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Abbreviations and Acronyms

NAACP -	The National Association for the Advancement of Colored People
UNIA -	Universal Negro Improvement Association
SCLC -	Southern Christian Leadership Conference
AFC -	American Freedom Coalition
CAUSA -	Anti-communist organization founded by members of Unification Church
NCBL -	No Child Left Behind
ESEA -	the Elementary and Secondary Education Act
BOE -	Board of Education
HBCUs -	Historically Black colleges and universities
MMC -	Meharry Medical College
UNCF -	United Negro College Fund
NAEP -	National Assessment of Educational Progress
MSRC -	The Moorland-Spingam Research Center
SNCC -	Student Non-violent Coordinating Committee
AME -	African Methodist Episcopal
JEC -	Joint Economic Committee
CVD -	Cardiovascular diseases
STD's -	Sexually transmitted diseases
e.g. -	exempli gratia

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1.0 INTRODUCTION

I have chosen this subject matter because I lived in Columbia South Carolina which is only an hour away from Charleston - a seaport town where one third of all slaves landed when entering the USA. Most of the Charleston's inhabitants today are African Americans. I lived in this part of the country in a society full of black people for almost two years as a member of an exchange programme. I have many times shopped at a market place where slaves brought from Africa were sold to owners of cotton and rice plantations and I always wondered how can be a place of human misery so proudly exposed to tourists.

Apparently slavery was a very important part of American history, it existed and it can never be denied. Some proud Americans even say that slaves were not treated that bad. Slaves apparently meant a big investment for plantation owners. One slave was bought for 800 to 1200 dollars which was a lot of money at that time so why would anyone heart them if they were so expensive they say. Some slaves were also thought how to read and write. I also heard that many facts that are thought about slavery at schools today didn't actually happen and that many slaves after the Abolition of Slavery in 1865 voluntarily remained working on plantations for their previous owners, paid for their work some small wages. Some descendants of those slaves live here to this day. The ones that decided to go up North only left in 1920's thinking that life there will be easier.

Most Afro-Americans are however very sensitive to the subject of slavery. They say that being a slave meant having a hard life because of hard work, physical abuse, cruelty, many commands and no freedom.

Majority of the fields where cotton, rice and tobacco used to be grown is now forested or covered with bushes. Fertilized are only small areas with vegetables, watermelons, peaches and strawberries. It is quite popular now for people today to come and harvest the vegetables themselves and paying only little money instead of buying it in the shop. It is a paradox to see white Americans work on field where only Blacks used to work.

2.0 PREAMBULE

2.1 MY FIRST CONTACT WITH AFRICAN AMERICANS

From the very first moment African Americans got my attention. I will never forget how I was going to meet other members of the Exchange programme downtown Columbia. I received instructions from my host family how to get there but I took one bad exit from the highway and I was completely lost. So when I saw a Burger King in front of me, I pulled up to ask how to get to Five Points which is a meeting place for young people in Columbia. It is a place full of great bars and excellent restaurants.

Once I got out of the car, I saw three black males in front of the Burger King smoking pot while talking. How I was getting closer to them I tried to listen to their conversation. Believe it or not – even though they spoke English, I could not understand them a word! I was confused. After living in England for two years and passing the First Certificate in English (FCE) and Certificate in Advanced English (CAE) I still would not understand. I felt disappointed. Was all the time spent in England trying to learn English a waste?

Because there was no one else around I found the courage and approached them guys. They seemed to be quite excited when I started talking to them but I got worried since once I got closer I realized they were quite scary looking. All three had red eyes, they wore some kind of stocking on their heads and I also realized that two of them had a gold tooth. I remember how it surprised me. I was always associating gold teeth with Russians; I would never expect that in the USA. But I found out later, that gold tooth is the latest top fashionable thing that you just have to have if you want to be “in” and that it costs lots of money.

“My new friends” asked me if I wanted to smoke some dope, than they asked me if I was rolling (which I was told much later meant if I was on drugs or had any), next question was who I am mixed with and then they announced that I looked Puerto Rican. I just said that I don’t have any drugs and that I don’t wish to purchase any and I ran away as fast as I could, jumped in the car and drove off thinking that this South Carolina won’t be the safest place on earth. This was my first conversation in South Carolina not counting my host family.

2.2 ORIGINS OF AFRICAN AMERICANS

2.2.1 Who is considered to be African American in the USA of today

Wikipedia, the free encyclopaedia states that African Americans or black Americans are citizens or residents of the United States who have origins in any of the black racial groups of Africa. It is the country's largest ethnic minority making up 12 % of all Americans which represents 35 million inhabitants according to the 2000 U.S. Census. It also means that about one American in ten is 'black'. The Census Bureau assumes that the black population will grow up to 50 million in year 2035 which will than present 14.3 % of American population. Following table shows the percentage of individual races in USA in 2004.

Table 2.2.1 Population by Race in the USA: 2004

Race in USA	Population	Percent of U.S. population	Margin of error (+/-)
Total	285,691,501	100.0	(X)
White alone	192,362,875	67.3	0.01
Black alone	34,772,381	12.2	0.03
Other than Hispanic	34,142,554	12.0	0.03
Hispanic	629,827	0.2	0.02
Black alone or in combination	36,597,015	12.8	0.02
Not Hispanic	35,630,167	12.5	0.02
Hispanic	968,848	0.3	0.01
Black in combination	1,824,634	0.6	0.01
Not Hispanic	1,487,613	0.5	0.01
Hispanics	337,021	0.1	0.01
Black and white ¹	1,141,232	0,4	0.02

Source: U.S. Census Bureau, 2004 American Community Survey, Selected Population Profiles, S0201 (accessed January 10, 2008)

African Americans are except for the Indians the oldest ethnic minority in the USA, coming to the New World (Jamestown, Virginia) already in 1619.

¹ Black **and** White is a group of black people who are mixed only with Whites, no other races.

African American population is set out throughout the whole country, with highest density in the Southeast and mid-Atlantic regions, especially Mississippi, Georgia, Louisiana, Alabama, South Carolina, and Maryland.

The vast majority of African Americans came from the West Coast of Africa, a 3,000- mile stretch extending from the Senegal River down the coast to the Southern border of today's Portuguese Angola. A small percentage came from Mozambique and the Madagascar Island and some came from Sudan, a state bordering with Sahara.

The ancestors of American Negroes didn't all come from the same region. They actually belonged to different tribes and were different physical types. There were the dark skinned, tallish Ashanti as well as the lighter and shorter Bantu from Congo coming across the Atlantic Ocean. Different groups did not speak one language; there are actually more than 200 distinct languages in Nigeria alone. There was not a specific "African Personality" because the individual groups varied so much in their physical appearance, habits and language they spoke.

2.2.2 Two main Groups of African Americans in USA today

Most African Americans are descendants of involuntary African immigrants who survived slavery.

Then there is other group of African-Americans who are newcomers born in Africa and who have been migrating to USA in the last few decades. Most of them came from Somalia, Nigeria, Ghana, Ethiopia, Liberia and Kenya and they have been settling mainly around Washington, New York, Atlanta, Los Angeles, Boston and Houston.

Those new coming Africans are often more successful in working life than the ones that have been living in the USA for generations. Maybe it is because the newcomers grew up in much harder conditions. Most of them speak very good English since they mainly come from big African cities where English is one of the conditions for getting a reasonable job; they have many skills so they don't tend to have difficulties with obtaining jobs, and most surprisingly those born and

grown up in Africa are much more educated and qualified than Africans born in America who do not seem to mind being outrun by immigrants from Asia and Hispanics from Latin America and now even by those new coming Africans.

There are many other terms used to name African Americans e.g. Negro, Blacks, ebony, coloured men, darky, ect. Some of these expressions are not used anymore because they have racial connotation.

2.3 HISTORY OF AFRICAN AMERICANS FROM THE ARRIVAL TILL THE ABOLISHMENT OF SLAVERY

2.3.1 Why were people from Africa brought to the United States?

People from West Indies and later from Africa were involuntarily imported to The New World. The reason being was a need for men to work on plantations of tobacco and cotton mainly in the Southern colonies. Those new inhabitants were victims of a trade with humans. They replaced the Indians because the native inhabitants were not used to perform such a hard work.

The whole economy of the South in 18th century till the Abolition of Slavery in 1865 depended on slave labour.

2.3.2 Treatment of slaves

Many documents and books show that black workers were treated very badly, sometimes even worse than animals².

In general, the treatment of slaves was different in each colony. For example in New England the slave codes were much milder than anywhere else in the colonial America. Slaves living in this colony were provided certain legal rights such as trials by jury and testifying against Whites. Further they were not punished for learning how to read and write and there were Charity schools established for Blacks to study the Bible. As example of a Charity school could be Negro school in New York City and later Charleston Negro School.

There were many advantages of having slaves of African origin instead of white servants:

- It was believed that Negroes could resist hot climate and were more resistant to malarial diseases than Whites.
- Also Black women could work on fields while white women would not manage such a hard work.

² I remember watching the TV series The Roots with the main character Kunta Kinte, whose feet were cut off when he tried to run away from his master and every day work on plantations.

- Slaves' services were for life whereas servants' only for limited time and after the time has lapsed the master had to give the servant some money or plot of land together with clothing.
- Black slaves were "highly visible", easily identified by colour so they could not run away from their masters and mix with general population as well as could a white servant

First Negroes came to Jamestown in Virginia on the East coast in 1619. After that the Negro population grew very slowly and people brought from Africa at that time were not slaves but servants. For example in Virginia in 1648 there were only around 300 slaves in a population of about 15,000 of Whites. In 1671 there were already 2,000 Blacks out of population of 40,000³. The utmost increase in numbers of slaves came in 18th century.

The first colony that declared slavery as legal in 1641 was Massachusetts. The number of slaves coming from Africa varied from region to region and was determined by economic conditions of that area. Most slaves lived at colonies with expand agriculture specifically in colonies growing tobacco, rice, and in the 18th century indigo.

The highest number of slaves was found to be in South Carolina, because it was the biggest rice producer. Second in numbers of slaves was Virginia because it was the greatest producer of tobacco out of all colonies.

There were colonies that tried to avoid and prohibit slavery like Georgia because they were already threatened by the presence of Indians and Spaniards, but because of extensive rice plantations and lack of man power, slavery had to be authorised. In 1775 nearly one half of Georgia's population was black (15,000 Blacks out of 33,000 inhabitants) and every third family owned slaves². Out of the colonies up North⁴, the one with highest percentage of coloured people was New York⁵ and Rhode Island.

³ Benjamin Quarles, *The Negro in the Making of America* (New York: The Macmillan Company, 1964) 38.

⁴ Slavery was at first recognized lawful only in the south of United States bellow the so called 'Mason-Dixon line'. Only later it was legalized also by the northern states and gradually slaves were present in every one of the thirteen colonies

⁵ In New York slavery was officially recognized lawful at 1684.

2.3.3 How is it possible that not all Negroes had to be slaves?

How can it be that Africans which were brought to the New World to work on plantations ended up living freely without having to serve any master? At the very start (after 1619), Blacks were kept as servants only for certain number of years and then they were released to be free. Later on, when the resources of working labor were dropping, slavery was introduced.

The numbers of free Negroes were quite high. In 1790 there were 59, 557 free Negroes in all colonies together. In 1810 there were already 186,446 free Blacks and fifty years later there were already 488,070 free Blacks which made 7.9% of the total black population. Another forty years later in 1830 the number of free Negroes has reached 13.7% of black population⁶. The percentages of free Negroes at the end of 18th and during 19th century are shown in table 2.3.3.

Half of those free men lived in the South where they were generally called “free Negroes”. The first colony that started with the process of abolishing of slavery however was northern Pennsylvania where Abolition Act was passed in 1780.

Table 2.3.3 Numbers of African-American population over time in slavery and living freely

Year	Number	% of total population	Slaves	% in slavery	Free
1790	757,208	19.3%	697,681	92%	8%
1800	1,002,037	18.9%	893,602	89%	11%
1810	1,377,808	19.0%	1,191,362	86%	14%
1820	1,771,656	18.4%	1,538,022	87%	13%
1830	2,328,642	18.1%	2,009,043	86%	14%
1840	2,873,648	16.8%	2,487,355	87%	13%
1850	3,638,808	15.7%	3,204,287	88%	12%
1860	4,441,830	14.1%	3,953,731	89%	11%

Source: < http://en.wikipedia.org/wiki/African_americans > (accessed February 15, 2008)

⁶ Benjamin Quarles, *The Negro in the Making of America* (New York: The Macmillan Company, 1964) 83.

Ways to become a free man were various. The first Negroes became free when they had finished their service. Other men gained their freedom by running away from their Masters. A Negro could also hire out his skills and then purchase his liberty from saved money. Slaves obtaining freedom this way lived mainly in cities and towns where they had the opportunity to learn and later to sell their skills. According to various sources it is not precisely known how many slaves has bought their freedom.

Freed was also an offspring of a slave mother and a white master. Another group obtained their freedom by serving the military or navy during the colonial wars.

After colonial wars there were introduced many anti slavery laws. As example could be The Connecticut Act from the end of eighteen century which meant that slaves who were children at that time should not remain in service after they reach twenty-five years of age. In Rhode Island this act meant that children born after 1. March 1784 would be free. Another state which tolerated free Negroes was New York where from 1788 any master could free any healthy slave less than fifty years of age without any responsibility.

Another group of free Negroes were immigrants. In 1860 there were 7,011 of free black men that were born abroad. Being able to prove the foreign origin, one could not be forced to become a slave.

All free slaves did have to own a certificate of freedom which would indicate how was their freedom obtained. Those certificates were issued by the court. In case a free Negro lost his 'papers', he was considered to be a runaway and could be jailed or sold.

2.3.4 How did white men accept the freedom of slaves at times of slavery?

White people in Southern colonies strongly disagreed with the freeing of slaves. They considered black men as not to be able to take care of themselves and that they would die not long after being freed.

According to Whites, free Blacks would commit crime and be a danger to the whole society. It would be hard to keep them under control.

Most importantly free Negroes meant a danger for the institution of slavery since they collaborated with slaves by selling them alcohol, by buying stolen goods from them and by helping slaves with runaways. Free Negroes made slaves unhappy with their deal of submission for life which could eventually end up in riots.

It is understandable that Whites wanted to have free Negroes under control and they did not want them to have any power. That is why there was no way a Negro could hold a public office; also had no right to vote and he could not testify against white people.

Whites were very afraid of revolts organized by free Negroes so the best way to avoid those riots was disallowing Negroes to meet up together for any other purpose than services in Church. For the same reason Negroes were also restricted to own and use guns. To stop Negroes from bad behaviour and from endangering of Whites, the sale of alcohol to them was also prohibited.

In some colonies white inhabitants were so afraid of the rising numbers of Negroes that they have banned them to enter their area.

2.3.5 All slaves freed - Abolishment of slavery in 1865

Slavery was officially abolished after the Civil War in 1865. This was a significant turning point in the history of African Americans. From this moment Negroes could not be bought and sold and they could change their job whenever they wanted. They could also ask for the same wages as white people. It meant that all persons born in the United States became citizens and shared certain rights no matter the race or colour or if he had previously been a slave. Newly gained rights included a right to vote for all citizens, right for education, right of assembly and many more. It might sound great but it was not that easy at all.

2.3.6 Right to vote

Right to vote was granted to black men by the Fifteenth Amendment in 1870. White society could not take the fact that previous slaves would now be deciding about the future of their country so they build many obstructions to stop the Blacks from voting. For example the white officials introduced tests of literacy and if one did not pass, than as a consequence he was not allowed to vote. Those tests were forbidden by federal law as late as in 1965. Another obstruction to voting was making use of poll tax which meant that people who wanted to vote had to pay some fee to be registered and Whites knew that most of Blacks were too poor to be able to pay for their right to vote. This poll tax is not in use in present days because it was agreed to be against the Constitution.

It now seems that after decades of hard work to remove all the legal obstacles to voting, African Americans lost their interest and do not vote as much as Whites. The reasons for the low interest of coloured people into voting are various e.g. feelings of alienation and powerlessness⁷, lower income and less education which is connected with low engagement in politics.

⁷ Many African Americans are very sceptical; they feel that there is nothing that can be done to change the bad situation of their minority.

3.0 EDUCATION

From all the topics that could be covered about African Americans, I have decided to have a closer look at education of African Americans in the USA. I have chosen education because it has been for centuries denied to Africans brought to the New World involuntarily and till this day education is one part of life where African Americans have been experiencing discrimination. African Americans as other people living in the United States realize that good education is a source of power and source of good incomes which then bring nice houses with nice cars, access to health care and good schools enabling better future for children and their children.

3.1 BLACK EDUCATION IN THE PAST

3.1.2 The very beginning of education in the New World

Just for record I would like to mention that education in the New World has its roots in the very beginning of European settlement of the New World. Harvard College was founded as early as 1636 by English settlers. This was only fifteen years after the landing of Pilgrim Fathers.

Apart from universities there were many elementary and secondary school established with the help of religious bodies. After 1800 it was agreed that schools would be paid from taxes and education was free for all children apart from children of Blacks.

The education of Blacks began much later than the educating of European settlers. First schools for Blacks were founded with the help of Church and various organizations without which there would be low funds to establish those schools.

I would like to mention the foundation of the Institute for Colored Youth which was founded in **1837** by Quaker philanthropist Richard Humphreys. This Institute for Colored Youth later became Cheney University. It is located in Pennsylvania and it has a special place in the history of African American

education because it is the oldest historically black university in United States, established before the abolition of slavery in 1865. Richard Humphreys has donated his own money to establish an institution entirely for African Americans.

Second historically black university also founded before the abolition of slavery which I would like to mention is Wilberforce University. This University differs from many other universities because at the time it was founded in **1856**, there were most of the Universities either solely for men or solely for women. Wilberforce University however was so called co-educational, which means that it served for both males and females. This University was also the first in America history entirely owned and run by African-Americans. University is located in Wilberforce in Ohio and it was founded by a Black Bishop Daniel Paine. Before the Civil War it belonged to the Methodist Episcopal Church and after the Civil War it was sold to African Methodist Episcopal Church.

The University helped runaway slaves to hide and escape far away from their masters from the time of its establishment till the abolition of slavery. The institution took part in so called 'Underground Railroad' and functioned as a safe house on one of the secret routes. The slaves would from there run away to states which has already prohibited slavery or to Canada, Mexico or even overseas.

The first black medical school in the U.S., Meharry Medical College (MMC), was established in **1876**. The college is located in Nashville in Tennessee and it was founded with the help of the Freedman's Aid Society together with the United Methodist Church. It was named after Samuel Meharry who made donations to help with establishing of the college in return for help that was provided to him by freed slave family when he needed it.

I quite like the mission of the Meharry Medical College which I found on Meharry's official website. It states that the aim of the college is to "improve the health and health care of minority and underserved communities by offering excellent education and training programs in the health sciences, placing special emphasis on providing opportunities to people of colour and individuals from disadvantaged backgrounds, regardless of race or ethnicity, delivering high quality health services, and conducting research that foster the elimination of

health disparities.”⁸ According to this statement it seems that the college tries to improve the situation of African Americans which is great.

I would like to mention the work of United Negro College Fund (UNCF) which was established in **1944** by Frederick Douglas Patterson in Fairfax City, Virginia. The main reason for founding of the organization was to help support black colleges and black students.

The mission is “helping young people get the college education that the need and deserve”.⁹ The work that UNCF has been doing for decades for African American students is praiseworthy. According to statistics it helps to more than 65, 000 of black students a year to attend college. More than 39 private historically black colleges and universities (HBCUs) thanks to the UNCF funding, reduces their tuition cost to less than a half of the tuition of other private colleges and that way enables to more and more black students to obtain the education they want. No wonder its motto is “A mind is a terrible thing to waste”¹⁰ and its aim is to reduce the gap in educational achievements between Blacks and the rest of the population. Some of the Universities that I have mentioned in my work and are members of UNCF are: Morehouse College in Atlanta, Georgia, Spelman College in Atlanta, Georgia, Wilberforce University in Wilberforce, Ohio, Allen University in Columbia, South Carolina, Tougaloo College in Tougaloo, Mississippi and Lane College in Jackson, Tennessee. The three colleges with high black population¹¹ are:

1. Tougaloo College (Mississippi) – 100% black population
2. Lane College (Tennessee) – 100% black population
3. Allen University (South Carolina) – 100% black population

⁸ Meharry Medical College, official website, <<http://www.mmc.edu/aboutmeharry/index.html>> (accessed April 2, 2008).

⁹ United Negro College Fund, official website, <<http://www.uncf.org/aboutus/index.asp>> (accessed April 2, 2008)

¹⁰ United Negro College Fund, official website, <<http://www.uncf.org/aboutus/index.asp>> (accessed April 2, 2008)

¹¹ <<http://www.herald-sun.com/hbcu/docs/diversity.html#Racernll>> (accessed February 10, 2008)

Very important point in the history of African American education is year **1954** when the Supreme Court of the United States rules in the case of Brown v. Board of Education the desegregation of schools in all American states and disagreed with the previous statement “separate but equal”. This decision meant that African American children have access to same schools as white children and they can attend the same classes.

By this decision the Supreme Court overruled the precedent which was set by the Plessy v. Ferguson case from 1896 when the Supreme Court supported the decision of John Howard Ferguson, a judge at the Court of Louisiana and found a Colored shoemaker Homer Plessy guilty for travelling in the car for Whites on the East Louisiana Railroad. Plessy argued that The Separate Car Act violated the Thirteenth and Fourteenth Amendments but Supreme Court explained that the segregation does not violate the Fourteenth Amendment in case the separate facilities are equal. This decision was final and it affected the social life really till 1954.

Other important year that meant a change for the education of Blacks was the year **1962** when James Meredith was the first African American to be admitted to the University of Mississippi. It was not easy for him to be admitted. He was rejected twice in 1961 so he complained to the district court that the only reason for his rejection is his colour of skin which meant that the University of Mississippi was still following the laws of segregation long after the 1954 desegregation decision of the Supreme Court. He was stopped when trying to enter the University on September 20, 1962 so United States President J.F Kennedy has sent federal marshals to protect Meredith James when entering the University of Mississippi for the second time on October1, 1962.

Meredith successfully graduated in 1964. Meredith was shot by a sniper on June 5, 1966 when he led the March Against Fear from Memphis to Jackson to protest against racism. He recovered in hospital and carried on in the March Against Fear together with other civil rights activists.

Meredith’s action has inspired other black students who were fighting for civil rights. In **1963** Vivian Malone and James Hood enrolled at all-white

university, the University of Alabama. They were stopped by Alabama's Governor George Wallace but then were allowed the entry.

The milestones of African American Education as I have described them in previous chapter are recapped in following table:

3.1.1 Milestones in African American Education¹²

Year	Event
1837	Institute for Colored Youth was founded by Richard Humphreys.
1856	The first black school of higher learning in the U.S, the Wilberforce University founded.
1876	Meharry Medical College (MMC) was founded.
1881	The first college for black women in the U.S, Spelman College was founded.
1944	The United Negro College Fund was established by Frederick Douglas Patterson.
1954	The Supreme Court rules that segregation in public schools is unconstitutional.
1960	Black and white students form the Student Non-violent Coordinating Committee (SNCC) which aim was to work against segregation and discrimination.
1962	The first black student James Meredith enrolled at the University of Mississippi.
1963	Vivian Malone and James Hood registered for classes at the University of Alabama.

¹² Source: African Studies. This is a subset of the collection gathered by Art McGee at his site African Studied WWW Links, <<http://www.africanamericans.com>> (accessed March 2, 2008).

3.1.3 Education at times of slavery

The discrimination in education has its roots at times of slavery when most slaves were not allowed to learn how to read and write, so they were not able to read books which would then be a source of knowledge and education. There were even laws introduced to punish Negroes for trying to become literate. Those laws were mainly passed in the South. In Georgia for example, was the legislation passed in 1829. From this time it was a crime to teach slaves how to read in Georgia. The situation was very similar in other southern colonies. In South Carolina teaching slaves to read and write was prohibited in 1740.

However a small number of Negroes was reported attending schools in Charleston in South Carolina. Also in New Orleans exist records of free Colored people attending schools sometimes even along with white children. Some slave owners thought their slaves to read just so that they could read the Bible. This was common with the Puritans in New England and with slave owners who have moved to the South from New England. In general, churches and missionaries were concerned about Black education. In many states there were Sunday schools for Blacks established from the end of 18th century. Teachers at Sunday schools thought black children to religion, also reading, writing and elementary arithmetic.

Schools then opened for freed black people in early 1865, shortly after the abolition of slavery.

Situation in the North however did enable free Negroes to get some kind of formal education even at the times of slavery and of course education of Blacks increased after the Revolution. The education was mainly available in cities. Children in rural areas were disadvantaged because in those areas there were only little possibilities to attend schools.

By 1850 there were large numbers of Negroes attending schools in Northern cities. Following table shows schools attendance and illiteracy in 16 cities in 1850. Intentionally there are listed Northern Cities together with Southern Cities for us to be able to compare the accessibility of education in the North compare to the South.

Table 3.1.3 School Attendance and Adult Illiteracy among the Free Negro Population in 16 Cities: 1850

CITIES	FREE COLORED POPULATION TOTAL	NUMER OF FREE COLORED ATTENDING SCHOOL FOR COUNTY IN WHICH CITY IS LOCATED	NUMBER OF ILLITERATE ADULT FREE COLORED IN COUNTY
Boston in Massachusetts	2,038	1,439	205
Providence in Rhode Island	1,499	292	55
New Haven in Connecticut	989	360	167
Brooklyn in New York	2,424	507	788
New York in New York	13,815	1,418	1,667
Philadelphia in Pennsylvania	10,736	2,176	3,498
Cincinnati in Ohio	3,237	291	620
Louisville in Kentucky	1,583	141	567
Baltimore in Maryland	25,442	1,453	9,318
Washington in District of Columbia	8,158	420	2,674
Richmond in Virginia	2,369	0	1,594
Petersburg in Virginia	2,616	0	1,155
Charleston in South Carolina	3,441	68	45
Savannah in Georgia	686	0	45
Mobile in Alabama	715	53	12
New Orleans in Louisiana	9,905	1,008	2,279

Source: E. Franklin Frazier, Ph.D., *The Negro in United States*, Based on the Seventh Census of the United States, 1850 (New York: The Macmillan Company, 1957) 74.

The barrier to receiving education for Blacks meant that Blacks were excluded from professional occupations and only worked at positions requiring low skills and knowledge like servants work, farming and manual work.

There were some exceptional Blacks who worked very hard to cross the boundaries and obtained education.

This look back into the history shows that Negroes have always been suffering from educational disadvantages which are, as I have already mentioned, especially apparent in the South.

Discrimination is probably the main reason for black people to reach lower degree of education than other racial minorities.

3.1.4 Education at times of Civil War (1861-1865)

According to Wikipedia, Civil War was a war between the United States of America (the Union) and the Confederate States of American (the Confederacy) which were the Southern slave states. The states forming the Union were all Free states apart from five slaveholding Border States. The Union was under the guidance of Abraham Lincoln and the Republican Party and the Confederacy was under the leadership of Jefferson Davis. The Union was in general against slavery. The Confederacy was on the other hand concerned with the economic loss and fear from racial equality of Whites and Blacks. The numbers of Blacks in the South were much higher. In the pre Civil War period 95% of Blacks lived in the South and made up one third of the entire population.

Civil War ended with the victory of the Union on April 9, 1865 after Robert E. Lee, the Confederate commander capitulated to Ulysses S. Grant, the Union commander at Appomattox Court House.

Before the Civil War only about 15 % of Blacks in the South obtained some education and were literate.

Civil War is a significant turning point in history of the United States. It made the end to the institution of slavery. Slavery was abolished by the Thirteenth

Amendment to the Constitution. During this War died the highest numbers of soldiers in America's history (around 620 000).

During the Civil War, many black soldiers took advantage of obtaining education in schools established by American army. Also runaway slaves were allowed to attend those "army schools". Mainly in the South those army schools meant big change in accessibility of education for Blacks. The greatest up rise of black education came after the end of Civil War.

3.1.5 Education after the end of Civil War and the Abolishment of Slavery in 1865, times of Reconstruction

The term "Reconstruction" is used for the era after the Civil War, the War for Southern independence.

Slaves obtained national citizenship by the Fourteen Amendment in 1865. Right after the end of war there was a great excitement of Blacks about the freedom to obtain education. Education meant power and respect. Frederick Douglass, an American abolitionist, a son of a black slave and a white father said that "education is the key to freedom". Till this moment White people looked down at Blacks because they were illiterate. In American society Blacks were inferior and they felt that freedom to receive education will change everything. From now on they will be able to read and understand labour contracts and communicate with white people as equals.

Because of great interest, many new schools were established. Schools were established by Blacks themselves or supported by various aid associations like Baltimore Association of Friends, the Soldiers' Memorial Society of Boston, the American Unitarian Association, and the Peabody Board. Much help was also provided by the Freedmen's Bureau, the New England Freedmen's Relief Association, the New York Freedmen's Aid Association, the American

Missionary Association, the Friends' Freedmen's Aid Association, the Presbyterian General Assembly, and many others organizations¹³.

Those newly created schools differed very much from regular schools for white children because they were attended by Blacks of all ages. Every one wanted to learn how to read and write.

The newly build school system had to face many problems like shortages of qualified teachers, too little recourses for teachers' wages and for running schools and the legislation was not very supportive. There were also many attacks at Blacks schools coming from Whites disagreeing with educating of Blacks. Many schools were burned and many were robbed.

3.1.6 Education in times of Big Migration

During and after the World War I tens of thousands Negroes moved from the South to the northern cities. Among other reasons for the move was the fact that black parents wanted their children to have an opportunity of equal education. Up North black children attended classes along with white children. This meant that during and after the Big Migration, more Negro children had access to the standard American education than ever in the Negro history.

However the mass migration up North caused many educational problems¹⁴.

It was hard for black children to adjust to Northern schools because a child who would attend third or fourth grade in the South was not prepared for the same grade in a northern school. One of the main differences between the southern and northern schools was the length of school year. In the South a Negro child only had to attend school three to six months out of the whole year.

Not only the quantity but also the quality of education was much lower in the South than in the North. In the North the children had to get used to attending

¹³ Source: <<http://1898wilmington.com/ReconstructionEducation.shtml>> (accessed February 10, 2008).

¹⁴ Of course Big Migration caused all sorts of problems like social problems, unemployment, growing crime, drug abuse and poverty.

schools with their white fellow students, being thought by white teachers. Black pupils had to adjust to the routine.

The mass migration was also very hard for teachers in northern schools because they were not prepared and used to dealing with undisciplined and problematic children lacking motivation to study and to work hard.

Very shortly after the first wave of Big Migration followed protest of white parents against black children to attend schools along with their children. White parents required segregation of black children into schools especially established for them. In some Northern states, separate schools were established no matter the right of equal education for all children. Many times white parents would use the excuse that separate schools are actually going to be a benefit for black children. There were many states however that disagreed with segregation. According to Franklin Frazier, there were at times of Big Migration “12 northern (including western) states which did forbid segregation, two states Wyoming and Indiana, had permissive legislation for separate schools, and 14 states were silent on the question of segregation”¹⁵.

The problem with Negro education was the worse due to a fact that Negro workers were before World War II restricted to the worst jobs that required low or no qualification. This would create a barrier to Negro integration into the society and also to the school system because Negro children didn't have any motivation to work hard at school knowing that there is no chance of receiving good and well paid job.

There are many other problems that used to stop black children from receiving good education. Apparently teachers at that time used to be instructed to discourage Negro children from having high ambitions and after completing basic education to remain working at those traditional jobs for Negroes. There were many other factors working against Negroes:

- Negroes living in Northern cities were usually crowded in slum areas.
- There was a high rate of poverty.

¹⁵ Franklin, E. Frazier, *The Negro in the United States* (New York: The Macmillan Company, 1957) 442.

- There are many one parent families among Negro population which meant that mothers could not devote their time to study with their children.
- The school buildings in Negro areas were overcrowded and not very well maintained and equipped.

All those factors affected the interest of Negro children in learning and were closely connected to bad behaviour of Negro children.

3.1.7 Negro Education during World War II

War time brought a change for Negro education to the better. Many young black men tried to register with Selective Services¹⁶ but were rejected due to bad or no education. 12.3% of Negro applicants were refused because they were not able to read and write in English compare to 1.1% of refused white applicants. It was realized that this high rate of rejected Negroes is a consequence of bad quality of education and school segregation in the South. If there was no World War II, this inequality of education would not be brought to light or would come out much later.

During 1940s' American officials realized that it is important to educate Negro students, improve the quality of education and provide equality of education by restricting segregation in school system.

It was realized that “white boys are being killed while Negro boys were being rejected for military service because of their lack of education.”¹⁷ And this was the time when white Americans came to a conclusion that it is actually not such a bad thing to allow Blacks to attend schools along with their children. Many changes then followed.

In 1939 Congress ordered to the United States Office of Education to arrange opportunities of higher education for Negroes. In 1940 there were 118

¹⁶ Selective Services is an independent Federal Agency which registers and provides men to U.S. Armed Forces in case of war.

¹⁷ Franklin, E. Frazier, *The Negro in the United States* (New York: The Macmillan Company, 1957) 447.

institutions providing higher education to Negroes. In 1944 there was the United Negro College Fund¹⁸ established to help with the financing of educational institutions of Blacks.

The length of school term now increased from 156 days a year in 1939 - 1940, to 164 days in 1943 - 1944. However, Negro children have still shorter school terms. White children had to attend school a bit more and that is 173.5 days per school term¹⁹.

According to sources, the salaries of Negro teachers had increased approximately 50% between 1939-1940 and 1943-1944²⁰. In some states began Negro teachers to receive the same wages as white teachers which was then considered as a great achievement. However in most of the states the wages of Black teachers were significantly lower than the ones of white teachers. Situation improved after The National Association for the Advancement of Colored People (NAACP) entered lawsuits to Supreme Court against discrimination in teacher's wages.

Another reason for unsatisfactory state of Negro schools was low funding from the state budget. White people thought that their schools deserved more donations because they generally contributed more to the state budget due to higher earnings than Blacks. There were also fewer unemployed Whites than Blacks.

¹⁸ More information about UNCF can be found on pg. 15

¹⁹ The Journal of Negro Education, Vol. XVI, pp. 439 ff. and United States Office of Education, Biennial Survey of Education in the United States, Statistics of State School Systems, 1943-44, Chapter II (Washington, 1946), p.12.

²⁰ Franklin, E. Frazier, *The Negro in the United States* (New York: The Macmillan Company, 1957) 447.

Following table shows the inequality in the funding of high schools for Whites and Blacks shortly before World War II. Listed are six Southern states where the differences are more distinct than in Northern states.

Table 3.1.7 State Appropriations to Institutions of Higher Education for Whites and Negroes in Six Southern States: 1937-38

STATE	WHITE INSTITUTIONS	NEGRO INSTITUTIONS
Alabama	\$ 1,905,713	\$ 76,616
Florida	\$ 1,945,290	\$ 164,840
Georgia	\$ 1,303,516	\$ 89,596
Mississippi	\$ 589,128	\$ 55,233
North Carolina	\$ 1,997,477	\$ 199,999
South Carolina	\$ 1,445,863	\$ 82,500

Source: U.S. Office of Education. Statistics of Higher Education 1937-38 (Washington, 1941)

This table gives much better idea of the inequality of funds distribution when accompanied with the percentage of Negroes living in the individual states. For example in Georgia, Blacks made up to 35% of all population before the World War II, however schools for black children only used to get 7% of Georgia's budget for higher education. Similar situation was in Alabama and Mississippi. The situation in South Carolina was even worse, where the black population made up to 43% and the share of state appropriations here was 6%. Best off was the school funding in North Carolina and Florida.

There were foundations established to support Black education. As example can be Rockefeller fund, Peabody fund, Slater fund, Rosenwald fund and Jeanes fund. The last one was established for industrial arts education. Without those funds life would be much harder for Black children and teachers. According to statistics, in 1930's Southern states used to allocate \$0.50 for a Black child a day compare to \$ 1.50 allocated for a White pupil. Also money admitted to

teachers was not distributed equally among White and Black teachers. Black teachers received yearly wages of \$300 compare to White teachers yearly wages \$900.

During 1940's much more state funding became to be dedicated to Negro schools. Significant change in American education came with May 17, 1954 when Supreme Court of United States of America declared the segregation in public education unconstitutional. From this historical moment Negro children have had access to all public schools in the United States. This brought many changes and improved life of African Americans. There were now better conditions for the assimilation of African Americans into American society. Till this point they were looked down at as inferior. Because of bad education they could not obtain qualified positions, that way their wages were much lower which is closely related to bad housing and that goes back to bad conditions for studying and obtaining high education.

Although there have been many improvements, still many issues remained untouched. The integration of schools meant that many investors stopped funding public schools and began with establishing of private academies.

To achieve the integration of Black and White pupils, many schools for Black children were closed so that children from those schools would start attending schools for white children.

Integration meant a loss of jobs for many skilled Black teachers. According to Southern Education Reporting Service, 38,000 of African American teachers and administrators from 17 states lost their jobs between 1954 and 1965. According to National Education Association statistics from school year 1995-96 show that there have been only 7.3% of African American teachers in United States.

3.1.8 Affirmative Action and Education

Next major change in education of African Americans emerged in 1960s' thanks to so called "affirmative action". This term was first introduced by

President Kennedy in 1961. The purpose of the affirmative action was to stop discrimination particularly in the field of education and jobs obtaining. The goal was to provide all people with the same opportunities for career advancement, promotions, salary increases, school admissions, scholarships and financial aid.

Affirmative action was very popular at universities and colleges during the 1960s and 1970s, when students were protesting in order to support the recruitment of minority applicants.

According to Wikipedia, affirmative action programs at universities benefit mostly black people and other racial minorities.

3.1.9 Case studies

There have been many legal cases as protests of Negroes against segregation and discrimination.

3.1.9.1 Ada Sipuel Fisher v. the Oklahoma State University

The first case goes back to 1947 and it was brought to the Supreme Court of Oklahoma. This was a case of a young African American woman Ada Sipuel Fisher who wanted to enrol to the Law School of the University of Oklahoma. She was not admitted because Negro was not allowed to attend a university for white students. It was actually a crime in Oklahoma.

The Supreme Court of the United States has supported the young lady, and ruled that Negroes do have the right to attend state institutions and to receive the same education as white people, and that the education should be obtained by black people as quickly as by Whites. After the decision of the Supreme Court the District Judge ruled that either Ada Sipuel Fisher is admitted to the Law school until a separate law school for Negroes is established or the Oklahoma University has to close its Law School. The officials at the University could not get over the fact that a Negro would attend its courses, so they rather set up a separate law school for Negroes, hired rooms in State Senate Building and employed three

faculty members one of which was the dean of the newly established faculty. The cost to run the separate Law School was quite high. The salary of the dean and the two professors climbed up to \$15, 500 so the young lady refused to go to such an expensive school.

Similar case happened in South Carolina when a Negro student applied to study at the Law School of the University of South Carolina and was not admitted. When this case reached the United States Supreme Court by the State of South Carolina, the Supreme Court took the case of Ada Sipuel Fisher as a precedent and followed the ruling of the District Federal Court deciding that the state must provide law education for Whites as well as Negroes. So the order was to either admit the student to the State University or to establish separate law school for Negroes.

After some time, even white students in the South wanted to show their disagreement with excluding of the Negro from State Universities and that way support the decision of Supreme Court.

3.1.9.2 Brown v. Board of Education, 1954

Case study

Linda Brown, a black third-grader was taken out of her white neighbourhood to attend a black school in Topeka, Kansas. There was white elementary school seven blocks away from her house but she had to walk one mile to get to an elementary school for black children. Linda's father tried to enrol his daughter into the white school but the application was refused by the principal of the school so Mister Brown has decided to ask for help the National Association for the Advancement of Colored People (NAACP).

There were many more parents that felt the same disagreement with the discrimination of their children as Linda's father, Oliver Brown, so they have joined the complaint. In 1951, the NAACP requested the repeal of the law of segregated public schools which goes back to 1896 and the Plessy v. Ferguson case when the Supreme Court set a precedent for decades allowing "separate but equal" schools for Blacks and Whites.

The Board of Education argued that segregated schools are not harmful to black children and that those schools actually prepare black children for an adult life (at that time, many other public buildings were segregated).

The Supreme Court disagreed with the previous “separate but equal” and ruled that separate educational facilities were “inherently unequal”²² and that way violated the Fourteenth Amendment.²¹ Next year the Court ordered segregated districts to integrate with “all deliberate speed.”²²

After this historic decision of Supreme Court many more cases appeared at Delaware, Kansas, South Carolina and Virginia. Each new case was brought up by unsatisfied black parents wanting equal access to educational facilities. Those parents believed that good education is a key for success in life.

The Brown decision meant the abolishment of segregated schools in 17 states where segregation was ordered by law and in four other states where segregation was permitted. There were eight states in the Deep South that tried to keep segregated schools as long as possible until the mid 1960s when they were given order to desegregate their schools by the courts. The eight states were Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina and Virginia. In those states the Black population constituted 22% or over of the entire population.

3.1.9.3 Allen Bakke-reverse Discrimination

Case Study

After implementing affirmative action, room had to be made at universities for black students. Usually the university had to reserve a certain number of places for minority students. This many times meant that more prepared white students would be refused admission for the benefit of minority students.

²¹ The Fourteenth Amendment is according to Wikipedia one of the post Civil War amendments (from June 13, 1866) which was attached to the Constitution of United States to secure rights for former slaves.

²² <http://en.wikipedia.org/wiki/Affirmative_action_in_the_United_States> (accessed February 4, 2008).

Very famous is the case of Allan Bakke from 1978. Allan Bakke, young white gentleman, was rejected two times from studying medicine at US Davis medical school as a consequence of affirmative action. It was proven that his skills were much better than the black's student's who took his place. After this event, the Supreme Court of United States of America outlawed inflexible quota in affirmative action programmes because it was proven to discriminate white applicants. But in general The Supreme Court has given support to affirmative Action in field of education.

3.1.9.4 Segregation in Highland Park school system²³

Case Study

Highland Park is a small City in Michigan surrounded by Detroit metropolitan area. Highland Park only takes up the area of tree square miles where according to 1960 census lived 38,063 inhabitants.

In Highland Park was in 1910 founded and then based the Ford Motor Co.'s of Henry Ford. Also Walter P. Chrysler settled in Highland Park when he established in 1920 the headquarters for the Chrysler Company. Thanks to the presence of such prosperous companies as Ford Motors and the Chrysler, the standard of living in Highland Park was very high. In the schools of Highland Park, swimming pool was "standard equipment".

After a few decades, large plants of Ford and Chrysler have been moved to other parts of the country. As a consequence of this transfer, the population of Highland Park decreased between 1950 and 1960 about 18 %. The Negro population of the city however doubled. In 1950, there were 3,877 Negro residents compare to 7, 947 Negro residents in 1960 which is an increase of 104 %.

²³ *Staff Reports Submitted To The United States Commission on Civil Rights, Civil Rights U.S.A/ Public Schools North and West 1962* (Washington: United States Government Printing Office, 1962) 7-26.

There were seven elementary schools in Highland Park, Angell Elementary, Barber Elementary, Liberty Elementary, Willard Elementary, Thomson Elementary, Courtland Elementary and Midland Elementary. On April 10, 1945, the Board of Education of Highland Park Public schools has changed the mandatory attendance zones for each elementary school in the city. There were four optional areas established and the boundaries of some previous mandatory attendance areas have moved. People living in optional area had the advantage of deciding between two or more schools to send their children to. People living in optional areas were both White and Black and the Board of Education wanted the white parents to be able to send their children to schools for white children because they would be a minority if attending schools in their areas. Black parents living in optional areas were also enjoying the opportunity to send their children to schools for White, because many times education provided in those schools was much better. This system seemed to work very well.

The conflict arose on July 6, 1961 when the four optional areas were abolished so the families living in those areas lost their right to choose between schools. The worse was the situation in the previously optional area located next to the mandatory attendance area for Thomson school. All children from the optional area now had to attend Thomson school which basically resulted in segregation of Negroes at Thomson school. On 25th August 1961, approximately 120 parents who lived in the Thomson school attendance area applied by written request for transfer of their children to other schools. The book of Staff Reports Submitted to The United States Commission on Civil Rights states that “on August 30, 1961, four parents of schoolchildren in Highland Park, Mich., and a community improvement association filed suit against the Highland Park Board of Education in the U.S. District Court for the Eastern District of Michigan, Southern Division.”

The parents applied to the superintendent of schools in Highland Park. The superintendent then denied those entire requests with an explanation that he hasn't got the authority to approve those transfers and that he is going to forward those requests to the school board.

Because approaching the superintendent with written requests didn't bring any results, the parents decided to meet in a protest and march from the Thomson School across the town to the superintendent's office. More than 130 white and Negro parents and citizens of Highland Park gathered on August 28 for the march carrying placards and signs expressing the protests against segregation. This time they presented their requests for transfer orally and they warned that in case the transfers will not be accepted, the parents will file a suit in the Federal Court against the Highland Park Board of Education. The protest of parents was not taken very seriously and no action was taken to resolve their complaints so on August 30, 1961, the suit was filed by two white and two Negro parents of ten children who were supposed to attend the Thomson school starting in September 1961. "This suit is one of very few school desegregation suits brought by both white and Negro parents" stands in Staff Reports.

The reason for the complaint was stated: "Thomson school was a segregated Negro school due to policies and actions knowingly taken by the Board of Education."²⁴ Parents required that the school board takes actions to desegregate Thomson school and allows parents from previously optional areas to send their children to nonsegregated public schools in school year 1961-1962. The parents also complained about the establishing of optional areas in 1945. They explained that the Board of education made Thomson school racially segregated because they gave white parents the option to send their children elsewhere. Black parents also wanted to have the choice to choose the right school for their children so many Blacks moved to optional areas. The more Blacks were moving in, the more Whites were moving out and when there were only a few Whites left living in those areas, the school board decided that there is no reason for optional areas any more because the advantage of choosing a desegregated school is only used by Blacks, they decided to abolish the optional areas which completed the

²⁴ *Staff Reports Submitted To The United States Commission on Civil Rights, Civil Rights U.S.A./ Public Schools North and West 1962* (Washington: United States Government Printing Office, 1962) 16.

segregation of Thomson school. The Negro parents complained that they have to send their children to segregated school and the White parents complained that their children will be a racial minority at such a school. Parents also complained that Thomson school has the worse equipment out of all elementary schools in Highland Park “having no auditorium, workshops, or home economics facilities, and a substandard library.”²⁵

The school board in reaction to the accusation denied the parents theory about the abolishment of optional school areas and explained that “the elementary school areas were drawn so as to serve young children in the neighbourhood where they lived and were not drawn along racial lines.” The school board also explained that Thomson school is not going to be segregated because there will be 15 white children out of 223 attending in school year 1961-1962.

The solution to the problem of segregation came on September 7, 1961. The decision was to change the Thomson school from k-6 (kindergarten through to sixth grade) to k-3 (kindergarten through to third grade) so that the children can move sooner to the desegregated schools and this would support the integration. This option however didn't solve the segregation of the kindergarten to the third grade, the parents objected. They wanted to have a choice of at least two schools. The proposal of two schools was denied by the school board with the promise that this decision is not final and that “it would continue its investigation of the overall problems of the school district with the objective of finding better solutions than are now available”²⁶ and then the case was dismissed and the matter was closed. The school board however was not given any orders by the court to take some affirmative actions. It was the school board's interest to work on the best solution for all interested parties.

²⁵ *Staff Reports Submitted To The United States Commission on Civil Rights, Civil Rights U.S.A./ Public Schools North and West 1962* (Washington: United States Government Printing Office, 1962) 18.

²⁶ *Staff Reports Submitted To The United States Commission on Civil Rights, Civil Rights U.S.A./ Public Schools North and West 1962* (Washington: United States Government Printing Office, 1962) 25.

Statement of the Highland Park School Board, Sept. 12, 1961, p.5,6 *Race Rel. L. Rep.* 948, 987 (1961).

There were many other cases of law suits against segregation failed by parents like the New Rochelle case from January 1961, the Philadelphia case from April 1961, the Chicago case from September 1961, the St. Louis case from 1962 and many more.

Many suits were filed after the success in Rochelle case which motivated Negroes to faith against segregation and discrimination against Negro pupils. In early 1960s' there have been 22 cases reported from 11 different States.

The main reasons for the law suits are gerrymander of school zone lines as I have described in the Highland Park case and other reasons like: “transfer policies and practices, discriminatory feeder pattern of elementary and secondary schools, overcrowding of predominantly Negro schools and underutilization of schools attended by Whites; site selection to create or perpetuate segregation, discrimination in vocational and distributive education programs and in the employment and assignment of Negro teachers.”²⁷

3.1.10 Consequences of the lawsuits

After all the lawsuits, authorities realized that there is a high demand of Negroes for graduate education. It was admitted that opportunity to reach the highest education needs to be provided so Negroes would be allowed to enrol at State Universities but white educators would rather teach them in separate classes then to integrate Blacks with Whites. This proposal however seemed to be too expensive because at the start there would only be one or two black students having their own classroom and a teacher, so the plan was cancelled.

There were than whole separate faculties built for Negroes. For example a separate school of Journalism on the Lincoln University in Missouri was established for Negroes at 1941. To build the new school cost 65,000 USD and its annually operating costs were 13,000 USD. Just to keep a separated college at

²⁷ *Staff Reports Submitted To The United States Commission on Civil Rights, Civil Rights U.S.A/ Public Schools North and West 1962* (Washington: United States Government Printing Office, 1962) 1-2.

Lincoln University the state spends 697 USD per capita for 1,228 Negro students compare to 229 USD per capita for 17, 010 white students²⁸.

3.1.11 Howard University

I would like to mention Howard University in my work because this university is different to other black universities for more reasons. From the very start the University has been opened to people of all races and both sexes and that way it supported civil rights. The University was established on March 2, 1867 in Washington, D.C., USA.

Howard was the home to Black Greek letter organizations (organizations named with Greek letters), members are black students from various colleges. First one called Alpha Kappa Alpha was created in 1908.

From 1932 Howard University has been publishing *The Journal of Negro Education* which I have already cited on page 24.

“Today it is the number one producer of African American Ph.D.s in the United States”²⁹. It was the only black institution of higher education supported by the federal government. The name Howard comes from a General O.O. Howard who was a commissioner of Freedmen’s Bureau. He has established the university and arranged its funding from Freedmen’s Bureau. General Howard was than the president of the university between 1868 and 1873.

The last White president was appointed in 1918. The first Negro president of Howard University, Reverend Mordecai W. Johnson, was appointed in 1926 by the Board of Trustees of Howard University and from that moment all Howard’s presidents were Black.

The University was getting high contributions to its funds. In 1925-1926 the grants from Congress reached incredible \$591,000. For the school year 1944-1945 the appropriations climbed up to 912,002 for salaries and general expenses

²⁸ Franklin, E. Frazier, *The Negro in the United States* (New York: The Macmillan Company, 1957) 487.

²⁹ <http://en.wikipedia.org/wiki/Howard_University> (accessed February 10, 2008).

and another 172, 496 for war training. The total assets of the University rose by June 30, 1945 to \$10,453,570³⁰. In 2006 the University received 235 million of USD from the US government.

There are many colleges at Howard University including the College of Medicine, School of Law, School of Business, College of Engineering, Architecture and Computer Sciences, School of Social Work, College of Dentistry, School of Divinity and many others.

The number of enrolled students in 2003 has reached 11,000.

3.2 BLACK EDUCATION TODAY

United States of America is a very large country. The structure of American education is quite stratified. American public education is administered by the federal, state and local governments. Federal government looks after the quantity and quality of education whereas state and local governments take care of the administration and control of public educational institutions.

This stratification has been set up in colonial times and has been developing till present time. The individual governments support universal education which is financed from taxes and available to all children no matter the race.

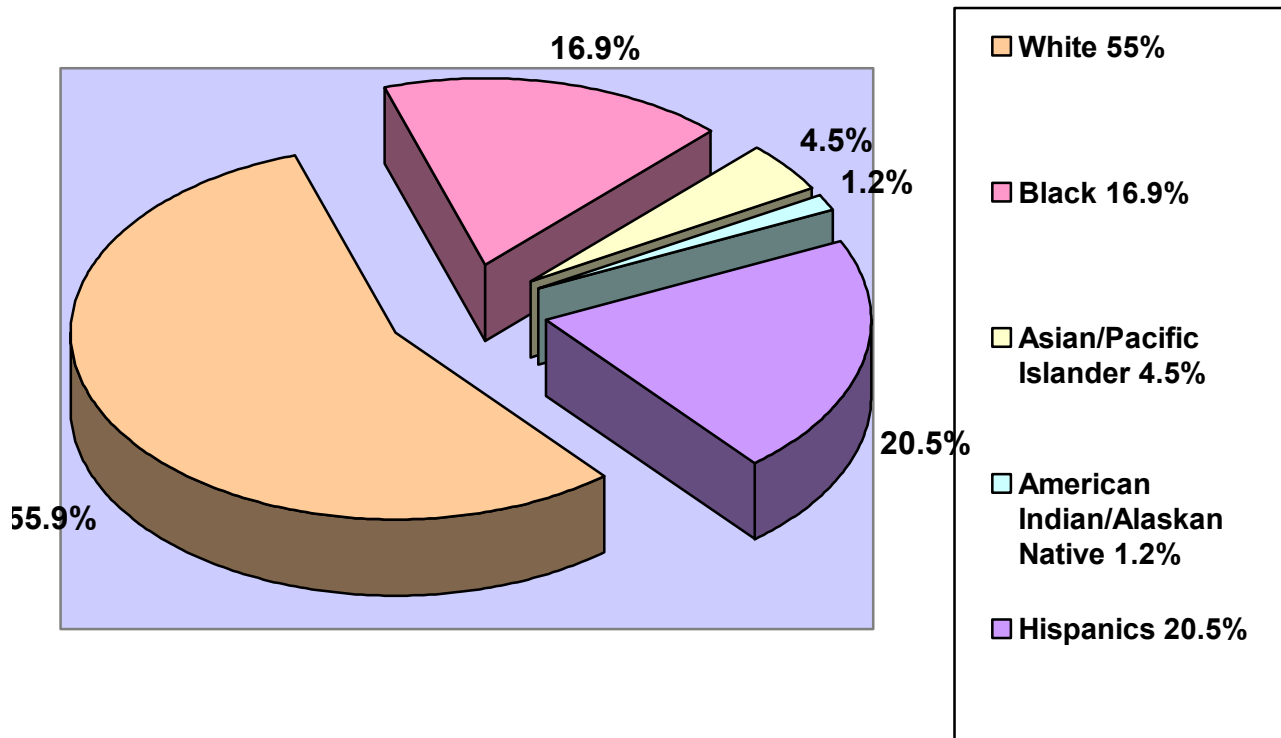
3.2.1 The school system in USA today

Following Graph shows the percentage of children by race in the educational system between years 2004-2005. It is apparent that the highest percentage (55.9%) of pupils and students in the United States of America are of white race out of the total percentage of 73.9% white inhabitants of all age groups. Than come the Hispanics with 20.5% of students. The total percentage of

³⁰ Franklin, E. Frazier, *The Negro in the United States* (New York: The Macmillan Company, 1957) 476-477.

Hispanics in United States is 14.8%. Black students follow with 16.9% out of the total of 12.3% of African Americans.

Figure 3.2.1 Student Demographic in USA: 2004-2005 School Year



Source: <<http://www.ed.gov/nclb/accountability/results/progress/nation.html>> (accessed on January 12, 2008)

The school system in the USA starts with Elementary education at the age of six with first grade. At the age of eleven or twelve the student then goes on from elementary school to secondary school which is usually called high school. Student remains at high school till the age of eighteen. High school should be completed with twelfth grade. There exist more detailed division of high school and that is into junior high school (first two or three years of high school) and senior high school.

United States have quite high number of pupils who remain at school till the age of eighteen. May be it has got something to do with the fact that education

in America is free till the age of eighteen. Another issue is, if the student's parents decide for a private school which needs to be paid for and can be quite expensive.

Next steps in education are junior colleges (with two year courses), colleges and universities. In United States there are over 2,000 universities, colleges or similar institutions. Some of them are big, some are small, some are famous and some are not. The famous ones are expensive, the non famous universities provide low cost education. Some of the most expensive, private universities are: Harvard in Cambridge (Massachusetts) founded in 1636, Yale in New Haven (Connecticut) founded in 1701 and Princeton (New Jersey) founded in 1746. Those universities are very old and traditional and have great reputation. Graduates from those schools hold some important posts in social life of America. Very good reputation also has the University of California at Berkeley because its many teachers are Nobel Prize winners. Some universities are exceptionally for men and some only for women. Other universities are mainly attended by black students and some by mainly white students. Following list shows three Universities with high percentage of Black population³¹ and three universities with high percentage of White population.

Universities and Colleges with High Black Populations³²

4. Tougaloo College (Mississippi) – 100% black population
5. Lane College (Tennessee) – 100% black population
6. Allen University (South Carolina) – 100%

On the other hand there are universities in the United States of America with low percentage of black students attending:

1. Bluefield State (West Virginia) – 92% white population
2. West Virginia State (West Virginia) – 86% white population
- Lincoln University (Missouri) – 70% white population

³¹ already mentioned on pg. 16

³² <<http://www.herald-sun.com/hbcu/docs/diversity.html#Racenrl>>1 (accessed February 10, 2008).

Universities which are usually attended by mainly black students are called historically black colleges. There are about 110 of those colleges in the United States today and they had to be established before 1964 to be called historically black college or university. Historically black colleges have always played an important role because till late 1960s they were the only source of graduate education for African Americans due to racial segregation.

Following table compares the numbers of students enrolled in historically Black colleges compare to total enrolment in fall 2000.

Table 3.2.1 Enrolment in all colleges and universities and in historically Black colleges and universities (HBCUs), by Black, non-Hispanic students: Fall 2000

Race/ethnicity	Total enrolment	HBCU enrolment	HBCU enrolment as a percent of total enrolment
Total (all races)	15,312,289	275,680	1.8
Black, non-Hispanics	1,730,318	227,239	13.1
Male	635,345	87,319	13.7
Female	1,094,973	139,920	12.8

Source: U. S. Department of Education, National Center for Statistics, Digest of Education Statistics, 2002, based on integrated Postsecondary Education Data System

According to this table, fourteen percent of all Blacks that enrolled in postsecondary institutions have chosen historically Black colleges and universities in fall 1999. Nearly one-quarter of all bachelor's degrees obtained by Blacks in 1999-2000 were earned at historically Black colleges and universities³³.

³³ <<http://nces.ed.gov/pubs2003>> (accessed February 24, 2008).

In general universities in United States significantly differ in the quality of education provided which also means that each university has different rules of students admission. Some Universities admit any students after they proved completion of high school education whereas other universities are very selective. Those universities have many requirements on their students like good marks at high school.

Schools in USA differ in great extend even though there should be equal opportunity for all students. It relates to money and power. In some areas live people with good position in society because of their good jobs and power. There are schools in those “fashionable” areas which provide high level of education. Those schools have good reputation. If a family belongs to a certain class, than their children have to attend appropriate school.

Quite bad education is provided schools in City Centres. In many American cities the population in city centres is mainly black. Schools in those areas are quite dangerous because many pupils attending those schools are juvenile delinquents. That is a reason why middle class parents do not palace their children to those schools. They are afraid that their children could get hurt or become involved in criminal activities inspired by their classmates. Most middle class children attend schools at suburbs of big cities. Those schools are much safer and provide better quality of education and many graduates of those schools carry on to universities.

3.2.2 Actions taken to help with the education of African Americans today

African Americans generally reach lower degree of education. The question is whether the low educational attainment is a consequence of the anger that black people feel at their previous enslavement and all the injustice or whether the approach of African Americans towards education is a reflection of vicious circle of material conditions and economics situation of African Americans?

There have been efforts from the United States government to help African Americans with getting their position in society when for instance enrolling to colleges and applying for jobs. An example of this help is the formation of The Office of Economic Opportunity in 1964, passing of the Anti-Poverty Act of 1964 and the foundation of Federal Equal Employment Commission in 1965. The Federal Equal Employment Commission does a great job in ensuring that people looking for jobs are not discriminated because of their colour.

More help came with the Affirmative Action Program introduced by Supreme Court in 1978.

Also City authorities try to get help for Africans Americans by providing new housing and hiring social workers and dedicated teachers to provide help in black communities.

One of the more recent examples of help with African Americans education is the program implemented by the Education Department of United States of America introduced in 2001. The program is called No Child Left Behind (NCBL) and it was indorsed by passing The No Child Left Behind Act of 2001 which reauthorized the Elementary and Secondary Education Act (ESEA)³⁴. This act was a project of President Bush himself right after he became a president of United States in 2001 and was passed as a law on January 8, 2002. The purpose of the campaign was to close the achievement gab between black and white children. It also puts attention on children with bad social background.

There are four core values of No Child Left Behind: stronger accountability for results, more freedom for states and communities, proven education methods and more choices for parents³⁴.

To support the campaign, Bushes' administration paid an African American anchor Armstrong Williams a sum of 240,000 USD to promote this campaign on national television and that way to motivate African American parents and children to work hard on good educational results.

³⁴ Source: <<http://www.ed.gov>> (accessed February 28, 2008).

3.2.3 Schools today compare to schools in the past (Comparison)

In United States today are all public schools available to all children equally according to the order of the United States Supreme Court and this rule applies to all levels of education. This idea of equality is here to build a barrier to segregation and discrimination of black students.

As I have already mentioned not always was the education available to all no matter the race. At first, the schools were separated for white children and black children including separate universities. But in 1954 the Supreme Court ruled that Southern states have to integrate their schools for white children with the ones for Blacks. This was a result of school examination when Supreme Court found out that the quality of education at schools for Blacks is significantly lower. The integration of all schools was at first very difficult and therefore very slow and it caused huge disagreement of White people which resulted in violence and riots.

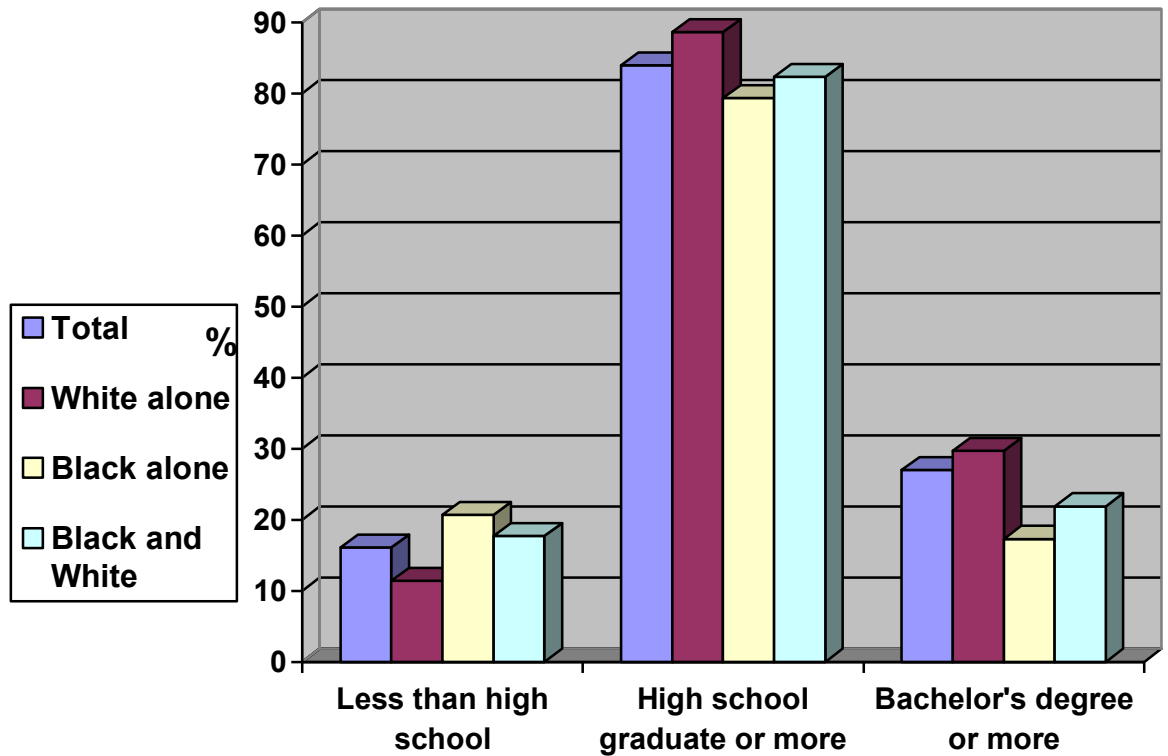
Situation up North has always been significantly better and schools there have been integrated for a long time before 1954. But still many white parents have a prejudice against their children to go to the same school with Negroes.

Quite a problem for Blacks today is to get higher education. The low educational achievement is also because Blacks do not value education and they blame their problems on racism and think that to be excellent at school is “uncool”. Also black children many times come from bad social conditions, from families with many children living in overcrowded and noisy apartments in conditions that make it difficult for a child to study and to get good results at school.

However it needs to be recognized that the situation of African American education today is getting better. There are growing opportunities for Blacks to get education and qualification and more and more people are using these opportunities. Statistics show that in 2004 about 80 % of African Americans older than 25 were high school graduates and about 17 % had a bachelor’s degree or master degree. To compare this number to white population above 25 years of

age, about 89 % were high school graduates and about 30 % had bachelor's degree or master degree³⁵. Those numbers are illustrated in figure 3.2.2

Figure 3.2.2 Educational Attainment according to Race: 2004



Source: <http://www.census.gov/prod/2007pubs/acs-04.pdf>> (accessed February 10, 2008)

Also report by National Center for Educational Statistics shows that more and more of black students have been completing high school and than decided to carry on with studies at university, however there are still differences between the Whites and Blacks.

According to the National Center for Educational Statistics³⁶:

³⁵ Source: <<http://www.ed.gov>> (accessed February 15, 2008)

- Black children are more likely than Whites or other racial minorities to attend primary schools in city centers.
- The gap between the number of white mothers who have received high school diploma and black mothers with the same level of education has declined however there are more and more white mothers who have obtained bachelor's degree compare to black mothers.
- Most black students attend schools where the majority of the students are black.
- The drop-out rates of Blacks are much higher than the drop out rates of Whites but still lower than the ones of Hispanics.
- According to the scores obtained by the National Assessment of Educational Progress, the results in reading, mathematics and science for Black students have significantly improved.
- Most of the black children attend school according to the choice of their parents, but a small percentage attends private schools.

The situation in African American education has been improving and the illiterate rate has been dropping. There are however some areas where African American achievements are worse than the achievements of other races. As an example could be the rate of bachelor degrees earned by Blacks. There were only 12.3% of African Americans in 2004 who have earned a bachelor degree compare to 19.8% of White college graduates and 14.5% American Indians, Alaska Natives and Asians. Even bigger gap between Blacks and other races is in obtaining Advanced degrees. There were 5.3% of African Americans who have obtained Advance degree in 2004 compare to twice as many white college graduates with 10.8% and 7.7% of American Indians, Alaska Natives and Asians. Those numbers of educational attainment and many more are shown in following table 3.2.2. Information listed in this table come from 2004 and it focuses on population of 25 years of age and older.

³⁶ Source: <<http://nces.ed.gov/programs>> (accessed February 10, 2008).

Table 3.2.2 Educational Attainments of the Population 25 Years and Over for Black Alone or in Combination and White Alone, Not Hispanic: March 2004

Sex and educational attainment	Total	Black alone or in combination	White alone, not Hispanic	American Indians, Alaska Native, Asians, Native Hawaiian and other Pacific Islanders, Hispanics
Both sexes	186,877 = 100%	21,290 = 100%	134,063 = 100%	31,523 = 100.0%
Less than 9 th grade	11,747 6.3%	1,239 5.8%	4,430 3.3%	6,078 19.3%
9 th to 12 th grade (no diploma)	15,998 8.6%	2,882 13.5%	8,986 6.7%	4,130 13.1%
High school graduate	59,810 32.0%	7,65 35.8%	44,022 32.8%	8,164 25.9%
Some college or associate's degree	45,572 25.5%	5,78 27.2%	35,631 26.6%	6,157 19.5%
Bachelor's degree	33,766 18.1%	2,622 12.3%	26,569 19.8%	4,576 14.5%
Advanced degree	17,983 9.6%	1,139 5.3%	14,125 10.8%	2,419 7.7%
Less than high school diploma	27,745 14.8%	4,121 19.4%	13,416 10.0%	10,208 32.34%
High school graduate or more	159,132 85.2%	17,169 80.6%	120,647 90.0%	21,316 67.6%
Less than Bachelor's degree	135,127 72.3%	17,530 82.3%	93,069 69.4%	24,529 77.8%
Bachelor's degree or more	51,749 27.7%	3,761 17.7%	40,994 30.6%	6,994 22.2%

Source: U.S. Census Bureau, Current Population Survey, Annual and Economic Supplement, 2004, Racial Statistics Branch, Population Division.

3.2.3 Some interesting statistics³⁷:

Positives

- In 2005 there were 216 black men who earned professional degrees in pharmacy.
- In 2005 there were 575 black women who earned professional degree in pharmacy.
- During 2005-06 there were 128,906 higher education degrees at all levels awarded to African-American men.
- During 2005-06 there were 280,064 higher education degrees at all levels awarded to African American women.
- In 2005 there were 370 black men who earned medical degrees.
- In 2005 there were 713 black women who earned medical degrees.
- There were 30.4% of all black students who have enrolled to institution of higher education and earned a bachelor's degree by 2000 after graduating from high school in 1992. (Compare to 49.2% who had earn bachelors degree by 2000).
- The number of African Americans who had an advanced degree (master's, doctorate, medical, or law) in 2005 was 1.3 million students. Compare to 1996 when there were 683,000 Blacks who had an advanced degree.
- The number of black college students in fall 2005 was 2.3 million compare to 683,000 of black college students in fall 1990.
- The exact numbers of well educated Blacks in United States are following: there are 44,900 black physicians and surgeons, 80,000 postsecondary teachers, 48,300 lawyers, and 52,400 chief executives.

³⁷ Source: U.S Department of Education (accessed February 5, 2008).

Negatives³⁷

- There were 17.1% of black students in public schools who had repeated a grade at some point of their educational process. (Compare to 8.2 white students who had repeated a grade).
- There were 19.6 % of black students in public schools who had been suspended from school at some point of their educational process. (Compare to 8.8% of white students who have been suspended from school).
- There were 5.0% of black students who have been expelled from school at some point in their educational process. (Compare to 1.4% of white students who had been expelled from school)
- In 2004 there have been 89.2% of all black full-time undergraduate students who received some form of financial aid. (Compare to 74.0% of white full time undergraduate students who receive financial aid)

Those statistics reflect the situation in American society. There has been help coming from the US government to support and motivate African Americans to work hard to obtain more education than they have been achieving in the past. As an example could be a campaign, which I have already mentioned on page 38, called No Child Left Behind and supported by The Education Department of United States of America and by President George Bush himself.

On the other hand there are many obstacles on the way that African Americans have to cross to achieve good education. There still exists discrimination of Blacks on American schools. Also the conditions in which are living many African American children are quite bad for obtaining good results at school. Many children lack motivation to study because of the environment in which they are growing up.

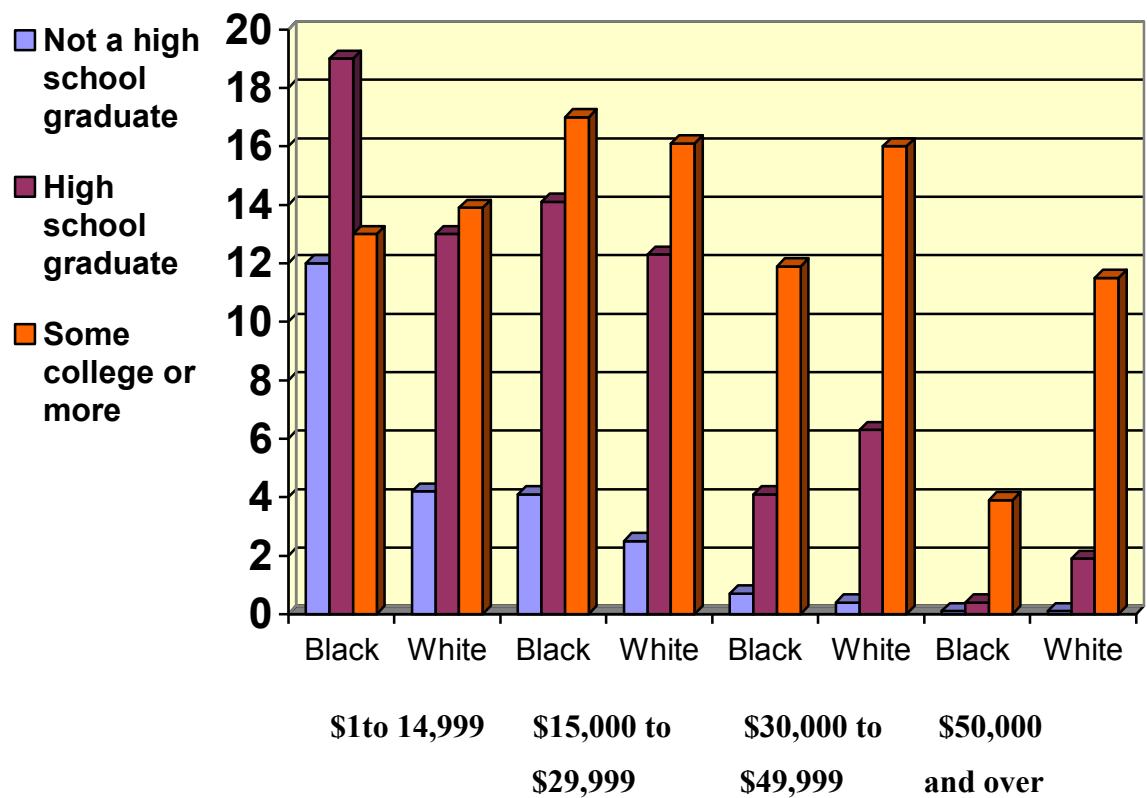
May be it is also a bit harder for black children to get good grades because it is scientifically proven after extended research that African Americans are genetically less intelligent than Whites because their IQ is much lower than IQ of Whites and Asians.

In United States of today, there are still African Americans (and other racial groups) who are illiterate because they have attended school irregularly or not at all and many pupils decide to leave school early.

Closely connected with education in United States are the earnings. Following figure shows the earnings by education separately for Whites and Blacks.

Figure 3.2.3 Earnings by Education by Race

Distribution of earnings of persons 25 years and over by educational attainment and race



Source: <<http://www.runet.edu/~junnever/bw.htm>> (accessed on February 12, 2008)

4.0 EDUCATION AND ITS IMPACT ON OTHER AREAS OF LIFE

I have decided to cover some additional subjects because they are related to education and might help us to understand the situation of African Americans in the world of education.

4.1 Unemployment

The problematic of unemployment is very closely related to low education. It has been obvious that Negroes are underprivileged. Unemployment is a problem effecting African American minority all over the United States. Especially apparent is the unemployment of Blacks living in northern big cities. It is due to low skills, education and almost now training. It is sad that unemployment affects more young people than other age groups.

In general though, the problem with unemployment has been improving greatly. Since 1960 African Americans have made occupational gains, when the unemployment rates have “dropped” to the double of unemployment rates of Whites. The unemployment rates before that were three times higher than among white people. In the history there have been variations in numbers of unemployed Blacks. The ups could be observed in 1968 when there were only 6 % of Blacks unemployed compare to 3.5 % Whites and among Negroes between 19 and 64 years of age, the rate has dropped down to 4 %.

In last two decades the black middle class has grown significantly. In year 2000, 47 % of African Americans owned their own houses. Also the poverty rate has dropped from 26.5 % measured in 1998 to 24.7 % estimated in 2004.

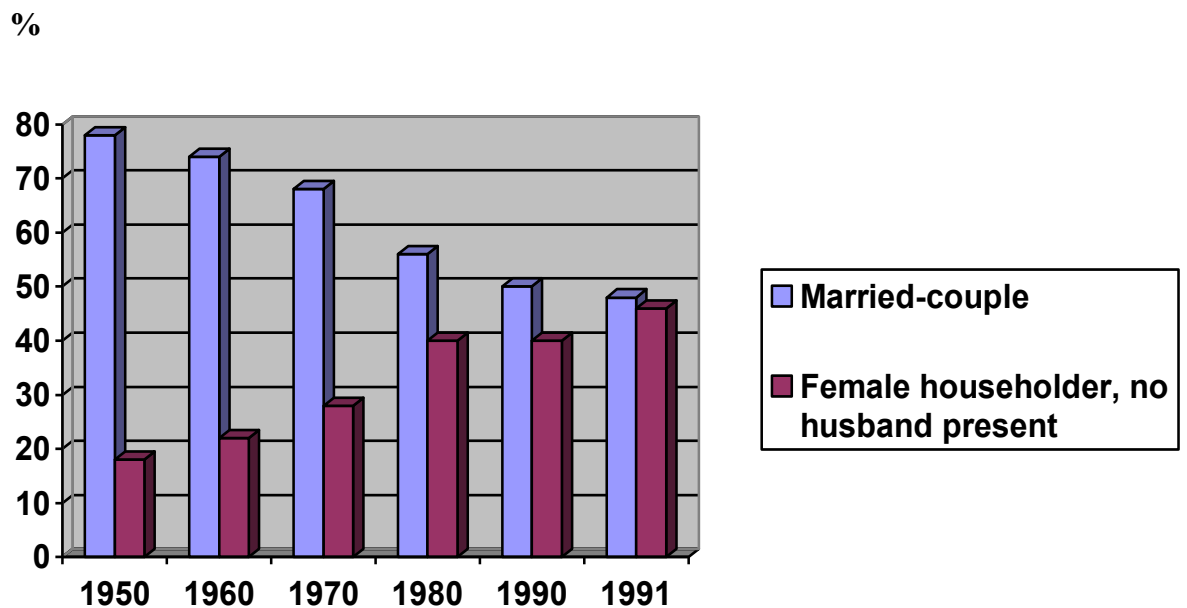
4.2 Poverty

Poverty is a consequence of unemployment. Black racial minority experiences problems with unemployment caused by various reasons e.g. having

no skills, displacing people by machines and low degree of education, so many African Americans stay out of job with no income. For Blacks who cannot get work the situation is frustrating. Especially in big cities no income and poverty causes many problems like high percentage of drug addiction and criminality.

Another problem which made the poverty worse was the change in structure of African American family. Many families within African Americans have changed from both parents families to one parent families (see Figure 4.2). According to this graph, in 1960 about 2 in 3 children lived with both parents however in 1991 only one child out of 3 lived with both parents³⁸. Those drastic changes are a result of growing rates of marital separation and divorces and many African American women did not marry at all. There are large families with low income.

Figure 4.2 Changes in Family Composition
Percent of Black Families, by type of householder 1950 to 1991



Source: U. S. Department of Commerce Economics and Statistics Administration, BUREAU OF THE CENSUS. <<http://www.census.gov/prod/2007pubs/acs-04.pdf>> (January 10, 2008)

³⁸ According to U.S. Census

Even though the income of African Americans is low, it is much higher than it used to be in the past and it has been growing significantly in the past few decades. According to statistic there were 34 % of poor African American families compare to 1990 when there were 29 % of poor families.

4.3 Big Migration

In general the situation of Negroes in the North has always seemed to be better to the situation down South because the slavery in the Northern colonies was not as cruel and there was less discrimination. Even after the abolition of slavery was the treatment of Blacks up North much better than down South. That's why many African Americans left the South. From 1920s' there was a steady wave of migration of Blacks up North. They were searching for better living conditions including better treatment and more opportunities of employment. This moving of black people from southern states to the North is called Big Migration because over 5 million people left the South that way.

After many Blacks have arrived to northern cities, they realized that the situation in the North is not much better to the one in the South. Most of the coloured people lived and are still living in central areas of big cities in quite bad conditions. Big families share small apartments because their wages are not good enough to rent out a bigger apartment or a house. Wages are small because many Blacks have low education and no skills so they cannot get well paid jobs.

It might sound strange to mark African Americans a minority when in the Northern Cities they make up half of the population and it seems that African Americans pushed out white inhabitants into the suburbs because white people felt in danger when living in neighbourhoods with black people.

In general African American neighbourhoods are very poor and often called ghettos. In those areas the poverty reflects on the state of buildings. There is not much money invested into the repair of houses, so they are dilapidated, also schools are not as good as schools in "white areas". The health care available in black parts of the city is also not as good.

The Cities with the most immigrants from the south are Washington, Chicago, Baltimore, New York, Philadelphia, Detroit etc.

4.5 Wrongs done to Africans Americans

Lot of harm was done to African Americans in the past. Of course the worse was bringing those people from Africa involuntarily to the New World, separating them from their families, taking their freedom and making them work on plantations for their whole life. During the period of slavery there were various barbarous methods used to make the slaves work hard in miserable conditions.

Even after the abolition of slavery white people would continue to maltreat Blacks. One of the worst wrongs was probably lynching Blacks on the street. It was practised by Whites till the beginning of 20th century and it was common mainly in the South. Lynching used to be executed on Negroes that were kept at police stations after causing some crime³⁹. A group of white people would by force enter the police station and drag the black person out on the street and lynch him so that many times the victim died. The explanation for this behaviour at that time was that lynching was more valid than actions of public authorities and apparently it should have warned the Negroes from causing civil wrongs. The reason why lynching was quite common back then is that no white people were ever punished for taking part in lynching.

In today's United States lynching is illegal, it does not mean however that the wrongs against Blacks have stopped. As an example of Whites harming Blacks to this day would be the actions of Ku Klux Klan. Ku Klux Klan was formed in 1867 and it is an organisation that gathers southern Whites who are very unhappy with the fact that Negroes should be equal to them. Ku Klux Klan presents its attitude of white supremacy with the use of terror such as lynching and cross burning. Members of this organisation are known for their white cloaks and hoods. Good news is that the power of Ku Klux Klan has been decreasing.

³⁹ There was no certainty that those people did cause any crime, many times they were arrested on the basis of false evidence

4.6 Prejudice

People imported from Africa differed so much in place of their origin in the Old World, in cultural background and skin colour that they became to be the object of prejudice, dislike and aggression. The distinction between white and black servants was made from the very start when captives became to be imported from Africa. From the beginning Negroes were marked as not able to assimilate. There were also punishments set for mixing with Blacks.

After the abolition of slavery in 1865, white southern people had to get used to the fact that Blacks are even with them. But the white southerners could not get used to that idea so they would come up with actions to let the former slaves know that they are not even to the rest of Americans. One of the steps that the Whites took was the foundation of Ku Klux Klan. Another action was taken by introducing the Jim Crow laws allowing racial discrimination and segregation of Blacks. The laws discriminated Blacks on public places, in public transport and at a work place. Blacks were only allowed to work as farmers at rented land or servants. They were not allowed to hold public offices and very often they remained working on fields as before with the difference that they were free and were paid small wages.

Social prejudice exists till today. Prejudice of white Americans reflects in many ways e.g. fear of intermarriage between Blacks and Whites. There also exists prejudice on the side of the local authorities especially in the South resulting in injustice.

The prejudice against Africans Americans of course reflects on their economic and social life. Even this side of the story is most obvious in the South where it is still difficult for Blacks to set up their own business or to achieve advancements in career. There are many jobs which are never given to the Blacks even if they show a great deal of interest.

There have been many reactions among the Negro population against the way they have been treated. Many Blacks are engaged in various associations fighting for the rights of African Americans. A few examples of those associations are listed below.

Associations that fight for the rights of African Americans

United Negro Improvement Association

National Association for the Advancement of Colored People (NAACP)

The Nation of Islam

Black Power Movement

Free African Society

American Society for Free Persons of Colour

American Civil Rights Movement

Black Arts Movement

4.7 Problems with assimilation, discrimination

After the abolition of slavery was the assimilation of Blacks not easy. It was really hard for previous slaves to integrate into the free society. Great majority of Negroes was illiterate so they had to learn how to read and write. They could not really share the American ideal to work hard and get rewarded for the hard work because this rule only seemed to apply on Whites. The society of 19th and 20th century had strongly developed attitudes towards Blacks. The Southerners did not welcome previous slaves into their free society and they would not take them as equals. This social and economic discrimination survived in certain extent till present time especially in small towns and countryside.

The Negro problem was at first a problem of the South because it was there where slaves were brought first to work on plantations. South Carolina, where I lived, has together with Alabama, Mississippi and Georgia proportionately the largest Negro population today. These are the states with economical and social problems. The most problematic areas of discrimination are politics and education.

Later, starting at 1920s', during and after the Great Migration⁴⁰, the problem of discrimination has spread from the South as Blacks moved up North.

⁴⁰ Great Migration was a period in the United States of America when about 5 million of black people have left the South to move up North.

4.8 Discrimination of African Americans in the history and today

The superior behaviour of Whites towards Blacks has been present for generations and is most obvious in the South. One of the examples from the past would be the fact that Negroes were for generations excluded from restaurants and hotels for white people. They were not allowed to enter schools and churches for white people or go by the same transportation. Busses and trains in the South were for a long time segregated for the Whites and Blacks.

The segregation of Blacks was apparent at each remove. As an example could have been a divided parking lot at a local hospital in Mississippi where white people park on one side and coloured people on other side.

The discrimination and segregation was pronounced illegal by the Civil Right Act in 1964.

And still African Americans at the same level of education and occupation, get smaller wages than white employees and even Negroes who obtain good education and qualifications are still not accepted as social equals.

4.9 Racism

Racism means that one race is viewed as superior and that way better than another race. The supremacy of Whites over Negroes was after the abolition of slavery most evident from the end of 19th century all the way till the 1950s'.

The demonstrations of racism in American society were various. In general it included brutalities and injustice in form of humiliating black people, lynching and racial segregation. Whites used many excuses for their actions. They used to say that black men are raging beasts who crave for white women so they had to be lynched⁴¹. Many black men were executed unlawfully; many times Negroes would be killed very slowly and tortured. Some Negroes were first lynched and then burned or hanged on trees. All that functioned as a cautionary

⁴¹ George, M., Frederickson, *Racismus-Stručná historie*. (Praha: Nakladatelství Jiří Buchal – BB/art, 2003) 32.

tale. White people wanted to show Negroes that they have to keep away from white women; they wanted them to have respect from “the superior race”. The main concern was to keep the white race “clean” and separated from the black race. Any tendencies of relations between Whites and Blacks would be broken by force. Till this day remains in American society fear from mixed marriages.

4.10 Politics

White society could not take the fact that previous slaves will be now deciding about the future of their country so they build many obstructions to the actual right to vote. For example there were introduced tests of literacy and if a person did not pass, he/she could not vote. Those tests were forbidden by federal law as late as in 1965. Another restraint was charging poll tax which meant that people who wanted to vote had to pay some fee to be registered and Whites new that most of Blacks were too poor to be able to pay for their right to vote. This poll tax is not in use in present days any more. It was agreed to be against the Constitution.

In the South the leading party, the Democratic Party, claimed that Democratic primary elections were private activities of the Democratic Party as a result of that they decided that Negroes were not allowed to vote in primary elections. After decades it was recognised unconstitutional for Negroes to be denied to vote, so this restriction valid in the South was voided in 1965 by The Voting Rights Act passed by President Johnson. The Voting Act brought the equality of rights for all Americans and outlawed literacy tests as a condition for voting. This Act also forbids the discrimination against Negro voters by local officials. As result of the Voting Act there were by the end of 1965 more than million Negroes registered to vote in the South.

4.11 African Americans in politics today

Not long after the ratification of The Voting Act already in the 1970s, there were dozens of Negroes elected to city councils and to state positions in the South. Up North however, this phenomenon was common for decades where Negroes were elected also as Congressmen. The first Negro Mayor was elected in 1967 at Cleveland. His name was Carl Stokes and he was a very successful lawyer. He was only forty years old at time of election.

In year 2001 there were already about 9, 000 African American officials elected in America⁴².

4.11.1 African American achievements in Politics

Martin Luther King, Jr.

Leader of the American civil rights movement; he was a pastor of the Dexter Avenue Church in Montgomery, Alabama. In 1955 he led the first Negro non-violent demonstration called the bus boycott which lasted 382 days. On December 21, 1956 the Supreme Court of the United States declared the segregation on buses unconstitutional. In 1957 he was a president of the Southern Christian Leadership Conference (SCLC). In 1963 he directed a peaceful March on Washington of 250,000 people. The March of Washington is famous for the “I Have a Dream” speech given by Mr. King.

At the age of 35, he received Nobel Prize for fighting against segregation and discrimination and he was the youngest Nobel Prize winner. Mr. King has decided to donate the prize money of 54,123 USD to the civil rights movement.

Martin Luther King was assassinated on April 4, 1968 at the age of 39, when he was standing on a balcony in a motel in Memphis, Tennessee.

W.E. B. Du Bois

He was the first to get Ph. D. at Harvard University in 1896; he was a writer and political activist (co-founder of NAACP – Nationals Association for the Advancement of Colored People)

⁴² according to Wikipedia online encyclopaedia

Malcolm X

Also called Malcolm Little was a son of Earl Little who was a member of the Universal Negro Improvement Association (UNIA).

Malcolm worked as a waiter in Harlem and then became addicted to cocaine and turned to crime. In 1946, at the age of 19, he was put in prison for ten years for burglary. In prison he became Black Muslim and after he was released from prison in 1952, he became a spokesman and minister for Nation of Islam. He has left the Nation of Islam in 1964 and became a Sunni Muslim. He founded the Muslim Mosque and Organization of Afro-American Unity, his own religious organization. On February 21, 1965 at the age of 39, he was assassinated (probably by three Black Muslims) at a party meeting in Harlem.

Dr Ralph Abernathy

Dr. Ralph D. Abernathy succeeded Dr. King as a president of Southern Christian Leadership Conference and same as his predecessor, he was an American civil rights activist and leader. He helped Martin Luther King with organizing of the Bus Boycott. Apparently Dr Ralph Abernathy was not such a good leader as Mr. King. In the 1980s he co-founded together with Robert Grant the American Freedom Coalition (AFC) and he held the position of Vice President of AFC till 1990 when he died.

Condoleezza Rice

Condoleezza Rice became the Assistant to the President for National Security Affairs on January 22, 2001. Before that she was a Provost and the chief budget and academic officer for Stanford University, being responsible for academic program of 1,400 faculty members and 14,000 students. She also looked after the annual budget for Stanford University of 1.5 billion USD.

Colin Powel

Colin Powel is a general. He held the position of a Chairman of the U.S Armed Forces Joint Chiefs of Staff between 1989 and 1993 and later worked as a United Secretary of State between 2001 and 2005.

Ron Brown

Ron Brown worked as a United States Secretary of Commerce between 1993 and 1996.

Thurgood Marshal

Thurgood Marshal was a Supreme Court justice.

4.12 Health of African Americans, obesity and related health problems

Obesity is a problem of all Americans not only of people with dark skin; however African Americans seem to be greatly affected by obesity. Statistics show that more than one- third (34%) of African American adults are obese⁴⁴. In total, 69% of African Americans are overweight or obese⁴⁴. It is generally known that obesity is caused by increasing technology in our life which means that many jobs today consist of sitting in front of a computer for eight hours a day. Lack of exercise is accompanied by driving all the time, even for short distances, instead of walking. An American would rather drive around parking lot for 10 minutes to find the nearest spot to the entrance just so that he/she would not have to walk an inch extra. I have to admit that I became the same after some time spent in the USA. This fight for parking spots seems to be most ironic in front of a gym. People are going to exercise and to lose weight but would not do an extra step on the way fro the car to the gym.

According to statistics, more than half of African Americans do not participate in the recommended levels of physical activity. Recommended activity is 30 minutes of moderate or vigorous physical activity, 5 days a week⁴³.

The situation of African American is worse because of the unhealthy food favoured by this minority. The ingredients themselves are quite healthy; it is more the way they are processed that makes the food unhealthy. Many times the food is fried or buttered and it is high in fat, starch and sodium. Fried or battered food was great for slaves working all day on plantations but is inconvenient for the life style today.

Also the amount of fruit that African Americans consume is quite low. According to statistics, African American adults on average consume only 3.0 servings of fruit and vegetables a day. 44% of African American adults have two or less servings of fruits and vegetables a day.⁴⁴

The problem is that the life style has changed drastically but food has remained the same or became even worse thanks to high living standard which brought more money for purchasing food. More money to spend on eating out brought the start of fast food chains like McDonalds, KFC, Burger King and many others. .

Among the problems related to obesity is diabetes. African Americans are about twice as likely as Whites to get diabetes.

4.13 Disease among African Americans

Every racial or ethnic group has its specific health concerns. African Americans in general suffer more from various diseases than Whites. This can be caused by environmental and cultural factors, genetics, using cars together with lack of exercise.

Major health problems include cardiovascular diseases (CVD), cancer, diabetes, tuberculosis and sexually transmitted diseases (STD's).

⁴³ Source: California Behavioural Risk Factor Survey: 2004 [Data file]. Sacramento, CA: Survey Research Group, Cancer Surveillance Section, California Department of Health Services.

⁴⁴ Source: California Dietary Practices Survey from 2003 [Data file]. Sacramento, CA: Cancer Prevention and Nutrition Selection, California Department of Health Services.

Cardiovascular diseases are number one killer of Afro-Americans taking the lives of more than 100,000 African Americans each year⁴⁵. Now a day more than 4 out of ten African Americans suffer from cardiovascular diseases.

Cancer in life of African Americans is a major issue. The problem is that the treatment of cancers is demanding on treatment expenses and thanks to quite a lot of poverty among Africans Americans cancer is many times discovered quite late or is not treated at all. According to statistics, cancer death rates decreased significantly in 1990's however African Americans still have a higher death rate from cancer compare to Whites⁴⁶.

Africans Americans are a minority most affected by HIV and AIDS. The number of infected people has reached 184,991 adults and adolescents diagnosed between 2001 and 2005. Although the African Americans account for 13% of the U.S population they account for more than 50% of all new HIV infections⁴⁷. The rates of HIV infected people in some American Cities are as high as in some countries in Africa.

Among other STD's effecting the black community in quite high numbers are Chlamydia, gonorrhoea and syphilis.

The main causes of death among black population are cardiovascular diseases which include diseases of the heart, stroke, cancer, high blood pressure, congestive heart failure, congenital heart defects, hardening of the arteries and other disease of the circulatory system, diabetes, unintentional injuries, homicide, Nephritis, Respiratory disease, HIV/AIDS and Septicaemia. Figure 4.13 shows that African Americans have the highest all causes death rate of all races. The death rate would be much lower if diseases were discovered at the start and the health care provided immediately.

⁴⁵ Source: American Heart Association. Heart Facts 2005: All Americans/African Americans. Retrieved June 9, 2005, from <<http://www.americanheart.org/downloadable/heart>> (accessed January 10, 2008).

⁴⁶ Source: American Cancer Society. [2005]. Cancer Facts & Figure for African Americans 2005-2006. Retrieved June 9, 2005 from <<http://www.cancer.org/downloads/STT>> (accessed January 10, 2008)

⁴⁷ <<http://www.cdc.gov>> (accessed January 10, 2008).

Table 4.13 Death Rates for Selected Cause of Death in 2004, per 100,000 Population

	All population	African Americans	Asians Americans & Pacific Islanders	% Relative
All Causes	832.7	1,0565.9	465.7	128.9%
Hearts Disease (CVD)	232.3	300.2	127.6	135.3%
Cancer	190.1	233.3	113.5	105.6%
Diabetes	25.3	49.2	17.3	184.4%
HIV/AIDS	4.7	21.3	0.7	2,942.8%

Source: <<http://www.cdc.gov/omhd/Highlights/Highlight.htm>>

5.0 CULTURE OF AFRICAN AERICANS

I would like to include in my work some notes about culture, music, food, African American English, religion, traditions, fashion, and about significant African American personalities. I personally like those subjects and I hope following information will be found interesting even though they are not as closely connected with education.

5.1 Africans Americans and their culture in the past

Africans have brought with them legends, myths, proverbs, and the remembered outlines of animal stories. The best known are the Uncle Remus tales with Shulo the hare turned to the written form by Joel Chandler Harris and also heroic tales e.g. a tale about John Henry. There were no books published about African Americans in early times because most of Blacks back than were illiterate therefore would not be able to read them anyway. That's why the majority of the literary heritage was spread by spoken word.

Some remains of African languages are apparent in today's American English. After examining there were found 4,000 West African words in the vocabulary of the Gullah Negroes in South Carolina and Georgia. Some similarities were also observed in syntax, inflections, sounds and intonations.

Also the craft work of colonial America reflects the art of Negro Africa. Africans were very skilled sculptures, painters and potters, also skilled at weaving, carving in wood, ivory and bone. Unfortunately they did not have that many opportunities to execute their art. There are some places where can the African skills in handicrafts be seen today e.g. the southern mentions in Charleston, Mobile, and New Orleans decorated with hand-wrought grills and balconies.

Africans also contributed to the development of American music and dance. There is a close rhythmic relationship and melodic similarity between original African music and the music of African Americans today. Also in dance the African influence is evident because dances from Europe and Latin America

mixed with African ritual dances. Examples can be seen on rhumba, the conga and the habanera.

5.2 African American culture today

African American culture is quite distinct from American culture but it has influenced it greatly which is especially apparent in the South. I was able to see that myself in South Carolina.

The influence can be seen in art, literature, music, dance, religion, food, language, fashion and elsewhere like politic and economics. Due to the inventions of television, movie making and later on with the invention of internet, African American culture has been spreading world wide and has influenced many people, especially young people all over the world.

5.2.1 Music

Even in Czech Republic, young people in clubs listen and dance to black music, which can be also heard at radio stations and its video clips can be seen on Czech TV. The concerts of African American pop idols are usually sold out long before the day of the actual performance.

As a manifest of African-American subculture can be break dancing, basketball, graffiti art, rap music (oral tradition which has its roots in slavery), hip hop and R& B. In the past were very popular blues, jazz, swing and rock and roll. In the list below are stated successful African American artists in the field of music.

African American Achievements in music

Ray Charles

Tina Turner

Whitney Houston

Michael Jackson

Janet Jackson
Byonce Knowles
Tupac Shakur
Snoop Dogg
Dr. Dre
50 Cent

5.3 Food

African Americans have specific methods of food preparation and prepared are some unusual (for us) ingredients like yams which is some kind of sweet potatoes, okra (there used to be Okra fest in Irmo, South Carolina every year that we used to go to), indigo dyes, cotton and grits. Here the white people did not mind the influence of African Americans and with pleasure adopted their food to their bill of fair.

Apparently not all this food was popular among people up North. My American mum came originally from Maine and than later in her life moved down South to work for the southern division of IBM, and I remember how she used to say:” those bloody southerners and their grits, those southerners and their fried chicken wings...”

Other more common ingredients used for cooking are rice, potatoes, watermelon and peanuts.

African American food is called soul food. This term is now plentifully used all over the world as well as in the USA. Soul food marks rich dishes that are made out of vegetables, fruit and flavoured by various spices (products grown by farming) while using creativity because many expensive ingredients were not available so they had to be replaced by the easily accessible ones. Slaves were not allowed to eat good meat and were in general very poor. The term soul food has now also its idiomatic usage for marking good music, literature and art that feeds ones soul.

Among African Americans favourite dishes belongs fried chicken with candied yams, macaroni cheese and hoppin' john (black-eyed peas and rice). Dishes are served with delicious corn bread which reminded me more of a pond cake than of bread because the dough is quite sweet and yellow looking. As another common side dish are served collard greens or green beans.

5.4 Where did the Black English come from?

There are many theories on how to describe the development of the language used by African Americans. One of the theories is that there are four main sources which influenced the language. First slang developed during slavery in the rural South. The plantation owners were worried that if slaves spoke different language than English, they could organize runaways or riots. So master would mix slaves from different regions and tribes speaking different languages and that way avoid unnecessary communication while working on the plantations. So what eventually happened is that the different African languages mixed together while mixing with English at the same time and as a result there was some kind of a lingo. As an example of this lingo would be Gullah spoken in the South of USA, also in South Carolina where I used to live. No wonder I could not understand a word when some Blacks were speaking.

Next, there was a slang of black musicians from years between 1900 and 1960, than there is a street culture slang and finally working class slang. There exists an argument whether Blacks should be left to use Black English at schools or if they should be forced to use Standard English. Many African American children have difficulties when they get their test in Standard American English. Also at certain job positions it is not acceptable to speak the so called "African American Vernacular English". So very often African Americans switch their language for work and speak their own way at home.

5.5 Religion of African Americans

African Americans had their first Black churches established in 1870s'. The very first one was called The First Coloured Baptist Church⁴⁸ and later renamed to First African Baptist Church and was opened in Savannah, Georgia. Most black people profess Protestant Christianity. About 14% are Muslims; others follow Islam, Judaism or Buddhism. There are other religions professed by minor groups of worshippers like Rastafarianism, Vodou or Santeria. Those religions are traditionally African religions.

5.6 African American Traditions

There are many traditions characteristic for African Americans. I will start with a tradition that I noticed the very first weekend after I arrived at South Carolina when my host family took me to their Baptist church. Most Blacks are religious and every Sunday morning they would meet in a church, women wearing the best dresses matched with a hat, men also dressed up trying to look their very best.

It is quite common that the churchgoers would go for lunch with all family members after the service so restaurants in South Carolina on Sunday lunch are cranking with people.

Another tradition I would like to mention is the Funeral. Our culture, Czech culture, understands death as an end of one's life so our funerals are very low-spirited; people cry and mourn after the loss.

African Americans on the other hand take the funeral as a celebration of life. They call the funeral "homegoing" because the spirit of the death is entering afterlife so the life theoretically does not end. There is then no need to be sad for the death of a close person according to Afro-Americans and so they celebrate the home going by playing music, dancing and eating. Funerals are also a time when the wide family of the dead person gathers.

⁴⁸ According to Wikipedia free encyclopedia (accessed February 20, 2008).

5.7 Fashion

African American style of fashion resembles items like trousers with waistline dropped almost below knees, loose shirts and accessories like huge golden or silver chains with dollar signs worn around ones neck. The influence of the distinctive African American fashion style can be seen on many young Czechs wearing those baseball hats, saggy shirts, big pants and white sneakers with untied shoe laces.

5.8 Hair styles

Blacks also have their authentic hair styles. Natural hair of African Americans is very thick and curly. This quality was fully put to use in the late 1960's when the most popular hairstyle was so called afro. Its popularity lasted till 1970's and it signified the changes in position of Blacks in American society. Afro was also connected with the expansion of political movements called Black Pride and Black Power.

Now a day there are many ways how Blacks wear their hair. African American women are just like other women, I mean that they want to have what they were not given by Mother Nature and that in their case is straight hair. So they would buy those ceramic hair straighteners and straighten their curls out. There are some chemical processes that have more lasting effect than using the heat but that requires a bit more money.

In my opinion men in general have "the maintenance" easier. This applies to Afro-American male hairstyles. I came to this conclusion after I observed that one of the most popular hairstyles is shaved head after the fashion of many basketball players, boxers and football players. Among other hairstyles worn by both sexes are braids and dreadlocks.

6.0 CONCLUSION

The aim of this bachelor thesis was look into the problematic of African Americans and to find out why is the assimilation of this minority so complicated in comparison to other minorities living in the United States of America. I decided to focus on the education of African Americans because looking at the problems in education can help with the understanding of many other facts about African Americans like poverty, unemployment and low interest in politics.

I believe that an extensive research was done on problematic of African Americans in general. The subject “education of African Americans” seems to be very well covered in many books, magazines and on the internet. In literature however, African Americans are very often associated with problematic areas instead of success or significant achievements. I am glad to say, that education has been one of the fields where great improvements of African Americans have been observed.

I tried to cover the problem of education from the very start, when African people came to the New World, all the way to this day. It is clear that a lot of work had to be done to get the standard of Black education to the state it is in today.

At the beginning of slavery, the slave owners or masters did not want the slaves to have any knowledge because it was believed, that knowledge leads to power and that could results in discontent of Africans with their deal of slavery. In case there were strong personalities, leaders within a group of slaves, they could then organize riots. There were diaries and letters found from that time, which prove, that slave owners were terrified of slave rebellions. The first major slave revolt in the South happened already in 1800, in Virginia and was led by a young slave named Gabriel Prosser. It ended with the loss of black men but the event managed to terrify the slave owners. Many more rebellions followed. According to sources, there are records of more than 250 slave rebellions.

Apart from slave rebellions there was also the activity of many abolitionists who would do almost anything to help with the abolishing of slavery. Abolitionists were often religious. Of course when Blacks were able to read and

write they could spread the information in written word and motivate many more “brothers” to revolt against their submission. Because there were growing numbers of slaves who were able to read, the U.S. Postmaster General banned in the beginning of the 1930s the U.S Post to deliver abolition pamphlets in the South. Also the abolitionist literature was banned.

There was a high rate of suicides among slaves because they missed their home land, their families and they had no freedom so they many times lost the will power to live. Slave owners realized that they are loosing a lot of money and made a concession to teach their slaves to read so they could read the Bible to have something to hold on to when the times get rough. Education was also supported by slave owners who were religious especially in the Northern colonies. Educating of slaves was in most of the Southern colonies officially forbidden.

A thrive in education came at times of Civil War because many schools were set up by soldiers and were available to anyone who wanted to attend them. This opportunity was fully used by freed or runaway slaves.

Major turning point for African American education came with the end of Civil War and with the abolition of slavery in 1865. When all slaves were freed, they were granted the same rights as any citizen of the United States of America. And now it was the time when Blacks needed the skill to read and write more than ever before in the past. They needed to understand the work contracts they were signing. In many Southern colonies Blacks had to pass a literacy test to be allowed to vote. So many new schools were established.

The existence of newly founded Black schools was not easy at the start because white Americans refused to take the fact that Blacks would be equal to them and that they would be deciding about the future of their country. Many schools were burned, demolished or at least robbed. The funding of black schools was at the start very limited so the loss of equipment would many times disable the functioning of the school for a long time. Black schools were at that time established mainly with the help of religious bodies, various charity organizations and thanks to the help of good - hearted philanthropists.

Quite a problem did African Americans experience with higher education because there were not as many facilities available for them as were for whites. The option that Black students would join the “all white” universities was out of questions thanks to Jim Crow laws applied between 1876 and 1965, supporting segregation and a precedent “separate but equal” set in Plessy v. Ferguson case by the Supreme Court in 1896. There were a few universities however, that allowed Blacks to enter. One of them was Bates College founded by evangelical abolitionists in Maine and another one was the Oberlin College located in Ohio. Oberlin College was famous for its support of abolitionism.

Big change came with Brown v. Board of Education case in 1954 when the Supreme Court of United States overruled the precedent from 1896, set in the Plessy v. Ferguson case and ordered the desegregation of all public schools. Black children from now on have had access to the same schools as white children. This decision affected mainly schools in the South. Many school principals together with white parents disagreed with the Supreme Court’s decision and tried to keep their schools segregated as long as possible. But those schools were eventually ordered the desegregation by courts during the 1960’s.

The desegregation of public schools in 1954 did not seem to solve the problem of access to graduate education for African Americans. Most of the State Universities denied the access to black students. Great turning point came with the 1960’s and J. F. Kennedy’s affirmative action. With the help of spirited students and civil rights activist the boundary to access the graduate education has been crossed.

The improvements in the field of education have reflected more or less in other aspects of African American lives. There was better access to education and help with funding provided by various associations like United Negro College Fund and the United States government (No Child Left Behind).

The aim of Joint Economic Committee (JEC) in the last few decades was to achieve steady decrease of the unemployment rates. Despite of investments and support of Black education coming from the U.S. government, the unemployment rates have been fluctuating instead of dropping steadily. The fluctuation has

mainly resulted from changes in US economy caused by September 11, 2001 and by other events. In the South, a big influence on the unemployment of Blacks made hurricane Katrina in New Orleans in Louisiana from August 30, 2005.

Black unemployment rates were dropping in 1990's (till about 1999), during the economic boom. After the September 11, 2001, the unemployment rates have grown for all citizens of United States; however, minorities have been more affected by the tragedy than Whites. The period after September 11 is called the period of recession. During this period the unemployment rate for Blacks has grown in 3.7% compare 2% growth in the White unemployment rates. The unemployment in the era of recession was caused by small demand for labour. Many businesses and investments have moved to more economically stable environments like China or India. It is obvious from the disparities among the rates for the unemployment of White and Blacks, that the labour market still discriminates minorities, especially African Americans. In 2003, the unemployment rate has levelled up slightly above 10% compare to 5% unemployment rate of Whites.

The period of recession ended in year 2005 when came the period of recovery. In December 2005 has the unemployment rate for African Americans climbed up to 10.6% which was more than a double of the unemployment rate for Whites (4.3%). Good news brought the release of a report about unemployment processed by the federal government in January 2007. The unemployment rate of African Americans in year has dropped to 7.5%⁴⁹. The unemployment is mainly affecting Blacks living in urban areas because there are not as many job opportunities.

In quite problematic age group are the teenagers who do not have the status of a student any more. The rate of unemployed African American teenagers has been the lowest in 2000 with 20.0%. During the first term of George Bush's presidency (in presidency since January 2001 till January 2009), the unemployment rates of teenagers fluctuated from 30.7% down to 28.8% during

⁴⁹< <http://jec.senate.gov/Documents/Releases/03.01.07afamerunemploymentadvisory.pdf>> (March 15, 2008)

the recession (began in March 2001) and went back up to 31.7% during the recovery (from 2005)⁵⁰. In 2004, the rate settled on 28.8% which makes it the double of the unemployment rate for white teenagers.

The employment of African Americans reflects on poverty rates and criminality together with drug abuse. The fewer unemployed Blacks there are, the fewer the poor Blacks and the less crime is being committed.

The achievements in education and consequently employment reflect on many other areas of life like involvement in politics and happening in the country, standards of housing and access to health care.

The way to the equal education for African Americans has been very intriguing but who would ever in the past think that a Black man could be in nomination for a position of the President of United States of America. So when I am watching the news today full of information about the successful campaign of Barack Obama, the Senator of United States for Illinois, I think to myself that a lot of work has been done to improve the situation of African Americans and who knows what the future will bring for this minority. There was not enough room left in my work to cover the topics of African American future and it would probably take up a whole new bachelor thesis.

⁵⁰ <<http://www.americanprogress.org/issues/2004/01/b19510.html>> (March 15, 2008)

7.0 SHRnutí

Téma Afroameričané ve Spojených Státech Amerických jsem si zvolila z několika důvodů. Před studiem na Vysoké škole University Palackého jsem žila sedm a půl roku v zahraničí. Navštívila jsem mnoho zemí, poznala mnoho kultur a zcela nejvíce mě zaujala menšina Afroameričanů při mém dva roky dlouhém pobytu v Columbi v Jižní Karolíně.

Jižní Karolína má kolem 4 miliónů obyvatel a leží na východním pobřeží Atlantického oceánu. Na severozápadě sousedí se Severní Karolínou a na jihozápadě s Georgií. Tyto tři státy se spolu s Alabamou, Louisianou, Texasem a Mississippi nacházejí v pásu, které je v angličtině nazýváno “Deep South“, což by se do češtiny dalo přeložit jako „Hluboký Jih“. Kolonie Hlubokého Jihu byly v minulosti závislé na výnosech z rozsáhlých plantáží. Díky úrodné půdě se v oblasti hlubokého jihu dařilo bavlně, tabáku i jiným plodinám. Rozloha plantáží byla tak veliká, že jejich obhospodařování nebylo možné zvládnout s množstvím pracovní síly, která byla v 17. a 18. století k dispozici. Proto se američtí plantážníci rozhodli importovat pracovní sílu z cizích krajín. Zvolili si Afriku. Černé obyvatelstvo se zdálo být vhodné pro náročnou práci na plantážích. Afričané byli zvyklí na vysoké teploty a měli zvýšenou odolnost vůči onemocnění malárií.

Díky úrodné tmavé půdě se oblast s četnými plantážemi nazývala “černý pás“. Později po ukončení občanské války Severu proti Jihu byl tento název spojován spíše s velkým počtem černochů žijících v této oblasti, mnohdy převyšujícím počet bílých obyvatel.

Podle statistik získaných na základě sčítání lidu v roce 1860, žilo v patnácti státech s legalizovaným otroctvím něco kolem čtyř miliónu otroků z celkového počtu dvanácti miliónů obyvatel. Každá čtvrtá rodina amerického jihu vlastnila otroky. Za dob otrokářství žilo na jihu Spojených států amerických 95 % černochů v porovnání s pouhými 2 % černochů žijících na severu.

První evidence o příchodu Afričanů pochází z roku 1619, kdy do Jamestownu ve Virginii dorazila loď s prvními černochy. První vlna dovezených

černochoů byla určena k práci na určité období, po jehož skončení jim byla dána svoboda a spíše než otroci, to byli sluhové (zejména na severu).

Zpočátku se otroctví nevztahovalo na rasu a netrvalo od narození nebo koupě až do konce života. S přibývajícímí plantážemi a rostoucí poptávkou po pracovní síle bylo rozhodnuto, že otrokem se člověk stane na celý život. V roce 1700 bylo také rozhodnuto, že do otroky se mohou stát pouze lidé afrického původu, výjimečně také původní obyvatelstvo. Díky velkému množství relativně levné pracovní síly a velké úrodnosti jižanské půdy dosáhli američtí plantážníci moci a obrovského bohatství, které by bez existence otroctví bylo jen těžko udržitelné. Proto radikálně odmítali názory abolitionistů, kteří byli pro úplné zrušení otroctví. V porovnání se Severem byl Jih velmi zaostalý, závislý na zemědělství. Průmysl nebyl téměř vůbec rozvinut.

Státy amerického severu naopak nesouhlasily s institucí otroctví a s požadavkem jižanských států o větší autonomii. Rozdílnost názorů Severu a Jihu se také projevovala v oblasti celní ochrany vůči Britům. Jih se snažil o to, aby cla byla co možná nejmenší, naopak průmyslový Sever bojoval o celní ochranu. Postupně se spory vyhrtily, až se jedenáct jižanských kolonií odtrhlo a vytvořilo vlastní Konfederaci v čele s prezidentem Davidsonem. Severní část Spojených států amerických se nazývala Unie a byla vedena prezidentem Abrahamem Lincolnem. Napjatá situace vyústila roku 1861 v občanskou válku Severu proti Jihu. Z počátku si ve válce vedl lépe Jih, ale od roku 1862 se situace změnila ve prospěch Severu. Důležitým mezníkem bylo 17. září roku 1862, kdy se podařilo armádě Unie zastavit vojska Konfederace v bitvě u Antietamu v Marylandu. Byl tak zastaven první vpád států Jihu na území Unie. Toto vítězství připravilo vhodné podmínky k tomu, aby roku 1863 podepsal prezident Abraham Lincoln „Prohlášení o nezávislosti“, které znamenalo zrušení otroctví ve všech státech Unie.

Občanská válka skončila vítězstvím vyspělejšího Severu roku 1865. Hned po ukončení války dochází ke zrušení otroctví v celých Spojených státech amerických 13. dodatkem k americké ústavě. Následuje období rekonstrukce, které trvalo do roku 1877. V dobách rekonstrukce dochází k mnoha výrazným

změnám. Afroameričané získávají rovnoprávnost, právo volit a právo na vzdělávání.

Bělošské obyvatelstvo amerického Jihu nebylo spokojeno se změnami, které vyplynuly z vítězství Unie a ze zrušení otroctví, a tak se snažili nově získaná práva černochů omezit. Proto byly roku 1873 zavedeny takzvané “Zákony Jima Crowa“ omezující svobody černochů. Bylo omezeno právo účastnit se voleb pro černošské obyvatelstvo, došlo k segregaci na veřejných místech jako jsou hotely, školy, restaurace, divadla, v dopravě ale i například na veřejných toaletách. Bílí zkrátka nechtěli sdílet prostor s černochy. Zastávali názor, že pokud mají černoši své školy, své autobusy, divadla a restaurace, není třeba, aby používali instituce a zařízení bílých a díky stejným možnostem tak existuje rovnoprávnost. Zákony Jima Crowa byl v podstatě uzákoněn systém rasové segregace na americkém Jihu.

Kromě segregace byli černoši téměř zbaveni volebního práva, čímž se snížil počet Afroameričanů zastávajících různé úřady a státní funkce. Celkově byl omezen vliv Afroameričanů na politické a společenské dění ve Spojených státech amerických. Dalším důsledkem Zákonů Jima Crowa bylo vykořisťování a utlačování černochů v podobě diskriminace na trhu práce a nižších platů pro černochy. Také docházelo k mnoha násilnostem ze strany policie vůči černochům a celkovému zvýhodňování bílého obyvatelstva.

Systém rasové segregace a utlačování černošského obyvatelstva se podařilo odstranit až v šedesátých letech minulého století za pomoci hnutí za občanská práva v čele s osobnostmi jako je Martin Luther King, Malcom X, Rosa Parks, doktor Ralph Abernathy a W.E. B. Du Bois. Hlavní snahou hnutí za občanská práva bylo dosáhnout důstojnosti a respektu Afroameričanů, svobody od nadřazenosti bílých a ekonomické a politické nezávislosti. Docházelo k mnoha soudním sporům ve kterých žalobci poukazovali na porušování 14. dodatku americké ústavy.

Situace ve vzdělávání černochů úzce souvisela s politickým a ekonomickým vývojem země. V samých prvopočátcích přítomnosti Afričanů v Novém světě, si majitelé plantáží nepřáli, aby se jejich otroci učili číst a psát.

Chtěli udržovat otroky v nevědomosti a zamezit tak pokusům o vzpoury či útěky. Otroci, kteří neuměli číst a psát, nemohli rozšiřovat ani přijímat různé informace. Vzdělávání černochoů bylo na Jihu zákonem zakázané a ten, kdo byl přistižen při porušování tohoto zákona, ať byl bílý nebo černý, zaplatil za svoji troufalost většinou fyzickým trestem.

Na Severu byla situace odlišná v tom, že otroci zde nepracovali na plantážích, ale spíše v domácnostech jako služebníci, či na stavbách a jako řemeslníci. Jejich nespokojenost nebyla tak veliká, takže snaha o rebelie nehrozila. Vzdělávání černochoů na Severu nebylo z těchto důvodů zakazováno a podle statistik existovalo mnoho černochoů, kteří chodili do škol a uměli číst a psát.

Jihoameričtí plantážníci ovšem přicházeli o mnoho otroků kvůli sebevraždám. Afričané trpěli steskem po rodné zemi. Do dnešní doby jsou černoši s africkým původem lidé orientovaní na rodinu a kladou na ni velký důraz. Většinou byli členové rodiny úmyslně prodány každý jinému majiteli, aby spolu nemohli komunikovat za účelem organizace vzpoury nebo útěku. Velmi často spolu na plantáži pracovali černoši, kteří pocházeli z jiných oblastí Afriky, kde byl odlišný jazyk a kultura, aby tak byli nuceni mluvit anglicky a otrokáři jim pak rozuměli. Otroci byli nešťastní s údělem tvrdé práce, špatných podmínek, krutosti, násilí a osamění, že již neviděli smysl života. Mnoho z nich našlo vysvobození z útrap otroctví v sebevraždě.

Majitelé plantáží si pak začali uvědomovat, že ztrácejí své investice. Takový otrok stál v 18. a 19. století něco mezi 800 až 1200 dolarů, což v té době byla vysoká částka. Rozhodli se tedy umožnit černochoům učit se číst, aby tak byli schopni studovat bibli a najít v ní oporu v dobách, kdy je člověku nejhůře. Otroky učili číst buď sami plantážníci, nebo misionáři, kteří pro černochoy zakládali nedělní školy.

Možnosti vzdělávání se pro Afroameričany zlepšily v době Občanské války Severu proti Jihu. Mnoho černochoů se na Severu upsalo do služeb armády Unie, aby napomohli k porážce otrokářského Jihu. Otroci z jižanských států pak k armádě Konfederace utíkali s příslibem získání svobody po ukončení války.

Černoši v obou armádách využívali možnosti vzdělávání, které jim byly poskytovány. Nejen vojáci, ale i volní černoši, či uprchlí otroci mohli navštěvovat školy zakládané vojáky Konfederace či Unie. Vzdělanost Afroameričanů v té době značně vzrostla.

Skutečný boom ve vzdělávání černochoů ovšem nastal po skočení Občanské války roku 1865 s následným zrušením otroctví 13. dodatkem ústavy a 14. dodatkem ústavy z roku 1868, který vymezil listinu práv a svobod ratifikovanou roku 1791. 14. dodatek stanovil, že žádný stát nesmí svými zákony porušit výsady a nedotknutelnost amerických občanů. Stejně tak jako nesmí připravit občana o život (právo na život), o svobodu (právo na svobodu), o majetek (právo na majetek) bez řádného prošetření a soudního řízení. Stát také nesmí odeprít jedinci rovnoprávnou ochranu jeho práv. 14. dodatek mimo jiné znamenal zpřístupnění vzdělávání pro černochoy. Podle statistik bylo před občanskou válkou v celých Spojených státech amerických pouhých 15% Afričanů, kteří uměli číst a psát. Většina z nich žila na Severu.

Dřívější otroci byli nadšeni, že se mohou naučit číst a psát. Uvědomovali si, že ve vzdělávání je síla, moc a respekt. Bez vzdělání nemohli černoši zastávat úřady a byli odkázáni na vykonávání těch nejpodřadnějších a nejhůře placených prací. Na svobodě byl život bez dovednosti čtení a psaní téměř nemožný. Jeden z důvodů, proč běloši opovrhovali Afroameričany, byla právě negramotnost. Nebrali černochoy jako rovnocenné.

Kvůli velkému zájmu černochoů o vzdělávání vzniklo krátce po ukončení války mnoho nových škol. V té době se vyskytovaly problémy se sháněním prostředků na vybudování vzdělávacího systému pro černochoy, a tak přispěchaly na pomoc mnohé dobročinné organizace, náboženské organizace a majetní jedinci, kteří měli zájem o podporu vzdělávání. Školy zakládané pro černochoy se v samých počátcích svého fungování potýkaly s nesouhlasem bílých obyvatel se vzděláváním Afroameričanů. Nesouhlas dávali najevo ničením škol, jejich vypalováním a vykrádáním, což značně ztížilo práci učitelů. Když si bílí uvědomili, že vzdělávání černochoů nezastaví, začaly postupně útoky na černošské školy ustávat.

Další konflikt mezi bílými a černými obyvateli Spojených států amerických na sebe nenechal dlouho čekat. Díky zavedení zákonů Jima Crowa byly jižanské školy rozděleny na školy pro bílé a školy pro černé žáky. Černoši si začali uvědomovat, že úroveň vzdělávání v jejich školách je podstatně nižší, než ve školách bělošských, a tak mnoho černošského obyvatelstva Jihu odchází za lepším vzděláváním na Sever, kde navštěvovali školy černé i bílé děti společně. Rodiče tak předpokládali, že zajistí svým dětem lepší budoucnost. Samozřejmě, že existovaly i jiné důvody pro hromadné odchody černochoů z Jihu, jako jsou lepší podmínky při získávání zaměstnání a menší diskriminace. V první třetině dvacátého století tak odešly desetitisíce jižanských černochoů na Sever.

Asimilace nově příchozích dětí do severských škol nebyla snadná, protože díky velmi nízké úrovni jižních škol, byly děti zaostalé a nemohli se vědomostmi srovnávat s dětmi stejného věku vzdělávaných na Severu. Pro učitele se tím stala jejich práce velmi náročnou. Nejen že byly černošské děti zaostalé, ale také s nimi byly kázeňské problémy, protože postrádaly motivaci učit se novým věcem. V průběhu migrace dalších a dalších černochoů na Sever, začala úroveň školství v této části země upadat. To nezůstalo bez povšimnutí bělošských rodičů, kteří začali požadovat segregování veřejných škol jako tomu bylo na Jihu. V některých městech došlo k segregaci vzdělávání bez ohledu na 14. Dodatek Americké Ústavy a jeho části o zajištění všech práv pro všechny občany. Segregace znemožnila integraci černochoů do americké společnosti. Děti černých postrádaly motivaci dobře se učit, protože existovala velmi malá možnost, že po ukončení vzdělání získají dobrou práci.

Možnosti vzdělávání se pro černochoy značně zlepšily za druhé světové války. Stovky ne-li tisíce černošských mladíků se snažilo přihlásit do americké armády. Museli však absolvovat testy, které důkladně prověřily vzdělání jedinců. Díky tomuto hromadnému testování bylo zjištěno, že vzdělávání černochoů je nedostačující a že je potřeba žalostnou situaci co nejrychleji řešit.

Následovalo mnoho změn. Byly zakládány instituce, které by poskytovaly vysokoškolské vzdělání černochoům. Prodloužila se délka školního roku pro

černošské děti, zvýšily se platy učitelům afroamerického původu a vznikla nadace na podporu černošského vzdělávání.

Vůbec nejvýznamnější změna proběhla až téměř deset let po skončení války a to roku 1954, kdy Federální nejvyšší soud nařídil sloučení všech amerických veřejných škol. Od tohoto historického okamžiku měly černošské děti přístup do stejných škol jako děti bělochů. Tato změna značně napomohla s integrací černošské menšiny do americké společnosti.

Existovalo však mnoho institucí poskytujících zejména vysokoškolské vzdělávání, které nedovolily černošům zapsat se ke studiu. Proto dochází v šedesátých letech 20. století ke zvýšené aktivitě mnoha hnutí za občanská práva, která bojovala za rovnoprávnost černošů. I americká vláda v čele s prezidentem Kennedym podporovala černošské vzdělávání. Díky tvrdé práci představitelů hnutí za občanská práva a spolupráci vlády se podařilo získat rovnoprávnost pro Afroameričany v oblasti vzdělávání a na trhu práce. Od té doby se v oblasti vzdělávání moc nezměnilo.

V současnosti mají černoši přístup do veřejných škol všech úrovní (základních, středních i vysokých škol). I v dnešní době se však černoši tu a tam potýkají s diskriminací ve školách.

Ve své práci jsem se snažila zaznamenat události, které vedly od zákazu vzdělávání černošů až k současné rovnoprávnosti. V příloze jsem nastínila témata, která podle mého názoru se vzděláváním úzce souvisí. Je to například téma nezaměstnanosti, chudoby, zdravotní péče, diskriminace a předsudky vůči černým. Neodpustila jsem si připojit několik poznámek ke kultuře Afroameričanů, které jsem shrnula v poslední kapitole práce.

APPENDIX

Table 3.2.1 The list of Universities where were African American students most likely to succeed in 2003

2003 Rank	Name, location	Internet address	Total student population	% black	2001 Rank
1	Morehouse College, Atlanta, Ga.	www.morehouse.edu	2,729	95.2%	1
2	Hampton University, Hampton, Va.	www.hamptonu.edu	4,965	94.8%	4
3	Spelman College, Atlanta, Ga.	www.spelman.edu	2,138	96.4%	2
4	Howard University, Washington, D.C.	www.howard.edu	6,971	68.7%	5
5	Xavier University, New Orleans, La.	www.xula.edu	3,340	89.5%	6
6	Florida A&M University, Tallahassee, Fla.	www.famu.edu	10,853	95.1%	3
7	Stanford University, Palo Alto, Calif.	www.stanford.edu	7,279	7.9	7
8	Columbia University, New York, N.Y.	www.columbia.edu	6,867	7.0	10
9	Georgetown University, Washington, D.C.	www.georgetown.edu	6,422	6.3	9
10	Clark Atlanta University, Atlanta, Ga.	www.cau.edu	3,923	93.2	8

Previous list was put together after questioning of 1,855 African American professionals in higher education⁵¹.

African American achievements in film

Sidney Poitier

Eddie Murphy

Whoopi Goldberg

Denzel Washington

James Earl Jones

Laurence Fishburne

Halle Berry

Wesley Snipes

Chris Rock

Chris Tucker

Bill Cosby

Will Smith

Samuel L. Jackson

Todd Bridges

Morgan Freeman

African American achievements in sports

Jesse Owens – athlete, Olympic Games 1936

Muhammad Ali – Olympic Games 1960, gold medal, boxer

Jackie Robinson – the first African-American player of professional Baseball

Mike Tyson – boxer

Michael Jordan – basketball player

The Rock – wrestler

Tiger Woods – won the Masters Golf tournament

57 % of total members of the NFL (National Football League) are African Americans

⁵¹ <<http://www.infoplease.com/ipa>> (accessed February, 2008).

Important Dates in the history of African Americans

1863 – Emancipation Proclamation by President Abraham Lincoln

1865 – Abolition of Slavery by ratification of the 13th amendment of U.S. Constitution

1868 – U.S. citizenship was granted to all African Americans by ratification of 14th amendment of U.S. constitution

1870 – Black males were granted the right to vote by ratification of 15th amendment of U.S. Constitution.

1965 – The Voting Rights Act was passed

1989 – The first black Governor in history of USA was elected by people in Virginia His name is Douglas Wilder.

Terms connected to the subject of African Americans

Afro centrism

It is a political movement which claims that African Americans should trace their roots back to ancient Egypt because it was dominated by a race of black Africans. The main purpose of Afro centrism is to encourage Black Nationalism and ethnic pride⁵².

Negro

This term is another way to name people transported from Africa and descended from slaves. This term is not being used much any more by white people because it has got negative connotation. Another version of Negro is the word “nigger“ which is considered to be insulting and that’s why is avoided in decent usage.

Coloured people

This term is used to name all people with even one grandparent of African origin.

⁵² <<http://skepdic.com/afrocent.html>> (accessed March 31, 2008).

Mulatto

This term is no longer in use because it had acquired negative connotations in 1960's. Using this term in today's English would be considered inappropriate and as an insult.

Jim Crow laws

There used to live some Jim Cuff or Jim Crow in Cincinnati, Ohio. He was a crippled African and he was famous for his dance and a song. A white comedian called "Daddy Rice" got inspired by Jim Crow and he wrote a song "Jump Jim Crow".

The term Jim Crow was a term connected with African Americans and that's why the laws of black segregation became to be called Jim Crow laws. Jim Crow laws were followed in Southern States between 1876 and 1965 end in general they supported discrimination of African Americans. Public schools, public transportation and public places (restaurants, hotels, theatres, cinemas, toilets) had to be separated for Whites and Blacks. Apart from the segregation of public places the marriage between African Americans and Whites was also against the law.

Vocabulary

Yam – sladká brambora

Candied yams – sladká brambora obalena v cukru

Okra – ibišek

Grits – krupky, ovesná kaše

Chitterlings – vepřové droby

Cool – v pohodě, dobrý (slang)

Per capita – na osobu

Philanthropist – filantrop, lidumil

Repeal of a law – zrušení zákona

Concession – ústupek

Thrive – rozkvět

Intriguing – spletitý

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