if you can give just as good instructions as Princess Anne, with only the one table, a few test tubes and some old fruit jars, a room not equipped, and if you can teach zoology in a junior college and teach home economics, and have just a few cases of butterflies, and can give the instructions as well as you can at

the University of Maryland with all its laboratory equipment, why do you spend all the money you spend on the laboratory in the college building at the University of Maryland ?

A You referred to one table as being inadequate equipment. A student only occupies about four feet; if the table is 12 feet long, there is room for three students on each side, and if there are only six students, it is just as good as if we had seven or eight tables.

Q Would you consider the equipment as a standard equipment ?

A I state whether it is an old fruit jar or a \$10 bottle, it makes no difference, if it holds the solution.

Q Is the Princess Anne Academy's laboratory up to the standard for a junior college on home economics --

A It is not as well equipped as our laboratory at College Park, and it ought to be improved.

Q Then you really do not know what would be the situation if you had a real first-class equipment and course at Princess Anne, equal to the course at the University

of Maryland, do you think ?

A I think it would attract some more students.

Q And that would lower the per capita tax of the institution ?

A Yes, we have been trying to get that for six years.

Q But you do not have those same conditions at the Princess Anne Academy as you do at the University of Maryland, do you ?

A No, sir.

Q In this 1933 law, it is provided that there shall be certain tests given negro students before they become eligible to scholarship for the higher education. Indeed, using the language of the Act, it states: (reading extract from Act). Were you a member of the Board of Regents that set up the Scholarship Act ?

A I am not a member of the Board of Regents.

Q Are you familiar with the work of the Board of Regents in establishing the scholarship ?

A Yes, sir.

Q Do you happen to know what tests were established, if any, as the pre-requisite for those scholarships ?

A I know.

Q What ?

A The previous records made by the person concerned.

Q What kind of previous record ?

A At Princess Anne, I read the Minutes a little while ago, there is \$600 for scholarships; the students who have made the best record were given the preference in awarding those scholarships. Does that answer the question ?

Q To this point, suppose a white student wanted to apply to the University of Maryland after finishing two years in a private academy on home economics, you do have a four-year course --

A Yes, sir.

Q You would admit them, provided he or she came up to the scholarship requirements ?

A Yes, sir.

Q Without regard to the relative standing in the class, is that true ?

A If they had a better standing, they would be at the top, relatively.

Q But they would not be excluded ?

A No, sir.

Q But on the other hand, so far as the opportunities of the negro student is concerned, he is limited by the \$600, is that a fact ?

A The white student don't have that; the negroes are the only ones that have it.

Q But the white students can go inside the State ?

A Yes, and that is why I say his opportunity is equal to the other.

Q Do you know how much per scholarship was given out of this \$600 --

A Yes -- when this started, we said to the student, You pick the institution you want to go to, and we will pay you, as a scholarship, the difference in cost between going there and what it was this year at Princess Anne-- most of them liked to go to Petersburg, and we send them for the difference, and if they wanted to go further, in New Jersey, he would be allowed a larger fee. We tried to equalize it, so it is just as cheap to go outside of the State as stay in the State.

Q Did that include room and board ?

A Everything.

Q Would the scholarship, so far as you know, of 1933, the 1933 scholarship, for professional education, would that also include room and board ?

A We did not get to that; our money was cut off.

Q What scheme do you have established ?

A We had the same thing in mind, if the student would apply for a scholarship, wanted to take law, we would say to the student, It will cost you \$200 to go to our law school. Now, if you can go to the other school of law, select another one, which might be the Columbia, the Virginia, or some other institution, and their tuition would be \$250, we will give him \$50, the difference.

Q If the Maryland student applied to you under the 1933 Act, and you told him he could not go to the University of Maryland School of Law, and he happened to go to a school of law that had a lower tuition, than the University of Maryland, you would not give him anything ?

A No.

Q What did you mean when you referred to Morgan and Howard ?

A I explained it by saying it would be less.

Q Then you did not expect to give him any scholarship ?

A Not if he went to Howard or Morgan.

Q MR. HOUSTON: That is all.

WITNESS: I would like to explain that this last Act of 1935 -- I am confused on that -- the last Act, the one of 1935 --

Q At the time you wrote him, the Act of 1935 had not been passed ?

A I think not.

CROSS EXAMINATION.

Q (MR. LEVINESS) If he had wished to go to some other institution than Howard, perhaps Columbia, or some other institution, would there have been any scholarship available for him ?

A That matter is in the hands of the committee; I understood the attorney to ask my opinion, and I think my opinion would have carried some weight.

Q They would have allowed the man you referred to a scholarship ?

A The difference in cost between the two institutions.

Q If he had elected some place to go where the tuition was higher than the Maryland Law School, he would have been entitled to a scholarship ?

A Yes, sir.

Q The new law has been passed which will be in effect at the time this applicant wants to go to school, and he is eligible for a \$200 scholarship ?

A Yes, sir.

Q There has been quite a good deal said this morning about the Princess Anne Academy -- Princess Anne was formerly a high school, was it not ?

A It was not even that nine or ten years ago.

Q When you first came to Maryland, what was Princess Anne Academy ?

A Just a school for negro children, and some of them were still in the lower grades, some in the high school.

Q Was it public or private ?

A When I came here it was a public institution.

Q You have been here --

A Nine years.

Q During the last nine years, tell us just when and what changes were made in Princess Anne ?

A The changes were made just about the time that Superintendent Cook and his staff succeeded in bringing it up to a high school, and the State established them in all the counties of the State. Then it was recognized among the leaders of the negro race, as well as others, that the necessity for that lower type of instruction did not exist, and that we should have a high school for everyone. About that time, a demand was seen ~~was~~ for a little higher education, and we were urged by the Federal authorities, in accordance with the Land Act, to bring up Princess Anne to a higher level. That movement began about seven years ago, maybe eight years ago, and that was one of the first things I got into.

Q Back in 1929 to 1930, take that scholastic year.

A At that time, there was a high school course at Princess Anne.

Q A four year high school course ?

A I think it was four years -- first, cut off one year, and then later, another -- I think the year you mentioned, it was a four year high school course.

Q Do you know how many students there were at Princess Anne, when it was a high school ?

A It might have been about 100 or more, sometimes more.

Q 100 or more ?

A Yes, sir.

Q And then in 1929 or '30, you started with your junior college, in addition to your high school course ?

A Yes, just about that time.

Q Do you remember about how many junior college students you had at the time ?

A It was very few; you could count them on the fingers of your hand.

Q According to the figures here, 33 sophomore and freshmen, in addition to the high school students ? Year by year, you dropped the high school course ?

A Yes, sir.

Q In September, 1930, you dropped the first year high school, and the following year, you dropped the second

year high school -- 1932 you only had two years of high school, and 1933 -- this past year, there were no high school students ?

A Last year, I think there were two seniors. There were a few that were not finished, and they were allowed to finish.

Q From the time when you had over 100 students in your high school at Princess Anne, down to the present time, you only have 30 or more in the junior college, and the drop has been due, has it not, to the abandonment of the high school students ?

A Yes, sir.

Q And the drop in enrollment is due to the fact the lower students have been dropped, or have been referred to other schools in the neighborhood ?

A To the graded schools.

Q Do you know about how many students Princess Anne can take care of ?

A We very nicely could take care of 100 to some more, than we have.

Q Do you know what sleeping accommodations there are at

Princess Anne, what dormitory accommodations ?

A I am familiar with that, but don't know the number of beds in the rooms.

Q Is it not true you could accommodate as many as 175 men and women in the dormitories ?

A I think so.

Q There are that many beds available ?

A I think there must be.

Q Is it not true you could handle in your classes as many students as you could handle in the dormitory ?

A Yes.

Q The facilities for the class-rooms are unlimited almost?

A That is right.

Q You have plenty of space there ?

A We could take care of them.

Q If you had more students, all you would need would be more teachers and more equipment ?

A It would be very crowded, but we could take care of them.

Q When a person graduates from the Junior college at Princess Anne, he is eligible and qualified to go to any other college and enter the third grade --

A Yes, sir.

Q Is it not true that after graduating from Princess Anne Academy, which is a two-year college, a student can go into any college and get a B.S. in education in two years after graduating from Princess Anne ?

A Altogether, four years of college instruction.

Q Is it not true that a number of graduates from Princess Anne go into Morgan College, enter the third year there, and finish in two more years ?

A Yes, sir.

Q Making it four altogether ?

A Yes, sir.

Q So that compared to other institutions offering the same facilities, which is a junior college, the students at Princess Anne get substantially the same education as others, is that not true ?

A That is right.

Q Is it not also true that some of your graduates from Princess Anne Academy go into institutions in other States, such as the Virginia State College at Petersburg, and the Hampton Institute, and other institutions

and rank high in their courses at the other colleges ?

A I hear some very fine reports of them.

Q Do you remember what is the cost of tuition at Princess Anne Academy -- it is in the catalogue --

A It is \$10 less for girls than boys.

Q Is it not \$197 a year for the boys, and the girls \$192 ?

A I thought it was \$10 difference -- the includes room and meals.

THE COURT: Does that mean a girl eats less than a boy ?

A They don't destroy the property quite as much as a boy. The cost of their maintenance is lower, they do eat less.

Q (MR. LEVINESS) The girls eat less ?

A They actually do.

Q Who pays the salary of the teachers at Princess Anne -- what fund does it come from ?

A Most of it comes from the State fund; there is some Federal money, and there is a small amount collected from fees. About \$4000 from fees, \$8000 from the Federal fund, and \$15,000 from the State's money.

Q I believe you testified on direct examination that

there is about \$15,000 spent in Princess Anne Academy each year ?

A Yes, sir.

Q For some thirty students ?

A Thirty, year before last -- it may be thirty-two or thirty-three last year.

Q The graduating class this year was eleven ?

A Yes, sir.

Q So you are spending something like \$500 apiece per year of State money at Princess Anne ?

A Almost \$500 per student.

Q Princess Anne can accommodate a much larger number of colored boys and girls -- what reason do you know of, if any, why the school is not better attended ?

A There are a number of reasons. First, and chief one, is that the importance and the attractiveness and value of that type of education is not well understood by the leaders in the negro race. There are, undoubtedly, some exceptions, but when I talk to ministers and lawyers, they do not seem favorable to that type of education.

Q You mean farming ?

A Yes, and home economics.

Q You think they would rather be lawyers than farmers ?

A Yes, sir.

THE COURT: Not only colored boys, from our observation.

WITNESS: Another reason is the one brought out a few minutes ago. While we can give and do give a high type of instruction with the facilities we have in some departments, it is not as attractive department as it is in the older institutions, where they have more years to accumulate it, and more money to spend.

Q Princess Anne is a brick building -- the main building is a brick building ?

A Yes, sir.

Q The administration building is a brick building ?

A Yes, sir.

Q Beautiful shaded lawn in front with trees all around ?

A Yes, sir.

Q Does it not compare more or less favorably with other institutions of the size ?

A It certainly does.

Q Now, let us just leave Princess Anne for the moment. You have already testified that the graduates of Princess Anne go to Morgan College, if they choose, if they can get the scholarship, if they want to, and there they are able to graduate in two years -- that is true, is it not ?

A Yes, sir.

Q Making a four year course for colored people in the State, the same as for whites ?

A Yes, sir, that is right.

Q I don't know how far you can go in testifying as to Morgan College, and if I should not leave my question for a later witness. Do you happen to know this, from your own knowledge, how much of State money is appropriated for the use of Morgan College -- if you don't know of your own knowledge, I will reserve that until later ?

A I cannot remember the exact amount, but I know it is much more per student from the State at Morgan College than it is in College Park for a white student.

Q How many students do you have at College Park ?

A Almost 2000.

Q How many are taking home economics and vocational work, farm work ?

A A little more than half are in the vocational course -- only 900 are in the liberal arts.

Q Would you say that about one-half of the students at College Park are preparing to be farmers ?

A They are preparing for vocational work -- I should say more than one-half are -- some of the arts and sciences--

THE COURT: Farming is very attractive right now.

A Temporarily -- I don't think that has increased the number of students to study agriculture.

Q (MR. LEVINESS) At Morgan College, what do they teach ?

A Liberal arts, principally.

Q There are some 600 colored boys and girls there ?

A They have a course of home economics also there.

Q At Princess Anne, you specialize in home economics and vocational --

A Home economics and agriculture -- they are both vocations.

REDIRECT EXAMINATION.

Q (MR. HOUSTON) Let us examine the matter of comparative expenses a little. As President of College Park and Princess Anne, you would not tolerate the squandering of State's money, would you ?

A No.

Q Now, tell me just what is the reason why -- let me ask you this question, you say it costs more to the State for a student at Morgan than it does for a student at College Park?

A I did not say it just that way, I said per student enrollment.

Q Does it cost the State for student enrollment, more at Morgan than at College Park ?

A Considerably more.

Q Do you have the figures ?

A College Park I have them.

Q Do you have the figures for Morgan ?

A I am subject to correction -- College Park -- the State is contributing one hundred and twelve for each student

enrollment -- I think it is near a hundred and forty, it may be higher than that.

Q You mean the State is giving Morgan College \$140,000 ?

THE COURT: One hundred and forty per student enrollment.

WITNESS: That is subject to correction.

Q (MR. HOUSTON) You mean the State is giving Morgan College eighty-four thousand --

A The President of Morgan College is here.

Q You are making the statement --

A My statement was that the State was contributing more, considerably more per student to Morgan College than it is at College Park.

Q To the best of your recollection, what does the State contribute to Morgan ?

A I would not attempt to recollect that.

Q (MR. LEVINNESS) What is the official connection between Morgan College and the University of Maryland ?

A Official relationship -- it is not part of the University.

Q The University is in joint control with Princess Anne -

Morgan College has nothing to do with it.

A I cannot remember the figures off-hand used in computing these facts --

Q Let me ask you this, have you ever made a recommendation-- the State has no control over Morgan College, has it ?

A The University of Maryland has not; I don't know what control the State may have.

Q Has there ever been a recommendation from you that the money that is now going to Morgan College be appropriated to Princess Anne, in order to bring up the standard at Princess Anne ?

A Certainly not.

Q When you gave the figure of \$239,000 per student at College Park --

WITNESS: Did I give that figure ?

MR. HOUSTON: That is what I understood.

A That is wrong.

Q What is the figure ?

A The State this year is appropriating about two hundred and twenty-two, or a trifle more, for the student education at College Park.

Q When you say student education, what does that include ?

A It means the tuition and the expenses --

Q Is that the amount the State contributed to College Park or the University of Maryland ?

A No.

Q How much more money do they get ?

A If you want the figures correctly, I would like to refer to my documents, and I will give them to you.

(Examination suspended.)

At this point a recess was taken until
1:15 p.m.).

(After recess.)

DOCTOR RAYMOND A. PEARSON, a witness previously produced and sworn, resumed the stand for further examination.

- Q (MR. HOUSTON) Doctor Pearson, when you were giving the figures as to Princess Anne, were you giving the complete State expenditures as to Princess Anne as to breaking it down to student cost; When you were giving your figures as to student's costs per student, were you using the total amount of money given or a particular amount ?
- A No, the total amount given by the State this year was \$15672.
- Q And that is where you get your \$500 approximate cost ?
- A Yes, just a little below.
- Q Now, as to the University of Maryland, will you take your figures for the University of Maryland ?
- A Here they are, \$222,618.
- Q Does that include all of the money the State gave the University of Maryland ?
- A For educational purposes at College Park.
- Q Well now, let me understand that, does that include build-

ing ?

A Oh no, that is the maintenance fund.

Q Now, this money given Princess Anne, does that include buildings ?

A No, that is separate; this is our annual budget that I have here, the maintenance budget.

Q Now, what is the total cost so far as all of the schools of the University of Maryland are concerned ?

A By the State, \$403,892.

Q To how many students, total ?

A About 3600.

Q So that the total expense, including all of the Baltimore Schools per capita cost, is just a little higher than just that at College Park ?

A Lower.

Q Will you just give us again the per capita cost per student at College Park ?

A \$112.

Q What is the total per capita cost, per student, at College Park, including all receipts, student's fees and everything else. I am trying to get what it costs to give a student a year's education at College Park ?

A I happen to remember it, \$391.

Q And the cost of giving all instruction to students at Princess Anne, is approximately what ?

A It's about between seven and eight hundred dollars.

Q Is it nearer seven or eight ?

A Divide thirty-two into \$28,000 and you'll have it.

Q Isn't it true that it costs more per capita when you are putting in a system than when it is running ?

A Oh yes.

Q So that just the flat comparison of figures at Princess Anne and College Park, it is not actually representative without anything being taken into consideration of the cost of putting in the system ?

A I think it is fairly representative, except for the attendance.

Q That is if you had a larger attendance at Princess Anne you would cut down the per capita cost considerably ?

A Yes.

Q You had one hundred students or more, at the time you had the grade school and high school at Princess Anne,

is that correct ?

A Yes.

Q It is also true, that is, the necessity for a grade school was the lack of facilities, was it not ?

A Yes.

Q And when the State began putting on improvements on the grade schools and high schools the necessity for that same instruction at Princess Anne became less and less ?

A Yes.

Q But you would not say that the rural instruction in Maryland is equal to the same instruction given Whites, would you ?

A I am not prepared to say, they have made wonderful progress.

Q But you would not say they are equal to White ?

A I don't know, I always thought Douglas High here was equal.

Q I said the rural schools ?

A I don't know, I am not familiar with that.

Q As you dropped the grade school and high school at Princess Anne, you did not put on a Junior Liberal Arts

College, did you ?

A No.

Q And you testified on Direct Examination that you gave just a minimum of Liberal Arts work, is that correct ?

A Right.

Q So it is not true that the students from Princess Anne could transfer to any other college, they could only transfer --

A I think they could if they wanted to.

Q You don't mean to say with the minimum amount of Arts work -- the students at Princess Anne don't get in the first and second year as much work as you offer at College Park, do they ?

A No.

Q And if they were white, leaving out that they are colored, you would not accept Princess Anne students in the third year, would you ?

A We might, they get the full two years and when one takes a four year's Liberal Arts course he will eliminate a great deal of work in the Home Economic's College and students from vocational or technical schools might

easily go into a Liberal Art's course and get credit for what he had in vocational subjects.

Q But he would be handicapped and he wouldn't be up to the level of the student who had been, assuming they are all white, the students who had been in the first and second years of Liberal Arts ?

A In four years, he would.

Q I am talking of the third year, at the point of his admission ?

A No, he would not.

Q Now, when you speak of the fact that you have room for 175 students at Princess Anne, do you mean that you have room for 175 according to the best educational standards, considering the equipment in the school ?

MR. LEVINESS: He said they would be crowded.

THE COURT: Let him answer; he can take care of himself.

A I stated that 175 would crowd it.

Q (MR. HOUSTON) That would not be according to the best educational procedure ?

A No.

Q How many do you estimate you could take care of according to the best educational practice ?

A Something over a hundred.

Q Approximately how much would that increase the per capita cost of instruction to take care of those students you could accommodate according to the best educational practice ?

A That would decrease the per capita cost.

Q Would it decrease it substantially ?

A Quite materially.

Q (MR. LEVINESS) You just read the figure of \$403,892 as the appropriation for all of the University of Maryland schools, both graduate and under-graduate, for which year is that ?

A The present year, and that includes Princess Anne.

Q Does that also include the appropriation for the hospital ?

A I'll look that up and tell you -- yes, that includes the appropriation for the hospital.

Q So the figure of \$403,892 which you read also includes the State's contribution to the University of Maryland

hospital ?

A Yes.

Q Can you tell us how much of that figure is the appropriation for the University of Maryland Hospital ?

A \$85,000.

Q That brings it down to \$318,000 --

A No, it was \$185,000 including the hospital, and taking the \$85,000 out of --

Q The figure you gave us was \$403,892 ?

A Oh yes, that is right.

Q Therefore, there is three hundred and eighteen some odd thousands for the other schools ?

A That is right.

Q That is for all the schools ?

A That is right.

Q On the basis of that wouldn't you have to reduce your figures for the per capita cost ?

A Yes, by eliminating the hospital it would reduce the per capita cost.

Q How many students did you say were in all the schools together ?

THE COURT: He said 3600.

A 3600.

Q So the appropriation is \$318,000 for 3600 students ?

A Yes.

Q Now, going back to Princess Anne for a last question or two, isn't it true that graduates of Princess Anne can go into Morgan College or some other college and take a B. S. course and graduate in two years ?

A Yes.

Q Have they done so ?

A I think so.

Q The figures you read us are the appropriations for the current year, do you have the figures for the next year, starting in October ?

A No, we do not yet know what we will have next year.

Q The one I am talking about is the appropriation made by the last legislature.

A We knew what that is, but it is so far below our needs that we are hoping that it will be supplemented by an additional item before school opens.

Q Is it lower or higher than the appropriation for the

current year ?

A Lower.

Q Do you know how much lower ?

A It is about thirty or forty thousand dollars lower.

Q In other words, it took away practically all of the State's support for the professional schools here ?

A Yes, we are hoping some of that will come back.

Q Has your attendance dropped off any; you had 3600 students this year, do you anticipate more or less next year ?

THE COURT: He cannot tell you that.

A No, we are assuming it will be the same as this year.

Q And the appropriations will be less ?

A Down to date, they are less.

Q (MR. HOUSTON) The \$85,000 that is included in the appropriation for the hospital, that hospital is used as a clinical laboratory for the students, is it not ?

A Yes.

(Examination concluded.)

ROGER HOWELL, produced on behalf of the Plaintiff, being duly sworn according to law, testified as follows:

DIRECT EXAMINATION

Q (MR. HOUSTON) Have you stated the fact to the stenographer that you are the Dean of the Law School of the University of Maryland ?

A I am the Dean of the Law School of the University of Maryland.

Q I want to ask you, first, what percentage of your students come from the State of Maryland ?

A About ninety-five percent.

Q And your enrollment is what, last year's enrollment ?

A Last year's, slightly over 200.

Q In view of the fact that ninety-five percent of the students come from the State of Maryland, do you pay considerable attention to Maryland law ?

A Yes, we pay attention to it where there is anything special about the Maryland law.

Q That is to say you pay more attention to Maryland law

than in a national school where the students may be only five percent Maryland students ?

A Yes, I think so.

Q How many of the persons on your faculty are judges in the Courts of Maryland, including the Federal Courts, if any, or in general law practice in Maryland ?

A Twelve.

Q Out of a faculty of how many ?

A Eighteen.

Q Have you any idea as to how many of the judges in the State Courts or any Courts sitting in Maryland are graduates of the Law School of the University of Maryland ?

A I was trying to figure it up. I think in the City Courts here all except one, I think are graduates of our school; two of the Federal Judges are graduates of our school; I am not so well up on the judges in the counties but I imagine a considerable percentage are graduates of our school.

Q Would you say that the Law School of the University of Maryland is the greatest feeder to the Maryland Bar ?

A It has been, but at the present time there is a larger

school here that graduates more.

Q But even at the present time, would you say it feeds at least fifty-one percent ?

A At the present time, no; I would say we graduate about forty men a year and the other about a hundred.

Q About how many men come to the Bar a year ?

A As to the other school, I don't know; most of mine come to the Bar or pass their examination successfully.

Q But the University of Maryland Law School is a substantial feeder ?

A Yes.

CROSS EXAMINATION

Q (MR. LEVINNESS) Are there any colored men and women in the Law School at the present time ?

A No.

Q Have there ever been since you were connected with the school ?

A No.

Q How long have you been connected with the school ?

A Since 1927.

Q What was the antecedents of the School of Law at the University of Maryland, what was it before it was part of the University ?

A Of course, it has always been called the University of Maryland Law School but it has not been part of the State Government until after 1920. It was sort of a private school.

Q Was it administratively connected with the University of Maryland ?

A I think in a nominal way it was.

Q Do you know whether or not in the '90's there were any negroes who matriculated in the school ?

A I don't know except by hearsay, I can give you that.

MR. LEVINNESS: We would object to that.

THE COURT: Let him state it anyhow.

THE WITNESS: All I heard about it was what Judge Harlan told me that back in 1890 somewhere --

MR. LEVINNESS: Can't we get Judge Harlan over here ?

THE COURT: Anything Judge Harlan told him, he can tell us.

THE WITNESS: There were two negroes admitted who graduated from the school and subsequently, I think they were admitted at the instance of Major Venable, subsequently they continued, it was an experiment on their part with some other negro students and they discontinued the practice thereafter. That is what I was told by Judge Harlan.

THE COURT: If you want Judge Harlan, you can get him.

MR. DEVINESS: We may call him later on.

(Examination concluded.)

MR. HOUSTON: Now, at this time, again, we should like to make a tender of the application and the examination fee.

THE COURT: All right, pay them in Court; they will not take it. Treat it as paid. Let the record show it is paid in open Court, tendered with the application and you decline to accept.

MR. LEVINESS: Yes, sir, I decline to accept.

THE COURT: Well, the Plaintiff rests.

J. WALTER HUFFINGTON, produced on behalf of the Defendants, being duly sworn according to law, testified as follows:

DIRECT EXAMINATION

Q (MR. LEVINESS) Mr. Huffington, you are the State Supervisor of Negro Education in the State of Maryland, are you not ?

A Yes, sir.

Q How long have you had such an office ?

A Since May, 1917.

Q Suppose you outline very briefly the general nature of your duties.

A I am expected, sir, to take care of the instructional side of the -- the class room side of the education in the Public Schools of the colored boys and girls; that's item number one. That comes specifically under what we would speak of as supervisory duties. In addition to that, I am expected to counsel and to advise and to visit

schools in the counties in a supervisory nature to help them in their respective county to take care of the class room end.

THE COURT: It may take a long time for him to name his duties. Ask him what you wanted to find out.

Q (MR. LEVINNESS) Mr. Huffington, do you have figures available either in your head or at hand, to show the number of negro schools in Maryland, dividing it into high schools and primary schools ?

A Approximately, sir, there are 28 colored high schools.

Q In the State ?

A That is the counties of the State; and among the elementary schools there are approximately 510.

Q Start with the elementary schools, you are also familiar with the general set-up of the white schools throughout the counties, are you not ?

A Fairly familiar, because I work in the same office as the supervisor of the white schools.

Q Speaking very broadly, how do the colored schools in the counties compare with the white schools in proper-

tion to the numbers, that is the proportion of the population of the students as to the teaching staff ?

A They compare very favorably. To make my answer specific, you raised the question as to the course in the elementary schools; they are identical with the courses in the white schools. In the high schools, for the same size of school, the courses are identical. If I might enlarge that statement, what I mean by the same size is this; a small high school, say a two teacher high school, naturally, can't have such a large curriculum offering as the larger high school, because the number of people in the county are small; but the curriculum offering in the small colored high school is the same as in the small white high school.

Q So that the graduate of the school in the county, the colored school, would have the same background as the graduate of the white school ?

A Yes, sir, they have the same number of units; that is, the State of Maryland requires 16 units. The standard, I understand, is 15 units but the State of Maryland requires 16 units for graduation and the students in the

colored high schools, even the small high schools, do have the 16 units and are admitted to such colleges as Morgan College, and Howard University and Lincoln University. You asked me about the teaching staff; every single high school teacher of the State of Maryland save one, holds a Bachelor of Arts degree from a reputable college, or the equivalent. I'll explain what I mean by that; so far as I know, all but two actually have the degree but by the equivalent we mean they have done by summer school process four years beyond the high school work. In the City of Salisbury there is one who has the equivalent of that and the principal at the Pocomoke City High School has done four years of work but does not hold the Bachelor's degree. As to the elementary teachers, the State of Maryland requires by law a first grade certificate. The requirements are four years of high school work and in addition, two years of normal or equivalent work. In the colored schools, ninety-eight percent hold a first grade certificate and I am informed by the report of the State Board of Education that not over ninety-

eight percent of the white held a first grade certificate.

Q (MR. HOUSTON) Will you repeat those qualifications again, please ?

A The qualifications for a first grade certificate, which certificate is required to teach in the elementary schools -- the State of Maryland issues two kinds of certificates; one to teach in the high schools and one to teach in the elementary schools. Now, the requirements that are required for a certificate to teach in the elementary schools in the State calls for a first grade certificate. The first grade certificate requires four years of high school work and in addition, two years of normal or the equivalent work.

Q (MR. LEVINESS) Coming into Baltimore City, how many high schools are there here for colored people ?

A There is one -- I can confess Mr. Assistant Attorney-General, I don't know so much about the City of Baltimore except from the report as to their schools. There is, sir, one senior high school in the City and I think about three or four junior high schools; I am not certain about the junior high schools.

- Q Is there someone else than yourself who is more familiar with the City ?
- A I think the statistician in the State Department of Education, Miss Stern, could give you that.
- Q Just one question as to the distribution of these county schools/ You testified there were how many ?
- A Approximately 540.
- Q And are they distributed throughout the State ?
- A They are in all of the counties of the State except in Garrett where the negro population is sparse; and Allegheny County the negro population is sparse and there are two schools and in Washington County the population is also sparse and there are only five in that county.
- Q Where is the population denser ?
- A There are more schools in Prince George's County than any other and close on the heels of Prince George's County is Anne Arundel, Dorchester and Baltimore County.
- Q Take a County like Prince George's where you say the population is denser do you recall how many elementary schools are in that county ?
- A I think about 44, they have about 70 elementary teachers.

Q Can you tell us how far apart these schools are ?

A So far as I am informed, I cannot say definitely, so far as I am informed, no child has more than one and a half miles to go to school. I do know we find the schools rather close together; to illustrate, on the W B & A line between here and Washington, you'll find one, two, three, four, five, six right on that line after you enter Prince George's County and before you reach the D. C. line.

Q In other schools of the State, is the distance a little greater than they have to go to school ?

A Not generally.

Q Can you strike an average and tell us the approximate distance a colored boy or girl has to walk to school in the county ?

A Yes, an average, I should say an average is three-quarters of a mile; I cannot give that with definiteness.

Q Now, taking up the question of the length of the school term; in some of the county colored schools they close a little earlier than white schools, is that correct ?

A Yes, sir.

Q Why is that ?

A Because the State law provides, the legislature has so decreed, that the minimum school year for negroes shall be eight months and the minimum school year for whites, nine months. Now, while a number of counties keep their schools open the same length of time, in certain counties on the Eastern Shore where there is trucking, the strawberries get ripe and the schools are kept open only eight months.

Q Why is it they keep schools open only eight months ?

A It's largely an economic proposition.

Q That is because the children who go to school want to stop and pick strawberries.

A Exactly.

Q How about in other sections of the State, do you let schools go along a little longer ?

A All along the Pennsylvania line where trucking isn't carried on to any great extent the schools, for example, Cecil, Baltimore, Washington County and Allegheny County, in those four counties as well as Carroll County also, no distinction is made in the length of time and a very

slight distinction is made in Harford County, maybe three or four days.

Q In some sections of the State you say that for colored children the schools are only open eight months, speaking generally, is there any appreciable difference between the curriculum offering ?

A No, sir.

Q In other words, you teach the same thing whether the school is open eight or nine months ?

A Yes, sir.

Q You give them the same number of credits and when they get through they are prepared to go as far as anybody else ?

A Yes.

Q They enter as easily from the Eastern Shore with only eight months of schooling as they do from Western Maryland with nine months ?

A So far as I know, there has never been one turned down, so far as I knew.

Q Taking up the question of school attendance, I understand you have a little more trouble getting colored boys and

girls to come to school than with white boys and girls ?

A Yes, sir, I think it is generally true.

Q That comes under your department, does it not ?

A Whatever has to do with colored schools, I am interested in. There is, of course, an attendance officer in all of the Counties of the State who is charged directly with getting the children in.

Q Do you happen to know of your own knowledge, or from any figures you may have in the Court Room, what is the record for school attendance for whites as compared with colored children ?

A Slightly less for negroes than white, not very much less.

Q What provision is made by your department to obtain a higher grade of school attendance ?

A The attendance officer of the county for which the State provides.

Q The State provides a separate one for colored children ?

A No, one attendance officer per county. That attendance officer does visit the parents and tries to persuade them to send their children to school; that attendance officer does work with the colored teacher and encour-

ages the colored teachers to cooperate with the attendance officer to find out why the children are out of school and whether or not it's a prosecutable case and the attendance officer does make some arrests in certain cases where it seems to be wise.

Q There has been some reference made here, I believe it is in one of the pleadings filed by the other side, that there is an inequality of transportation for colored children, do you have any knowledge of that?

A There are more white children transported, but since you have been courteous enough as to frame your question as to what I have to say, I may say this. There is a gradual increase of the colored children transported, a gradual increase, and I understand there will be for next year about ten one room schools closed and the children will be transported to other schools. Yes, it is a fact there is more transportation for whites.

Q Even if there were not any transportation, the average child in the State would only have to walk three-quarters of a mile to school ?

A That's an average.

Q And some you say as far as one and a half mile ?

A I was speaking of the average. In the case of the colored children, just as in the case of the white children, if here is an isolated family living four or five miles from the school, if that's the nearest school, the children of that particular family, perhaps one or two, have to walk over one and a half miles, but these cases are very few in the State.

Q Aside from the question of money, what govern the School Board in picking sites for colored schools ?

A I think I would say -- the question that the money governs it, you mean in selecting the site ?

Q As far as my other question, whether you can afford it doesn't enter into it, what governs the School Board in selecting the site ?

A Whenever it seems there are sufficient number of children to run a school, that is, if there is a sufficient group to employ a teacher.

Q What would you consider a sufficient number of colored children in a district to require a school ?

A I confess I have forgotten, I think there is a question

of law on that.

Q Aside from that ?

A May I give you what has been done. There are a few cases in the State where schools are run for seven children.

Q Colored or white ?

A Colored, just because there are two or three families and a child in each family. That is in Anne Arundel County. There is a case in Dorchester County where the school is run for fewer than ten children. It is generally agreed, I think, that from ten to fifteen children, that is just an opinion, I think the law makes a statement on that, from ten to fifteen children.

CROSS EXAMINATION

Q (MR. HOUSTON) Mr. Huffington, you don't contend that the County Education for Negroes is equal to the education for whites, do you, all in all ?

A That depends, sir, upon what you mean by equal.

Q Just as good.

A That depends on what you include in that term.

Q Take it in the totality of things.

THE WITNESS: May I analyze it for you ?

THE COURT: Tell him whether you contend that
or not.

THE WITNESS: I should say, substantially,
there are some items where it is not.

Q (MR. HOUSTON) What are these items ?

A Well, the one item that makes a difference is the length
of the school year, that's the one item.

Q As a matter of fact, if you multiply eight by one hundred
and eighty it's the same thing as multiplying nine by
one hundred and sixty isn't that right ?

A Perhaps so.

Q If that is right, that would mean on the basis of the
school terms, it would take a negro child nine years to
get the same education as a white child in eight ?

A If you take just the same number of months, but there's
a difference there, if you recall, you can't take, say,
where a child is going to use eight months in succession
and shift it backwards and forwards; that is, a child
can do work intensively in eight months, but you can't

shift around and say that's exactly the same.

Q But you don't mean to say a negro child gets the same education in eight months as a white child in nine, do you ?

A I admitted there was a distinction.

Q On the question of consolidation of schools, that depends on transportation in the rural communities, does it not ?

A Not altogether, it depends, included in that, is a suitable building to take these children to.

Q There isn't any use of having a building without some way to transport the children ?

A To answer that --

Q The necessary factor is transportation ?

A Yes.

Q Take the case of those schools for seven negro children, was any transportation available ?

A No, sir.

Q How many counties in the State provide transportation for negro children at public expense ?

A All that is provided, I think, it is either by public

expense or aided by the public. I can call the roll of the counties, I don't remember the exact number. Children are transported in Wicomico County, in Dorchester County, in Caroline County, in Queen Anne County, in Kent County, in Cecil County, in Baltimore County, in Carroll County, in Frederick County, in Washington County, in Allegheny County, in Montgomery County, in Calvert County, in Charles County, in St. Mary's County; I think I have gone over the list.

Q In how many of these counties are negroes required to contribute to the transportation ?

A They are required to contribute something in Kent, nothing in Caroline --

MR. HOUSTON: Maybe it will be easier if we read back.

THE WITNESS: I cannot give this absolutely, I am giving it purely from memory.

MR. HOUSTON: Let me read it back to you.

Q Wicomico ?

A Entirely public expense.

Q Cecil ?

- A Entirely public expense.
- Q Allegheny ?
- A Entirely public expense.
- Q St. Mary's ?
- A Entirely public expense.
- Q Dorchester ?
- A Entirely public expense.
- Q Baltimore ?
- A Entirely public expense.
- Q Montgomery ?
- A Entirely public expense.
- Q Caroline ?
- A Entirely public expense.
- Q Carroll ?
- A Entirely public expense.
- Q Calvert ?
- A Entirely public expense.
- Q Charles ?
- A Partially.
- Q Frederick ?
- A Entirely public expense.

Q Queen Anne ?

A Entirely public expense.

Q Kent ?

A Partially.

Q Washington ?

A Public expense.

Q Do you know -- how many counties are there in the State, do you happen to know ?

A Yes, sir, twenty-three.

Q Then, in fifteen out of twenty-three counties, there is transportation for negro children and in thirteen of them it is provided by public expense ?

A According to my recollection, I know there is transportation provided, as to the expense, I am not sure.

Q Are these children who are transported, elementary, or high school or both ?

A Both.

Q In all the counties ?

A No, sir, not in all; in some, high school; in some elementary; and in some, both.

Q Let's take the roll again, Wicomico ?

A All high school.

Q Cecil.

A Both.

Q Allegheny ?

A Elementary, so far as I know; I am not just safe on that point, for this reason; the children are transported only from the town of Frostburg to Cumberland. I know they pay the transportation of the elementary children, I am not sure of the high.

Q St. Mary's ?

A Both.

Q Derchester ?

A Both.

Q Baltimore ?

A Elementary.

Q Montgomery ?

A Both.

Q Caroline ?

A Both.

Q Carroll ?

A Both.

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Q Calvert ?

A Both.

Q Queen Anne's ?

A Both.

Q Frederick ?

A Both. I'll retract that statement; they have been transporting only the elementary school and the School Board has decided to transport all of the high school next year.

Q Charles County ?

A Both.

Q Kent ?

A Both.

Q Washington ?

A Both.

Q Do you know whether there is transportation provided for white children in all of the counties of the State ?

A I couldn't say about that, I really do not know.

Q Now, going to the matter -- but you would say, would you not, that other things being equal a consolidated rural school is able to do a better job than a one room er

a one teacher school ?

A I think that it is generally considered that it ought to do better, but I might add that in some tests given some nine or ten years ago it didn't prove that statement, that the one room, red school house, the children there showed up as well on the test.

Q Do you happen to know what the percentage is between white and colored one teacher schools ?

A No, sir, I do not.

Q But if there was more transportation furnished in the rural districts for white school children than there would be for the number of colored children, then the educational facilities wouldn't be equal in the matter of transportation, isn't that true ?

A I said, everything else being equal it is considered that in a consolidated school the children have a better chance.

Q In your report, or the report of the Department of Education the 67th annual report, for the year ending July 31, 1933, did your office prepare that part dealing with the negro children ?

THE WITNESS: What phase ?

MR. HOUSTON: The attendance.

A It was compiled in our office, yes, sir.

Q Is the compulsory school attendance law enforced so far as negro children are concerned ?

A Yes, sir.

Q What does this statement mean on pages 150 and 151, "This means that 42% of the colored county children not attending school could legally be excused, but that 826, or 26%, who were between the ages of seven and thirteen years inclusive and 990, or 32% who were fourteen and fifteen years old who were not employed should be provided with schooling, if the compulsory school attendance law were enforced."

A By implication, certainly, the word rigidly should be there. I understood you to say was the law enforced.

Q It is not rigidly enforced ?

A Well, yes, I know upon the whole it has been as rigidly enforced as on the white children. Now, if you mean this, sir, if we are going to drive, say colored or white children, either one, or attempt to drive them,

into school when they have no shoes or clothes to wear, I have to say no to that, because it can't be done.

Q Now, let me ask you this; the State of Maryland in its school code provides for physical education work in its schools, does it not ?

A It states some physical education work must be carried on. As I recall the law, it states an hour a week. I can be corrected on that by other members of the state department. I think it is an hour a week outside of regular academic work, I cannot say that definitely.

Q How is that physical education law enforced as regards to negro children ?

A Just as it is in the white schools; there are practically no special physical education teachers employed in the schools in the State. The summing up of this physical education, rather the graduation of it all, is a county field meet by that county. The field meet is held in the colored schools as regularly and is of the same type and the medals are the same and the officials and the meet is the same as the meet that is held among the

white children .

Q I show you a table in the 1933 report called Table --

THE WITNESS: I'll have to ask you to excuse me from interpreting Tables; the State's Statistician whom you have summoned is more of an authority on them. I do not know so much about them.

THE COURT: But you are on everything else ?

THE WITNESS: No, sir, your Honor.

Q (MR. HOUSTON) Were there any colored schools which were opened for less than the minimum school term of 160 days ?

A There have been among the counties, right along, if my recollection serves me correctly. The report will show that; the year before last was perhaps the first year that not a single school in a single county was opened fewer than 160 days. The report shows that, to answer your question directly.

THE COURT: Do that; answer his questions direct and stop.

Q (MR. HOUSTON) Well now, if for the year 1933 the report shows there were 32 colored schools open for less

than 160 days would that report be correct ?

A The report would be correct; there is nothing wrong with the report.

Q The report would reflect actual conditions, would it not ?

A No, because the implication is the State has purposely kept these schools open less time.

Q But it would be true that 32 schools were not open 160 days ?

A Yes, perfectly true.

Q Now, in the counties, does the State pay the same salaries for the same services of colored and white teachers ?

A No.

Q Would you consider that equality of education ?

A I would not say that it interferes with the equality of education.

Q That is to say -- let me ask you, what is the differential primarily ?

A I don't recall; I can give you what is paid Negro teachers; I don't recall what is paid the White.

Q Let me put it this way; do you mean to say that you can get just as good educational teachers out of Negro teach-

ers for less money than you can get out of White teachers for more money ?

A I would say that a Negro teacher, with the same qualifications, and they have the same qualifications as the White, practically, would certainly teach the members of his own group and would not slight the members of his own group because he was not paid as much as the White teacher.

Q Now, on the question of study, after the teacher gets his position, summer school study, things like that, involving advanced educational work; the Negro teacher is paid less and it would make it harder for the Negro teacher to pay for this extra study, would it not ?

A It would make it some harder.

Q And that in a sense may come back to the inequality ?

A Over the period of a number of years, yes; but there's a difference also in the living expenses of the Negro teacher and the White teacher.

Q Does it cost the Negro teacher more or less to buy a sack of flour than the White teacher ?

A No, but it costs the Negro teacher less for her board.

Q Is that any more than the reflection that the Negro teacher doesn't have any more money to pay for her board ?

A I don't know, I am just stating the fact.

Q Outside of the one item of room and board, what else is there as far as other expenses being less ?

A It depends, of course, by what you mean by other expenses.

Q I mean clothing, travel and summer school education.

THE COURT: Aren't we going far afield in this case ?

MR. HOUSTON: As a matter of fact, I think that the question of inequality of education is really not concerning so much the level of the primary and secondary schools --

THE COURT: I do not either; we are interested in the question of the Law School.

MR. HOUSTON: No further questions.

(Examination concluded.)

DR. ALBERT S. COOK, produced on behalf of the Defendants, being duly sworn according to law, testified as follows:

DIRECT EXAMINATION.

Q (MR. LEVINESS) You are the State Superintendent of Instructions in Maryland ?

A Yes, sir.

Q And as such, you have general supervision over the white and colored schools ?

A Yes, sir.

Q Up to what level ?

A Through the high schools.

Q Up to and including the high schools. Now, the pleadings filed in this case, in the pleadings, there is a charge made by the petitioner that the colored schools are not the equal in a certain number of different characteristics to those of the white schools. I want to ask you one or two very brief questions along that line. In the first place, Mr. Houston has taken those in the counties --

A We do not have supervision and control of the schools of the City; that is a separate division; they are controlled by the Board of School Commissioners. I distribute the money to them on the basis set up in the law.

Q You are familiar with the general set-up, are you not, sir ?

A Yes, I am.

Q Can you tell from your knowledge of the white schools and colored schools --

THE COURT: What schools are you talking about?

MR. LEVINESS: The high schools, white and colored.

THE COURT: Nobody in this case is asking to go to a high school.

MR. LEVINESS: If we pass that stage, we would not have any testimony.

THE COURT: I did not think it was germane to the case.

(After argument).

THE COURT: If you want it in the record, all

right, I will sit here, but I don't think it is germane, and I won't even be awake while it is going on.

Q (MR. LEVINNESS) It will be very brief. From your knowledge and observation of the colored and white schools, up to and including the high school level, confining your answer to Baltimore City, what have you to say as to the relative standard of the two races, colored and white --

A I would not like to reply to that, because I say I don't know anything about the professional end of the Baltimore City situation, except what I get by my contact with professional people. I don't visit those schools, but I do know in general, that the Douglass High School is as good as any we have in Baltimore City -- that is the general reputation.

Q The general reputation is that the Douglass High School is as good as any in Baltimore ?

A Yes, sir.

Q What about the counties ?

A Mr. Huffington made a very good statement on that, and I agree with him. The high schools are mostly small

high schools, both white and colored. I made a statement in the annual report, with reference to this subject, and as was pointed out by Mr. Huffington, 98 percent met the qualifications for the elementary schools.

MR. LEVINESS: We would like to pursue the examination for the purpose of having it in the record.

THE COURT: If you want to make up the record for the Supreme Court, or anywhere you want to take it, I will sit here and listen to it, if you desire to pursue it.

(After argument).

CROSS EXAMINATION.

Q (MR. MARSHALL) Doctor Cook, it has been testified that the salary differs in the colleges as between the whites and colored ?

A Correct.

Q What is that difference ?

A In the salary schedule, it is --

THE COURT: Why do you need to go into this -- he said he endorses what the last witness said, and that carried with it the cross examination.

MR. MARSHALL: One of the facts that I think the other witness did not know was the difference between the salaries.

THE COURT: Do you know it ?

A I have a salary schedule here; I don't carry it in mind; it is on a little printed sheet. If you want that, we will get it for you.

MR. MARSHALL: We would like to have it introduced.

THE COURT: You can file it as an exhibit.

WITNESS: This is it (producing same).

THE COURT: Instead of calling it off, just introduce it into the record.

MR. MARSHALL: We offer that in evidence as Plaintiff's Exhibit No. 10.

(Paper referred to was then filed marked Plaintiff's Exhibit No. 10).

Q I show you this book, the Sixty-Seventh Annual Report,

and ask you if that is a report of the State Board of Education ?

A Yes.

MR. MARSHALL: We offer that in evidence as Plaintiff's Exhibit No. 11, reserving the right to read from it some time later.

(Book referred to was then filed marked Plaintiff's Exhibit No. 11).

(Examination concluded.)

DR. JOHN O. SPENCER, produced on behalf of the Defendants, being duly sworn according to law, testified as follows:

DIRECT EXAMINATION.

Q (MR. LEWINESS) You are the President of the Morgan College, are you not, sir ?

A Yes, sir.

Q That is a private institution, is it not, aided by State funds ?

A Yes, sir.

Q And it is an institution for higher learning above the high school level, is it not ?

A Yes, sir.

Q What character of students attend that school, colored or white ?

A Colored.

Q How many colored students do you have at Morgan College?

A In all departments, upward of 600, that includes the Summer School.

THE COURT: Men and women ?

A Yes, sir.

MR. LEVINESS: Co-educational ?

A Yes, sir.

Q Where is it located ?

A At Hillen road and Arlington avenue.

THE COURT: Baltimore City ?

A Yes, sir.

Q (MR. LEVINESS) It is inside the City limits ?

A Yes, sir.

Q Now, generally speaking, what courses do you have ?

A Liberal arts and courses in education, particularly

for high school teachers.

THE COURT: Not a law school ?

A Not a professional school.

Q Not a philosophical school ?

A No, sir.

Q (MR. LeVINESS) What degrees do you have ?

A Bachelor of Arts, Bachelor of Science and Education,
Bachelor of Science and Home Economics.

Q Do you offer Bachelor of Science and Home Economics to
girls only ?

A To anyone who cares to take them.

THE COURT: Are there more girls attending
that school than men ?

A Yes.

Q (MR. LeVINESS) Now, you have had graduates from Prin-
cess Anne College in your college, have you not ?

A Yes, sir.

Q When they come as graduates of Princess Anne, in what
class are they put in your college ?

A At present, nearly equal to the freshmen and sophomore
year, but not wholly -- we do certain work that is

not covered by the Princess Anne curriculum.

THE COURT: Do you consider the Princess Anne curriculum better or --

A It is different.

Q (MR. LeVINESS) They specialize in things you don't specialize in ?

A Exactly. We specialize in farming, home economics, crafts, animal husbandry, and so on; there courses are good.

Q At Princess Anne ?

A Yes, sir.

Q Is it not true that any of the graduates of Princess Anne Academy last year, 1934 -- or 1933 -- went into Morgan College and graduated with B.S. in education ?

A I would have to ask the registrar.

Q (MR. LeVINESS) A graduate of Princess Anne can get a B.S. in your college in two years ?

THE COURT: Depending on the grade.

Q And it has been done ?

A I told you there might be some conditions that turn up, because he does not know the preliminary courses.

- Q During the past three or four years, do you recall any students who have come from Princess Anne Academy and gone into your college ?
- A Yes, I think we have two graduated recently.
- Q Are they in the senior year or junior year at your college ?
- A They entered the junior year.
- Q And are now seniors or juniors ?
- A They finished two years ago.
- Q Do you know how much the State appropriation is for colleges in the State of Maryland --
- A The State appropriation for this fiscal year ending the 30th of September is \$23,300 -- \$23,400.
- Q How does that compare, if you know, to State aid rendered to other institutions, other colleges like Hopkins and St. John's ?
- A They are very much lower.
- Q Morgan College gets a much higher appropriation ?
- THE COURT: Proportionately.
- MR. LEVINESS: Proportionate to the number ?
- A Oh, no -- we get a lower appropriation.

THE COURT: You say they are much lower ?

A We are very much lower.

Q You mean "we" instead of "they" ?

A Yes, sir.

Q Morgan College gets less than the other colleges, is that right ?

A That is right.

Q (MR. LEVINNESS) You have about 600 students ?

A Yes, sir.

Q And get \$23,000 appropriation a year ?

A Yes.

Q How much is that per student ?

A If you wish to know how the State's money is handled --

Q How much is the tuition at Morgan College ?

A Flat, \$100 a year.

Q So the tuition at Morgan College is \$100 and Princess Anne is \$197 -- what is the board and room at Morgan College ?

A The total fee of Morgan College, everything included, board and room, heat, light, laundry, \$339 -- I can give you the exact figures for the fees and other

items.

Q \$339 ?

A \$339.

Q For a Baltimore student, who lives at home, and went to Morgan, it would be \$100 --

A \$100 for tuition and \$31 for fees, and so on, depending on the course --

THE COURT: In addition to the \$100 ?

A Yes, sir.

Q (MR. LEVINESS) And \$31 approximately ?

A Yes, sir.

Q Do you know the amount of the appropriation that Morgan College receives in the new budget that goes into effect the last of October ?

A I did not understand you.

THE COURT: The amount of the appropriation in the new budget that goes into effect in October, how much do you get ?

A Beginning the 31st of October, we get \$35,000 a year, instead of \$23,000, plus.

Q For the next year you get \$12,000 more ?

THE COURT: He gets a raise and the Mayor gets a cut.

Q (MR. LEVINNESS) Do you expect any increase next year in what you have had this year ?

A We hope there will not be less -- that is the best we can say. I might say since you have raised that question, there are \$60,000 a year that --

THE COURT: Tuition fees ?

A Tuition and other fees, including everything.

CROSS EXAMINATION.

Q (MR. MARSHALL) Doctor, this \$35,000 appropriated, is that lower than appropriated other years, or equal, or how ?

A Lower.

Q Is the course over at Princess Anne equal to that given at Morgan College for the two years ?

A They differ.

THE COURT: In time, quality --

A In time and quality, all right; but in subject matter, it is quite different, just as Greek, Latin or Hebrew -

those that want to take a literature course will not be prepared for it, not because they don't know anything, but they don't know the right thing.

Q Could a student from Princess Anne Academy, after two years, come to Morgan, and qualify in two more years as an A.B. ?

A I tried to answer that question by saying on direct examination, that they might be required to make up some subjects.

(Examination concluded.)

WILLARD M. HILLEGEIST, produced on behalf of the Defendants, being duly sworn according to law, testified as follows:

DIRECT EXAMINATION.

Q (MR. LEVINNESS) You are the registrar of the University of Maryland school ?

A I am.

Q Your office is in Baltimore ?

A Yes.

Q How long have you been registrar of the school ?

A Since 1918.

Q During that time, have there been any colored students in the law school ?

A No.

Q None at all ?

A No.

Q Have there been any colored students at any of the professional schools ?

A No.

Q During your time, which goes back to 1918, can you tell us how many, if any, applications you have had from colored boys to enter the law school ?

A Since 1933, there have been nine. I don't remember any before that.

Q Since 1918 to 1933, you had none, as far as you remember ? And since 1933, you have had nine. Tell us, apportioning that number over those years, how many in 1933, 1934, and this year ?

A You can almost divide it equally between 1933 and 1934.

Q What did you do with Mr. Murray's application ?

A Referred it to President Pearson.

THE COURT: Let me see if I understand it. Does the defense suggest by that, no colored people desired to practice law or is it because of the fact that it is the policy of the University of Maryland to not permit it, and it is so generally known, that they did not apply ?

A The fact is, they have not applied.

Q You don't know why ?

A No.

(Examination concluded.)

MR. LeVINESS: We have exhausted all the witnesses we have today, but we have two other witnesses and if it goes over until tomorrow, we would like to have an opportunity to put them on.

(After argument).

MR. LeVINESS: If the case is still going on tomorrow, will you let us put them on ?

THE COURT: Yes, sir.

MR. HOUSTON: We have some further testimony.

We would like to call Mr. McGuinn, the executive secretary of the Commission on Higher Education for Negroes.

ROBERT P. MCGUINN, called by the Plaintiff in rebuttal, being duly sworn according to law, testified as follows:

DIRECT EXAMINATION.

- Q (MR. HOUSTON) Mr. McGuinn, what is your official position at the present time in Maryland educational work ?
- A Executive Secretary of the Commission of Higher Education of Negroes.
- Q When did that Commission on the Higher Education for negroes come into existence ?
- A June 1, 1935, officially.
- Q By what authority did it come into existence ?
- A By an Act of the Legislature.
- Q Was that Act passed in April, 1935 ?
- A Yes, sir.
- Q How much money has been provided for the work of that

Commission.

A \$3000 for the year 1935-1936, and \$3000 for 1936-1937.

Q Is there a \$10,000 scholarship fund ?

A Yes, sir.

Q Have any applications been made to you seeking benefit under that \$10,000 scholarship fund ?

A There have been.

Q State how many, up to date, you have gotten ?

A 380.

Q How many of those applications, 380 applications, are for college work and undergraduate work ?

A How many -- I have not figured that out on that basis.

Q What classification do you have it at the present time?

A I have it classified on the basis of graduate and undergraduate work, but I have not made up the totals-- I can give it to you in a minute -- I have 13 applications at the present time for graduate work, that is, that have come in.

Q That is where the applicants are prepared to take that work ?

A Yes, sir.

Q You have had applicants who want to study law, who have not qualified ?

A Yes, sir.

Q How have you classified them ?

A As undergraduates -- instead of 13, there were 16 -- 364 applications have been for undergraduate work -- when I say 380 applications have come in, that is application forms -- I have had returned to me filled out, to date, exactly 113 applications.

Q How many of those are for law schools besides the Howard Law School ?

WITNESS: How many to the Howard Law School ?

Q Out of the 16, how many applied for law work ?

A Only one.

Q Where did he want to go-- Howard ?

A Howard.

MR. HOUSTON: May I point out since the fund is administered as a unit, I think it is relevant what they would give as to all of those, regarding the particular work, provided the money had to come out of this \$10,000 fund -- what standards are required in

the case of law -- under what circumstance would you give a person wanting a legal education, a scholarship -- of these 113, how many are for graduating work ?

A 16.

Q Do you happen to know at the present time -- have you worked it out by scale to each that wanted to go, what you could give him, the approximate cost of tuition at these schools, how much it would cost, if all these 13 were granted ?

A I have not worked that out.

MR. HOUSTON: Can we agree, your Honor, that can be worked out overnight and then filed ?

THE COURT: Yes, you can put it in the record.

Q Have you the statistics there of the different schools? that the applications are for ?

A Yes, applications for graduate study, Oberlin, University of Chicago, University of Pennsylvania, Columbia, Atlanta School, University of Michigan, Howard, Meharry, Museum of Applied Arts, Philadelphia. The undergraduate schools are: Temple University, Morgan, Hunter, Lincoln,

University of Illinois, Museum of Applied Arts, Howard, Hampton, Pennsylvania, Bowie, Shaw, Friedman Hospital, University of Maryland Provident Nursing, Ecklers School, St. Augustine, Livingstone.

- Q If they were eligible for entrance to the school that they wanted to enter, they would then be qualified to receive a scholarship ?
- A They would be qualified to receive a scholarship after that.
- Q Does that mean they would necessarily get a scholarship ?
- A No.
- Q Why ?
- A Because we only have \$10,000 to distribute for the fiscal year 1935-6, and it would be absolutely impossible to satisfy all of the requests for scholarships.
- Q Let me ask you this question -- has the time limit for making application expired ?
- A It has not.
- Q You have had 380 applicants, requests, and of that you have had 113 applications turned in, is there still time, first, for the balance of the 380 applications --

that is 267 applications to be completed of the 380 requests you have ?

A Absolutely.

THE COURT: The law has only been in effect since the first of June.

Q (MR. HOUSTON) Is there further time for new applications to come in ?

A There is.

THE COURT: Up to what date ?

A The 30th of June.

CROSS EXAMINATION

Q (MR. LEVINESS) You are the Executive Secretary of the Committee ?

A Yes, sir.

Q When was the Committee organized ?

A The Commission was organized in the early part of January.

Q Before the Act was passed ?

A They were named and delegated by Governor Nice, but of course he submitted their names to the Legislature for action.

Q Who is Chairman ?

A Judge Morris A. Sopher.

Q Have they worked out any scheme or plan by which you expect to divide up this money in appropriating scholarships ?

A I think there is a plan in mind; the commission took into consideration, first, the spirit of the scholarship, knowing as it was originally intended, it was for professional scholarships, but later some objection was made on the ground that Maryland did not provide any college education for its negro boys and girls and therefore, it would be an injustice to them to make the total provision for scholarships for professional work and leave out the question of the undergraduate student, and on the basis of the Act, the awards will be made to both the graduates and the undergraduates.

Q With the language of the Act in mind, would you not be more apt to give the preference to the undergraduate than the graduate.

A If there is a question of awarding an applicant for scholarship to two applicants, both equally eligible,

one for the undergraduate and one for professional work, then the professional applicant would be given the preference.

Q As I understand, there are only 16 applications on file for both classes of work ?

A On file today, that have come into the office.

Q And you only have ten days to go and out of the 16, only one is for law ?

A That is my recollection -- I would not say definitely, but as I recall -- I can tell you very shortly, if you care to know.

THE COURT: 380 application forms have been sent, out of which 116 have come back fully perfected and filed.

A Yes, sir, but I might say they are coming in.

Q The others might come in in the next twelve days ?

A I had 16 come in this morning.

MR. LEVINESS: All for college work ?

A I have not had a chance to go through them.

Q How are you going to select the first 50 ?

MR. HOUSTON: How do you get 50 ?

MR. LeVINeSS: Through the wording of the Act.

WITNESS: These scholarships will be given only to cover tuition, and in the case of the undergraduate student, it may be possible to give slightly over 25 -- the sum being divided \$5000 for graduates and \$5000 for undergraduates, it may be possible to give over 25 for the undergraduate work, due to the difference in the tuition fee.

Q Is there any definite policy that has been adopted by the commission as to a division of the funds between the graduate and the undergraduate ?

WITNESS: As to the division ?

Q As to the division of the money.

A No, it has not, to my knowledge; that is left entirely to the discretion of the Committee on Awards.

Q I understand you to say roughly, one-half would go to the undergraduates and one-half to the graduates ?

A I think so.

Q You said 25 for the undergraduates and 25 for the others ?

A I am using that for the purpose of illustration; I think that is perhaps what is in the minds of the Com-

mittee on Awards.

Q Do you think that 25 scholarships for graduate work that will probably take care of the applications for graduate work, under the basis of the present year ?

A I could not say.

THE COURT: How could he say, with twelve more days to go.

A I know this, that more have applied for professional work, graduate work than have filed their formal application.

Q What do you mean, have applied ?

A For the blanks.

THE COURT: More applications are outstanding than have been returned ?

MR. LeVINESS: You don't know if they will ever be returned.

THE COURT: Of course not -- he would have to guess what will happen in the next twelve days.

Q (MR. LeVINESS) If Mr. Murray, the applicant in this case, would apply for scholarship, he may be eligible ?

A He would be eligible.

Q He would be in this 16 or 17 ?

A He would be eligible.

REDIRECT EXAMINATION.

Q (MR HOUSTON) If you had \$5000 available for graduate scholarships and there was only one applicant, it would be impossible for that applicant to get out of that \$5000, more than \$200 ?

A That is true.

Q If that one applicant, with \$5000 available for graduate scholarships, should go to a school where the tuition was less than \$200, the maximum he would get would be his tuition charge ?

THE COURT: He would not be allowed for maintenance; it would only be for tuition.

(Examination concluded.)

THE COURT: Now, let the record show that the testimony is closed, and if Mr. LeViness wants to get in testimony on behalf of the defendants, of two witnesses, one who is at College Park and has not gotten

to this trial at 3:30 this afternoon, with the case set for trial for weeks, or for several days, and Mr. Houston sees fit to let him put that testimony in by stipulation, that will be all right. Tomorrow being practically the last day of opportunities for jury trials, I am not disposed to continue this case over, and throw out other litigants whose rights are just as important. The testimony is now closed, and I will hear argument.

12. $\frac{284}{132}$

Donald G. Murray,

^{vs}
Board of Regents
of the University of
Maryland,

Defendants,
Bill of Exceptions.

30th July 1935.
Defendants Record made
and sent to the Court of
Appeals, Annapolis Maryland,
for Registered Mail,
Receipt filed.
Filed 26th June 1935.

Page 4 of 10

16

TEACHERS' RETIREMENT; MINIMUM STATE SALARY SCHEDULE 31

MINIMUM SALARY SCHEDULE IN MARYLAND COUNTIES
IN EFFECT SINCE SEPTEMBER, 1922

Reduced Salaries for the Period August 1, 1933, to July 31, 1935,
Are Shown in Bold Face

ANNUAL SALARIES OF ELEMENTARY SCHOOL TEACHERS								
Grade of Certificate	WHITE				COLORED†			
	Years of Experience				Years of Experience			
	1-3	4-5	6-8	9+	1-3	4-5	6-8	9+
Third.....	\$ 600 540	\$ 650 585			\$ 320 288	\$ 360 324		
Second.....	750 675	800 720	\$ 850 765		400 360	440 396	\$ 480 432	
First.....	950 855	1050 945	1100 990	\$1150 1035	520 468	560 504	600 540	\$ 680 612
First in Charge of One- or Two-Teacher School.....	1050 945	1150 1035	1200 1068	1250 1112.50				
Principal with 2 Assistants.....	1150 1035	1250 1112.50	1300 1157	1350 1201.50				
5 Assistants, 200 A. D. A.*.....	1350 1201.50	1450 1290.50	1500 1335	1550 1379.50				
9 Assistants, 360 A. D. A.*.....	1550 1379.50	1650 1468.50	1700 1513	1750 1557.50				

ANNUAL SALARIES OF HIGH SCHOOL TEACHERS

Grade of Certificate	WHITE					COLORED†		
	Years of Experience					Years of Experience		
	0-1	2-3	4-5	6-7	8	1-3	4-5	6+
Assistant.....	\$1150 1035	\$1200 1068	\$1250 1112.50	\$1300 1157	\$1350 1201.50	\$720 648	\$810 729	\$855 769.50
Principal 2nd Group School.....	1250 1112.50	1300 1157	1350 1201.50	1400 1246	1450 1290.50			
1st Group School.....	1550 1379.50	1650 1468.50	1750 1557.50	1850 1628	1950 1716	855 770	990 891	1080 972
5 Assistants, 100 A. D. A.*.....	1750 1557.50	1850 1628	1950 1716	2050 1804	2150 1892	945 850.50	1080 972	1170 1053
9 Assistants, 200 A. D. A.*.....	1950 1716	2050 1804	2150 1892	2250 1980	2350 2068			

† Annual salaries shown for colored teachers are based on the minimum school year of eight months required.

* A. D. A.—Average daily attendance.

Provisional teachers in schools for white children receive from \$100(\$90) to \$200 (\$180) less than the above figures, while in schools for colored elementary pupils \$40(\$36) and for colored high school pupils \$90(\$81) less than the amounts above are paid provisional teachers.

MINIMUM SALARIES OF ADMINISTRATIVE AND SUPERVISORY STAFF IN EFFECT SINCE SEPTEMBER, 1922

Reduced Salaries for the Period August 1, 1933, to July 31, 1935,
Are Shown in Bold Face

Type of Position	Years of Experience		
	1-4	5-7	8+
County Superintendent			
Less than 150 Teachers.....	\$2500—\$2940 2175— 2557.80		
150-199 Teachers.....	2940 2557.80	3240 2788.40	\$3540 3044.40
200 or More Teachers.....	3540 3044.40	3840 3264	4140 3519
Supervising Teacher	2040 1795.20	2340 2059.20	2640 2296.80
Helping Teacher	1440 1231.60	1740 1548.60	2040 1795.20
Attendance Officer	1200 1068		

NUMBER OF SUPERVISING OR HELPING TEACHERS IN MARYLAND COUNTIES FOR VARYING NUMBERS OF WHITE ELEMENTARY TEACHERS OCTOBER, 1933

No. of White Elementary Teachers	Number of Supervisors Allowed By Law	Number of Counties	Names of Counties
Less than 80.....	1	10	Calvert, Caroline, Charles, Howard, Kent, Queen Anne's, St. Mary's, Somerset, Talbot, Worcester
80 to 119.....	2	4	Cecil (1), Dorchester, Garrett, Wicomico
120 to 185.....	3	3	Anne Arundel (2), Carroll (1), Harford (2)
186 to 235.....	4	3	Frederick (3), Montgomery (3), Prince George's (3)
236 to 285.....	5	1	Washington (4), Allegany (4)
286 to 335.....	6	1	
336 to 385.....	7	1	Baltimore (6)

() The number of supervising or helping teachers actually employed in October, 1933, is shown in parentheses for counties which employed fewer than the minimum number required by the law as in effect prior to September, 1933. For the two-year period from September, 1933, to August, 1935, the employment of more than one supervisor in a county is optional with the County Board of Education and is conditional upon the provision of funds for their employment by the County Commissioners.

11

10.

DONALD G. MURRAY

*

vs

IN THE

RAYMOND A. PEARSON, President,
W. M. HILLEGEIST, Registrar
and

BALTIMORE CITY COURT

GEORGE M. SHRIVER,
JOHN M. DENNIS,
WILLIAM P. COLE,
HENRY HOLZAPFEL,
JOHN E. RAINE,

DR. W. W. SKINNER,
MRS. JOHN L. WHITEHURST, and
J. MILTON PATTERSON,
Members of the Board of Regents
of the University of Maryland.

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WRIT OF MANDAMUS

STATE OF MARYLAND, CITY OF BALTIMORE, to wit:

To Raymond A. Pearson, President, W. M. Hillegeist, Registrar, George M. Shriver, John M. Dennis, William P. Cole, Henry Holzapfel, John E. Raine, Dr. W. W. Skinner, Mrs. John L. Whitehurst, and J. Milton Patterson, members of the Board of Regents of the University of Maryland.

Under an order of Mandamus in the above entitled case, passed by the Baltimore City Court on the eighteenth day of June 1935, you are ordered to admit the said Donald G. Murray, Petitioner, as a first year student in the Day School of the School of Law of the University of Maryland for the academic year beginning September 25, 1935, provided said Donald G. Murray tender the necessary fees charged first year students to the Day School of the Law School of the University of Maryland and complete his registration in the manner required of qualified and accepted students to the first year class of the Day School of the School of Law of the University of Maryland. You are further

ordered that the said Donald G. Murray be admitted and permitted to pursue his studies as a regular first year student of the School of Law of the University of Maryland pending appeal if said appeal is perfected.

Donald G. Murray



*of Maryland
of Baltimore
of Annapolis*

James B. Black

Clerk of the Baltimore City Court

*of Baltimore
June 16 1922*