

could ensue would come from the whites.

Finally, there can be no doubt but that a small portion of the white South is thinking and learning. To them THE CRISIS and the N. A. A. C. P. hold out frank hands of fellowship. But we do this without shuffling or deception. We black folk demand the rights of men—no more, no less. Are you with us or against us? If you are with us we are with you, willing to toil and strive in patience and bloody sweat for a real American democracy. But if you are against us there is no compromise possible. It is fight and fight to the bitter end.

#### TWO METHODS

**A** VIGILANCE Committee in Des Moines, Iowa, under Mrs. L. B. Smith, has arranged the following program for the care of colored children in mixed schools:

##### I. OUR POLICY:

- (a) To establish friendly relations with teachers and school authorities
- (b) To urge parents to wash and dress their children properly
- (c) Help with poverty and truancy
- (d) Arrange home work and tuition for the backward

II. THIS VIGILANCE COMMITTEE which endeavors to fit the colored American child for the public school will deftly intertwine their effort in the mission:

- (a) To make colored children realize that being "colored" is a normal beautiful thing
- (b) To make them know that other colored children have grown into beautiful, useful and famous persons
- (c) To turn their little hurts and resentments into emulation, ambition and love of their own homes and companions
- (d) To inspire them to prepare for definite occupation and duties with a broad spirit of sacrifice
- (e) To teach universal love and brotherhood for all little folks—black, brown, yellow and white
- (f) To teach them delicately a code of honor and action in their relation with white children

III. WE ask the coöperation of all the teachers and principals in helping us to accomplish this splendid duty at this critical hour.

Mr. L. F. Artis, assistant secretary of the colored Y. M. C. A. writes us from Indianapolis:

It will interest you, I feel sure, to know of a piece of work that has just been completed here in Indianapolis, the effect of which is quite favorable.

Under the direction of the Industrial Department of the Colored Men's Branch of the Y. M. C. A. a vocational guidance conference was held with every colored boy who was graduated from the 8A grammar grades at the spring term. The hearty support and interest of the supervising principals of the colored schools and of the teachers of the schools concerned brought a full measure of success to the effort.

The purpose of the conferences was three-fold: To urge a continuance in high school of every boy; to guide those who MUST stop school and enroll them in a night high school; and to suggest high school courses in relation to future life-work. Each boy was carefully charted on a psychological analysis sheet. His temperamental and hereditary qualities were considered and his school history was added. The personal choice of his future vocation was secured from each boy and a thorough effort was made to correlate native endowments and vocational choices. Only two colored boys in the entire city failed to enter the local high schools.

A group of experienced men has been formed into a Vocational Guidance Committee which any boy in the city can consult and talk over the problem of his life-work. It is also purposed to carefully follow-up the boys who were interviewed in this manner with the aim of guiding their young and fertile minds into profitable lines of endeavor.

This plan, we feel sure, could be put into operation in a number of our larger cities with marked success and with great potentialities for rendering a much needed service.

Finally, the Alpha Phi Alpha Fraternity during the week of June 6-12 put on an enthusiastic and nationwide "drive" to encourage colored boys and girls to go to High School and College. These efforts are the ones that tell. May they spread widely.

#### RACE INTELLIGENCE

**F**OR a century or more it has been the dream of those who do not believe Negroes are human that their wish should find some scientific basis. For years they depended on the weight of the human brain, trusting that the al-

leged underweight of less than a thousand Negro brains, measured without reference to age, stature, nutrition or cause of death, would convince the world that black men simply could not be educated. Today scientists acknowledge that there is no warrant for such a conclusion and that in any case the absolute weight of the brain is no criterion of racial ability.

Measurements of the bony skeleton followed and great hopes of the scientific demonstration of race inferiority were held for a while. But they had to be surrendered when Zulus and Englishmen were found in the same dolichocephalic class.

Then came psychology: the children of the public schools were studied and it was discovered that some colored children ranked lower than white children. This gave wide satisfaction even though it was pointed out that the average included most of both races and that considering the educational opportunities and social environment of the races the differences were measurements simply of the ignorance and poverty of the black child's surroundings.

Today, however, all is settled. "A workably accurate scientific classification of brain power" has been discovered and by none other than our astute army officers. The tests were in two sets for literates and illiterates and were simplicity itself. For instance, among other things the literates were asked in three minutes "to look at each row of numbers below and on the two dotted lines write the two numbers that should come next."

3	4	5	6	7	8	...	...
8	7	6	5	4	3	...	...
10	15	20	25	30	35	...	...
81	27	9	3	1	$\frac{1}{3}$	...	...
1	4	9	16	25	36	...	...
16	17	15	18	14	19	...	...
3	6	8	16	18	36	...	...

Illiterates were asked, for example, to complete pictures where the net was missing in a tennis court or a ball in a bowling alley!

For these tests were chosen 4730 Negroes from Louisiana and Mississippi and 28,052 white recruits from Illinois. The result? Do you need to ask? M. R. Trabue, Director, Bureau of Educational Service, Columbia University, assures us that the intelligence of the average southern Negro is equal to that of a 9-year-old white boy and that we should arrange our educational program to make "waiters, porters, scavengers and the like" of most Negroes!

Is it conceivable that a great university should employ a man whose "science" consists of such utter rot?

A QUESTION

**C**ONSIDER, my pale friends, what should be done in cases such as these:

At the recent convention of the Y. W. C. A. at Cleveland a final banquet was arranged at the Hotel Statler. This hotel refused to admit the forty colored delegates who were in attendance. Instead of removing the banquet to any one of several other first class hotels which have never drawn the color line, a separate banquet for the colored delegates was given in the dining-room of the Y. W. C. A.

At New Orleans the annual convention of the National Conference of Social Work met. At first all the sectional meetings were arranged in white hotels which would not admit Negroes even to attend the meetings. When the conference threatened to withdraw on this account other meeting places were hastily arranged. At the evening mass meeting five rows of seats for Negroes were roped off in the gallery. Only two Negroes attended. At one of the meetings when a Negro arose to speak, Miss Jean Gordon, a leading progressive southern white woman, withdrew: "I'm not going to stay and listen to a nigger speak," she said. Governor-elect