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FELLOWSHIPS
Achiss + Hill

2219 Dowling Street
Houston, Texas
November 16, 1943

Mrs. William Haygood,
Acting Director of Fellowships
Julius Rosenwald Fund,
Chicago, Illinois

My dear Mrs. Haygood:

I have been out of personal contact with you recently because I have changed positions and have been closely occupied with the new one. I left Langston because I received an opportunity to become chairman of the Social Science Department and Director of Research at the Houston College for Negroes at a better salary than I was receiving at Langston.

The Houston College for Negroes is an adjunct of the University of Houston. It has expanded from a junior college to a four-year college and has an enrollment of about four hundred. I was invited to this post partly because of my research training and interests. The University of Houston is particularly anxious for the Negro community of Houston to be investigated because it is virtually an unexplored field. The University has volunteered to print such pamphlets, bulletins, and volumes as are compiled.

In the meantime, I am still in very close touch with Mr. Hill re our Rosenwald work. I have quite some material from my own investigations of last summer and will have access to that which Mr. Hill is now assembling. He and I hope to be together during Christmas holidays to catalogue and organize some of this data for subsequent articles or perhaps another bulletin, the approximate size of the Langston study.

I have purposely refrained from writing any recent articles on the all-Negro community pending completion of Mr. Hill's investigations and our joint decision of its disposition. I have, however, done a research note on the "Native" group which we mentioned in our correspondence to you last winter. I spent about sixteen days last summer in Wewoka and its environs investigating these people but

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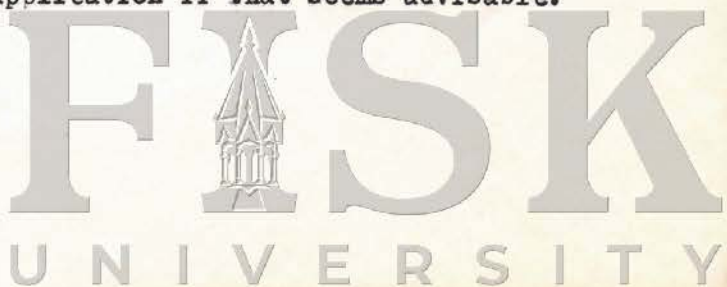
Mrs. William Haygood - page two

could not get enough material in that time to do the length study that I expected to write. I found them so defensive and cagey that much of the data I was able to obtain was superficial. I am enclosing the research note in this letter and am submitting a copy of same to the American Journal of Sociology.

In regard to some of the data which we have collected from the all-Negro communities -- do you think that it might be profitable if Mr. Hill and I should edit a volume of interviews and autobiographies? They could be grouped by chapters under appropriate titles such as, "Founding the all-Negro Community", "Religious Attitudes", "Class Stratification", "Attitudes Toward Whites", etc. Each chapter would have a brief analysis or interpretation but the chief merit of the work would be its source value. Such a work would not, of course, have wide popularity like, for example, the Youth Commission series. It seems, nevertheless, that it would be of much use to serious students of race relations. I am relatively certain that we can complete such a study sometime this coming spring.

I am very anxious to get the research program here at Houston College in progress. The initial project will be a bulletin entitled, "The Role of the Negro in the Development of Houston." I have a class in Social Research, most of the members of which are making interviews on this subject. I am making some interviews also. In addition, I have found some material at Prairie View, the state college for Negroes. I just discovered this last week and I expect to make another trip to Prairie View this coming week-end to examine it carefully. I will not attempt, however, to actually organize the data on the Houston study until I have completed my work or whatever study we make of the all-Negro communities.

I would like to do the writing of the Houston study next summer (1944), and want to apply for a Rosenwald grant to allow me the time to do so. At the same time I hope to attend the University of Chicago and take (not more than) two courses which would broaden my perspective. I need a course in Urban Sociology and one in Social Psychology. If there is any chance at all for a subsidy for such a summer program, I shall appreciate receiving an application blank as soon as possible. In that connection--would my application be strengthened if I sent my interview material as of then, with the application? Typing is a serious problem in our school but I shall make an effort to get my material ready to send with the application if that seems advisable.



Mrs. William Haygood - page three

I do not know whether Mr. Hill has sent you a reprint of our article, "Some Ideological Confusion of Negro College Students" which appeared in the fall issue of the Journal of Negro Education, but the Langston library has ordered some copies and he will send one when they arrive if he has not done so already.

I had not intended writing so much but I wanted to bring you up to date on my work and my ambition for future research. The Rosenwald award has proved a boon which has greatly facilitated my opportunities for advancement in educational work, which, please be assured, I duly appreciate. If I have failed to make all points clear please query me when you write.

Sincerely yours,

Thelma D. Ackiss

Thelma D. Ackiss

TDA:c
Encl.

FELLOWSHIPS *Ackiss & Hill*

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Box 133
Langston University
Langston, Oklahoma
October 18, 1943

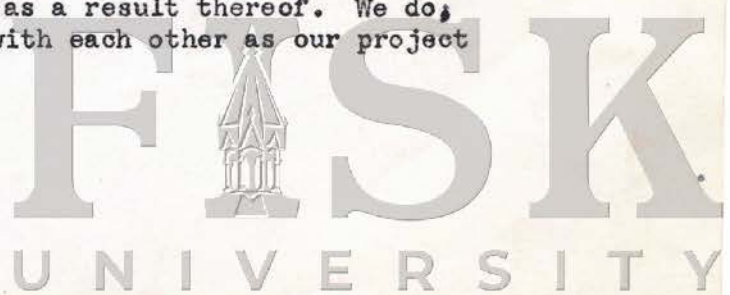
Mrs. William C. Haygood
Acting-Director for Fellowship
Julius Reeswald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Mrs. Haygood:

I have just returned to Langston from an extended field trip of Boley, Taft and Rentiesville, Oklahoma. I am glad to report that I am getting highly useful and desirable cooperation from the residents of these towns, and my materials are accumulating to the place that they are becoming quite voluminous. Mrs. Ackiss and I have completed over three-hundred (300) short contact interviews, and I am conducting eight (8) intensive life histories. I have been fortunate in getting seven (7) residents of these communities to write autobiographical sketches, three (3) of which are most excellent. We have done all this in addition to an examination of some documentary materials and participating in the local life of these communities.

At the suggestion of Dr. O. C. Duncan, Chairman of the department of Sociology and Rural Life, at Oklahoma A. & M. College and Dr. Everett Hughes, Professor of Sociology at the University of Chicago, I am now writing an article or a research note for the American Journal of Sociology on "Racial Attitudes in the All-Negro Community." At the same time we have been encouraged by the acceptance of most of our research notes and articles by the leading Scientific journals. Two of these articles will be off the press this month and I have ordered reprints which I shall promptly mail to your office for distribution. I presume that you have received the bulletin "Contemporary Culture of an All-Negro Community; Langston, Oklahoma." We have received many favorable comments on this study and would like to have your reaction.

As you perhaps know Mrs. Ackiss has accepted the Chairmanship of the Social Science Department of Houston College for Negroes. Since she had completed her part of the investigation, we have witnessed no great disadvantage as a result thereof. We do, however, keep in close contact with each other as our project progresses.



Mrs. William C. Haygood

Page 2--Continued

In addition to the investigational procedure that we set out in our plan of work, we have found it necessary to administer some attitude tests and distribute some questionnaires designed to get at the relationship between physical appearance on the one hand and desire for intimacy and judgement of social status on the other hand. This procedure has proved to be a much greater job than I had anticipated, for it is necessary that I spend much more time in each community under consideration. In this regards, I find that I must either curtail my total investigational procedure or receive an extension of the fellowship grant.

Thus, I am requesting that the fellowship grant be extended one month ending December 30, 1943. I am applying for the extension at this time so that I might modify my program to meet your decision. Accordingly, I will appreciate a reply within the next two weeks.

I am leaving for Tatum, Oklahoma today and will get back to Langston on October 30, 1943.

Sincerely yours,

Mozell C. Hill
Mozell C. Hill

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M. C. Hill, *Sociology*
E. L. Tatum, *Political Science*.

T. D. Ackiss, *History*

V. C. Foster, *Sociology*
W. H. Hale, *Sociology*

Langston University
Social Science Department
Langston, Oklahoma

FELLOWSHIPS

January 4, 1943

A. J. Walker, Chairman

Dr William C Haygood
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

	Went 8	Went 15	

Dear Dr Haygood:

We have your recent letter regarding our applications for a Rosenwald grant and it presents a problem which we have given much consideration. Our proposal to make the study on the basis suggested was motivated by the facts that, (1) we can do much more effective work together than either of us can do separately; (2) we each have responsibilities which make it virtually impossible for either of us to meet our obligations on less money than we earn.

We could, of course, work with much more ease and dispatch if we were relieved entirely from our teaching duties and President Harrison has given verbal assurance that the University would grant leaves-of-absence to us both upon applications for same. He has suggested, however, that since this matter could be handled as late as May, we do not ask for leaves unless we have received favorable action from the Rosenwald Board. That is because a leave-of-absence is definite and final for the period designated once it has been approved by the Board of Regents of this institution. If we both devoted a year to the proposed study, it would be necessary to revise our budget estimate to include a request for the amount of our salaries. We could then also dispense with research assistants and field workers and thus approximately 500 dollars would be eliminated from the 2100 dollars needed for the actual expenses of the project.

Such a plan would give us an excellent opportunity to make a thorough investigation and analysis of an ethnic group of Oklahoma Negroes commonly known as "Natives". These are the descendants of the slaves of Indians and many of them are part Indian, since the government decreed that slaves be given tribal status at the close of the Civil War. The Natives are gradually being assimilated and there are few colonies left but they do still constitute a distinct cultural group and there **are**, even in those who appear to be completely integrated in the general pattern, apparent survivals of "Native" customs and folk-ways. We had contemplated at least a general appraisal of "Native" culture but not so definitive an interpretation as full-time endeavor would permit.

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In addition to the foregoing suggestion, there are several other alternatives which would bring our project within the qualifications of the Rosenwald Fund. One of us could secure a leave for full-time research if a grant should be made, and the other one, who did not receive the grant, could collaborate on the study as an assistant. In such a case our request would be for the amount of the salary of the person applying plus the 1600 dollars aforementioned. In that event, it seems to us, that both our referees should still be contacted, for, although technically only one would apply, actually both of us would make the study, whereas your Board would probably want corroboration of the fitness of each of us for the task proposed.

Another alternative involves that fact that President Harrison has suggested that probability that Mr Hill will be relieved of teaching duties for the next school year in order to devote his full time to research, especially the cooperative study of the Negro Land Grant Colleges. In that instance (and this can be arranged), he would be on the payroll of the university but would not teach. We wonder if our applications could be thus submitted to the Board as a special case in which one of the applicants would devote full time to research. Since then, both of us would be receiving our full salaries, our original request for 2100 dollars would stand.

Finally, we might revise our entire plan and concentrate only on the Doley community, allowing eight months for the study rather than a year. Mrs Ackiss could take a leave for the three summer months and Mr Hill for the first semester of the school year, 1943-'44; which would permit at least one of us complete freedom from university duties (or salary) throughout the fellowship period. Such an investigation would initiate us well into the larger study and furnish a wealth of material. It could be accomplished for approximately 2100 dollars, perhaps a little more. It is difficult to be exact about tentative proposals.

We should appreciate your consideration and advice regarding our suggestions and any counter suggestions which you, Mr Umbree, or other Board members may make in connection with modifying our applications so that they may be presented. Our proposals are made with the knowledge and sanction of the president of this institution and his assurances to cooperate in any plan which we can work out with you. We shall give the matter our prompt attention as soon as we receive a letter informing us what course we had best pursue in attempting to meet the requirements of the committee on Fellowships.

Sincerely yours,

Mozell C. Hill
Mozell C. Hill

Thelma D. Ackiss
Thelma D. Ackiss

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JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Type for
Committee

Name of Candidate Mrs. Thelma Davis Ackiss
Report Requested of Dr. Cornelia Ware
American University, Washington, D. C.

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
Director for Fellowships

REPORT

I think well of Mrs. Ackiss and of her proposed study. She is an able student and an effective person, with training in both law and history and with experience in sociological research. This is a combination of qualifications not frequently found. In the two years when I knew her as a student she grew and developed in grasp and in ability to handle increasingly complex and less conventional materials and topics. Although I have not seen her for some time, it is my impression that she has continued to grow in ability since she has been away from Washington. I have confidence that she will prove a candidate whom the Rosenwald Fund

OVER

should be glad to sponsor.

Her project is, I think, a valuable one. The title does not accurately state the study which she has in mind, but rather the focal point around which the study will be built. I think that she is wise in choosing a concrete topic of this sort for the core of her study because it will serve to organize what could otherwise become an overwhelming mass of material. The field of investigation is fresh. She starts with personnel familiar with the area, and detachment gained from living outside.

The only criticism of her plan as presented is in the apportionment of time and, perhaps, in sufficient provision for examining rural conditions. A thorough study of at least one of the all Negro communities would be a particularly valuable contribution. Such a study should include some comparison with mixed communities of similar size and economic structure. These points can be taken care of by a slight re-planning of her time as she gets into the work.

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

Yes. She is an attractive, stable, vigorous person.

Signed Carlisle S. Ware
Position or Title Adjunct Professor of Social Economic History, American University, Washington, D.C.
Address _____
Date March 10, 1942

Please return to the Director for Fellowships, Julius Rosenwald Fund,
4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.

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Please return

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss

Report Requested of Mr. Eugene Anderson

American University, Washington, D. C.

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's personal characteristics and qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in the field of study proposed. *An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates who apply for grants.*

Your reply will be held in strictest confidence.

George M. Reynolds

Director for Fellowships

REPORT

1941 I know Mrs. Ackiss well as a student and as a person, and I have the highest regard for her. She is one of the two best negro students I ever taught, and she is by far the most charming personality. She has all the qualities necessary for becoming one of the outstanding leaders of her people, and I have every confidence that with proper encouragement she will assume that position. She has a law degree in addition to her work toward the Ph D in history, and I do not think that she will have any difficulty in receiving the latter degree. Her capacity for work astounds me. While taking graduate work with us, she managed a household,

OVER

AMERICAN UNIVERSITY

took care of her two children, carried on her normal social functions, and made good grades on her courses. I even gave her an A in one course, a grade which few graduate students receive from me. She has a well-trained mind, and a keen interest in her work. She grasps ideas quickly, and has the power to think through a problem. And she is thorough in her work. ¶ In her relations with others Mrs. Ahiss is uniformly successful. Everyone likes and admires her. She mixes with the white students and teachers on terms of entire equality and with perfect ease and poise. She is neither retiring nor forward, but strikes the balance of a person sensitive in the best meaning of the word to social situations. I should think that she has the ability to become an excellent administrator - one who combines scholarly ability with unusual ability to get along with people and with entire honesty and reliability. [She is one of the few persons who make themselves known as soon as they appear in a group. ^{On meeting her,} One immediately senses the fact that here is a personality to be respected and worth knowing.

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

As for the subject upon which she hopes to do research, I think it the most useful type of topic which can be taken up. The study of local history according to the method Mrs. Ahiss proposes is rapidly coming to the fore, and is extremely valuable [I certainly hope you can assist Mrs. Ahiss.

Signed

Eugene N. Anderson

Position or Title

Professor of History

Address

The American University

Washington, D. C.

Date

Jan 18, 1940.

Please return to the Director for Fellowships, Julius Rosenwald Fund,
4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.

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JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss
Report Requested of Dr. Ralph Bunche
Howard University, Washington, D. C.

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
Director for Fellowships

REPORT

This project on race distinctions in Oklahoma legislation has considerable merit, in my estimation. A series of local analyses would properly supplement the excellent but general work done in the recent volume by Mangum and the earlier one by Stephens. Such local surveys can be useful, however, only if done intensively and by persons well-equipped to undertake the task. While Mrs. Ackiss was at Howard she was enrolled in one or two of my classes and I recall her as a very able student. She has mature judgment and considerable experience, and should be able to do a good job on a project of this nature providing she is willing to dig in and persevere. Her legal training will be of great value in a project of this kind. As I view it the really important part of this study will be found in the field work rather than in the analysis of legal documents. What is especially needed, I think, is social documentation; the narration of the actual operation and effect of these legal distinctions. What is found in the law is less important than the actual effect of the law on the community. This is the documentation that should be sought, and it should be sought not merely among the Negro intellectuals but primarily among the Negroes of the fields and the streets. I rather incline to the view that Mrs. Ackiss will make a mistake in spending so much time in Tulsa and Oklahoma City. The real burden of racial discriminations is borne less by the Negroes of the large cities, and even perhaps the

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negroes of the fields, than by the negroes in the small towns---not the all-negro communities---but the negroes who are in the minority and completely exposed in the towns of 10,000 and under, where they are in daily contact with the white population. These negroes have little or no protection; there are no organisations, no pressure groups, none of the anonymity that accompanies life in the larger cities. I would strongly urge that if Mrs. Ackiss is permitted a grant for this project she be requested to give urgent attention to this aspect of the problem.

Name of Candidate
Report Requested of

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement. We shall appreciate your frank opinion of the applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.

Your request candid and critical comment. Your reply will be held in strict confidence.

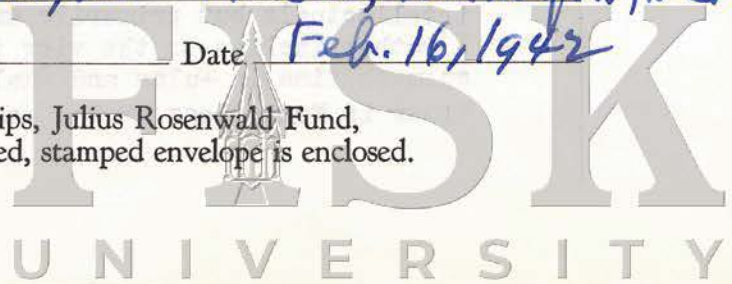
William C. Hayward
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities? *yes*

Signed *Ralph J. Bunche*
Position or Title *Senior Analyst, Office of the Coordinator of Information*
Address *United States Government; 25th + E. Sts., Washington, D.C.*
Date *Feb. 16, 1942*

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



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JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss

Report Requested of Mr. L. C. Hunter

American University, Washington, D. C.

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's personal characteristics and qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in the field of study proposed. *An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates who apply for grants.*

Your reply will be held in strictest confidence.

George M. Reynolds
Director for Fellowships

REPORT

Miss Ackiss is one of our graduate students in history whose work has been interrupted for financial and personal reasons. She is now preparing to proceed with her doctoral dissertation. In her work with me she has made an excellent impression. She has a mature mind, thinks clearly and quickly and at times shows flashes of brilliance. Her background of work in law and social science is particularly valuable training for work in American history. I regard her as a distinctly promising graduate student. Her proposal to study the development of the all-Negro community of Boley, Oklahoma has favorably impressed the several members of our Department of History and we think that she is in a position to make a really valuable contribution.

Louis C. Hunter
Louis C. Hunter,
Professor of American History.

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JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate _____ Mrs. Thelma Lewis Axtell

Report Requested of _____ Mr. L. C. Hunter

_____ American University, Washington, D. C.

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's personal characteristics and qualifications and an appraisal of his plan of work and of his ability to make a noteworthy contribution in the field of study proposed. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Louis C. Hunter
Director for Fellowships

REPORT

Miss Axtell is one of our graduate students in history whose work

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

she has made an excellent impression. She has a mature mind, thinks clearly and quickly and at times shows flashes of brilliance. Her background of work in law and social science is particularly valuable training for work in American history. I regard her as a highly qualified graduate student. Her proposal to study in history is well thought out and I believe she will make a valuable contribution to the study of our history.

Signed _____

Position or Title _____

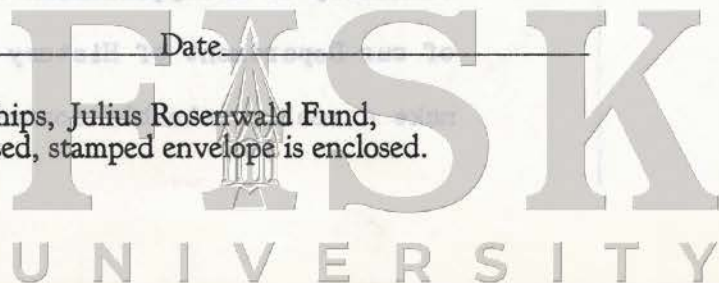
Address _____

Date _____

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.

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Louis C. Hunter,
Professor of American History.



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4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss

Report Requested of Mr. William E. Taylor

Lincoln University Law School, St. Louis, Missouri

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's personal characteristics and qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in the field of study proposed. *An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates who apply for grants.*

Your reply will be held in strictest confidence.

George M. Reynolds
Director for Fellowships

REPORT

The candidate was a student of mine for three years while I was Professor and Dean of the Howard University School of Law, Washington, D. C. I have known her personally and intimately for the last eleven years. In my opinion she has one of the best minds of any young woman in the country. She has a pleasing disposition, a winning personality and unlimited energy for studious application and has always been interested in social problems.

The plan of work impresses me very favorably. It is my opinion that she has the ability, in the proposed study, to make a note worthy contribution in the field of social history.

Mrs. Ackiss is the first colored student to be admitted to the American University in Washington, D. C. Shortly after her admission thereto, the Dean of the Graduate School approached me and stated that he was most favorably impressed with her and with her work and that altho her admission was an experiment in the matter of admitting colored students, her work and her personality had so impressed the members of the staff that there was hardly any doubt that the policy would be continued

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JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidates for Fellowship

Name of Candidate Mrs. Thelma Davis Adams

Report Requested of Mr. William E. Taylor

Lincoln University Law School, St. Louis, Missouri

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's personal characteristics and qualifications and an appraisal of his plan of work and of his ability to make a noteworthy contribution in the field of study proposed. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Director for Fellowships

REPORT

The candidate was a student of mine for three years while I was Professor

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

Absolutely

Signed *Wm. E. Taylor*

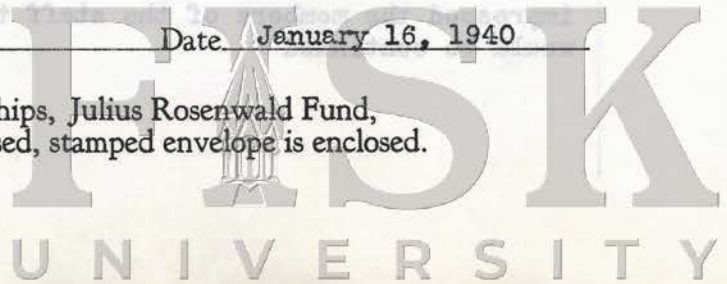
Position or Title Dean, Lincoln University School of Law

Address 4300 St. Ferdinand Avenue

St. Louis, Missouri

Date January 16, 1940

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



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JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss

Report Requested of Judge James A. Cobb

611 F Street, N.W., Washington, D. C.

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's personal characteristics and qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in the field of study proposed. *An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates who apply for grants.*

Your reply will be held in strictest confidence.

George M. Reynolds
Director for Fellowships

REPORT

In reply to your query I beg to say that I have known Mrs. Thelma Davis Ackiss for some twelve or fourteen years. She came under my observation as a pupil in the Howard University Law School and on her behalf I beg to say she was an excellent student and a person of good character. After her graduation from the Law School, she took the examination and became a member of the Washington Bar and in that capacity she appeared before me while I was on the bench in a number of cases in which she was the attorney. She prepared and tried her cases unusually well, so much so that she was considered by the judges, a lawyer who was absolutely reliable. Subsequently thereto she entered the American University and my information is, that her same high degree of scholarship and reliability was maintained.

Since going to Oklahoma, she has kept in touch with me by correspondence and I have every reason to believe that if the opportunity be hers, she will make an investigation worth of the Foundation and helpful to the cause.


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OVER

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Stokes

Report Requested of Judge James A. Cook

511 F Street, N.W., Washington, D. C.

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's personal characteristics and qualifications and an appraisal of his plan of work and of his ability to make a noteworthy contribution in the field of study proposed. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

In answer to the foregoing I would say, "Yes."

Signed James A. Cook

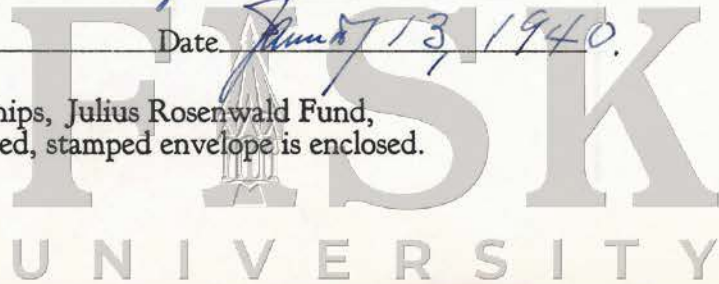
Position or Title Lawyer

Address 613 F St. N.W., Washington D.C.

Date June 13, 1940

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.

OVER



JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO

1/5 over
ap 1940

Application and accompanying documents should be filed as early as possible for the convenience of the Fellowship Committee, preferably during the early autumn. No application can be considered by the Committee unless the completely filled-out blank and all of the materials requested reach the Director for Fellowships by January 5, 1942.

Negro

White Southerner

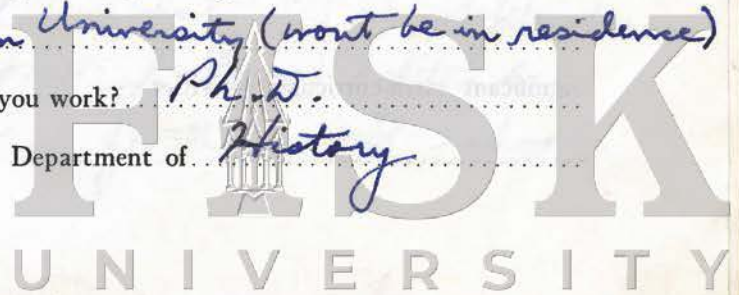
Name in full *Helma Davis Ackiss (Mrs.)*
Present address *1438 A Grant St. Nashville Tennessee*
Permanent address *1015 N.E. 6 St. Oklahoma City Oklahoma*
Present position (be specific) *Research Fellow and Assistant*
Institution or organization *Fisk University* Annual salary *\$ 500*
Address *17 ~~th~~ North Nashville Tennessee*

Specific Field *American History*
Concise statement of plan of work *A study of racial distinctions in legislation in Oklahoma with special reference to the Negro; social emphasis as well as historical. Field work to be done in Oklahoma, writing to be done at Fisk.*

Dates of period for which grant is desired *June 1, 1942 - June 1, 1943*
What is your estimate of the total duration of the proposed project? *One year*
Will you return to your present position? *No* If not, for what position do you seek further training?
Teaching

If you contemplate graduate study, please fill in the following:

What institution do you wish to attend? *The American University (won't be in residence)*
Have you been admitted? *yes* For what degree will you work? *Ph.D.*
Under whose supervision? *Dr. Caroline Ware* Department of *History*



Personal History

36

Place of birth... *Wagner, Oklahoma* Date of birth... *April 15, 1906*
 Single, married, widowed, divorced... *Separated several years*
 Name and address of wife or husband... *Dr. Smallwood Ackiss, 631 M St. N.W. Wash. D.C.*
 Occupation and salary of wife or husband... *Physician*
 Number and ages of children... *Two - 16 and 13*
 Dependents... *Two* To what extent? *Entirely* Relationship... *Children*
 Have you any constitutional disorder or physical disability? *No*

(The Committee on Fellowships reserves the right to require a full physical examination.)

Education

One official transcript of your college and university records together with five copies must be submitted with your application. (Copies may be typed by the applicant.)

	Name of Institution	Period of Study (Give dates)	Degrees, Diplomas, Certificates (Give dates)
College	<i>Hiley College, Marshall, Texas</i>	<i>Sep. 1919 - June 1922</i>	<i>Certificate, June 1921</i>
University	<i>Howard Univ. Washington, D.C.</i>	<i>Sep. 1922 - June 1925</i>	<i>A.B.</i>
Professional or technical	<i>Howard University</i>	<i>Sep. 1928 - June 1931</i>	<i>L.S.B.</i>
	<i>Howard University</i>	<i>Jan. 1935 - June 1936</i>	<i>M.A.</i>
Special study	<i>American Univ. Wash. D.C.</i>	<i>Sep. 1936 - Feb. 1938</i>	
	<i>Univ. of Kansas, Lawrence, Kan.</i>	<i>Summer, 1939</i>	

Significant extra-curricular activities.....



Experience

Give record chronologically.

Institution or Organization	Address	Position	Inclusive Dates	Annual Salary
Fisk University	Nashville, Tenn.	Research Assistant	Sep. 1940 - June 41	\$ 500
same	same	same	Sep. '41 -	500

Accomplishments

1. Of what learned, scientific, or artistic societies are you a member?

2. What research or creative work have you done? (If in business or a profession, give evidence of standing and achievements.)

Valedictorian of law class. Practiced law before the D.C. bar for about four years

3. Publications (Books and articles. Give title, date, and publisher.)

Short story - "Shouting in Church," published in Afro-American, Baltimore newspaper in March 1932
 Short story - "Chief Speaker," published in Psychology magazine about April, 1931. Not certain of issue but can check and produce story if necessary

4. List scholarships or fellowships you have previously held or now hold, stating in each case the places and periods of tenure, the studies pursued during your incumbency, and the amounts of the stipends.

Tuition fellowship at Howard University (\$50), September 1935 - June 1936. Special Fellow at Fisk (\$500) September 1940 - June 1941. Special Fellow at Fisk for the current school year, \$500.



Budget Estimate

Room and board	\$ 720
Clothing	2.00
Insurance	40
Tuition	
Transportation	2.10
Miscellaneous	340
.....	\$
Total amount needed	\$ 1500
Amount applicant can provide	\$
Amount requested from Fund	\$ 1500

Clip (do not paste)
photograph here

Have included expenses for children only in estimate of room and board. Can provide balance of money needed for their upkeep.

If you have applied or expect to apply elsewhere for any fellowship for the same period (which is, of course, permissible) state the facts regarding such application.

References

List references from whom confidential information may be obtained concerning your professional qualifications and from whom expert opinion may be obtained as to the value and practicability of your proposed plan of work.

Name of Reference	Position	Address
✓ Dr. Leon A. Ransom	Acting Dean Howard Law School	Howard Univ. Wash. D.C.
✓ Dr. Forrester Washington	Director Atlanta U. School of Social Work	Atlanta Univ. Atlanta Ga.
✓ Dr. Robert E. Park	Professor Emeritus Univ. of Chicago	Fisk Univ. Nashville Tenn.
✓ Dr. Eugene Anderson	Chairman History Dept. American Univ.	The American Univ. Wash. D.C.
Dr. Ralph Bunche	Director of Dept. of Political Science, Howard Univ.	Howard Univ. Wash. D.C.

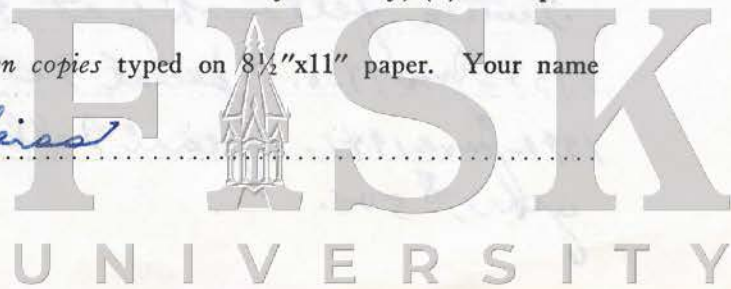
2nd reg. - 7/11/47 - RB

Statement of Plan of Work

Submit a statement giving detailed plans for your work during the tenure of your fellowship. This statement should include: (1) a full description of the project, including its character, scope, and significance; (2) the present state of the project (time of commencement, progress to date, etc.) and expectation as to completion; (3) the proposed university, institution of similar grade, or other place where work would be carried on, and the authorities with whom it would be done; (4) your expectation as to publication or use of the results of your study; (5) subsequent plans for your career.

Your plan of work should be carefully prepared. Submit seven copies typed on 8 1/2"x11" paper. Your name should be on each sheet.

SIGNATURE *Helma Davis Ackiss*



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To *ackiss and*
Mr. Mozell C. Hill
Box 133, Langston University
Langston, Oklahoma

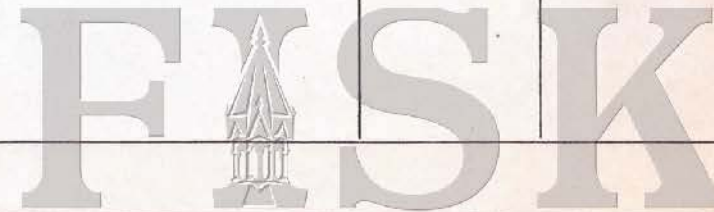
Payment Voucher No. 7250

Date November 30, 1943

December installment (payment in full of extension
to fellowship grant) - - - - - \$250.00

Chk. #29868

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	42-5	\$250.00	

Prepared by AN	Checked by	Posted by	 Comptroller

FELLOWSHIPS

Ackiss + Hill

November 23, 1943

Dear Mrs. Ackiss: Thank you very much for your interesting letter, and for informing me of your present work and the progress of the investigations under your joint fellowship with Mr. Hill.

I am sorry to have to point out that it is not the policy of the Fellowship Committee to make grants for summer term study. Fellowships are awarded for not less than six months of continuous work. You will, I am sure, remember the correspondence incident to the award made to you and Mr. Hill, and the difficulty which you had in meeting the requirements. Unless you are now prepared to submit a long-term period of study involving continuous work, I do not feel that it is advisable for you to apply.

I have greatly enjoyed reading "The Culture of a Contemporary All-Negro Community," and I shall be glad to have a reprint of your article. I also found the research note, "Oklahoma Negroes Versus Oklahoma Natives", very interesting. We have all been glad to see that your articles are appearing regularly in the scientific journals.

Sincerely yours,

WANDA V. HAYGOOD

Mrs. William C. Haygood
Acting-Director for Fellowships

VH:MLU

Mrs. Thelma Davis Ackiss
2219 Dowling Street
Houston 3, Texas

**FISK**
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

achise +
Mr. Mozell C. Hill

Box 133, Langston University

Langston, Oklahoma

Payment Voucher No. 7102

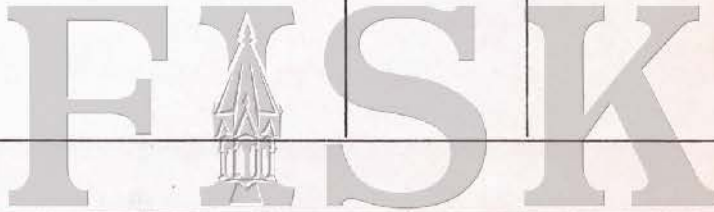
Date October 29, 1943

NOvember installment on fellowship - - - - - \$250.00
(Final payment)

Chk. #29693

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	42-5	\$250.00	

Prepared by AM	Checked by	Posted by
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UNIVERSITY

Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Achiss and

Mr. Mozell C. Hill

Box 133, Langston University

Langston, Oklahoma

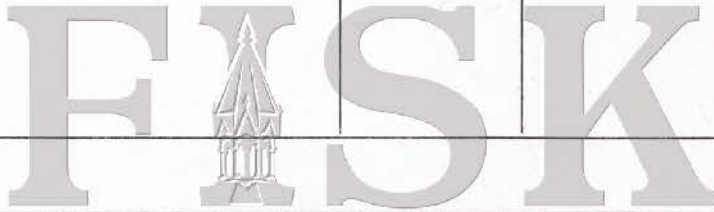
Payment Voucher No. 6948

Date September 30, 1943

October installment on fellowship - - - - - \$250.00

Ck.#29517

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	42-5	\$250.00	

Prepared by AM	Checked by	Posted by	 Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Ackiss and

Mr. Mozell C. Hill

~~Department of Social Sciences~~ Box 133
~~Langston University~~
Langston, Oklahoma

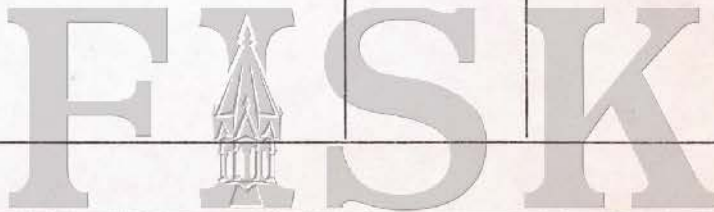
Payment Voucher No. 6800

Date August 31, 1943

September installment on fellowship grant ----- \$250.00

Chk. 29348

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	42-5	\$250.00	

Prepared by NT	Checked by	Posted by	 Comptroller

FELLOWSHIPS

Adkins + Hill

August 25, 1943

Dear Mr. Hill: I shall see that payment
of your fellowship grant
is made to you in three equal monthly install-
ments, payable on the first of September,
October and November. Unless notified to the
contrary, these checks will be mailed to
Box 133, Langston, Oklahoma.

Very truly yours,

DAE:NT

DOROTHY A. ELVIDGE

Mr. Mozell C. Hill
Box 133
Langston, Oklahoma

FISK

UNIVERSITY

M. C. Hill, *Sociology*
E. L. Tatum, *Political Science*.

T. D. Ackiss, *History*

V. C. Foster, *Sociology*
W. H. Hale, *Sociology*

FELLOWSHIPS
LANGSTON UNIVERSITY
Social Science Department
Langston, Oklahoma

Ackiss & Hill

August 18, 1943

Mrs. William C. Haygood
Acting-Director for Fellowships
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

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	DE		DE	8-25

My dear Mrs. Haygood:

Mrs. Ackiss and I have been in conference for the past two weeks here at Langston, attempting to ferret out the weak spots and improve our investigational techniques before I go into the field to cover the communities under consideration. While I shall be in the field most of the time, I would prefer that my monthly checks be mailed to me at Langston, Oklahoma (Box 133). It will be satisfactory to me for my checks to come in monthly installments, September, October, and November.

In the meantime, I shall keep you apprised of my activities.

Yours very truly,
Mozell C. Hill

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

To Mrs. Thelma D. Ackiss *(+ Hill)*

Langston University
Social Science Department
Langston, Oklahoma

Payment Voucher No. 6702

Date July 30, 1943

FELLOWSHIPS

August installment (Final payment) on fellowship - - \$250.00

Ch. #29227

Accounts

Negro Fellowships

Appropriation No.

41-7

Debit

\$250.00


Credit

Prepared by

M

Checked by

Posted by

FISK

UNIVERSITY

Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

To

Mrs. Thelma B. Ackiss
Department of Social Sciences
Langston University
Langston, Oklahoma

Payment Voucher No. 6650

Date July 1, 1943

FELLOWSHIPS

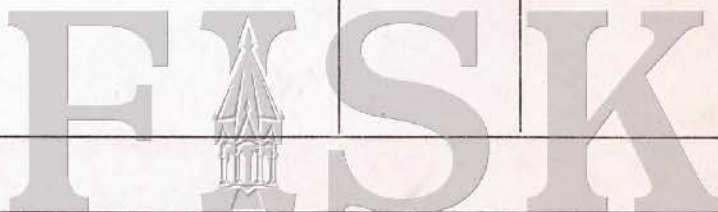
Ackiss & Hill

July installment on fellowship grant - - - - - \$250.00

Ch. #29171

ck. #29332

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$250.00	

Prepared by MT II	Checked by	Posted by	 Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mrs. Thelma D. Ackiss
Langston University
Social Science Department
Langston, Oklahoma

Payment Voucher No. 6388

Date May 28, 1943

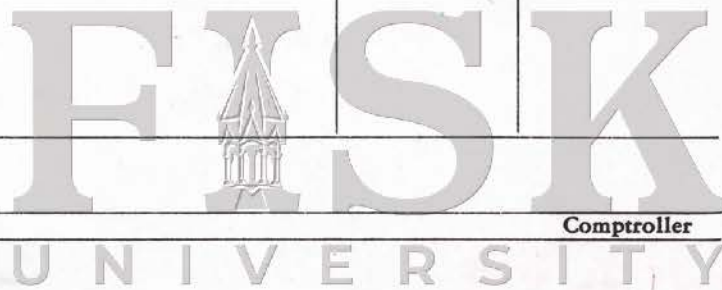
Ackiss + Hill

June installment on fellowship - - - - - \$250.00

Ch. #28865

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$250.00	

Prepared by **AM** Checked by Posted by



Comptroller

FELLOWSHIPS

May 17, 1943

Dear Mrs. Ackiss: From your recent letter to Mrs. Haygood

I gather that you prefer to receive the full amount of your grant during the months of June, July, and August and Mr. Hill will receive the total of his award during the following three-month period. That arrangement is quite agreeable to us.

The three payments on your award will be mailed to you at Langston University.

Very truly yours,

DAE:YY

DOROTHY A. ELVIDGE

Mrs. (Thelma D.) Ackiss
Langston University
Social Science Department
Langston, Oklahoma

FISK
UNIVERSITY

M. C. Hill, *Sociology*
E. L. Tatum, *Political Science.*

T. D. Ackiss, *History*

V. C. Foster, *Sociology*
W. H. Hale, *Sociology*

Langston University
Social Science Department
Langston, Oklahoma

FELLOWSHIPS

A. J. Walker, Chairman

	UHL	17	VH	0
	NE		RE	17
				May 14, 1943

Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Mrs. Haygood:

Thanks for your letter of May 5. I am highly gratified to have been awarded a Rosenwald grant and shall be ready to begin work under it on June 1. I expect to use Langston University as the base from which I conduct my summer field investigations; hence, I will want my monthly checks mailed to my present address. I shall like to receive my three checks June 1, July 1, and August 1, respectively. That will carry me through the month of August at which time Mr. Hill will be free to go into the field. Of that, however, he will communicate with you.

It is our intention to spend the first two weeks in June preparing schedules and other field materials. Between June 15 and August 20 I anticipate covering three of the communities which we propose to study. If, at that time, our material is in such shape that it is worth presenting for consultation, I shall be coming to Chicago. If it is not, Mr. Hill and I will conference here at Langston in an attempt to ferret out the weak spots and improve our investigational techniques before he sets out September 1 to cover the remaining three communities. It may develop that it will be more profitable to wait until we both have finished our field work before the Chicago trip, but we can decide that better after we have progressed further. In the meantime we shall keep you apprised of our activities.

Sincerely yours,

Thelma D. Ackiss
(Thelma D.) Ackiss

TDA/p

FISK
UNIVERSITY

FELLOWSHIPS

May 6, 1943

Dear Mr. Hill: I am happy that you are able to accept the fellowship grant. Will you please write me when you are ready to begin work under the award, and tell me to what address payments should be sent? The usual arrangement is for regular instalments on the first of each month, spread over the period for which the award is made.

Any change of address during the tenure of your fellowship should be reported to us immediately so that there will be no delay in your receiving checks.

Sincerely yours,

VANDI V. HAYGOOD

Mrs. William C. Haygood
Acting-Director for Fellowships

Mr. Mozell C. Hill
Langston University
Langston, Oklahoma

FISK

UNIVERSITY

FELLOWSHIPS

May 5, 1943

Dear Mrs. Ackiss: I am happy that you are able
to accept the fellowship grant.
Will you please write me when you are ready to
begin work under the award, and tell me to what
address payments should be sent? The usual ar-
rangement is for regular instalments on the first
of each month, spread over the period for which
the award is made.

Any change of address during
the tenure of your fellowship should be reported
to us immediately so that there will be no delay
in your receiving checks.

Sincerely yours,

VANDI V. HAYGOOD

Mrs. William C. Haygood
Acting-Director for Fellowships

VH:MLU

Mrs. Thelma D. Ackiss
Langston University
Langston, Oklahoma

FISK
UNIVERSITY

CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.

WESTERN UNION

1201

(18)

SYMBOLS

- DL = Day Letter
- NT = Overnight Telegram
- LC = Deferred Cable
- NLT = Cable Night Letter
- Ship Radiogram

A. N. WILLIAMS
PRESIDENT

NEWCOMB CARLTON
CHAIRMAN OF THE BOARD

J. C. WILLEVER
FIRST VICE-PRESIDENT

The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination.

CBD122 7 4 EXTRA=LANGSTON OKLA 24 1120A

APR 24 PM 2 20
FELLOWSHIPS

MRS WM C HAYGOOD, ACTIVE DIRECTOR FOR FELLOWSHIPS=

DLR JULIUS ROSENWALD FUND 4901 ELLIS AVE DREX 7100=

FELLOWSHIPS GRANT ACCEPTED=

(MOZELL C) HILL AND (THELMA D) ACKISS,

OK 70 OK 5



FELLOWSHIPS

February 10, 1943

Dear Mr. Hill and Mrs. Ackiss:

In accordance with your instructions, I have revised your application to conform to the suggested changes. I shall submit both applications to the Committee, and should your request be favorably acted upon, the Committee will make final decision as to whether the fellowship will be joint or individual in character.

Sincerely yours,

WILLIAM C. HAYGOOD

WCH:MLJ

Mr. Mozell C. Hill
Mrs. Thelma D. Ackiss
Langston University
Langston, Oklahoma

FISK
UNIVERSITY

M. C. Hill, *Sociology*
E. L. Tatum, *Political Science.*

T. D. Ackiss, *History*

V. C. Foster, *Sociology*
W. H. Hale, *Sociology*

Langston University
Social Science Department
Langston, Oklahoma

FELLOWSHIPS

January 28, 1943

A. J. Walker, Chairman

WCH	7/1	WCH	10

Dr. William Haygood
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Dr. Haygood:

In reply to your recent letter we are submitting separate, substitute budget statements and also a substitute Method of Procedure to be attached to our original Plan of Work in the place of our original Method of Procedure. You will note that we have shortened our fellowship period to six months ^{June 1, 1943 - December 1, 1943,} and our budget estimate accordingly, since, under our present plan, we expect to do our own field work. We would also like to change the number of communities to be studied from eleven to six. As per your suggestion, the Committee can consider our applications jointly or individually.

Sincerely yours,

Mozell C. Hill
Mozell C. Hill

Thelma D. Ackiss
Thelma D. Ackiss

F S K
UNIVERSITY

FELLOWSHIPS

January 15, 1943

Dear Mrs. Ackiss and Mr. Hill: This is a joint reply to your letter to me and the letter from Mrs. Ackiss to Mr. Embree. Mr. Embree and I are aware of the circumstances which have to be taken into consideration in your joint application, but we do not see any way in which exceptions can be made in our fellowship competition, regulated as it is by stated and published rules set up for the purpose of insuring fairness to the hundreds of applicants who apply each year.

I think the best procedure would be for each of you to file an independent application based on the joint project statement, each application to have a separate budget. In this way the Committee can consider you as individual applicants or as joint applicants. The first meeting of the Committee will be held in March, and after that meeting I will be able to tell you whether or not it will be advisable for one or both of you to make application for sabbatical leave.

The plan of work which you have submitted with your joint application will serve for the Committee's consideration unless you wish to revise it in the light of the above suggestion. In any case, I will have to have a new budget statement from each of you.

Sincerely yours,

WCH:MLJ

Mrs. Thelma D. Ackiss
Mr. M. C. Hill
Department of Social Science
Langston University
Langston, Oklahoma

FISK
UNIVERSITY

M. C. Hill, *Sociology*
E. L. Tatum, *Political Science.*

(T. D. Ackiss, *History*

V. C. Foster, *Sociology*
W. H. Hale, *Sociology*

Langston University
Social Science Department
Langston, Oklahoma

FELLOWSHIPS

A. J. Walker, Chairman

	ERE	§	ere	
	well		with	15
				January 4, 1943

Mr. Edwin Embree, President
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Mr. Embree:

It has been about two years since I first discussed with you the possibility of making a study of all Negro communities in Oklahoma. At that time I was engaged in research at the Social Science Department of Fisk University. As I recall, our conversation on this matter was interrupted and we never pursued it further but I have thought of it very seriously since that time. I have, in fact, with a colleague, Mozell C. Hill, made an application for a Rosenwald grant to carry on such an investigation.

It now appears doubtful whether our application will be submitted to the Rosenwald Board. Mr. Hill and I hope that the technicalities involved in our application can be cleared up, but if not I presume that our materials will be returned to us. All of that brings me to my point in writing this letter to you. Entirely aside from the business angle of the proposition, I would consider it a personal favor if you would, at any time convenient to you, read the articles which have been submitted in support of our applications, and let us have your critical reaction to them. I quite realize how very many pressing demands take up your time, hence do not expect a line-by-line editorial job. Since it happens, however, that I know so well your familiarity with the general theme of race relations, and since you have partially expressed to me some most interesting opinions on the all-Negro community, I cannot resist the attempt to obtain from you a few comments on our initial efforts in this connection. Your observations would, I am certain, be valuable to us for future research, whether or not we secure a subsidy.

In the meantime, I have not relinquished the hope of conversing with you about this research problem when next our paths cross.

With best wishes for your continued success I am

Cordially yours,

Thelma D. Ackiss

FISK
UNIVERSITY

FELLOWSHIPS

December 29, 1942

Dear Mr. Hill: I have just been reading the interesting plan of work submitted by you and Mrs. Ackiss, and I am addressing this letter to you both.


One of the basic requirements set up by our Committee on Fellowships is that fellowships shall be for full-time endeavor. In order to meet this your present plan to devote only three days a week to your project will have to be revised if I am to present your application to the Committee. I hope it will be possible for both you and Mrs. Ackiss to have leave for full-time work so that your present plan need be changed only in the amount of time devoted to the study. In the event that a leave will be possible for only one of you, perhaps you would wish to consider changing your plans to encompass an application from only one person.

Sincerely yours,

WILLIAM C. HAYGOOD

WCH:MLJ

Mr. Mozell Hill
Langston University
Langston, Oklahoma

FISK

UNIVERSITY

FELLOWSHIPS

Ackiss, Helene
D.

December 11, 1942

Dear Mr. Harrison: Thank you for your letter of
December 8. Mr. Hill and
Mrs. Ackiss have written for application blanks
in connection with their study of the Negro in
Oklahoma, and I am glad to have your letter of
recommendation in support of this project. If
we need any further information you may be sure that
I will call on you.

Sincerely yours,

WILLIAM C. HAYGOOD

WCH:MLU

Mr. G. L. Harrison
Langston University
Langston, Oklahoma

FISK
UNIVERSITY

Charge to the account of _____ \$

CLASS OF SERVICE DESIRED	
DOMESTIC	CABLE
TELEGRAM	ORDINARY
DAY LETTER	URGENT RATE
SERIAL	DEFERRED
OVERNIGHT TELEGRAM	NIGHT LETTER
SPECIAL SERVICE	SHIP RADIOGRAM

Patrons should check class of service desired; otherwise the message will be transmitted as a telegram or ordinary cablegram.

WESTERN UNION

1206-D

R. B. WHITE
PRESIDENT

NEWCOMB CARLTON
CHAIRMAN OF THE BOARD

J. C. WILLEVER
FIRST VICE-PRESIDENT

CHECK
ACCOUNTING INFORMATION
TIME FILED

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to

FELLOWSHIPS

December 10, 1942

*askiss,
Shehna D.*

Mr.

Miss Mozell Hill
Langston University
Langston, Oklahoma

Blanks and instructions mailed yesterday.

William C. Haygood

Rosenwald Fund
4901 Ellis Drex 7100 MLU



CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.

WESTERN UNION

1201

SYMBOLS

- DL=Day Letter
- NT=Overnight Telegram
- LC=Deferred Cable
- NLT=Cable Night Letter
- Ship Radiogram

A. N. WILLIAMS
PRESIDENT

NEWCOMB CARLTON
CHAIRMAN OF THE BOARD

J. C. WILLEVER
FIRST VICE-PRESIDENT

(25)

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CBD29 52 4 EXTRA DL=GUTHRIE OKLA 10 852A

DR WILLIAM C HAYGOOD=

4901 ELLIS AVE=

Wet 10 Wet 10

PLEASE FORWARD FELLOWSHIP APPLICATION BLANKS FOR MOZELL HILL AND THELMA ACKISS SOCIAL SCIENCE TEACHERS WHO WILL ASK SUBSIDY FOR A JOINT PROJECT ON THE ALL NEGRO COMMUNITY. IF THERE ARE SPECIAL INSTRUCTIONS FOR JOINT APPLICATION PLEASE ADVISE. LETTER OF EXPLANATION FOLLOWS WHEN WE HEAR FROM YOU. PLEASE RUSH=

MOZELL HILL LANGSTON UNIVERSITY LANGSTON OKLA.

FELLOWSHIPS

ACKISS, Thelma D.
UNIVERSITY

ACKISS. THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

FELLOWSHIPS

Ackiss, Helma D.

December 9, 1942

Dear Miss Hill: Your letter of November 21 has been unanswered because of my absence from the office on a long field trip.

We shall be glad to receive applications from both you and Mrs. Ackiss for your project on the Negro in Oklahoma. I am enclosing sets of blanks for each of you. The procedure will be for each to file a copy of the printed form with all of the required material. Enough copies of your project statement should be sent to enable us to send one to each of your references, and to have two extras for office use.

Sincerely yours,

WILLIAM C. HAYGOOD

WCH:MLU

Miss Mozell C. Hill
Langston University
Langston, Oklahoma

(Mr. !!)
uuu

FISK
UNIVERSITY

G. L. HARRISON
PRESIDENT

FELLOWSHIPS

Ackiss, Thelma D.

Langston University

OFFICE OF THE PRESIDENT

Langston, Oklahoma

December 8, 1942

<i>WCH</i>	<i>"</i>	<i>WCH</i>	<i>"</i>
<i>me</i>		<i>me</i>	<i>o</i>

Dr William C Haygood
Director of Fellowships
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Dr Haygood:

In reply to your letter of inquiry concerning members of my faculty who are qualified for Rosenwald Fellowships, I wish to commend to you Mr Mozell C Hill and Mrs Thelma D Ackiss, who are, I understand making a joint application. They are connected with the Social Science Department. Mr Hill is Director of our new unit of research and Mrs Ackiss is Coordinator of Materials of the same. This unit is particularly interested at present in cooperating in the Land Grant College research program under the sponsorship of Dr W E B DuBois. In addition to carrying on this program at Langston, Mr Hill and Mrs Ackiss are also engaged in a joint research project centering around the eleven all Negro Communities of Oklahoma.

In my estimation they are eminently qualified to pursue this investigation and I have been strengthened in this opinion by the interest shown by editors who are publishing some of their materials. In this connection I might say that a fellowship to these members of our research staff would not only enable them to complete their own studies, but would greatly facilitate the interests of the administration in building up its program of research.

If you should desire further information about the fitness of these candidates for a fellowship or about the objectives of our research program I will be most happy to correspond with you.

Cordially yours,

G. L. Harrison
G L Harrison
President

GLH/flm

FISK
UNIVERSITY

FELLOWSHIPS

Langston University
Langston, Oklahoma
November 25, 1942

Ackiss, Thelma D.

WCH	11/27	WCH	8

Dr William Haygood
Director of Fellowships
Julius Rosenwald Fund
4901 Ellis
Chicago, Illinois

Dear Dr Haygood:

I am a teacher in the Social Science Department at Langston University. A colleague in the Department, Mrs Thelma D Ackiss, and I are engaged in a research project of the "Negro in Oklahoma". Part of the work which we are doing is in connection with the Negro Land Grant College Cooperative Social Study, of which I am director for this school. The other part of our research, which we are carrying on independently, concerns especially Negroes who live in all Negro Communities, of which there are twelve in this state. Obviously our independent investigation dovetails with the cooperative study, from both of which efforts we expect to have sufficient materials for two or more volumes.

In a recent conference with Dr Harrison, President of this institution, we were encouraged to make a joint application for subsidy to assist us in prosecuting this program, particularly that part which we are attempting independently.

In this connection, we will appreciate your advice as to how to proceed in making a joint application; also your candid opinion as to whether a study of the Negro in Oklahoma; interpreted historically, socially, economically and psychologically, would warrant the filing an application. If so, please forward the necessary blanks to us at your earliest convenience.

Sincerely yours,

Mozell C. Hill

Mozell C. Hill



MCH/flj

M. C. Hill, *Sociology*
E. L. Tatum, *Political Science*.

T. D. Ackiss, *History*

V. C. Foster, *Sociology*
W. H. Hale, *Sociology*

Langston University
Social Science Department
Langston, Oklahoma
December 18, 1942

A. J. Walker, Chairman

	Wed	78	MU	0

Dr William Haygood
4901 Ellis Avenue
Chicago, Illinois

My dear Dr Haygood:

Thanks for your telegram apprising us of the fact that our applications had been sent. We are sending herewith the required materials for requesting a Rosenwald grant, plus two articles written by Mrs Ackiss and me. Should there be additional information needed to strengthen our applications, we will be glad to forward same.

Sincerely yours,

Mozell C. Hill
Mozell C Hill

MCH:lsj

FISK
UNIVERSITY

FELLOWSHIPS

June 25, 1942

Dear Mrs. Ackiss: Your transcripts
were returned
about two weeks ago, to the Nashville
address. I do hope they are forwarded
to you. Should they be undeliverable
they will, of course, be returned to
this office, and I will send them on
at once.

Very truly yours,
MARGARET L. UTECH

Secretary to Mr. Haygood

Mrs. Thelma D. Ackiss
P. O. Box 287
Claremore, Oklahoma

FISK
UNIVERSITY



COBB BATHHOUSE & SANITARIUM

BATHE YOUR WAY TO HEALTH IN RADIUM WATER

P. O. BOX 287

CLAREMORE, OKLAHOMA

June 23, 1942.

Mr. Haygood
 Director of Fellowships,
 Rosenwald Fund,
 Chicago, Illinois.

My dear Sir:

I know that it is customary for the Rosenwald fund to return transcripts of unsuccessful applicants, so I am writing to notify that I am at the above address for the summer months. I will appreciate it if my records are returned here within the next few weeks if possible as my movements are uncertain thereafter. If not I will notify you when I change addresses.

Very truly yours,

Helma D. Ackiss



JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss
Report Requested of Dr. Leon A. Ransom
Howard University, Washington, D. C.

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
Director for Fellowships

REPORT

is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities? Yes

Yes

Position or Title _____
Address _____
Date _____



JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate

Report Requested of

The above-named candidate has applied to the Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement. We shall appreciate your frank opinion of the applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates. We request candid and critical comment. Your reply will be held in strict confidence.

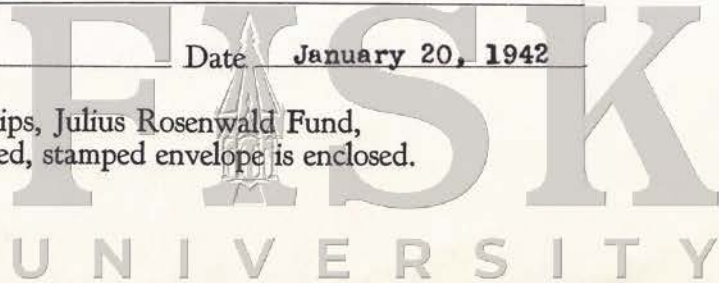
William C. Hoffmann
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities? **Yes**

Signed *John Ganson*
Position or Title Acting Dean, Howard University School of Law
Address Washington, D. C.
Date January 20, 1942

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



OVER

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

a

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss

Report Requested of Dr. Robert E. Park
Fisk University, Nashville, Tennessee

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

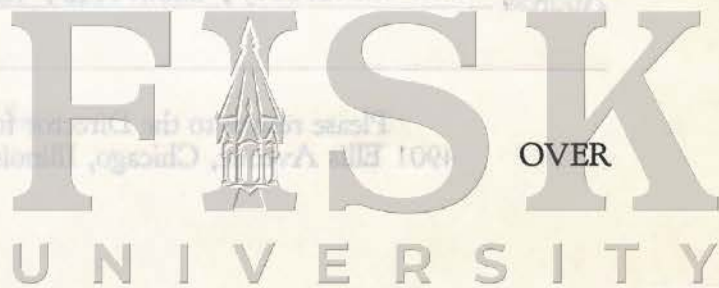
We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
Director for Fellowships

REPORT

In the candidate files from personally handwritten which would make it difficult to obtain and hold a positive going form opportunity to further his abilities.

Robert E. Park



JULIUS ROSENWALD FUND
4901 ELLIS AVENUE

My acquaintance with Miss Ackiss is casual. She has attended some of the sessions of the seminar on Race and Culture and has become familiar in this way with the projects reported upon and the method of study discussed there. That accounts, I suspect, for her notion that the study of the legislation in Oklahoma City requires a certain amount of attention and study of local conditions in Negro communities in the state.

She is, however, a student of history and she intends this to be finally an historical study. To do this she will have to study not merely the documents but the reports of events that are pertinent to this legislation. I am not certain she will have time to more than this. Possibly she will have to look into the racial history of Oklahoma before it became a state.

The subject she has chosen to study is interesting and important historically and sociologically and it seems fortunate that a woman so competent as Miss Ackiss seems to be has undertaken it.

From all my conversation with her she seems to have a very alert mind and a very competent person and I believe she will do a good job.

Handwritten signature: William S. Hoopwood
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

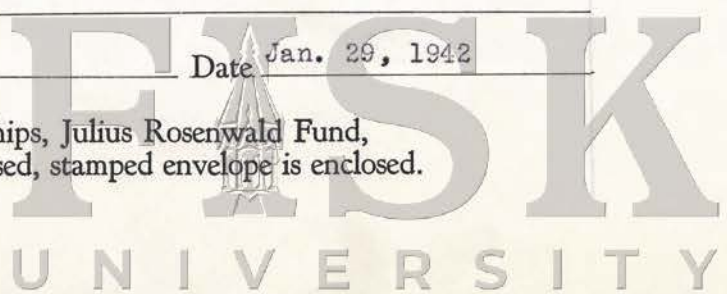
Signed Robert E. Park

Position or Title Professor of Sociology

Address Fisk University, Nashville, Tennessee

Date Jan. 29, 1942

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



OVER

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

a

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss
 Report Requested of Mr. Eugene Anderson
 American University, Washington, D. C.

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
 Director for Fellowships

REPORT

1942
 I have little to add to my previous remarks about Mrs. Ackiss. I still regard her as an unusual person, and I still hope you assist her. The present subject which ^{Mrs. Ackiss} she is proposing appeals to me as eminently useful, and with her legal training and knowledge of the social sciences she should be well equipped to handle it.



JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate

Report Requested of

The above-named candidate has applied to the Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your comments. We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.

Your request candid and critical comment. Your reply will be held in strict confidence.

W. H. C. H. H. H.
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

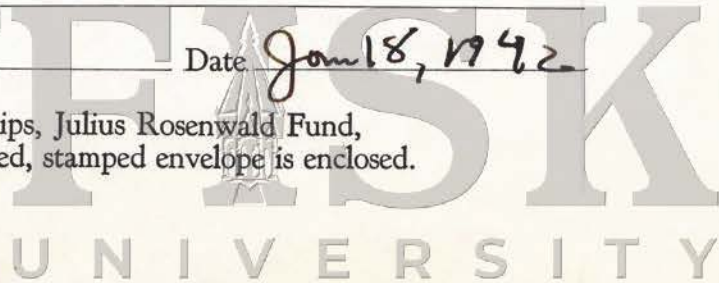
Signed Eugene H. Anderson

Position or Title Professor of European History

Address The American University

Washington, D.C. Date Jan 18, 1942

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss
Report Requested of Dr. Forrester B. Washington, Director, School of Social Work
Atlanta University, Atlanta, Georgia

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

Signed _____
Position or Title _____
Address _____
Date _____



JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate
Report Requested of

Mr. [Name]

[Institution]

The above-named candidate has applied to the Fund for a fellowship and has given your name as reference. The candidate's plan of work is attached. Please return it with your statement.
We shall appreciate your frank opinion of the applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.
We request candid and critical comment. Your reply will be held in strict confidence.

W. Lawrence D. Howard
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

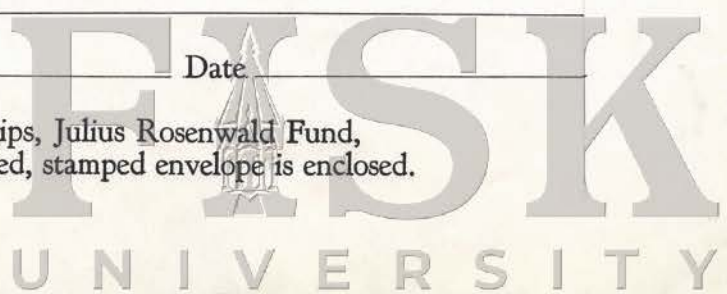
Signed _____

Position or Title _____

Address _____

Date _____

Please return to the Director for Fellowships, Julius Rosenwald Fund,
4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



OVER

Tentative Title:

RACIAL DISTINCTIONS IN OKLAHOMA LEGISLATION

Thelma D. Ackiss

I. ABSTRACT

no
The proposed socio-historical study of racial distinction in Oklahoma legislation is to be based on laboratory work in Oklahoma City and Tulsa. Special emphasis is to be placed on the Negro in his environment, how laws affect him, and his reaction to these laws. This information is to be secured through personal contacts, Negro newspaper files, from the N.A.A.C.P., interracial and civic meetings. Nine months in Oklahoma would be required to make the study and the remainder of the year is to be spent writing up the investigation, with the help of Dr. Johnson and Dr. Park at Fisk, and Dr. Ware at the American University where the candidate is working on her Ph.D. degree. The study will be an addition to the meager available information on Oklahoma, its diversified racial groups, their relation to each other and their special racial problems. Future plans involve teaching some branch of the social sciences in the South.

II. CRITICISMS

The candidate presents a very extensive and well thought out plan. Her proposal to study the Negro in relation to other racial groups (Indians, Mexicans, etc., other than whites) in this country is a good one and should throw new light on the adaptability or non-adaptability of the Negro in a more complex racial environment.

Too much attention is planned to be given to the historical angle. It would seem more valuable to delve into the laws; reactions of racial groups, Negroes' especially, to these laws; relationship between members of the various racial groups; and sources of political control and influences thereon, as suggested.

The candidate's plan should consider conducting the study with the cooperation of some local agency, and when released it would be of service to the agency in eradicating unfavorable conditions found.

It would be well to know without a doubt that resources will be available to complete the study since there seems to be a question on that score - Page 6.

III. FUTURE PLAN OF THE CANDIDATE

The candidate stresses the importance of studying racial problems in Oklahoma, a section neglected by research, and yet she plans to teach history or some other branch of the social sciences in a southern college. Sincerity, it would seem, would demand interest in that section of the country where she admits there is a need.

ADDITIONAL LETTERS OF REFERENCE

Thelma Davis Ackiss

Dr. Caroline Ware, Professor of Social Economy-History, American University, Washington, D. C.

I think well of Mrs. Ackiss and of her proposed study. She is an able student and an effective person, with training in both law and history and with experience in sociological research. This is a combination of qualifications not frequently found. In the two years when I knew her as a student she grew and developed in grasp and in ability to handle increasingly complex and less conventional materials and topics. Although I have not seen her for some time, it is my impression that she has continued to grow in ability since she has been away from Washington. I have confidence that she will prove a candidate whom the Rosenwald Fund should be glad to sponsor.

Her project is a valuable one, I think. The title does not accurately state the study which she has in mind but rather the focal point around which the study will be built. I think that she is wise in choosing a concrete topic of this sort for the core of her study because it will serve to organize what could otherwise become an overwhelming mass of material. The field of investigation is fresh. She starts with personal familiarity with the area, and detachment gained from living outside.

My only criticism of her plan as presented is in the apportionment of time and perhaps in sufficient provision for examining rural conditions. A thorough study of at least one of the all-Negro communities would be a particularly valuable contribution. Such a study should include some comparison with mixed communities of similar size and economic structure. These points can be taken care of by a slight replanning of her time as she gets into the work.



THE AMERICAN UNIVERSITY
GRADUATE SCHOOL
WASHINGTON, D. C.

1901 F STREET, N. W.

November 21, 1939

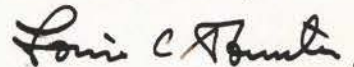
Mrs. Thelma D. Ackiss,
Cobb Bath House,
Claremore, Okla.

Dear Mrs. Askiss:

I was very glad to have your letter of the 18th and to learn that you had not abandoned the work toward the doctorate. Your suggestion of making a study of the all-Negro community of Boley is an interesting one that appeals to me very much. From your description of the town it has real possibilities for a study that should get close to the roots of community building. The distinctive racial composition of course adds much to the interest and to the character of the problems presented.

On the first opportunity I will present the matter to the Graduate Board and have no doubt but that they will approve the subject. Are you familiar with Hortense Powdermaker's After Freedom, dealing with a county seat in Mississippi with special emphasis on race relations? You will doubtless find some suggestive ideas in it. If you definitely decide to work on this topic, let me suggest that after some preliminary investigation you write up the story of the town as it then appears to you, indicating as you write along the points and aspects that will require developing, the leads to be pursued and possible lines of inquiry and materials to be developed etc etc. Such a preliminary view will be useful to you and will be helpful to us here in giving advice and suggestions. I shall be glad to support your application for a fellowship and hope that you obtain one.

Cordially yours,



Louis C. Hunter.

FISK
UNIVERSITY

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss

Report Requested of Dr. Benjamin Karpman

St. Elizabeth's Hospital, Washington, D. C.

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's personal characteristics and qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in the field of study proposed. *An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates who apply for grants.*

Your reply will be held in strictest confidence.

George M. Reynolds
Director for Fellowships

REPORT

I have known Mrs. Thelma Davis Ackiss particularly well for the last three years. I consider her a woman of superior achievement and superior intelligence; an intelligence which I consider superior whether judged by the usual standards as we judge colored people, or by the general standards as we judge white people. She has a strong energy drive and considerable originality, and I feel quite certain that in any project she undertakes she will more than fulfil the expectations of those who back her. I unhesitatingly recommend her for whatever and the best consideration that the Julius Rosenwald Fund can give her.

Benjamin Karpman
OVER
UNIVERSITY

JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate _____
Report Requested of _____

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's personal characteristics and qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in the field of study proposed. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

George M. Rosenwald
Director for Fellowships

REPORT

I have known Mrs. Thelma Davis Aikin particularly well for the last three years.

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

So far as I know, yes

Signed *Ben Karben M.D.*

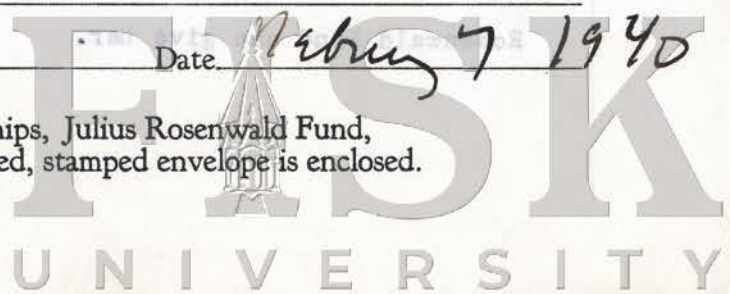
Position or Title *Senior Medical Officer, S Elizabeth Hospital, Washington, D.C.*

Address *S Elizabeth Hospital*

Washington, D.C.

Date *February 7 1940*

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



OVER

Name Thelma Davis Ackiss (Mrs.) **Field:** History

Research Fellow and Assistant
Fisk University

Plan of Work

A study of racial distinctions in legislation in Oklahoma with special reference to the Negro, and with a social as well as historical emphasis. Field work to be done in Oklahoma, writing to be done at Fisk University.

Wishes grant for twelve months, beginning in June of 1942. Although not in residence, work will be done under the supervision of Dr. Caroline Ware of the American University.

Applied 1940

Personal Data Born Wagner, Oklahoma, April 15, 1906. **Age:** 36
Separated from husband. Has two dependent children.

Undergraduate Work Wiley College, Marshall, Texas, certificate, 1921.
Howard University, A. B., 1925, and LL. B., 1931.

Graduate Work Howard University, M. A., 1936.
American University, Washington, D. C., September, 1936 to February, 1938.
University of Kansas, summer of 1939.

Experience Research assistant, Fisk University, 1940-41, and 1941-42, \$500.
Practised law before the Washington, D. C., bar for 4 years.

Accomplishments Tuition fellowship at Howard University, \$150, 1935-36.
Special Fellow at Fisk, \$500, for each of the academic years 1940-41, and 1941-42.

References

Dr. Leon A. Ransom, Howard University
Dr. Forrester Washington, Atlanta University School of Social Work
Dr. Robert E. Park, Fisk University
Dr. Eugene Anderson, American University
Dr. Ralph Bunche, Howard University

Budget Summary

Total Amount Needed	\$1,500
From Applicant	-
From Fund	<u>\$1,500*</u>

*Have included expenses for children only in room and board. Can provide balance needed for their care.

AMOUNT GRANTED



ESK
UNIVERSITY

William Adams

FISK
UNIVERSITY

PLEASE RETURN
TO
THE ROSENWALD FUND

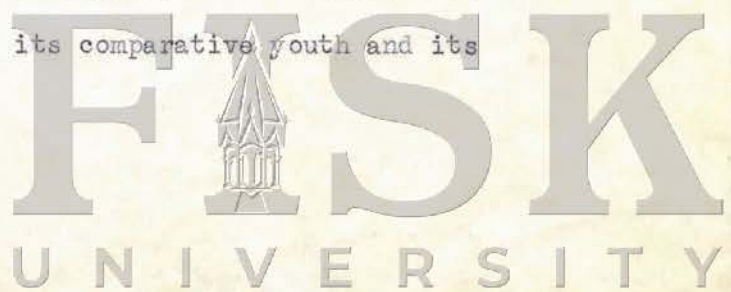
Thelma D. Ackiss

STATEMENT OF PLAN OF WORK

During the tenure of fellowship it is proposed to make a socio-historical study to be used in partial fulfillment of requirements for the degree of Doctor of Philosophy in American History at The American University, Washington, D. C. The potential study, which is in its very initial and formative stage, has been tentatively entitled, "Racial Distinctions in Oklahoma Legislation," and is to be made with special reference to the Negro.

There are numerous studies of Negroes and race relations, notable among which is the recent estimable group done under the sponsorship of the American Youth Commission. In this connection it is submitted, however, that most students of the problem have confined their endeavors to what is known as the "deep South," with some attention to northern urban communities.

Moreover, the gap in the literature is not any larger than the lack of actual acquaintanceship with conditions in this section. For although Oklahoma is definitely a southern state, it has neither the background nor the traditions of the old South which would necessitate an analogy between race relations there and, say, the state of Georgia. Thus while it might be generally agreed that conditions in a certain county in Georgia were more or less similar to those in the same type and size county in Alabama or Mississippi, it would not follow that such conclusions would be applicable to Oklahoma, composed, as it is, of whites, Indians, Negroes, Mexicans, and other racial groups; and indeed, often lacking for state precedents because of its comparative youth and its geographical situation.

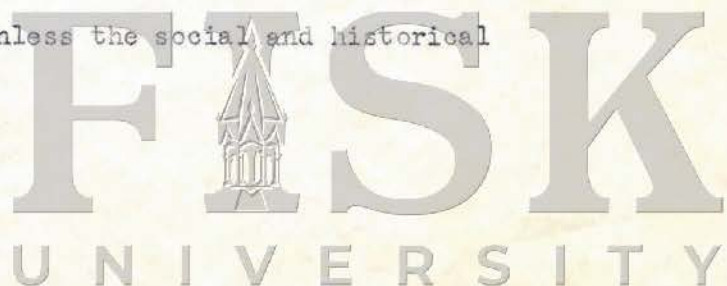


Oklahoma is racially unique because the members of its population came from all of the several sections of the United States to mingle white and Negro blood with that of the Indians, whose territory it was then considered. Mexicans came up from the South and these diverse groups lived under somethingakin to frontier conditions long after the older southern states were settled communities. It was this heterogeneous group, the members of which pooled their fortunes, their ideas, their convictions, and their ideals in a territorial government which evolved into statehood in 1907.

Because, therefore, Oklahoma is so diversely populated that it has no "black belt" as such; and because it is so far off the beaten path that it is sometimes classified as "out west", it does not generally fall within the framework of the group of southern states which is marked for help in the alleviation of unfavorable racial conditions. It is true that certain dramatic incidents like the Tulsa race riot and the Wagner County voting case have focused attention on the state for brief spells, but these instances are rare. Actually, relatively little organized information is available about Negroes in Oklahoma, the legislation which affects them as a race, and their relationship to the other racial groups. It is to remove in part this deficiency that the present study would be undertaken.

Scope of Study

The proposed study would be somewhat larger than its title indicates, for an investigation of racial distinctions in legislation would have scant meaning as a social study unless the social and historical



factors responsible for that legislation were included. Accordingly, it is submitted that the work would begin with the influx of white men in 1889 to what is now Oklahoma. In that connection, consideration would be given to the streams of migration and the sources of early population; what this part of the country had to offer those who came; relationship between members of the various racial groups; sources of political control and influences thereon.

With that point of departure to serve as a framework, attention would be given to the first several years of the statehood period, roughly, from 1907 to 1922 -- a survey of all legislation in which racial distinctions existed. Pertinent thereto would be the reaction of Negroes to these laws, ascertained by an analysis of: Negro accommodation, court action, race riots, support of militant race organizations, newspaper expressions, and miscellaneous race friction or conflict.

The same general pattern of analysis might be profitably followed in regard to the current period, in which section an investigation of the functional aspects of New Deal legislation in Oklahoma would be included.

Finally, an effort would be made to bring into focus those who live in the all-Negro communities in the state, and who are thus assumed to be isolated in their daily living from the effects of racial distinctions in state legislation. It might be questioned whether, if they are comparatively free of racial discrimination, they appreciate this freedom; whether they were seeking this freedom when they segregated themselves from whites; whether those who leave these communities come back to live; whether those who move away settle in the state or in the north-

ern section of the country. The all-Negro communities in Oklahoma are Boley, Langston, Taft, Redbird, and Clearview, from which group at least two would be investigated.

Methodology

It appears advisable to indulge at the outset in a period of orientation, gathering meantime, all of the material needed for background and making a digest of all legislative material to be used. This could be conveniently done in Oklahoma City, the capital of the state, where not only historical data would be available, but also the state statutes, legislative debates and other relevant information. While in Oklahoma City it would be possible likewise to study the Negro newspaper files, visit N.A.A.C.P., interracial, and civic meetings in order to get a slant on Negro reaction to discriminatory legislation. Finally, since the state N.Y.A. and W.P.A. offices are situated there also, material would be gathered for a large section of that part of the study which would deal with New Deal legislation.

It is estimated that approximately six months would be needed in Oklahoma City to cover the phases of the study suggested above and other angles which might suggest themselves in the course of the investigation.

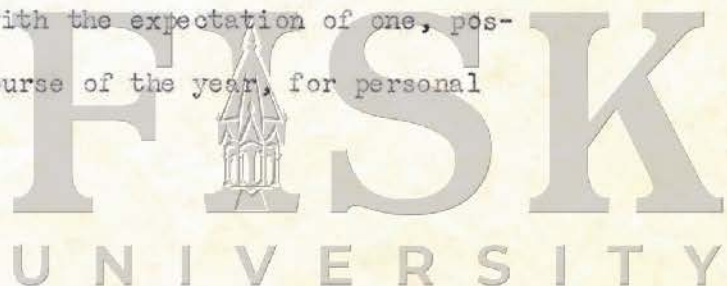
The second city to be visited would be Tulsa, the second largest city of the state. Tulsa has a population of about 142,000, with a Negro population slightly larger than that of Oklahoma City, which is about 16,000. Located 120 miles northeast of Oklahoma City, it is familiarly known as the oil capital, because the oil industry of the state once

centered around Tulsa and a number of the promoters of the industry settled there. Tulsa is considered more militantly race conscious than Oklahoma City, possibly because of the race riot of twenty years back. Tulsa has a relatively large amount of Negro business, including a weekly newspaper. There is a Negro "mayor" of Greenwood, the street where most of the Negro enterprises are found. At least one month would be spent there.

Two months would be allotted to an investigation of the all-Negro communities. There are several of these, including Boley, Taft, Langston, Clearview, and Redbird. It is submitted, however, that two might be selected for concentration and considered as typical. Boley is the largest and best known. It is an agricultural community that boomed almost to urban proportions in earlier years; then began a gradual decline. The racially segregated and isolated citizens of Boley nevertheless have shared bountifully in the limited number of state positions available to Negroes.

The other all-Negro community to be investigated would be Langston, where the Negro state college is located.

The final three months of the fellowship period would be devoted to organizing and writing up the materials gathered in the investigation. It is proposed that this work might be carried on very profitably at Fisk where Dr. Charles S. Johnson, Dr. Robert E. Park, and other staff members might be kind enough to render advice from time to time. In the meantime, frequent contact at all times would be maintained with Dr. Carolin Ware, my adviser at the American University, with the expectation of one, possibly two, trips to Washington in the course of the year, for personal consultation.



In the event that there would not be time enough within the fellowship period to polish off the final draft of the study I expect to have funds of my own to complete same in residence at the American University the following school year while complying with whatever requirements then remain to obtain the Ph.D. degree. Subsequently it is my ambition to teach History or some other branch of the social sciences in a southern college.

HOWARD UNIVERSITY

WASHINGTON, D. C.

Office of The Registrar

Official Transcript of the Record of--

Ackiss, Thelma Davis in the College of Liberal Arts and Graduate School

Howard University, Washington, D. C.

I. Attendance. Admitted October 2, 1922

Graduated 6-5-25 Degree A.B.
6-6-36 Degree M.A.

II. Status (of undergraduates): Received degree of A.B. June 5, 1925 and M.A. in History June 5, 1936
Thesis: The Negro and The Supreme Court to 1900.

III. Entrance Credits. Sources of Credits: (1) Douglas High School, Oklahoma City, Okla.

Subjects	Units	Subjects	Units
English	3	Botany	$\frac{1}{2}$
Algebra	1	Zoology	$\frac{1}{2}$
Geometry	1	Physiology	
Trigonometry		General Science	
Greek		Com'rcial Subjects	
Latin	2	Drawing	
French		Shop Work	
Spanish		Home Economics	
German	2	Agriculture	
History Anc.	1	Hist. M&M	1
Civics		Hist. Eng.	$\frac{1}{2}$
Physics		Hist. Ame.	$\frac{1}{2}$
Chemistry	1		
Physiography	1	Total	15

How admitted: Unconditioned

IV. College Credits

Term	Course Number in Catalog	Descriptive Title of Course	Hours Per				Unit
			No. Wk.	Rec.	Lab.	Grade	
Autumn Tr.	Eng. 1	Received advanced standing from Wiley University Marshall, Texas as follows: History, 3 units; Education, 2 units; English, 1 unit; Mathematics, 1 unit; Total..... 7 units.					
Autumn Qr. 1922	Eng. 1	Composition	12	5	0	C	1
.....	Hist. 6	History of England to 1660	12	5	0	B	1
.....	Rom. 11	Elementary Spanish	12	5	0	B	1
.....	P.S. 1	Voice Culture	12	3	0	B	.5



Term	Course Number in Catalog	Descriptive Title of Course	No. Wk.	Hours Per Week			Grade	Unit
				Rec.	Lab.	Grade		
Winter Qr. 1923	Psy. 1	Introductory Psychology	12	5	0	B	1	
	Hist. 5	Roman Civilization	12	5	0	D	1	
	Rom. 12	Elementary Spanish	12	5	0	B	1	
.....	Eng. 7	English Literature	12	5	0	C	1	
Spring Qr. 1923	Psy. Ed.	Physical Education	12	5	0	C	.5	
	Eng. 8	American Literature	12	5	0	C	1	
	Geol. 1	General Physiography	12	5	0	A	1	
	Rom. 8	French Literature in the 17th Century	12	5	0	B	1	
.....	P.S. 2	Short Speeches	12	3	0	B	.5	
Autumn Qr. 1923	Eng. 27	Short Story Writing	12	5	0	C	1	
	Hist. 4	Civilization of the Near East & Greece	12	5	0	C	1	
.....	Hist. 12	African History	12	5	0	C	1	
Winter Qr. 1924	Eng. 31	The English Novel	12	5	0	B	1	
	Eng. 2	Composition	12	5	0	B	1	
.....	Soc. 25	Principles of Sociology	12	5	0	B	1	
Spring Qr. 1924	Phy. Ed.	Physical Education	12	5	0	C	.5	
	Eng. 32	Shakespeare	12	5	0	C	1	
	Hist. 14	African History	12	5	0	C	1	
.....	Geol. 25	General Geology	12	5	0	I	-	
Autumn Qr. 1924	Phy. Ed.	Physical Education	12	5	0	C	.5	
	Geol. 127	Advanced Physiography	12	5	0	C	1	
.....	Eng. 142	English Literature in the 18th Century	12	5	0	D	1	
.....	Rom. 151	Elementary Italian	12	5	0	C	1	
.....	Geol. 25	General Geology	12	5	0	D	1	
Winter Qr. 1925	Phy. Ed.	Physical Education	12	5	0	C		
	Soc. 134	Criminology	12	5	0	B	1	
	Hist. 128	Economic History	12	5	0	B	1	
	Rom. 152	Elementary Italian	12	5	0	C	1	
.....	Phy. Ed.	Physical Education WQ. 1923	12	5	0	C	.5	
Spring Qr. 1925	Phy. Ed.	Physical Education	12	5	0	C	.5	
	Soc. 133	Social Attitudes	12	5	0	B	1	
	Hist. 134	African History	12	5	0	C	1	
.....	Soc. 138	Social Origins	12	5	0	A	1	
Graduate								
Second Sem. 1934	Edu. 128	Psychology of Childhood and Adoles- cence	18	3	0	S	3	
	P.S. 203	Leading Decisions of International Tribunals (Seminar)	18	2	0	S	2	
	Hist. 215	Problems in History	18	3	0	S	3	
	Hist. 218	Historical Research 1	18	3	0	S	3	
	Hist. 207	Selected Topics in American History Since 1789	18	3	0	S	3
First Sem. 1935	Hist. 200	Historical Methods	18	3	0	S	3	
	Hist. 205	The Negro in American History	18	3	0	S	3	
	Edu. 29	Educational Psychology	18	3	0	B	3	
	P.S. 20	Political Theories: Historical and Modern (Seminar)	18	3	0	S	3	

Term	Course Number in Catalog	Descriptive Title of Course	No. Wk.	Hours Per Week			Grade	Unit
				Rec.	Lab.			
....	Edu. 181	The Teaching of History in the Senior High School	18	3	0	E	3	
Second Sem. 1935	Hist. 219 Edu. 156	Historical Research 2 Technique of Teaching in Secondary Schools	18	3	0	S	3	
			18	3	0	A	3	

TAR
6-26-36

F. D. Wilkerson, Registrar

OFFICE OF THE REGISTRAR
HOWARD UNIVERSITY

June 26, 1936

The following is an official transcript of the record of Mrs. Thelma Davis Ackiss in the School of Law of Howard University:

First Year 1928-1929

Agency	83
Civil Procedure.....	85
Criminal Law.....	85
Criminal Procedure.....	90
Contracts	80
Property 1	82
Property 2	81
Torts	83

Second Year 1929-30

Negotiable Instruments.....	78
Equity Pleading & Practice..	75
Equity	91
Conveyancing	85
Evidence	88
Moot Court	90
Insurance	85
Property 3	85
Domestic Relations	78
Bills	90

Third Year 1930-1931

Conflict of Laws	85
Constitutional Law	80
Corporations	87
Federal Bankruptcy Procedure	86
Moot Court	91
Sales	80
Trusts	93
Municipal Corporations	88
Partnership	84
Public Utilities	81

Received degree of LL.B. June 8, 1931

TAR

F. D. Wilkerson, Registrar



Official Transcript
of Record
(Not Valid Without Seal)

AMERICAN UNIVERSITY
GRADUATE DIVISION
WASHINGTON, D. C.

Name Thelma Davis Ackiss
Address 1438 A Grant Street, Nashville, Tennessee
Admitted September, 1936 on Certificate From Howard University
Entrance Credits B.A., 1925, Howard University
Advance Credits M.A. 1936, Howard University

Credits In The Graduate School

Year	Course	Semester Hour Credits	Grades	
			I	II
1936-37	(Hist. 351) The American Colonies	3	B	
	(Ec. Hist.405) History of American Culture	3	B	
	(Hist. 545-6) Development of Modern Germany	6	B	A
	(Soc.Sc.603) Literature of the Social Sciences	3	B	
	(Int.Af.405)Principles of International Law	3	A	
	(Hist.402) The American Frontier	3		B
	(Econ.424) Economic Thought Up to 1800	3		B
1937-38	(Ec.Hist.406) History of American Industry	3		B
	(Ed.Hist.407-8) Development of American Culture	3	B	
	(Hist.551) European Nationalism	3	B	
	(Hist.531) History of United States	3	A	
	(Pol.Sci.505) Constitutional Law	3	B	
	(Hist.609-10) Thesis in American History	-	-	-

Language examinations (French and German) required for Ph.D passed in 1937.

Residence requirements for Ph.D have been completed

REMARKS This transcript issued to Thelma Davis Ackiss at her Request.

Hazel H. Feegans, Registrar

December 9, 1941

A: Excellent
B: Good
C: Fair
E: Failure
Inc: Incomplete

FISK
UNIVERSITY

THE UNIVERSITY OF KANSAS

School Graduate

Entered 6/14/39

Name Thelma Davis Ackiss

Nationality _____ Place of birth Wagner, Oklahoma

Date of Birth 4/15/06 Parents' or guardian's name Dr. A. I. Davis

Home Address Box 287, Claremore, Oklahoma Address: Oklahoma City

Religious affiliation _____ Methodist

University affiliation _____

First Year Graduate	Catalogue Number	Credit Hours	Class
Summer, 1939			
United States 1783-1829	181	3	A
Protestant Revolt	155	2	A
Roman History	151	3	B

STATUS OF STUDENT: In Good Standing and
Entitled to Honorable Dismissal

Dec. 9, 1941

Signed: George O. Foster, Registrar

LETTERS OF REFERENCE

Thelma D. Ackiss

Mr. Leon A. Ransom, Acting Dean, Howard University School of Law

In response to your request, may I state at the outset that I have no doubt of the applicant's qualifications to carry out the proposed plan of study. Mrs. Ackiss, who is a graduate with the degree of Bachelor of Arts from this University, was in turn the ranking graduate, with the degree of Bachelor of Laws, from the School of Law of the same institution. After approximately a year or more of practice in the profession, she returned to the University where she received her Master of Arts degree in the field of History, with distinction. Thereafter, she entered the Graduate School of American University, being the first Negro admitted to that School, and, as I am informed by her instructors, did her work with distinguished excellence. I have had occasion to examine some of the writing that she was doing at that institution, as well as to have known her as a student in the Law School under my supervision, and have no doubt that she is fully capable of fulfilling any undertaking that she may propose. I have known her personally now for approximately twelve years and am thoroughly convinced of her sincerity of effort, her scholarly abilities and would be willing to rely, without hesitation, upon any plan of study that she proposes.

I have read very carefully her statement of plan of work. I am not at all hesitant in saying that this is a field which needs scholarly research. The distinctions in racial treatment, policy, feelings and problems which exist between the so-called "black belt States" and the Southwestern states, composed of a polyglot population, is one that deserves investigation. Oklahoma is typical of the latter, comprising as it does a mixed Negro, white,



Indian and Mexican populace. The term "mixed" is used in both of its senses.

Much of sociological, historical and probably legal value could be obtained by a person who devoted a year or more to the pursuit of this problem. Mrs. Ackiss is peculiarly fitted for such a study in that she is a native of Oklahoma, has studied in Texas, as well as in the District of Columbia, and is therefore enabled to evaluate the shadowy distinctions that may exist within these geographical confines.

I have only one suggestion to make. I quarrel, somewhat tentatively I admit, with Mrs. Ackiss's methodology. She proposes to spend six months in Oklahoma City examining legislative material. Thereafter she proposes to spend only one month in Tulsa. A further proposal is to spend two months only in an investigation of the all-Negro communities established in Oklahoma. My own recommendation would be that in view of Mrs. Ackiss's legal background, six months is too long to spend in an examination of purely legislative materials. Her time could be more profitably spent under the following plan: three months in Oklahoma City; two months in Tulsa (at least this much would be required to investigate the factual background of the racial disturbances which occurred more than a score of years ago in that locality); at least one month each should be spent in an investigation of the various all-Negro communities cited by her in her proposal - Boley, Taft, Langston, Clearview and Redbird. Each of these presents varying economic and social problems. Some of them are industrial communities, others are agricultural or oil producing communities. Different patterns of racial socio-economic life appear in each. I should prefer, if I were the administrator of the fund devoted to this purpose, to see more emphasis placed upon a closer examination of how these all-Negro organizations function within an

ostensibly white democracy.

Obviously, this means that there would be only a small amount of time left to correlate and organize the materials gathered by the investigator within the time allotted for the scholarship. However, Mrs. Ackiss indicated that she may be able to do her actual writing either at Fisk University, under the direction of Dr. Charles S. Johnson and other staff members, or at Washington, in the District of Columbia under the direction of Dr. Caroline Ware of the American University.

It is my personal recommendation that Mrs. Ackiss be granted sufficient funds to make the study, generally within her own outline, but with more attention to the all-Negro communities, for as long a period, within reason, as may be necessary to accomplish the end desired. The end result will be profitable.

Mrs. Ackiss possesses a charming personality, extreme acumen, a real spirit of scholarship, and is an indefatigable worker.

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Dr. Ralph Bunche, Senior Analyst, Office of the Coordinator of Information, United States Government, Washington, D. C.

This project on race distinctions in Oklahoma legislation has considerable merit in my estimation. A series of local analyses would properly supplement the excellent but general work done in the recent volume by Mangum and the earlier one by Stephens. Such local surveys can be useful, however, only if done intensively and by persons well-equipped to undertake the task. While Mrs. Ackiss was at Howard she was enrolled in one or two of my classes and I recall her as a very able student. She has mature judgment and considerable experience, and should be able to do a good job on a project of this nature providing she is willing to dig in and persevere. Her legal



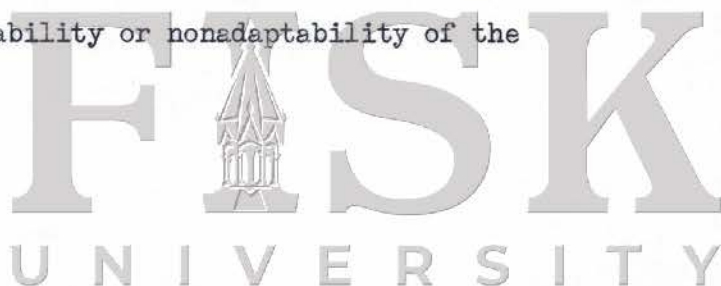
training will be of great value in a project of this kind.

As I view it the really important part of this study will be found in the field work rather than in the analysis of legal documents. What is especially needed, I think, is social documentation; the narration of the actual operation and effect of these legal distinctions. What is found in the law is less important than the actual effect of the law on the community. This is the documentation that should be sought, and it should be sought not merely among the Negro intellectuals but primarily among the Negroes of the fields and the streets. I rather incline to the view that Mrs. Ackiss will make a mistake in spending so much time in Tulsa and Oklahoma City. The real burden of racial discriminations is borne less by the Negroes of the large cities, and even perhaps the Negroes of the fields, than by the Negroes in the small towns - not the all-Negro communities - but the Negroes who are in the minority and completely exposed in the towns of 10,000 and under, where they are in daily contact with the white population. These Negroes have little or no protection; there are no organizations, no pressure groups, none of the anonymity that accompanies life in the larger cities. I would strongly urge that if Mrs. Ackiss is permitted a grant for this project she be requested to give urgent attention to this aspect of the problem.

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Mr. Forrester B. Washington, Director, School of Social Work, Atlanta
University

The candidate presents a very extensive and well thought out plan. Her proposal to study the Negro in relation to other racial groups (Indians, Mexicans, etc., other than whites) in this country is a good one and should throw new light on the adaptability or nonadaptability of the



Negro in a more complex racial environment.

Too much attention is planned to be given to the historical angle. It would seem more valuable to delve into the laws; reactions of racial groups, Negroes' especially, to these laws; relationship between members of the various racial groups; and sources of political control and influences thereon, as suggested.

The candidate's plan should consider conducting the study with the cooperation of some local agency, and when released it would be of service to the agency in eradicating unfavorable conditions found.

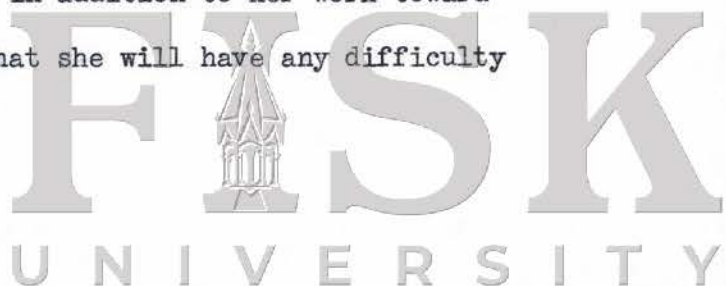
It would be well to know without a doubt that resources will be available to complete the study since there seems to be a question on that score.

The candidate stresses the importance of studying racial problems in Oklahoma, a section neglected by research, and yet she plans to teach history or some other branch of the social sciences in a southern college. Sincerity, it would seem, would demand interest in that section of the country where she admits there is a need.

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Mr. Eugene Anderson, Professor of European History, The American University

1941 I know Mrs. Ackiss well as a student and as a person, and I have the highest regard for her. She is one of the two best Negro students I ever taught, and she is by far the most charming personality. She has all the qualities necessary for becoming one of the outstanding leaders of her people, and I have every confidence that with proper encouragement she will assume that position. She has a law degree in addition to her work toward the Ph. D. in history, and I do not think that she will have any difficulty



in receiving that degree. Her capacity for work astounds me. While taking graduate work with us, she managed a household, took care of her two children, carried on her normal social functions, and made good grades in her courses. I even gave her an A in one course, a grade which few graduate students receive from me. She has a well-trained mind, and a keen interest in her work. She grasps ideas quickly and has the power to think through a problem. And she is thorough in her work.

In her relations with others Mrs. Ackiss is uniformly successful. Everyone likes and admires her. She mixes with the white students and teachers on terms of entire equality and with perfect ease and poise. She is neither retiring nor forward, but strikes the balance of a person sensitive in the best meaning of the word to social situations. I should think that she has the ability to become an excellent administrator - one who combines scholarly ability with unusual ability to get along with people and with entire honesty and reliability. On meeting her, one immediately senses the fact that here is a personality to be respected and worth knowing.

As for the subject upon which she hopes to do research, I think it the most useful type of topic which can be taken up. The study of local history according to the method Mrs. Ackiss proposes is rapidly coming to the fore, and is extremely valuable.

1942 I have nothing to add to my previous remarks about Mrs. Ackiss.

- - - - -

Mr. Robert E. Park, Professor of Sociology, Fisk University

My acquaintance with Mrs. Ackiss is casual. She has attended some of the sessions of the Seminar on Race and Culture and has



become familiar in this way with the projects reported upon and the method of study discussed there. That accounts, I suspect, for her notion that the study of the legislation in Oklahoma City requires a certain amount of attention and study of local conditions in Negro communities in the state.

She is, however, a student of history and she intends this to be finally an historical study. To do this she will have to study not merely the documents but the reports of events that are pertinent to this legislation. I am not certain she will have time to do more than this. Possibly she will have to look into the racial history of Oklahoma before it became a state.

The subject she has chosen to study is interesting and important historically and sociologically and it seems fortunate that a woman so competent as Mrs. Ackiss has undertaken it.

From all my conversation with her she seems to have a very alert mind and a very competent person and I believe she will do a good job.

Budget Estimate

The following expense items cover the estimate for this application and also the application submitted by Moyell C. Hill. We have not separated these accounts because we propose to do the work jointly and there is no way of anticipating the exact division of labor so far as expense is concerned. Since we expect to be employed during the tenure of fellowship, whereupon our expenses will not include most of your listed categories for expense, we herewith submit an itemized statement of expenses needed to conduct this investigation.

1. Transportation and expenses, re: Chicago trip for consultations and study as presented in Statement of Plan of Work, \$250.00 each.....\$500.00
2. Supplies and clerical assistance, \$50.00 per month.....\$600.00
3. Field work in Oklahoma, including transportation and expenses for investigators and research assistants.....\$1000.00

\$
Total 2100.⁰⁰

old

Budget Estimate

The following expense items cover the estimate for this application and also the application submitted by Thelma D. Ackiss. We have not separated these accounts because we propose to do the work jointly and there is no way of anticipating the exact division of labor so far as expense is concerned. Since we expect to be employed during the tenure of fellowship, whereupon our expenses will not include most of your listed categories for expense, we herewith submit an itemized statement of expenses needed to conduct this investigation.

1. Transportation and expenses, re: Chicago trip for consultations and study as presented in Statement of Plan of Work, \$250.00 each.....\$500.00
2. Supplies and clerical assistance, \$50.00 per month.....\$600.00
3. Field work in Oklahoma, including transportation and expenses for investigators and research assistants.....\$1000.00

Total \$ 2100.00



Course	Grade	Course	Grade	Course	Grade	Course	Grade
<p>SUMMER SEM. 1942 Jul 3</p> <p>PSYCHOLOGY - ADVANCED IN ALGEBRA & TRIGONOMETRY</p> <p>PSYCHOLOGY - ADVANCED IN ALGEBRA & TRIGONOMETRY</p>	B						

This student is honorably
dismissed, if dismissal is
desired.

E. C. Miller
E. C. Miller
Registrar



NAME Mozell Clarence Hill

Nationality Colored Place of birth Anniston, Alabama

Date of birth 3-27-10 Parents' or guardian's name Humphrey Hill

Home address 378 Franklin, K.C., Ks. Address Kansas City, Ks.

Religions affiliation (adherent) of Church of God Church

University affiliations KAPPA ALPHA PSI

School College

Entered 9-16-30

Adv. St. from Summer Jr. College

Major Sociology (Sociology)

Graduated June 12, 1933 { June 7, 1937

Degree A.B. { AM

High School Credits 16*

Hill, Mozell Clarence

FIRST YEAR Kansas City, Ks., Jr. College 1929-1930

	Catalogue Number	Credit Hours	Grade	
			1st Sem.	2nd Sem.
Psychology		5	C	
Eng. Lit		2	D	
Rhetoric		3	B	
Rhetoric		2	D	
Hist of Eng.		5	C	
Cont. Amer. Hist		5	C	
Sociology		5	C	
Exercise 1-2		-	/	/
Hygiene		-	/	/

FALL 1930 On probation

Elem. Ani. Biol.	1	5	C	
Elem. German	1	5	D	
Intro. Econ	1	5	C	
Exercise		-	/	2/19/30
Exercise	3	-	B	

	Catalogue Number	Credit Hours	1st Sem	Grade 2nd Sem
Failed to make probation Fall '30 Reinstated to continue on probation On Probation Sp' 31				
Spring 1931				
Gen'l Chem	1	5		C
Elem Span.	1	5		B
Social Path.	2	3		B
Princ. of Speech	1	2		B
Made probation Sp' '31				
Fall 1931				
Spanish Rd. & Gr.	2	5	C	
Psych. Sociol.	155	5	D	
Criminology	169	3	C	
Mental Tests	152	3	C	
Spring 1932				
Extempore Speaking	61	2		C
Amer. Govt.	10	5		D
Cultural Anthropology	171	3		C
Population Problems	267	3		C
Elem. Logic	12	3	C	
Fall 1932				
Immig. & Race Pr.	165	3	C	
Debate I	5	3	C	
Speech Correct	50	2	B	
Spring 1932				
Literary Interpr.	2	2		B
Rural Sociol.	152	3		A
Social Pathology	277	4		A
Social Insurance	171	2		B
Norm. & Delinq. Child	151	3		B
Commun. Recreat.	57	2		B
Graduate Fall 1933				
Gen'l Anthrop.	158	3		
Seminar Soc. Invest.	301	3		
Sociol. Asp. of Leadership.	303	3		
Labor Economics	170	3		
Contemp. Society	161	3		

	Catalogue Number	Credit Hours	Grade	
			1st Sem	2nd Sem
Graduate				
Spring 1934				
Social Case Work	173	3		B
Hist. of Econ. Thot.	304	3		S
Public Opinion	154	3		C
Seminar of Soc. Invest.	302	3		/ S 2/26/37
Thesis		3		S
Fall 1940				
Seminar of Sociol.	300	2	/ A 2/21/41	
Personnel Mgt.	175	2	B	
Urban Sociol.	164	3	B	
The Field of Soc. Wk.	175	3	A	
Develop. of Soc. Theory	162	3	A	
Spring 1941				
Ach. Gen'l. Sociol.	180	3		B
Psych. Vocat. & Pers. Mgt.	157	2		B
Major Social Movements	157	3		B
Seminar of Sociol.	300	4		A
Fall 1932				
Intro. Sch. Adm	A50	2		C
Educ. Psych	P50	3		D
Educ. Soc.	S52	2		C
Undergraduate				
Fall 1940				
Vocat. Guidance	V156	2		B
<hr/> Hill, Mozell Clarence				

NAME Mozell Clarence Hill
 Nationality Colored Place of birth Anniston, Alabama
 Date of birth 3-27-10 Parents' or guardian's name Humphrey Hill
 Home address 378 Franklin, K.C., Ks. Address Kansas City, Ks.
 Religions affiliation (adherent) of Church of God Church
 University affiliations KAPPA ALPHA PSI
 School College
 Entered 9-16-30
 Adv. St. from Summer Jr. College
 Major Sociology (Sociology)
 Graduated June 12, 1933 (June 7, 1937)
 Degree A.B. (AM)
 High School Credits 16*
 Hill, Mozell Clarence

FIRST YEAR Kansas City, Ks., Jr. College 1929-1930

	Catalogue Number	Credit Hours	Grade	
			1st Sem.	2nd Sem.
Psychology		5	C	
Eng. Lit		2	D	
Rhetoric		3	B	
Rhetoric		2	D	
Hist of Eng.		5	C	
Cont. Amer. Hist		5	C	
Sociology		5	C	
Exercise 1-2		-	F	
Hygiene		-	F	

FALL 1930 On probation

Elem. Ani. Biol.	1	5	C	
Elem. German	1	5	D	
Intro. Econ	1	5	C	
Exercise		-	F	2/19/30
Exercise	3	-	B	



	Catalogue Number	Credit Hours	1st Sem	Grade 2nd Sem
Failed to make probation Fall '30 Reinstated to continue on probation On Probation Sp' '31				
Spring 1931				
Gen'l Chem	1	5		C
Elem Span.	1	5		B
Social Path.	2	3		B
Princ. of Speech	1	2		B
Made probation Sp' '31				
Fall 1931				
Spanish Rd. & Gr.	2	5	C	
Psych. Sociol.	155	5	D	
Criminology	169	3	C	
Mental Tests	152	3	C	
Spring 1932				
Extempore Speaking	61	2		C
Amer. Govt.	10	5		D
Cultural Anthropology	171	3		C
Population Problems	267	3		C
Elem. Logic	12	3	C	
Fall 1932				
Immig. & Race Pr.	165	3	C	
Debate I	5	3	C	
Speech Correct	50	2	B	
Spring 1932				
Literary Interpr.	2	2		B
Rural Sociol.	152	3		A
Social Pathology	277	4		A
Social Insurance	171	2		B
Norm. & Delinq. Child	151	3	B	E
Commun. Recreat.	57	2		B
Graduate Fall 1933				
Gen'l Anthrop.	158	3		
Seminar Soc. Invest.	301	3		
Sociol. Asp. of Leadership.	303	3		
Labor Economics	170	3		
Contemp. Society	161	3		

	Catalogue Number	Credit Hours	Grade	
			1st Sem	2nd Sem
Graduate				
Spring 1934				
Social Case Work	173	3		B
Hist. of Econ. Thot.	304	3		B
Public Opinion	154	3		C
Seminar of Soc. Invest.	302	3		<i>✓</i> B 2/26/37
Thesis		3		S
Fall 1940				
Seminar of Sociol.	300	2	<i>✓</i> A	2/21/41
Personnel Mgt.	175	2	B	
Urban Sociol.	164	3	B	
The Field of Soc. Wk.	175	3	A	
Develop. of Soc. Theory	162	3	A	
Spring 1941				
Ach. Gen'l. Sociol.	180	3		B
Psych. Vocat. & Pers. Mgt.	157	2		B
Major Social Movements	157	3		B
Seminar of Sociol.	300	4		A
Fall 1932				
Intro. Sch. Adm	A50	2		C
Educ. Psych	P50	3		D
Educ. Soc.	S52	2		C
Undergraduate				
Fall 1940				
Vocat. Guidance	V156	2		B
<hr/> Hill, Mozell Clarence				

NAME Thelma Davis Ackiss

Nationality _____ Place of birth Wagner, Oklahoma
 Date of birth 4/15/96 Parents' or guardian's name Dr. A. I. Davis
 Home address Box 287, Claremore, Okla Address Oklahoma City, Okla.

Religious affiliation { adherent } of Methodist Church _____
 University affiliations _____

School Graduate
 Entered 6/14/39
 Trans. to _____
 Adv. St. from _____
 Major _____
 Graduated _____
 Degree _____
 Graduated _____
 Degree _____

Wiley College '21
 PREPARATORY SCHOOL
 Marshall, Texas

Subjects	Cr.	GRADES
English	1234	
Latin	1234	
Greek	1234	
German	1234	
Spanish	12	
French	1234	
El. Algebra.	1 1/2	
Adv. Algebra.	3/4	
Geometry.	1 1/4	
Trigonometry.	3/4	
Adv. Arith.	3/4 1	
Physical Geog.	3/4 1	
Physics.	1	
Chemistry.	1	
Gen. Science	3/4 1	
Botany.	1	
Zoology.	1	
Biology.	1	
Physiology.	3/4 1	
Agriculture.	3/4 1	
English History.	1	
Ancient History.	1	
M. and M. History.	1	
American History.	1	
Civics.	3/4 1	
Economics.	3/4	
Constitution.	3/4 1	
Sociology.	3/4	
TOTAL		

FACULTY ACTION



Not valid as an official transcript without the seal of the University and the signature of the Registrar.

STATUS OF STUDENT: IN GOOD STANDING AND ENTITLED TO HONORABLE DISMISSAL

DEC 1 0 1942

Lawrence C. Woodruff
 Registrar

THE UNIVERSITY OF KANSAS
 REGISTRAR'S RECORD

Ackiss, Thelma Davis

FIRST YEAR				SECOND YEAR				THIRD YEAR				FOURTH YEAR			
Catalogue Number	Credit Hours	Grade		Catalogue Number	Credit Hours	Grade		Catalogue Number	Credit Hours	Grade		Catalogue Number	Credit Hours	Grade	
<u>Graduate</u>															
<u>Summer 1939</u>															
<u>United States, 1783-1829</u>	<u>181</u>	<u>3</u>	<u>A</u>												
<u>Protestant Revolt</u>	<u>155</u>	<u>2</u>	<u>A</u>												
<u>Roman History</u>	<u>151</u>	<u>3</u>	<u>B</u>												

Ackiss, Thelma Davis



Howard University

WASHINGTON, D. C.

OFFICE OF THE REGISTRAR



Official Transcript of the Record of—

College of Liberal Arts and
in the Graduate School

Akins, Thelma Davis

Howard University, Washington, D. C.

I. Attendance. Admitted October 2, 1922

Attended _____ semesters (18 weeks)

Graduated 6-5-25

Degree A.B.

Withdraw 6-5-25

_____ quarters (12 week)

_____ and _____ summer sessions (8 weeks)

II. Status of ~~graduation~~ Received degree of A. B. June 5, 1925 and M. A. in History June 5, 1926

Thesis: The Negro and The Supreme Court to 1900.

III. Entrance Credits. Sources of credit: (1) Douglas High School, Oklahoma City, Okla.

(2)

(3)

Subjects	Units	Subjects	Units	Subjects	Units	Subjects	Units
English	5	German	2	Physiology			
Algebra	1	History A. B.	1	General Science		Hist. Eng.	1
Geometry	1	Civics		Com'veta Subjects		Hist. Eng.	1
Trigonometry		Physics		Drawing		Hist. Eng.	1
Greek		Chemistry	1	Shop Work			
Latin	2	Physiography	1	Home Economics			
French		Botany		Agriculture			
Spanish		Zoology				Total	15

How admitted: Unconditional

IV. College Credits

Term	Course Number in Catalog	Description Title of Course	No. Hours per week			Grade/Unit
			WT	Rec	Lab	
		Received advanced standing from Wiley University, Marshall, Texas as follows: History, 2 units; Education, 2 units; English, 1 unit; Mathematics, 1 unit; Total 6 units.				
Summer Qr.	Eng. 1	Composition	12	5	0	D 1
1923	Hist. 5	History of England to 1680	12	5	0	B 1
*****	Span. 11	Elementary Spanish	12	5	0	B 1
*****	P.S. 1	Vocal Culture	12	5	0	B 1
Winter Qr.	Psy. 1	Introductory Psychology	12	5	0	B 1
1923	Hist. 5	Roman Civilization	12	5	0	B 1
*****	Span. 15	Elementary Spanish	12	5	0	B 1
*****	Eng. 7	English Literature	12	5	0	C 1
Spring Qr.	Phy. Ed.	Physical Education	12	5	0	C 1
1923	Eng. 8	American Literature	12	5	0	C 1
*****	Geol. 1	General Physiography	12	5	0	A 1
*****	Gen. 5	French Literature in the 19th Century	12	5	0	B 1
*****	P.S. 2	Short Speeches	12	5	0	B 1
Autumn Qr.	Eng. 27	Short Story Writing	12	5	0	C 1
1923	Hist. 4	Civilization of the Near East & Creeds	12	5	0	C 1
*****	Hist. 12	African History	12	5	0	B 1
		Continued on page 2				

Term	Course Number in Catalog	Descriptive Title of Course	Hours per week			Grade	Units
			No. Wks.	Rec.	Lab.		
Winter Cr. 1924	Eng. 51	Ackroyd, Helma Davis p.2. The English Novel	12	5	0	B	1
	Eng. 2	Composition	12	5	0	B	1
Spring Cr. 1924	Soc. 26	Principles of Sociology	12	5	0	B	1
	Phy. 33.	Physical Education	12	5	0	C	1
Autumn Cr. 1924	Eng. 33	Shakespeare	12	5	0	C	1
	Hist. 14	African History	12	5	0	C	1
Spring Cr. 1925	Geol. 30	General Geology	12	5	0	C	1
	Phy. 34.	Physical Education	12	5	0	C	1
Autumn Cr. 1924	Geol. 127	Advanced Physiography	12	5	0	C	1
	Eng. 142	English Literature in the 12th Century	12	5	0	C	1
Spring Cr. 1925	Soc. 161	Elementary Italian	12	5	0	C	1
	Geol. 23	General Geology	12	5	0	C	1
Winter Cr. 1925	Phy. 34.	Physical Education	12	5	0	C	1
	Soc. 134	Criminology	12	5	0	C	1
Spring Cr. 1925	Hi t. 128	Economic History	12	5	0	C	1
	Sec. 122	Elementary Italian	12	5	0	C	1
Winter Cr. 1925	Phy. 34.	Physical Education WQ, 1925	12	5	0	C	1
	Phy. 34.	Physical Education	12	5	0	C	1
Spring Cr. 1925	Soc. 122	Social Attitudes	12	5	0	C	1
	Hi t. 124	African History	12	5	0	C	1
Spring Cr. 1925	Soc. 122	Social Origins	12	5	0	C	1
Second Sem. 1925	Ed. 122	Psychology of Childhood and Adolescence	12	5	0	D	1
	F.S. 202	Leading Decisions of International Tribunals (Seminar)	12	5	0	D	1
First Sem. 1925	Hi t. 212	Problems in History	12	5	0	D	1
	Hist. 212	Historical Research I	12	5	0	D	1
Second Sem. 1925	Hist. 207	Selected Topics in American History Since 1709	12	5	0	D	1
	Hist. 200	Historical Methods	12	5	0	D	1
First Sem. 1925	Hist. 200	The Negro in American History	12	5	0	D	1
	Ed. 29	Educational Psychology	12	5	0	D	1
Second Sem. 1925	F.S. 202	Political Parties: Historical and Modern (Seminar)	12	5	0	D	1
	Ed. 161	The Teaching of History in the Senior High School	12	5	0	D	1
Second Sem. 1925	Hist. 219	Historical Research 2	12	5	0	D	1
	Ed. 124	Techniques of Teaching in Secondary Schools	12	5	0	D	1

H. Hilkin

OFFICE OF THE REGISTRAR
HOWARD UNIVERSITY

June 26, 1936

The following is an official transcript of the record of Mrs.
Thelma Davis Askies in the School of Law of Howard University:

First Year 1933-1934

Agency 83
Civil Procedure 83
Criminal Law 85
Criminal Procedure 90
Contracts 80
Property 1 82
Property 2 81
Torts 85

Second Year 1934-1935

Negotiable Instruments 78
Equity Pleading & Practice ... 74
Equity 91
Conveyancing 82
Widows 82
Moot Court 80
Insurance 82
Property 3 82
Domestic Relations 79
Wills 90

Third Year 1935-1936

Conflict of Laws 83
Constitutional Law 80
Corporations 87
Federal Bankruptcy Procedure..... 82
Moot Court 91
Sales 82
Trusts 82
Municipal Corporations 82
Partnership 84
Public Utilities 82

Received degree of LL.B. June 8, 1931

TAR



AMERICAN UNIVERSITY
GRADUATE DIVISION
WASHINGTON, D. C.

Name Thelma Davis Ackies
 Address 1015 N.E. 6th Street, Oklahoma City, Oklahoma
 Admitted September, 1936 on Certificate From Howard University
 Entrance Credits B.A., 1925, Howard University
 Advance Credits M.A., 1936, Howard University

CREDITS IN THE GRADUATE SCHOOL

Year	Course	Semester Hour Credits	Grades		
			I	II	
1936-37	(Hist.351)The American Colonies	3	B		
	(Ec.Hist.405)History of Amer. Culture	3	B		
	(Hist.545-6)Development of Modern Germany	6	B	A	
	(Soc.Sc.603)Literature of Social Science	3	B		
	(Int.Af.405)Principles of International Law	3	A		
	(Hist.408)The American Frontier	3		B	
	(Econ.424)Economic Thought up to 1800	3		B	
	(Ec.Hist.406)History of Amer. Industry	3		B	
	1937-38	(Ec.Hist.407-8)Development of American Culture	3	B	
		(Hist.551)European Nationalism	3	B	
(Hist.531)History of United States		3	A		
(Pol.Sci.505)Constitutional Law		3	B		
(Hist.609-10)Thesis in American History		-	-	-	
Language examinations (French and German) required for Ph.D. passed in 1937.					
Residence requirements for Ph.D. have been completed.					
/					

REMARKS This transcript is issued to Mrs. Ackies at her request.

A: Excellent
 B: Good
 C: Fair
 F: Failure
 Inc.: Incomplete

Hazel H. Feagans
Registrar

April 12, 1940

PRESERVE THIS TRANSCRIPT: A FEE OF ONE DOLLAR IS CHARGED FOR EACH DUPLICATE.

Thelma D. Ackiss

BUDGET ESTIMATE

Room and board-----	\$225.00
Clothing-----	120.00
Transportation-----	75.00
Clerical assistance, Supplies, etc.-----	180.00
General field expense-----	<u>120.00</u>
Total Needed-----	720.00
Amount applicant can provide-----	None
Amount requested from Fund-----	\$720.00

Name

Mozell C. Hill

Field: Sociology

Assistant Professor of Sociology
Langston University
Langston, Oklahoma

Plan of Work

To complete a socio-psychological study of six all-Negro communities in the State of Oklahoma. May be considered a joint project with Mrs. Thelma D. Ackiss, or as an individual project.

Wishes to work for six months beginning June 1, 1943 to December 1, 1943. Will return to present position.

Applied in 1940.

Personal Data

Born Anniston, Alabama, March, 1911.
Married. Three children.

Age: 32
Draft: 3A

Undergraduate Work

University of Kansas, A. B., 1933.

Graduate Work

University of Kansas, M. A., 1937, 1940-41.
Atlanta University, October, 1941 to December, 1941.
University of Chicago, summer, 1942.

Experience

Labor-Relations associate, U. S. Resettlement Administration, Indianapolis, Indiana, 1934-37, \$1800; instructor, Langston University, Langston, Oklahoma, 1937 to present, \$2200.

Accomplishments

Publications: "A Frame of Reference for the Study of Negro Society", with Mrs. Thelma D. Ackiss, Social Forces; County-Type Analysis of Oklahoma in Terms of Socio-Economic Status of Negroes, published monograph, 1942.

Two small General Education Board fellowships, 1941 and 1942.

References

- Dr. G. L. Harrison, Langston University
- Mr. L. G. Moore, Langston, Oklahoma
- Dr. Mandel Sherman, University of Chicago
- Dr. Mabel Elliott, University of Kansas
- Dr. Carroll D. Clark, Monroe, Louisiana

Budget Summary

Total Amount Needed	\$755
From Applicant	-
From Fund	\$755

AMOUNT GRANTED



PLEASE RETURN
TO
JULIUS ROSENWALD FUND

Statement of Plan of Work

This is a proposal for a joint study on the all-Negro community to be undertaken by Mozell C. Hill and Thelma D. Ackiss, social science teachers at Langston University. This study contemplates the exhaustive investigation of ~~eleven~~⁶ all-Negro communities in the state of Oklahoma. It would bring out the reasons for the founding of these separate communities, their development and present characteristics. The main effort would be directed toward an understanding, in socio-psychological terms, of the effects on Negro personality of living outside the framework of the dominant, segregated racial pattern. That would include an analysis of the institutional mores and dynamic relationships within the Negro society; the relationships of Negroes in these communities to whites; and their attitudes toward Negroes, whites, and the total structure.

Such a study appears to be significant because in the first place, nothing has been written on the origin and development of all-Negro communities; and secondly, no attention has been devoted to Negro personality which has not the constant psychological pressure of the white society upon it. If such an investigation is to be done, it seems timely to conduct it now because the records of these communities are incomplete and even if they were not, we would not be able to furnish a true interpretation of personality/records alone. Most of the communities were

founded early in this century and the first settlers, who were then adults, are now past sixty years of age. Thus if case histories are to be secured which will allow us to reconstruct a valid picture of the founding and development of the Negro communities, in socio-psychological terms, they should be taken as soon as possible.

Another timely feature of the proposed project lies in the fact that a period of flux and crisis, such as the present, will provoke more positive expressions of sentiment and opinion than could be expected in "normal" times. Hence our chances for arriving at a comprehension of the actual attitudes which these people possess will be correspondingly greater. When emotions are stirred, as they necessarily are during war time, we expect exaggeration and over emphasis, but the exaggeration itself will be more revealing than dispassionate and guarded verbalizations, for they will at least point out to us the matters which evoke the strongest reactions in the minds of our informants, and enable us to determine more definitely the things which are most firmly entrenched in the unconscious.

Basic Assumptions

Our frame of reference involves the assumption that Negroes live at a very high level of emotional tension because of the "white, superiority--Negro, inferiority" character of race relations in the United States and that this has important implications for Negro personality. This assumption

suggests the following hypothesis for the potential study: Significant differences exist of personality, attitudes, motivation and development of relationships and institutions, between Negroes of racially mixed communities and racially homogeneous communities. If this is true the influence of the impact of the white society on Negro personality can not be thoroughly understood except in reference to Negro personality as it has developed apart from this impact and this psychological pressure.*

Status of Project

We have already done some preliminary work in Boley, Oklahoma, including a masters thesis by Mozell C. Hill, 1934 dealing with the community. We have made a number of case histories of Boley residents, secured newspapers, letters, and a diary; examined certain documentary evidences, received answers to 125 family questionnaires, and participated in the social life of Boley. The two enclosed articles, both pending publication, are the partial results of our investigation in this community.

We are now in progress of studying Langston, Oklahoma, one of the ⁶eleven all-Negro communities, which is also the location of the state college for Negroes. This investigation is being done in connection with the research project of the Negro Land Grant Colleges, of which Mr. Hill is Director for Langston University and Mrs. Ackiss, assistant.

*For a more complete statement of our hypotheses and assumptions, see the two articles which are submitted in support of this plan of work. Social Classes: A Frame of Reference for the Study of Negro Society; p.p. 2-3; 5-7
Social Attitudes in an All Negro Community; p.p. 1-3

The materials thus obtained may be utilized in the proposed study.

We are likewise engaged in reading and digesting the state Supreme Court decisions relating to Negroes and state cases which have been adjudicated by the Supreme Court of the United States, in order to have at our disposal a definite framework for a consideration of the connection between Negroes in segregated communities and the state and national legal sanctions and proscriptions. This data is being compiled by Mrs. Ackiss who is an attorney and a member of the bar of the District of Columbia.

METHOD OF PROCEDURE

We propose to use Langston University, Langston, Oklahoma, as a base from which to conduct this research project. We estimate that approximately six months would be needed for field investigation and participation in the social life of the communities studied. If the grant is received Mrs. Ackiss will obtain a leave of absence from teaching for the summer of 1943, which period she will spend in the field. Mr. Hill will obtain a leave for the fall quarter of the school year 1943-44 and devote this time to completing the field work. At some time during the six months fellowship period either Mr. Hill or Mrs. Ackiss would expect to spend at least two weeks in Chicago, studying the unpublished manuscripts on race relations at the University of Chicago and consulting with various students of race relations.



The material collected during the fellowship period would be organized and integrated into a volume for publication after the fellowship had expired and with the personal funds of the participants in the study.

NAME Mozell Clarence Hill

Nationality Colored Place of birth Anniston, Alabama

Date of birth 3-27-10 Parents' or guardian's name Humphrey Hill

Home address 378 Franklin, K.C., Ks. Address Kansas City, Ks.

Religions affiliation (adherent) of Church of God Church

University affiliations KAPPA ALPHA PSI

School College

Entered 9-16-30

Adv. St. from Summer Jr. College

Major Sociology (Sociology)

Graduated June 12, 1933 (June 7, 1937)

Degree A.B. (AM)

High School Credits 16 $\frac{1}{2}$

Hill, Mozell Clarence

FIRST YEAR Kansas City, Ks., Jr. College 1929-1930

	Catalogue Number	Credit Hours	Grade	
			1st Sem.	2nd Sem.
Psychology		5	C	
Eng. Lit		2	D	
Rhetoric		3	B	
Rhetoric		2	D	
Hist of Eng.		5	C	
Cont. Amer. Hist		5	C	
Sociology		5	C	
Exercise 1-2		-	/	
Hygiene		-	/	

FALL 1930 On probation

Elem. Ani. Biol.	1	5	C	
Elem. German	1	5	D	
Intro. Econ	1	5	C	
Exercise		-	/	2/19/30
Exercise	3	-	B	

**FISK**
UNIVERSITY

	Catalogue Number	Credit Hours	1st Sem	Grade 2nd Sem
Failed to make probation				
Fall '30				
Reinstated to continue on probation				
On Probation Sp' 31				
Spring 1931				
Gen'l Chem	1	5		C
Elem Span.	1	5		B
Social Path.	2	3		B
Princ. of Speech	1	2		B
Made probation Sp' '31				
Fall 1931				
Spanish Rd. & Gr.	2	5	C	
Psych. Sociol.	155	5	D	
Criminology	169	3	C	
Mental Tests	152	3	C	
Spring 1932				
Extempore Speaking	61	2		C
Amer. Govt.	10	5		D
Cultural Anthropology	171	3		C
Population Problems	267	3		C
Elem. Logic	12	3	C	
Fall 1932				
Immig. & Race Pr.	165	3	C	
Debate I	5	3	C	
Speech Correct	50	2	B	
Spring 1932				
Literary Interpr.	2	2		B
Rural Sociol.	152	3		A
Social Pathology	277	4		A
Social Insurance	171	2		B
Norm. & Delinq. Child	151	3		B
Commun. Recreat.	57	2		B
Graduate				
Fall 1933				
Gen'l Anthrop.	158	3		
Seminar Soc. Invest.	301	3		
Sociol. Asp. of Leadership.	303	3		
Labor Economics	170	3		
Contemp. Society	161	3		

	Catalogue Number	Credit Hours	Grade	
			1st Sem	2nd Sem
Graduate				
Spring 1934				
Social Case Work	173	3		B
Hist. of Econ. Thot.	304	3		S
Public Opinion	154	3		C
Seminar of Soc. Invest.	302	3		I S 2/26/37
Thesis		3		S
Fall 1940				
Seminar of Sociol.	300	2	I A 2/21/41	2/11/41
Personnel Mgt.	175	2	B	B
Urban Sociol.	164	3	B	
The Field of Soc. Wk.	175	3	A	
Develop. of Soc. Theory	162	3	A	
Spring 1941				
Ach. Gen'l. Sociol.	180	3		B
Psych. Vocat. & Pers. Mgt.	157	2		B
Major Social Movements	157	3		B
Seminar of Sociol.	300	4		A
Fall 1932				
Intro. Sch. Adm	A50	2		C
Educ. Psych	P50	3		D
Educ. Soc.	S52	2		C
Undergraduate				
Fall 1940				
Vocat. Guidance	V156	2		B

 Hill, Mozell Clarence

	Course	Report	Course	Report	Course	Report	Course	Report
	SUMMER QR. 1942 7ct 7 ED. 14-3174. WORKSHOP IN HUMAN DEV'T PROBL. ED. No. 125. PSYCHIATRIC PRINS. IN EDUC.	B B						

This student is honorably
dismissed, if dismissal is
desired.

E. C. Miller
E. C. Miller
Registrar

LETTERS OF REFERENCE

Mozell C. Hill

Dr. Mabel A. Elliott, Associate Professor of Sociology, University of Kansas, Lawrence, Kansas

Mr. Mozell C. Hill has been a student of mine, both as a graduate student and a number of years ago as an undergraduate student. I have found him to be an earnest, hard-working young man. He did very good work with me as a graduate student, and I was impressed with his ability to dig into a problem when he undertook independent study.

Although Mr. Hill has deep interest in the future of his own people, he is, I think, singularly free from the offensive characteristics of many persons who are members of minority groups. I think he is very objective in his point of view and that he will make his mark in the field of Negro sociology if he has sufficient financial assistance.

I have previously gone over Mr. Hill's plan for studying all-Negro communities and believe that he stands an excellent chance of making an important contribution to our understanding of problems of the Negro. This proposal to study the Negro in an exclusively Negro community should give us an opportunity to differentiate the problems which he faces in a bi-racial group because of our peculiar culture from those which are either a matter of their own racial adjustment or are common to all people. I can think of no recent study in the field of race or race relations which should be of more scientific importance than this study promises to be.



Mr. Leroy Moore, Dean of the College, Langston University, Langston, Okla.

Mr. Hill has the educational background and experience which should enable him to handle the study of six all-Negro communities of Oklahoma in a very favorable manner. He has for several years been interested in the study of all-Negro communities. His brother, the late Letchen Hill, as the Mayor of Boley, promoted one of the strongest programs of civic improvement ever conducted in an all-Negro municipality. I feel that the keen interest of Mr. Mozell C. Hill in all-Negro communities, together with his close personal contact with such communities for years, will enable him to get at the heart of the information and facts which are available on this phase of Negro life.

The information sought through this project is of national importance, and it has potential uses that enhance its importance at this critical period of readjustment with which our social groups are faced.

- - -

Dr. Mandel Sherman, Director, Orthogenic School, University of Chicago

I had an opportunity to know Mr. Hill during the summer and fall quarters of 1941. I considered him an exceptionally intelligent person who was definitely interested in the socio-psychological problems, and who made every effort to improve his knowledge. His discussion of psychological problems, which were presented in the seminar, showed me that he had a great deal of insight and intense intellectual curiosity.

I believe that the plan that Mr. Hill has for the study of Negro communities in Oklahoma is excellent, and the only criticism I might have is that he has selected too many communities for study. I can scarcely believe that six months of investigation is sufficient for an evaluation of six communities. Otherwise the plan seems to be of great interest for, as Mr. Hill stated, no one has ever studied the context of Negro culture in a situation in which significant or dominating relationships with white persons were not present.

- - -

Dr. Carroll D. Clark, Professor of Sociology and Head of Department,
University of Kansas, Lawrence, Kansas

I have known Mozell Hill for the past eight or nine years, during which time he carried on graduate work and completed requirements for the M.A. degree at the University of Kansas under my supervision.

Mr. Hill is a man of good intellectual equipment though not of outstanding brilliance. He has shown a steady capacity for growth which led most of us, among his teachers, to revise upward our earlier estimates of his ability. He has learned to dig persistently into problems and to make use of his analytical powers in recent years.

His attitude is unusually dispassionate and objective, for a Negro or for a white student. He respects facts and strives to give them honest interpretation. If my efforts have been well spent, he is now pretty well versed in basic techniques and methods of investigation. However, he has not had a great deal of experience in studies of considerable scope.

I visited the town of Boley with him, when he was engaged in that study, and was favorably impressed with his handling of field investigations.

I believe he is competent to handle the proposed study creditably. He has perseverance, tenacity, and is not lacking in imaginative insight disciplined by scientific method.

Mr. Hill has a considerable fund of tact, gets along well with members of his own race and white folks. I think his personality is one of his strongest assets.

- - -

Mr. G. L. Harrison, President, Langston University, Langston, Oklahoma

See file on Mrs. Thelma D. Ackiss.

Mr. Harrison's letter of reference covers the joint application of these two candidates.

- - -

1940 DS
1943

Name Thelma Davis Ackiss (Mrs.) Field: Sociology

Teacher of History and Coordinator of Social Research
Langston University
Langston, Oklahoma

Plan of Work

To complete a socio-psychological study of six all-Negro communities in the State of Oklahoma. May be considered a joint project with Mr. Mozell C. Hill, or as an individual project.

Wishes to work for six months beginning June 1, 1943 to December 1, 1943. Will return to present position.

Applied in 1940 and 1942.

Personal Data Born Wagner, Oklahoma, April, 1906. Age: 37
Separated. One child.

Undergraduate Work Howard University, A. B., 1925.

Graduate Work Howard University, M. A., 1936, L. L. B., 1931
American University, September, 1936 to February, 1938.
University of Kansas, summer, 1939.

Experience Lawyer, District of Columbia, 1932-36; teacher of history, Langston University, Langston, Oklahoma, 1936 to present, \$2000.

Accomplishments Publications: "A Frame of Reference for the Study of Negro Society", with Mozell C. Hill, Social Forces.
Two short stories published in Psychology Magazine and Afro-American, Baltimore, Maryland.

General Education Board fellowship, Fisk University, 1940-41.
Social science research with Dr. Charles Johnson, 1941-42.

References

- Dr. G. L. Harrison, Langston University
- Mr. Leroy Moore, Langston University
- Dr. John Dollard, Yale University
- Dr. Charles Thompson Tuskegee Institute
- Dr. William H. Hastie, Howard University

Budget Summary

Total Amount Needed	\$720
From Applicant	-
From Fund	\$720

AMOUNT GRANTED



Howard University
WASHINGTON, D. C.
OFFICE OF THE REGISTRAR



Official Transcript of the Record of--

College of Liberal Arts and
in the Graduate School

John, Thales Davis

Howard University, Washington, D. C.

I. Attendance. Admitted October 2, 1922

Graduated 5-5-25

Degree A.B.

With Honors 5-5-25

Ungraded

Completed 176 weeks

quarters (12 week)

summer sessions (2 weeks)

II. Status ~~Student~~

Received Degree of A. B. June 5, 1926 and M. A. in History June 5, 1928
Thesis: The Negro and The Supreme Court to 1900.

III. Entrance Credits Status of credits: (1) Douglas High School, Oklahoma City, Okla.

127

(Transfer in the previous section of "Number of Credits" when in other institutions)

Subject	Units	Subject	Units	Subject	Units	Subject	Units
Chemistry	0	German	2	Physiology			
Algebra	1	History & Geo.	1	General English		Miss. Eng.	1
Differential	1	Latin		Constitutional Govt.		His. - Eng.	1
Philosophy	1	Physics		Reading		Sci. & Eng.	1
Calculus	1	Chemistry	1	Shop Work			
Latin	2	Paralography	1	Wood Carving			
French	1	Botany	1	Agriculture			
Spanish	1	Zoology	1				
						Total	10

How advised: Unadvised

IV. College Credits

Year	Course Number in Catalog	Description Title of Course	No. Wk.	Hours per week	Grade	Unit
		Received advanced standing from Wiley University, Marshall, West Va. Fall term: History, 3 units; Rhetoric, 2 units; English, 1 unit; Math. Science, 1 unit. Total advanced standing 7 units.				
1922-23	Eng. 1	Composition	15	3	C	1
1923-24	Hist. 5	History of England to 1850	15	3	B	1
1924-25	Spa. 11	Elementary Spanish	15	3	B	1
1925-26	F. G. 1	Vocal Culture	15	3	B	1
1926-27	Psy. 1	Introductory Psychology	15	3	B	1
1927-28	Hist. 9	Roman Civilization	15	3	B	1
1928-29	Spa. 12	Elementary Spanish	15	3	B	1
1929-30	Eng. 7	English Literature	15	3	B	1
1930-31	Phy. 24	Physical Education	15	3	C	1
1931-32	Spa. 2	Advanced Spanish	15	3	B	1
1932-33	Genl. 1	General Physiology	14	3	A	1
1933-34	Fr. Lit. 2	French Literature in the XVII Century	12	3	B	1
1934-35	Spa. 3	Spa. Composition	15	3	B	1
1935-36	Spa. 27	Spa. History Writing	15	3	C	1
1936-37	Hist. 5	Civilization of the Near East & Greece	12	3	B	1
1937-38	Hist. 15	African History	15	3	B	1

Continued on page 2

Term	Course Number in Catalog	Descriptive Title of Course	Hours per week			Grade	Units
			No. Wks.	Rec.	Lab.		
Winter Cr. 1924	Eng. 31	Aekies, "helen Davis p.2.	12	5	0	B	1
	Eng. 2	The English Novel	12	5	0	B	1
	Eng. 35	Compositia	12	5	0	B	1
Spring Cr. 1924	Phy. 33.	Principles of ecology	12	5	0	C	1
	Eng. 33	Physical Education	12	5	0	C	1
	Eng. 33	Shakespeare	12	5	0	C	1
Autumn Cr. 1924	Hist. 14	African History	12	5	0	C	1
	Geol. 35	General Geology	12	5	0	C	1
	Phy. 33.	Physical Education	12	5	0	C	1
	Geol. 127	Advanced Physiography	12	5	0	C	1
	Eng. 145	English Literature in the 18th Century	12	5	0	C	1
	Rom. 151	Elementary Italian	12	5	0	C	1
Winter Cr. 1925	Geol. 35	General Geology	12	5	0	B	1
	Phy. 33.	Physical Education	12	5	0	B	1
	Sec. 154	Criminology	12	5	0	B	1
	Hi t. 156	Economic History	12	5	0	B	1
	Rom. 151	Elementary Italian	12	5	0	B	1
	Phy. 33.	Physical Education W. 1925	12	5	0	C	1
Spring Cr. 1925	Phy. 33.	Physical Education	12	5	0	C	1
	Sec. 154	Social Attitudes	12	5	0	B	1
	Hi-t. 154	African History	12	5	0	C	1
	Eng. 158	Social Origins	12	5	0	A	1
Second Sem. 1925	Eds. 128	Graduate	18	3	0	B	3
	P.S. 305	Psychology of "Childhood and Adolescence	18	3	0	B	3
		Leading Decisions of International	18	3	0	B	3
		Tribunals (Seminar)	18	3	0	B	3
	Hi-t. 315	Problems in History	18	3	0	B	3
First Sem. 1926	Hi-t. 315	Historical Research I	18	3	0	B	3
	Hi-t. 307	Selected Topics in American History	18	3	0	B	3
		Since 1789	18	3	0	B	3
	Hi-t. 308	Historical methods	18	3	0	B	3
	Eds. 39	The Negro in American History	18	3	0	B	3
Second Sem. 1926	P.S. 305	Educational Psychology	18	3	0	B	3
		Political America: Historical and	18	3	0	B	3
		Today (Seminar)	18	3	0	B	3
	Eds. 151	The Teaching of History in the Senior	18	3	0	B	3
		High School	18	3	0	B	3
	Hi-t. 315	Historical Research 2	18	3	0	B	3
	Eds. 128	Technique of Teaching in Secondary	18	3	0	B	3
		Schools	18	3	0	B	3

H. Hilkinen



OFFICE OF THE REGISTRAR
HOWARD UNIVERSITY

June 26, 1936

The following is an official transcript of the record of Mrs.
Thelma Davis Ackiss in the School of Law of Howard University:

First Year 1928-1929

Agency	85
Civil Procedure	85
Criminal Law	85
Criminal Procedure	90
Contracts	80
Property 1	82
Property 2	81
Torts	83

Second Year 1929-1930

Negotiable Instruments	78
Equity Pleading & Practice ...	78
Equity	91
Conveyancing	82
Evidence	82
Moot Court	80
Insurance	82
Property 3	82
Domestic Relations	78
Bills	80

Third Year 1930-1931

Conflict of Laws	85
Constitutional Law	80
Corporations	87
Federal Bankruptcy Procedure.....	88
Moot Court	91
Sales	86
Trusts	82
Municipal Corporations	88
Partnership	84
Public Utilities	81

Received degree of LL.B. June 8, 1931

TAR



SK
F.P.S. 1936

AMERICAN UNIVERSITY
GRADUATE DIVISION
WASHINGTON, D. C.

Name Theima Davis Ackiss
Address 1015 N.E. 6th Street, Oklahoma City, Oklahoma
Admitted September, 1936 on Certificate From Howard University
Entrance Credits B.A., 1925, Howard University
Advance Credits M.A., 1936, Howard University

CREDITS IN THE GRADUATE SCHOOL

Year	Course	Semester Hour Credits	Grades		
			I	II	
1936-37	(Hist.351)The American Colonies	3	B		
	(Ec.Hist.405)History of Amer. Culture	3	B		
	(Hist.545-6)Development of Modern Germany	6	B	A	
	(Soc.Sc.603)Literature of Social Science	3	B		
	(Int.Ar.405)Principles of International Law	3	A		
	(Hist.402)The American Frontier	3		E	
	(Econ.424)Economic Thought up to 1800	3		B	
	(Ec.Hist.406)History of Amer. Industry	3		B	
	1937-38	(Ec.Hist.407-8)Development of American Culture	3	B	
		(Hist.551)European Nationalism	3	B	
(Hist.531)History of United States		3	A		
(Pol.Sci.505)Constitutional Law		3	B		
(Hist.609-10)Thesis in American History		-	-	-	
Language examinations (French and German) required for Ph.D.			passed in 1937.		
Residence requirements for Ph.D. have been completed.					
/					

REMARKS This transcript is issued to Mrs. Ackiss at her request.

- A: Excellent
- B: Good
- C: Fair
- F: Failure
- Inc: Incomplete

Hazel H. Ferguson
Registrar

April 12, 1940

NAME **Thelma Davis Ackles**

School **Graduate**
Entered **6/14/23**

Nationality **Place of birth: Wagner, Oklahoma**
Date of birth **4/15/06** Parents' or guardian's name **Dr. A. I. Davis**
Home address **Box 287, Claremore, Okla** Address **Oklahoma City, Okla.**

Trans. to
Adv. St. from
Major
Graduated
Degree
Graduated
Degree

Religious affiliation **Methodist** Church
University affiliation

Subjects	Crs.	Grades
English	1234	
Latin	1234	
Greek	1234	
German	1234	
Spanish	12	
French	1234	
Algebra	1 1/2	
Geometry	1 1/2	
Trigonometry	1/2	
Adv. Arith.	1/2	
Physical Geog.	1/2	
Physics	1	
Chemistry	1	
Gen. Science	1/2	
Botany	1	
Zoology	1	
Biology	1	
Physiology	1/2	
Agriculture	1/2	
English History	1	
Ancient History	1	
M. and M. History	1	
American History	1	
Civics	1/2	
Economics	1/2	
Constitution	1/2	
Sociology	1/2	
Total		

FACULTY ACTION



Not valid as an official transcript without the seal of the University and the signature of the Registrar.

IN GOOD STANDING AND
ENTITLED TO HONORABLE DEGREE
DEC 10 1923
Lawrence C. Woodruff

THE UNIVERSITY OF ARKANSAS
REGISTRAR'S RECORD

FIRST YEAR	SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	Credits	Grade	Credits	Grade	Credits	Grade
Graduate Summer 1927 United States 1923-1927 121.3 A Protestant Revolt 156.2 A Roman History 151.3 B						



LETTERS OF REFERENCE

Mrs. Thelma Davis Ackiss

Dr. John Dollard, Research Associate in Social Anthropology, Yale University

It seems to me that Hill and Ackiss have a strong and original research proposal. I personally am much interested in the differential impact of our American society on Negroes when the controls are variously operated by each one of the two groups separately.

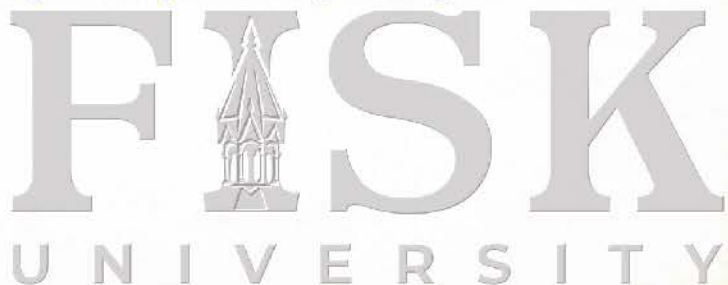
I have seen the papers which these candidates have written and believe they have already made a convincing start and have shown the feasibility of their total enterprise.

I am not personally acquainted with Hill but feel that Mrs. Ackiss is very competent. I have admired the way she has come into the field of sociology and social psychology and shown an affinity for the best ideas in the field. I can see a valuable and distinctive book emerging from the research on the six Negro communities in Oklahoma.

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Dr. Charles H. Thompson, Dean, College of Liberal Arts, Howard University

I have read the plan of Mrs. Ackiss and Mr. Hill to make a study of six all-Negro communities, and I have been particularly impressed by the unique hypothesis which they hope to test. In view of the importance of the problem of Negro-white relations in the country and particularly the effect that those relations have or may have upon the personality of Negroes, this study is especially significant. It should throw some very much needed light not only upon the effects of segregation per se, but more especially upon the possibility of Negroes living in total or semi-isolation.



The methods of procedure are not sufficiently described and justified in this manuscript to determine with any great degree of accuracy their validity. However, in view of the two individuals undertaking the study it probably should be taken for granted that the methods will be adequate.

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Mr. Leroy Moore, Dean of the College, Langston University, Langston, Okla.

I am pleased to forward a statement on Mrs. Thelma Ackiss, who is a recent addition to our faculty. I have known Mrs. Ackiss for years and can speak in words of praise as to her educational background and training.

Mrs. Ackiss has assisted Mr. Hill throughout this year on a series of articles compiled for publication. Her legal background training will serve admirably in securing, compiling, and editing facts obtained from this study.

The information sought through this study is of national importance and it has potential uses that enhance its importance at this critical period of readjustment with which our social groups are faced.

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Mr. G. L. Harrison, President, Langston University, Langston, Oklahoma

I wish to commend to you Mr. Mozell C. Hill and Mrs. Thelma D. Ackiss who are, I understand, making a joint application. They are connected with the Social Science Department. Mr. Hill is director of our new unit of research and Mrs. Ackiss is Coordinator of Materials of the same. This unit is particularly interested at present



in cooperating in the Land Grant College research program under the sponsorship of Dr. W. E. B. DuBois. In addition to carrying on this program at Langston, Mr. Hill and Mrs. Ackiss are also engaged in a joint research project centering around the eleven all-Negro communities of Oklahoma.

In my estimation they are eminently qualified to pursue this investigation, and I have been strengthened in this opinion by the interest shown by editors who are publishing some of their materials. In this connection I might say that a fellowship to these members of our research staff would not only enable them to complete their own studies, but would greatly facilitate the interests of the administration in building up its program of research.

- - -

Statement of Plan of Work

This is a proposal for a joint study on the all-Negro community to be undertaken by Mozell C. Hill and Thelma D. Ackiss, social science teachers at Langston University. This study contemplates the exhaustive investigation of ~~e-~~⁶ ~~leven~~ all-Negro communities in the state of Oklahoma. It would bring out the reasons for the founding of these separate communities, their development and present characteristics. The main effort would be directed toward an understanding, in socio-psychological terms, of the effects on Negro personality of living outside the framework of the dominant, segregated racial pattern. That would include an analysis of the institutional mores and dynamic relationships within the Negro society; the relationships of Negroes in these communities to whites; and their attitudes toward Negroes, whites, and the total culture.

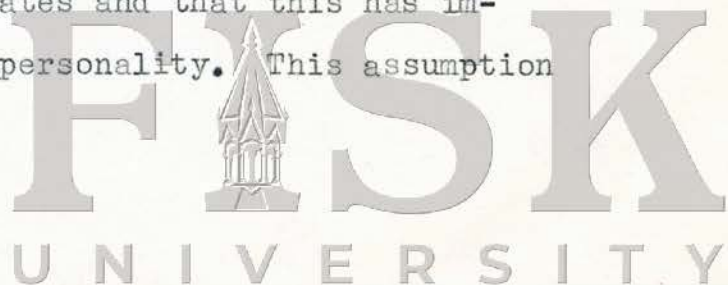
Such a study appears to be significant because in the first place, nothing has been written on the origin and development of all-Negro communities; and secondly, no attention has been devoted to Negro personality which has not the constant psychological pressure of the white society upon it. If such an investigation is to be done, it seems timely to conduct it now because the records of these communities are incomplete and even if they were not, we would not be able to furnish a true interpretation of personality from records alone. Most of the communities were

founded early in this century and the first settlers, who were then adults, are now past sixty years of age. Thus if case histories are to be secured which will allow us to reconstruct a valid picture of the founding and development of the Negro communities, in socio-psychological terms, they should be taken as soon as possible.

Another timely feature of the proposed project lies in the fact that a period of flux and crisis, such as the present, will provoke more positive expressions of sentiment and opinion than could be expected in "normal" times. Hence our chances for arriving at a comprehension of the actual attitudes which these people possess will be correspondingly greater. When emotions are stirred, as they necessarily are during war time, we expect exaggeration and over emphasis, but the exaggeration itself will be more revealing than dispassionate and guarded verbalizations, for they will at least point out to us the matters which evoke the strongest reactions in the minds of our informants, and enable us to determine more definitely the things which are most firmly entrenched in the unconscious.

Basic Assumptions

Our frame of reference involves the assumption that Negroes live at a very high level of emotional tension because of the "white, superiority--Negro, inferiority" character of race relations in the United States and that this has important implications for Negro personality. This assumption



suggests the following hypothesis for the potential study: Significant differences exist of personality, attitudes, motivation and development of relationships and institutions, between Negroes of racially mixed communities and racially homogeneous communities. If this is true the influence of the impact of the white society on Negro personality can not be thoroughly understood except in reference to Negro personality as it has developed apart from this impact and this psychological pressure.*

Status of Project

We have already done some preliminary work in Boley, Oklahoma, including a masters thesis by Mozell C. Hill, 1934 dealing with the community. We have made a number of case histories of Boley residents, secured newspapers, letters, and a diary; examined certain documentary evidences, received answers to 125 family questionnaires, and participated in the social life of Boley. The two enclosed articles, both pending publication, are the partial results of our investigation in this community.

We are now in progress of studying Langston, Oklahoma, one of the ⁶eleven all-Negro communities, which is also the location of the state college for Negroes. This investigation is being done in connection with the research project of the Negro Land Grant Colleges, of which Mr. Hill is Director for Langston University and Mrs. Ackiss, assistant.

*For a more complete statement of our hypotheses and assumptions, see the two articles which are submitted in support of this plan of work. Social Classes: A Frame of Reference for the Study of Negro Society p.p. 2-3; 5-7
Social Attitudes in an All Negro Community; p.p. 1-3

The materials thus obtained may be utilized in the proposed study.

We are likewise engaged in reading and digesting the state Supreme Court decisions relating to Negroes and state cases which have been adjudicated by the Supreme Court of the United States, in order to have at our disposal a definite framework for a consideration of the connection between Negroes in segregated communities and the state and national legal sanctions and proscriptions. This data is being compiled by Mrs. Ackiss who is an attorney and a member of the bar of the District of Columbia.

Method of Procedure

We propose to carry on this research from Langston University where we are connected with the Social Science Department. Our teaching schedules will allow us at least three full days each per week to devote to research.

We recognize the advantages which would accrue to us from some contact with other students of race relations, particularly since we intend to bring out the significant personality differences between Negroes in segregated communities and those in racially mixed communities. Since we will not do any field work in the mixed communities, our information on that score will be dependent on the findings of other investigators. Therefore we would like to consult with some of these individuals, particularly Horace R. Cayton, W. Lloyd Warner, Allison Davis, and Fred G. Wale.



In regard to our frame of reference, we could at the same time strengthen our socio-psychological and psychiatric orientation by conferring with Herbert Blumer, Daniel A. Prescott, and Mandel Sherman, all of whom can be contacted in Chicago. In addition we want the opportunity of examining the unpublished material on race relations at the University of Chicago.

Accordingly, we propose to spend the month of August at the University of Chicago, not as registered students, but as consultees and library students.

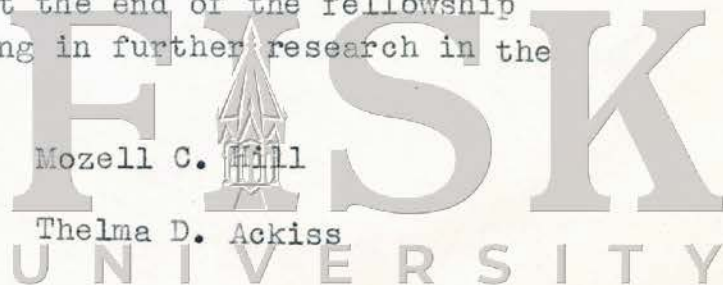
Thereafter we will visit the all-Negro communities in Oklahoma periodically and as often as necessary for the examination of documentary evidences, interviewing, distributing and collecting questionnaires, compiling statistical data, and participating as much as possible in the life of the communities.

As the investigation progresses we expect to publish significant units of material in the form of articles and papers. The work will also yield at least one volume by the end of the fellowship period, possibly two, depending upon the size of the grant, if one is received, and whether there is allowance for enough research assistants to expedite the field work.

We contemplate the continuation of our careers as faculty members of Langston University at the end of the fellowship period, at the same time engaging in further research in the field of race relations.

Mozell C. Hill

Thelma D. Ackiss



Mozell C. Hill
Thelma D. Ackiss

METHOD OF PROCEDURE

We propose to use Langston University, Langston, Oklahoma, as a base from which to conduct this research project. We estimate that approximately six months would be needed for field investigation and participation in the social life of the communities studied. If the grant is received Mrs. Ackiss will obtain a leave of absence from teaching for the summer of 1943, which period she will spend in the field. Mr. Hill will obtain a leave for the fall quarter of the school year 1943-44 and devote this time to completing the field work. At some time during the six months fellowship period either Mr. Hill or Mrs. Ackiss would expect to spend at least two weeks in Chicago, studying the unpublished manuscripts on race relations at the University of Chicago and consulting with various students of race relations.

The material collected during the fellowship period would be organized and integrated into a volume for publication after the fellowship had expired and with the personal funds of the participants in the study.

*Do not use
unless necessary*
PLEASE RETURN
TO
JULIUS ROSENWALD FUND

Statement of Plan of Work

if so, ketypo each

This is a proposal for a joint study on the all-Negro *2 pages* community to be undertaken by Mozell C. Hill and Thelma D. Ackiss, social science teachers at Langston University. This study contemplates the exhaustive investigation of ⁶ eleven all-Negro communities in the state of Oklahoma. It would bring out the reasons for the founding of these separate communities, their development and present characteristics. The main effort would be directed toward an understanding, in socio-psychological terms, of the effects on Negro personality of living outside the framework of the dominant, segregated racial pattern. That would include an analysis of the institutional mores and dynamic relationships within the Negro society; the relationships of Negroes in these communities to whites; and their attitudes toward Negroes, whites, and the total culture.

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Social Attitudes in an All Negro Community; p.p. 1-3

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We recognize the advantages which would accrue to us from some contact with other students of race relations, particularly since we intend to bring out the significant personality differences between Negroes in segregated communities and those in racially mixed communities. Since we will not do any field work in the mixed communities, our information on that score will be dependent on the finding of other investigators. Therefore we would like to consult with some of these individuals, particularly Horace R. Cayton, W. Lloyd Warner, Allison Davis, and Fred G. Hale.

In regard to our frame of reference, we could at the same time strengthen our socio-psychological and psychiatric orientation by conferring with Herbert Blumer, Daniel A. Prescott, and Mandel Sherman, all of whom can be contacted in Chicago. In addition we want the opportunity of examining the unpublished material on race relations at the University of Chicago.

Accordingly, we propose to spend the month of August at the University of Chicago, not as registered students, but as consultees and library students.

Thereafter we will visit the all-Negro communities in Oklahoma periodically and as often as necessary for the examination of documentary evidences, interviewing, distributing and collecting questionnaires, compiling statistical data, and participating as much as possible in the life of the communities.

As the investigation progresses we expect to publish significant units of material in the form of articles and papers. The work will also yield at least one volume by the end of the fellowship period, possibly two, depending upon the size of the grant, if one is received, and whether there is allowance for enough research assistants to expedite the field work.

We contemplate the continuation of our careers as faculty members of Langston University at the end of the fellowship period, at the same time engaging in further research in the field of race relations.

Mozell C. Hill

Thelma D. Ackiss


FISK
UNIVERSITY

Mozell C. Hill

BUDGET ESTIMATE

Room and board-----	\$225.00
Clothing-----	120.00
Insurance-----	35.00
Transportation-----	75.00
Clerical assistance, Supplies, etc.-----	180.00
General field expense-----	<u>120.00</u>
Total Needed-----	755.00
Amount applicant can provide-----	None
Amount requested from fund-----	\$755.00

SOCIAL ATTITUDES IN AN ALL-NEGRO COMMUNITY

by

Mozell C Hill and Thelma D Ackiss

I

The purpose of this article is to define partially the culture pattern of an all-Negro community in the South by an examination and analysis of attitudes toward the American pattern of race relations. Our effort is directed toward an understanding of what conception the Negroes of this community have of the "race problem"; what feelings and emotions motivate their relationships with whites and with other Negroes; and what connection may be observed between their ideology and their overt behavior. We want to know practically, if not explicitly, what advantages the Negro living in semi-isolationism from the dominant culture has received or anticipates because of his semi-isolation, and what sort of social atmosphere exists in such a community.

There are several possible methods of procedure, any one of which might be utilized in attacking this problem.¹ It is not our intention to get mired down into a pro and con discussion of all of these methods. It should be made clear, however, that we make no attempt to measure attitudes quantitatively from verbalizations of informants, which a number of social scientists do.²

¹Clifford Kirkpatrick has made a critical and illuminating analysis on the measuring of attitudes. See his "Assumptions and Methods in Attitude Measurement". American Sociological Review, Vol. I (1936) pages 75-88.

²For example, see Charles S Johnson "Growing Up in the Black Belt", American Council on Education, Washington, D C (1941) pages 224-255.

Such an attempt would be incompatible with our conception of attitudes as subjective reactions, incontrovertibly tied up with interests, and based on the emotional aspirations of personalities. Thus a mere assertion by an individual, without more, does not necessarily or presumably express his attitude; nor does it imply a continuum or quantitative scale.¹ Quite possibly it indicates his opinion but even presuming that it does, we could not yet be reasonably certain that the opinion represented the connecting link between his ideational processes and overt behavior because he might not be aware of his own attitude.

Accordingly, it appears that the study of personality is the very core of our problem. We would understand the beliefs, prejudices, standards, and attitudes of enough "typical" individuals of our all-Negro community (which we shall call Free Town) for its climate of thought to become intelligible to us. This objective can be realized, or at least approached, in our estimation, by a socio-psychological interpretation of interview materials obtained from persons who are representative of the body of sentiment of certain large community groups.² Since this particular community was founded in the early 1900's, we shall present our interviews chronologically, in terms of the three generations of its residents.

Before so doing, however, we submit, in the following paragraphs, what seems to be the most suggestive and fundamental problem of the Negro in America in the emotional realm, and the auxiliary factors surrounding it. These are offered as criteria by which we shall test the relevancy of our data. This problem then, and its subsidiary

¹One meritorious method by which a quantitative scale may be achieved in the measurement of attitudes is the use of mechanical objective tests such as the lie detector.

²We are in accord with the methodology employed by W I Thomas and F Znaniecki in their Polish Peasant in Europe and America, Alfred Knopf, New York City, 1927.

elements, serve as a frame of reference for the study.

The Negro lives at an extremely high level of tension by reason of the inconsistency between the democratic ideology and the reality of his inferior and immobile status in the caste-like social pattern. Several causes for emotional tension may be enumerated from this contradictory situation:

1. The group atmosphere is charged with potential antagonism because the goals of Negroes and whites are entirely irreconcilable. The goal of the whites is maintenance of the racial status quo, while Negroes aim at equality of opportunity in every phase of cultural life. This is impossible of achievement unless the status quo is broken down.

2. The basic need for security remains unsatisfied as long as Negroes are disadvantaged merely because of race.

2a. A significant ramification of the unsatisfied need for security involves the circumscribed space in which the Negro is permitted to move. To mention a few limitations—he is segregated on common carriers and numerous establishments which cater to "the public"; sex contacts with whites are rigidly proscribed; the barrier between the races is at its height regarding such intimate matters as dining and sleeping, extending to residential segregation; and finally, the pattern of conduct of Negroes toward whites is set by a definite racial etiquette.

As a result of the tension engendered by the lack of space for free movement, the Negro becomes inhibited and frustrated. This may lead to overt aggression toward whites or, more safely, within the Negro group. It may lead to a state of apathy in which the Negro simply "doesn't care what happens". Or it may force the Negro to attempt to "escape" from the frustrating situation, physically, psychologically, or both.

3. Still another cause for tension may be found in the denial to the Negro of the social approval of his fellows as a group. Any number of Negroes receive, of course, the approbation of the whole society, but this is always qualified in terms of race. Even where a Negro is "lionized" he is, as it were, lifted out of his race and given a sort of quasi or honorary white status because he, a Negro, has accomplished something assumed to be beyond the capability of Negroes. From that time forward he is never "just another Negro", as the implication of that expression is generally understood. Rather he occupies a marginal position which deprives him of full acceptance in either racial group.

II

The three interviews in this section were selected for presentation because each of these informants is representative, in his thinking and expressions, of the majority of his contemporaries, as we were able to observe from other interviews, conversations, and participation in the social life of Free Town. These interviews are significant, in a profound sense, for a comprehension of the social influence of traditional ideas in this particular setting for each of our interviewees is firmly entrenched in the all-Negro societal pattern. Old Settler, who represents the Free Town pioneer, has lived there for nearly forty years. The other two informants were born in Free Town, have never lived elsewhere, and have had only limited contact with the outside (larger culture) world. Space does not permit publication of the full case studies so we have introduced the interviews with condensed, explanatory notes. Our analysis follows each interview.

Old Settler

Old Settler is a woman about sixty years of age who moved to Free Town a year after it was founded. She came from a southern mixed community where she "worked out" in domestic service for white people. Upon her marriage she and her husband deliberately elected to live in this new, all-Negro community. She says:

"Free Town was a real success in those days. All of us who went there had a real spirit—we wanted to prove that Negroes didn't need white people to get along. White folks are all right, that is, some of them, but most of them think the Negro don't know very much. Well, we showed them what we could do. We started our own businesses and kept 'em going. Sometimes it was a loss but it was a sacrifice we were proud to make. We ran a newspaper that brought folks flocking to Free Town from three or four southern states.

All of us had real spirit. We went to Free Town to solve the race problem. We were determined to solve the race problem. Just to show you the spirit of the pioneers--my house was plastered in 1908 and that plastering is still good; only one place cracked and that was because the house settled. No one was interested in personal gain as much as they was in helping the race. Those men wanted to build a town that would be lasting--a place where Negroes could call everything theirs.

We didn't have nothing to do with white folks except on business. We didn't want to mix socially with them anyhow. You know Free Town was built just so that Negroes could be away from whites. My husband just loved the town in his lifetime for that very reason. I was one proud soul to have a town we could call our own. All the people felt that they were building for themselves and there wasn't a bit of crime. Nobody locked their doors day or night. It was one for all and all for one. Free Town would have grown too, to be a great big town if "Chief Sam"¹ hadn't come along with something better. He took nearly a thousand of our folks and I don't guess theres hardly a thousand in all now. Of course, you couldn't blame them for following Chief Sam because they were going home--back to Africa.

Things are different now. Negroes themselves are different because so many of them are more interested in personal gain than they are in solving the race problem. Ten or fifteen years ago politics began ruining Free Town and making the folks selfish, but there are still a lot there with the old spirit of having a good town just for Negroes. I don't believe Free Town will ever break down even though some of the real spirit of a colored town is not as good.

One way you can tell that the spirit is not as good is that a lot of those folks who are interested in pushing themselves in politics will run to Unionville (a nearly white town) on any excuse at all. In the olden days we only went there when we had to because it was the county seat. We weren't anxious to be around white folks for fun. We loved our own town and our race."

Three basic assumptions may be derived from Old Settler's interview which bring into focus her race attitudes. First, Free Town was a success because Negroes proved that they did not "need" whites. Evidently one basis for her frustration in the mixed community was dependence on whites. This was tied up with the superiority-inferiority relationship of members of the two races. Thus Negro status would be raised if this "need" of whites could

¹Chief Sam was the leader of a back-to-Africa movement which took hundreds of Negroes to Africa and dislodged many more.

be obliterated. So she escaped, psychically, from the frustrating situation.

Secondly, Old Settler assumed that Negroes did not "want to" co-mingle socially with whites. There were two motivating factors to such an assumption. One was that since race socializing was prohibited by the organizational mores, which she had absorbed in her own personality by means of strict adherence, the idea had become, at least on the conscious level, distasteful. Another was that all segregation because of race was opposed to her concept of democracy. Old Settler could not bring herself to condemn the racial pattern in specific terms, so she rationalized her situation by assuming that she did not fraternize the whites--not because she was considered inferior and hence was not permitted to, but because she did not "want to".

It is apparent, of course, that such a weak rationalization could not resolve the mental conflict aroused by so powerful a prohibition as the one under consideration. This is borne out in the avoidance behavior of Old Settler--taking refuge in Free Town where the problem was non-existent.

In the third place, Old Settler assumed that the solution of the race problem lay in physical separation of Negroes and whites. Hers was a defeatist attitude in this respect and suggests that she had unconsciously accepted the white conception of Negro inferiority because of race. This attitude is emphasized by her evaluation of the Back-to-Africa movement as "something better."

There are several key words in Old Settler's interview which furnish insights into her beliefs, attitudes, and psychic mechanisms of escape. For example, the continual reference to "spirit" is significant because it is compensatory, having also a religious inference. She has deliberately

rejected the dominant cultural values of money and property in favor of a more intangible, but to her, more important and more lasting value, i. e. ego gratification. "Spirit", which the Negroes of Free Town had, is associated mentally with eternal life, and this compensated for "sacrificing" the privilege of competing in the larger society for wealth and material goods.

Old Settler's references to "building"—even expressions concerning the skill of the workmen in Free Town—are merely "collective representations". The underlying idea was the building of self-esteem, the building up of egos which had been damaged by emotional conflict; the building of a "free country" where no problems of race could exist.

Elite Man

Elite Man is of the second generation in Free Town--now in his late thirties. His parents were pioneers of the community and he was born on their farm in the vicinity. He received his public education in the schools of Free Town and his basic college training in a school situated in another all-Negro community. He has attended a few summer sessions at mixed, northern schools since he has been an adult. He holds a high-prestige and good-paying position in Free Town and his home is one of the best in the community. He is an important liaison agent for Negroes in county politics. His wife is a local product and also enjoys considerable prestige. Elite Man says of himself:

"I never have worked or lived anywhere but Free Town and I never expect to. Oh, I have had opportunities to go to other places. I could have had a much better paying position in another (northern) state, but I cannot imagine leaving this community. You see, it is not only the place where I earn my living and where everybody respects me; it's a place to which I am attached. There are so many things that I can do for community betterment here that wouldn't count if I did them in a town where there are whites, because you always have that prejudice to contend with. Then too, my experiences in other towns, especially in the South, have served to make Free Town dearer to me.

For example, I was passing through a southern city a few years ago when I decided to lay over a few hours and look up an old friend. It happened to be at night and I had to walk up and down a certain block more than once trying to find the house I was seeking. A policeman had evidently been watching me though I hadn't noticed him. He came up, called me "nigger", cursed, and practically accused me of being "up to something". I was boiling inside but I kept reminding myself that this wasn't Free Town while I explained that I was a stranger, looking for the home of a friend. He cursed me again, calling me "nigger" every other word, and told me if I couldn't find the place quick I'd better get out of town.

Now I know that incidents like that don't happen to everyone in mixed towns all the time. Maybe some people never have such experiences, but in Free Town no one would be bullied and cursed like that, and above all, you would never be called "nigger", or anything else in that condescending, barely tolerating manner. You may not get rich in Free Town. In fact some

people will be broke whatever their opportunities are, but you can at least be a man and call your soul your own. You don't have to cringe and hide when you see a white face even though you are innocent of wrong doing.

Why, in Free Town the white people we deal with treat us as equals, because we don't deal with them on personal terms unless they need us for something (politics usually) and then they don't dare talk down to us. If they do we get them told. You see if we needed them, we would have to stand any treatment, like being called "Boy", or "Sam", or by our first names, but thank goodness in our town we make our terms. So we demand proper respect-- and get it. A white man will call you "Mister" if he needs you. Oh, I don't dislike white people. After all we are all human beings. But I know that they think they are superior because they are white and since I don't think that way I'd rather live in a place where my views won't get me into trouble. Our parents built this town up just so we could be men and I for one am glad to live in it."

Elite Man is without doubt a beneficiary of the Old Settler tradition of his parents and his environment. His underlying, basic assumptions are similar as is readily observable. Accordingly, his attitudes would be much the same, but the problems which he faces are those of another generation, hence have a correspondingly different character. Old Settler "escaped" from whites because Negroes generally needed them and this appeared to determine the superiority-inferiority character of race relations. By a manipulation of exactly the same psychological symbols, Elite Man employs the technique of avoidance of whites unless they need him.

Significantly, and in line with the Old Settler ideology, he "solves the race problem" for himself by taking and maintaining refuge in a community where he can be "a man" and call his soul his own. In a mixed community, one may infer, the Negro is inferior, a nonentity, for the white man possesses even his "soul". The idea that the Negro is actually "equal" and could agitate and fight for his equality within the mixed community, does not, evidently, occur to this informant.

There is some connection between his upper class status in Free



Town and his attachment to the community. Here he is not only superior to most of the Negroes whom he encounters, but his status gives him the opportunity of meeting whites on terms of equality, i. e. limiting his contacts to those white people who will deal with him reciprocally. Negroes expect him, as an upper class resident, to "do things" for the community for which they would look to whites in a mixed community. This affords Elite Man a subtle, yet ego-gratifying identification with whites which strengthens his opinion of being "as good as they are". In the mixed community he is immediately insecure because he has no choice about the whites with whom he will deal or in what manner he will deal with them.

Thus his behavioral signs become important in substantiation of his assumptions and in attempting to ferret out his attitudes. He might have left Free Town for a better-paying position but he refused. Money was relatively unimportant compared to the frustration anticipated from daily and indiscriminate contact with whites. Since he could not move freely in the mixed community he deliberately decided to remain where his feeling of security and equality would not conflict with the white man's concept of Negro inferiority.

Elite Man is highly emotional toward Free Town as certain of his words and expressions indicate. Aside from economic and prestige gains, he is "attached" to the place. He can call his "soul" his own. Experiences in mixed communities have made Free Town "dearer" to him. "Our parents built this town so we could be men". His attachment to Free Town is more abiding because it is his only refuge from constant and, to him, terrifying emotional conflict.

College Youth

College Youth was born in Free Town about seventeen years ago. Her parents moved there shortly before she was born, so she was reared and finished high school in this community. Her forebears are not of the Old Settlers tradition, her father having located there because he found a much better paying position than he had in the mixed community where he was living. In College Youth's words:

"I don't know how well to say that I like Free Town because I have never lived anywhere else. The thing I like best about it is you don't have to wonder whether you will be welcome when you go in a public place like you do when you go to "T" town (a metropolitan area about ninety miles distant) and other towns that white people run. In our town we can do pretty much as we please because it is ours. Your own people are not going to hurt your feelings about being colored but white folks will.

Of course some mixed towns are better because there are more conveniences, but then you don't have the privilege of the town like you do in Free Town. I have a friend who moved to Free Town from "T" town, and she lived there for only two years. She never did get used to the place because she said there were so many more advantages in "T" town. I guess she meant good stores and paved streets and things like that. She said segregation wasn't bad if you were used to it because you just don't expect anything else.

I believe I would like to live in the North if I moved from Free Town because there is more inter-marriage. I don't want to marry a white person but if the law allows you to do it you know they couldn't think Negroes are so inferior. I guess I'd rather stay in Free Town if I couldn't go North because you don't have to always keep it on your mind that you are a Negro and can't do this and that.

I haven't been around white people much but I know that some of them must be all right. My father said those in the town he came from were real neighborly. I don't mind nice white people but I couldn't like one in the same way I like my own people. Nice white people are ones who don't try to put you down below them."

College Youth is suspended between two lines of thought. She is of the third generation of Free Townites and the old settler tradition has influenced her only indirectly. She has nevertheless become so imbued with



the all-Negro complex that she reacts emotionally to Free Town in much the same manner as Old Settler and Elite Man.

Her basic assumptions are revealing not only as indices to the emerging attitudes of the youth of the community but in pointing out the virility of the Old Settler tradition. College Youth assumes that white people "run" the mixed southern communities, which naturally suggests that Negroes have no functional part in them. She is much more defensive about the disadvantages (largely of an economic nature) of living in Free Town than our older informants. At the same time she apparently believes that more of the better things of life, the conveniences, are to be found where whites are in the ascendancy. Her attitude is doubtful, however, as to whether these conveniences would compensate for continually "having your feelings hurt" because of race.

Another assumption which is interesting, especially in view of the fact that College Youth evidently does not realize its full import, is that a law which permits racial intermarriage assumes equality of racial status. In this particular she unconsciously challenges the "escape" solution of the race problem and substitutes the breaking down of the sexual race barrier, thus marking this barrier as the most significant stigma of race inferiority. The tremendous importance of the sexual gain to whites in segregating Negroes has been recognized by social scientists, which recognition has posed an inevitable connection between sexual equality and "social" equality.¹

"I do not want to marry a white person" appears to be a simple verbalization, lip-service to the cause of race loyalty, fostered by the

¹See especially, John Dollard, Caste and Class in a Southerntown, Yale University Press, New Haven, Conn., (1937) Chapter 7.

Old Settler attitude against intimate contact with whites. The salient point is that she would like to live where she could intermarry if she moved away from Free Town, (and she nowhere indicates that she intends to remain in Free Town throughout her lifetime as does Elite Man). If she leaves there she wants to contact the "nice" white people, the "neighborly" ones, that is, those in whose neighborhoods Negroes would be acceptable; those who do not "try to put you down below them"; or those between whom and Negroes there exists a consensus.

III

In summary and conclusion it is essential to ask ourselves: What have these interviews, representing the collective opinions of the three generations of the Free Townites, taught us about race attitudes in this All-Negro community? In other words, what sort of social atmosphere have we found in terms of Negro-white relations and the current patterning of society? The answers to these questions must be sought in an explanation of the following points: (1) The racial beliefs which were transplanted from the mixed community to Free Town and became an integral part of its traditional social climate. (2) The influence and limitations of such tradition on succeeding generations as ascertained from consensus and divergence of opinion and behavior.

The founding of Free Town, it will be recalled, occurred in the early years of the twentieth century, when the hostile Southern reaction to the Reconstruction Era was still strong, and before the propagation of the doctrine of "equality of opportunity", later to be popularized by the N A A C P and similar organizations. The old settlers were acutely aware of the fact that emancipation had not solved the race problem and they grasped for a solution at the only other possibility within their limited horizon--separation of the races, based unconsciously on the Colonization proposals of the slavery period. We can understand something of the depth of the frustration experienced by these people when living in the mixed community by the degree to which they were motivated by the mechanism of "escape". Old Settler comments upon the numbers who joined the Back to Africa movement and remarks that this was something "better" because they were going "back home."

Thus these early settlers had unwittingly accepted their inferiority and the inferiority of all Negroes as an incontrovertible and established

fact. They were not "at home" in the mixed community because they were "inferior" and frustrated in it. This idea then—that Negroes were a homogeneous group, statically inferior in relation to the white group—was absorbed from the caste-like structure of the dominant culture and transplanted as part of the social heritage of Free Town. It was manipulated so as to secure adherents to the "cause" of solving the race problem; so as to stimulate race pride, and to produce community solidarity in matters connected with the larger society.

In adapting this belief to their undertaking of establishing an all-Negro community, Old Settlers invested it with a fatalistic character having stronger assumptions of caste than existed in the general culture. This is apparent from the fact that neither Old Settler or Elite Man suggests methods of solving the race problem within the mixed community, such as pressure techniques, interracial cooperation, racial propaganda, miscegenation, etc. However, the power of this traditional belief is lessening, for College Youth does not accept it unqualifiedly. She would, nevertheless, avoid militant aggression for her "rights", but seek contact with "nice" white folks who won't put you down below them."

Another traditional attitude which has pervaded the social atmosphere of Free Town concerns the value of racial integrity as over against pecuniary, personal gain. The attitude of "racial integrity" was perhaps taken over indirectly from the sexual barriers erected between whites and Negroes in the mixed community as a means of preserving the "purity" of the white race. That was its dynamic motivation, but its adaptation was turned to the realistic end of compensating for lower economic status.

There are several evidentiary statements in the interviews which



show the limitation of this belief and the contra climate of opinion which is evolving. First, Old Settler admits and deplures that "things are different" in the last few years. Then, Elite Man apparently enjoys contacting white people who need him (and, by implication, those from whom he receives some material gain) and finally, College Youth does some wishful thinking about the "conveniences" of mixed communities.

Space does not permit an analysis of all of the attitudes or elements which go to make up the social atmosphere of Free Town. Nor does the material presented here warrant a conclusive statement, since our investigation is not yet completed. It may be tentatively said at this point, however, that the expedient which the Free Town pioneers adopted to solve their race problem--grouping themselves together--had the effect of alleviating the tension to which they were subjected in the mixed community. The aggression which this tension motivated was expended in the building up of Free Town and the net result was a maximum of personality adjustment to the all-Negro surroundings. At present the complete psychic dependence of the residents of Free Town on the Old Settler spirit is languishing and there are indications of dissatisfaction with the traditional acceptance of isolation from whites as a solution to the race question. The youngest generation experiences some conflict because of the difficulty in reconciling the Free Town pioneer ideology with the goal of modern Negro youth--to achieve equality of opportunity in the larger society. The members of this all-Negro community are less isolated than formerly and the problems which Negroes face in the dominant culture are making such inroads there that attitudes on the race problem are more wavering and undetermined than they were a generation or more ago.

SOCIAL CLASSES: A FRAME OF REFERENCE FOR
THE STUDY OF NEGRO SOCIETY

By

Mozell C. Hill and Thelma D. Ackiss

It is a growing practice among social scientists to categorize Negroes into social classes within their group, which group is conceptualized as the lower layer in a caste or caste-like structure. The writers of this article are in accord with such a treatment, but they have been impressed with the vague and sometimes evasive manner in which the problems of Negro social classes and their functional relationship to the institutional life of the community, have been analyzed. Some writers appear to be guilty of a gross oversimplification while others fall into the opposite error of complicating the matter almost beyond recognition of the fundamental issues involved.

1

Negro classes are adjudged generally to fall into several rough divisions, approximating the divisions of the whites into classes, based on wealth, education, family prestige, and similar criteria. These classes are not then subjected to the scrutiny which they deserve in terms of how the confusions and contradictions

of the American social order influence their formation and existence.¹ Most of the authors of books dealing with Negro personality in the Youth Commission Series have devoted some space to Negro social classes, and they have included skin color as a criterion for social status.² The participants in this investigation are convinced, however, that there can be no concrete development of any thesis involving Negro social classes until there has been some "groundwork" study and appraisal of Negro society which does not have the constant impact of the racial organizational mores inherent in the larger cultural pattern.

Accordingly, the major hypothesis presented here is that an all-Negro group, or one which is not under the direct influence of the dominant culture would exhibit some significant differences in class motivation, structure, and characteristics, from those Negro groups in racially mixed communities. It is proposed, therefore, by an examination of the social organization and structure of Boley, Oklahoma, a Negro Community to

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1. John Dollard seems to be an exception here, for he has given a rather comprehensive analysis of Negro classes in terms of the caste pattern of American society. See his Caste and Class in a Southern Town, (New Haven, Yale University Press, 1937)
 2. Sutherland, Robert L., Color, Class, and Personality, (Washington, D. C.: American Council on Education, 1942)

analyze the interrelations between classes and within them, the ideas, attitudes, and segments of response which exist just because the Negroes of Boley have built up and maintained their social world in a state of semi-isolationism from whites.

It is not expected that the foregoing thesis will be validated beyond rebuttal in one short article. It is hoped, rather, that by leaving the more familiar, traditional paths mapped out by students of race relations and presenting a socio-psychological interpretation of social classes in an all-Negro community, to provide a new orientation in the premises, which if realized, will simultaneously be an important frame of reference for more thorough and less superficial attention to problems involving Negro classes in the United States.

Considerations of this sort suggest certain points that should be clarified at the outset. Why, for example was it decided to make this study through the medium of social classes rather than some other phase of the institutional life of the community? Because of a predilection on the part of the writers that rationally plausible social interpretation is possible of achievement, if at all, by the deliberate selection of some phenomenon

which is an inevitable part of the social process, as a focal point of research interest. In other words, social stratification is a result of social interaction, a concomitant of community living, a sine quo non factor in the entire socializing process. Hence, it becomes imperative, it would seem, to take advantage of the accessibility of such a significant social phenomenon in the formulation of social judgments.

All of that is not to say, of course, that the role of the individual is ignored or even minimized. It simply means that individuals are regarded from a societal perspective; that since individuals of a given class are usually imbued with a similar stock of attitudes, ideas, behavior patterns, etc., as well as having a number of more tangible characteristics in common, the social atmosphere in which the individual abides is a convenient and proper setting for a socio-psychological evaluation.

In this connection, Dr. Park¹ is one of the social scientists who recognizes the merits of analyzing the individual as a member of a functional social unit.

"It is, however, in the nature of political society that every class, caste, institution, or other functional unit should have its own dogma and its individual life-program.

1. Robert E. Park, "Symbiosis and Socialization: A Frame of Reference for the Study of Society," American Journal of Sociology, July, 1939, pp. 8-9.

"The ideology of a class, caste, or social group seems to perform the same role in the functioning of a collective unit that the individual's conception of himself performs in the function of his personality.

"They (the psychiatrists) were, also, among the first to take account of the fact that the individual's conception of himself...is always a more or less accurate reflection of his status in one or more social groups."

In a somewhat similar vein, another social scientist has indicted psychologists for limiting themselves to a study of the "isolated" man.

"Even when man is artificially separated from society and viewed outside of his relations to the group, he nevertheless retains its imprint...for how is one to explain principles, ideas, thought, and judgment, all of which we possess because they are possessed by others, and which we share with others, if we accept the hypothesis of the isolated man?"¹

It remains, in this brief preamble, to amplify the assertion, previously made, to the effect that an investigation of social classes in an all-Negro community will provide a basic frame of reference for studying Negro classes in a mixed community.

The exclusive application of the latter approach has yielded chaotic results because the constant "social"

1. Maurice Halbwachs, "Individual Consciousness and Collective Mind," American Journal of Sociology May, 1939, pp. 812-813.



interaction involved in the symbiotic¹ association of the races in mixed communities tends to obscure some of the very factors which should be revealed. In many instances, it relegates explanations which might otherwise be dynamic, to the realm of more speculation.

Thus, by way of illustration, suppose it should be determined by research in racially mixed communities, that Negro social classes tended to be highly stratified. Might it then be legitimately assumed, a priori, that the proximity of the white social world had any efficient connection with such stratification? On the other hand, however, if the above determination was made after, let us say, classes in all Negro communities had been found to exhibit a very slight degree of stratification, there would be an incontrovertible relationship between Negro class stratification and the white social world. An adequate framework having been thereby acquired, it would become relevant to describe and analyze this relationship.

Finally, the all-Negro community embodies fewer contradictions than the mixed community. It is less complex, socially, from which it seems self-evident that social

1. Symbiotic relationships in human society mean living together of different races, cultural groups, religious and economic groups with little or no consensus. See Noel P. Gist and L. A. Halbert, Urban Society, (New York, Thomas Y. Crowell, 1942) pp. 132-135.

as well as personal conflict would be correspondingly less than in communities where both whites and Negroes reside. If that is true, there should be fewer probabilities of making fallacious judgments than there would be in a situation which, from its very nature, is pregnant with the possibilities of conflict.

11.

Boley, Oklahoma, a Negro community, is located in Okfuskee County, in the east central part of the state. It connects with the outside world chiefly by means of U. S. Highway 62, which runs east and west connecting Oklahoma City and Muskogee. Okemah, the county seat and an all-white community, is twelve miles east of Boley, and another smaller white community, Paden, lies to the west of Boley. According to the 1940 census, the population of Boley is 942, this figure applying, of course, only to those living within the limits of the town. Within a five mile radius, however, some 5,000 Negroes come under Boley's influence.

The incorporation of Boley on March 30, 1905, at the instigation of the first twenty residents, was the outgrowth of an idea conceived in 1903. It appears that the then president of the Fort Smith and Western Railroad Townsite Company entered into a controversy with some other individuals, centering around the question of whether the

Negro was capable of self-government or whether supervision by whites was essential to his survival. It was finally decided to promote the organization of a Negro townsite and one W. H. Boley, the Fort Smith and Western Roadmaster, was active in this respect. The town, which became Mr. Boley's namesake, grew rapidly, aided and abetted by the "Boley Progress," a newspaper, the primary purpose of which was to attract residents from Texas and Louisiana. In 1912, the population was approximately 4,000, but the war, urban and northward immigration, the depression, and other factors depleted it.

The people of Boley earn their living, in the main, by farming; hence, from an economic standpoint it might be said that it is an agricultural community. It must be noted, however, that the town has several urban features and characteristics. For instance, the sex composition shows a preponderance of females over males-- 512 females to 430 males in 1940. The age composition reveals comparatively few children in terms of the number expected in the actual rural community of that size, the predominant age group being from the ages of 20 to 40.

Moreover, the numerous and varied establishments are in striking contrast to what would be expected of a "country" town. There are 44 places of business, 9 churches, 3 cotton gins, 2 schools, a library, a play ground, a fair ground, a bank, a Masonic Temple, a State

N.Y.A. Work Experience Project for girls, a second class post office, a private hospital, 4 physicians, 1 dentist, two lawyers, and a C.C.C. camp (recently moved).

Within the city limits of Boley, to which this article is confined, there is little contact with white people except on business matters. There is no evidence that any white person has ever spent as long as twenty-four consecutive hours there. Although a number of Boleyites do some shopping in the neighboring all-white communities, the traditional animosity between residents of these racially exclusive communities still exists.

This short, physical description of Boley is sufficient to proceed to an analysis of its class organization and structure, after a methodological note. Both writers are well acquainted with the research site, each having made several visits of varying lengths in the interest of this study. Prior to that, one of the writers, a native of Oklahoma, has become acquainted with the community of Boley and a number of residents in traveling about the state. The other writer lived in Boley and attended school there for one year, some time after which he used the community as the subject for his master's thesis.¹

1. Mozell C. Hill, "A Sociological Study of an all Negro Community." Master's Thesis, University of Kansas, 1937.

Since that time he has made frequent trips to Boley.

The investigational techniques utilized in the following interpretation include questionnaires, several case histories, interviews, county records, documents and reports, and participation in the social life of Boley. From the wealth of materials acquired in these procedures the writers have extracted the minimum necessary to present a true picture of class relationships.

111.

As regards social organization and stratification in Boley, it should be pointed out first that their determinants are largely economic in character. There are, for instance, four rough economic divisions, the members of which recognize each other and are, in turn, recognized by others to have certain economic and social interests in common. These divisions include:

1. The proprietorial class, which comprises those individuals who own the local businesses, own and operate farms, and who generally have a measure of economic security and independence. Members of this group often hold key positions in the municipal government.
2. The professional class, includes physicians, lawyers, teachers, dentists, and ministers.
3. The laboring class, (landless proletariat) rural and urban, who are permanent members of the community, usually propertyless and insecure.
4. The "floaters," who come and go, working at whatever odd jobs are available, do not as a rule, become assimilated in the community social structure. They are included, here,

however, because there are always enough of them in Boley for the residents to know that they are there and because even in the loose and temporary association which they achieve, they form a sort of "other" group.

There are two possible methods of approach to a further consideration of these economic groupings. They might be broken down into even more refined divisions in an effort to bring out the mobility between them and to show how numerous are the organizations which cut across class lines. But this method would, in the estimation of the writers, furnish a plethora of data which, at this stage, could only serve to obscure rather than elucidate the inferences which might be derived from the major hypothesis of the study.

The approach which it has been decided to use, oversimplifies the social organization of Boley, to be sure, since it concedes, for present purposes, only two extremely rough divisions of Boley society--upper and lower. To appreciate this method, however, one must be continually aware of the fact that this is an initial research effort to arrive at an understanding of an all-Negro community and it can, therefore, expect to do little more than pose in bold relief certain points believed to have significant implications for later, more detailed investigation. The writers are devoted to the idea, as they have so intimated earlier in this article, that it is more logical and more

scientifically consistent, to begin with the simple aspects of cultural problems and then proceed to the complex.

Concerning these two fundamental divisions of Boley society, the upper or elite class consists of those who have been referred to as proprietorial and professional. These individuals are bound together by a host of factors. In the first instance, they have achieved economic security or a semblance thereof. In the second place, they form an elite group in a truer sense than could be possible for any Negro in a mixed community, because Boley is "their town." They "run" it and there are no invariably "better" white institutions within the community to detract from the psychic security thus achieved. A further cohesive factor is a recognition by the members of the upper class that they are interdependent. They need each other more urgently than they would, for example, if there were some white upper class residents with whom certain Negroes could psychologically identify themselves through business contacts or otherwise.

The upper class then identifies itself as a class by means of prestige symbols which are understood as such throughout the entire American cultural pattern--economic resources, education, family status, and leadership. But the investigators have failed to perceive any indications that skin color and Nordic characteristics are criteria,

in any sense, for status in the Boley community. It was apparent both from the interviews and from participation in social activities that there is an unfeigned indifference to one's complexion in Boley. This fact is in direct opposition to the views derived by investigators of the Negro in mixed communities.¹

Instead of identifying themselves with whites, the upper class members of Boley apparently regard white people as their traditional enemies. In almost every conversation with an individual from this group in which the matter of race relations was discussed, the Boleyite remarked on the business competition of the stores in neighboring all-white communities, or reference was made to the animosity between the all-white community and Boley. It was discovered, in fact, that unless the subject of race relations was introduced by an "outsider," the community residents seldom discuss it except in the connection just suggested.

1. Franklin Frazier found that color is a significant factor in the spatial pattern of Negroes in Chicago, Illinois. The Negro Family in Chicago, (Chicago: University of Chicago Press, 1932) Chapter 6; He also brings out that color differences among members of the same family create tensions and conflict. See "Certain Aspects of Conflict in the Negro Family," Social Forces, (Oct. 1931) pp.76-84. The same author in another publication takes the position that skin color cannot be considered in isolation, but that when it is considered along with social experiences of the individual, attitudes toward skin color grow out of the reactions of others in the community. Negro Youth at the Crossways, (Washington, D. C. American Council on

The lower class has no organization and little articulation but it is easily recognizable by the simple fact of "not belonging" to the "upper crust." The conflicts and frustrations which generally result from lower class status are compensated for in some degree by the absence of the presence of whites. They say, "we are all Negroes here," implying, of course, that since, in the larger society, Negroes are socially immobile, no Negro is "better" than any other. This serves to rationalize their class status and lessen the sharpness of the economic class struggle.

The class is also uniquely conventional among lower class groups. The legal, as distinguished from the common-law family, is the rule rather than the exception in Boley.¹ In this respect the lower class has what might be termed a middle class consciousness; for there are observable in it the same respectability prohibitions and inhibitions, and

Education 1942). Similar points of view are substantiated by: W. Lloyd Warner who describes a southern community as a two-caste system with a class system in each. "Formal Education and the Social Structure," Journal of Educational Sociology, (May, 1936) 524-31

E. B. Reuter, Race Mixture, (N. Y., McGraw-Hill Book Company, Inc., 1931); Chas. Johnson, Growing Up in the Black Belt, Washington, D. C., American Council on Education, 1942; Allison Davis, Donald Young, Ira D. Reid, Robert Sutherland; and others.

1. Charles Johnson finds among lower class Negro families of the black belt, that legal marriages are not customary and that illegitimacy is no social stigma. Slave patterns still exist among the families. op. cit., pp. 58-59.

social climbing proclivities which are universally associated with middle class status.

Thus it might be claimed that although class alignments are rather definite and sharp in Boley, and a class struggle in terms of these alignments goes on ad infinitum, there is a minimum of class frustration and personality disorganization as a result of same, because the all Negro social structure affords psychological compensations for both large class groups. The nature of these compensations can be best understood by means of a consideration of inter and intra class relationships and communication.

IV

Implicit in the whole social structure of Boley is an underlying egalitarian ideology. This so dominates the mental atmosphere and "feeling-tone" of the residents that visitors (the writers, for example) are at least emotionally affected thereby in the initial stage of the visit. Closer observation reveals, however, that the basic idea of equality of all Negroes is derived, unconsciously, no doubt, from the stereotyped conception by whites of a homogeneous Negro group. The Negroes of Boley have taken over this conception, psychically "isolated" it from its dynamic context, and adapted it to offensive use in the interest of community solidarity.

It is not difficult to perceive what an important role such an ideology could assume in the maintenance of

class stratification with a minimum of conflict. Its import for resignation to lower class status has already been noted, but further stress is not amiss. For just as every white youth once dreamed that if he studied his lessons and worked hard he might one day be president of the United States, so the son of the humblest tenant farmer believes that he can attain a position of pre-eminence in Boley. He does not resent the upper class because he visualizes himself as a potential member.

There were observed several factors, stemming from the upper class, which foster lower class aspirations in this respect and bring them within the realm of probability. First, the absence of whites provides Negroes of the upper class with a sense of security which, in turn, facilitates social and general intercourse between the classes. It is notorious that in mixed communities there are invariably upper class Negroes who assume an "Uncle Tom" or "Mammy" role in dealing with whites. As a compensation for doing obeisance to whites they exact it from those whom they regard as their inferiors. Such individuals could not condescend to "Thee and Thou" relations with lower class members. They must, moreover, often exploit the lower class in order to keep impregnable their own class position. Inhibited and frustrated by reason of inferior status, the welfare of the community is

secondary in importance to what ego gratification is available.

On the other hand, ego gratification comes to upper class Boleyites through the preservation and progress of Boley. Hence, they cannot exploit the lower class members without cutting off the basis for their own security. Consequently, in unconscious acknowledgment of their dependence on the lower class, they are cordial, friendly, interested, and informal in their relationships with them.

The second palliative factor for lower class status centers around the pyramid-like structure of the social pattern. While it is^a fact that the lower class forms the broad base of the structure, the apex of the pyramid is occupied by one person, the banker, who enjoys a unique and peculiar prestige in Boley. Other upper class members are ostensibly as dependent for economic favors on the banker as lower class members themselves. Furthermore, the amount of money which the banker will have to lend in a given season is largely dependent on the fruitfulness of the crops raised by lower class persons. This interdependence with the banker who tops the social ladder, and this common dependence with the remainder of the upper class upon the banker, provides a collective psychological setting for the lower class which has enough compensatory features to offset the mental conflict which might otherwise accompany lower class status.

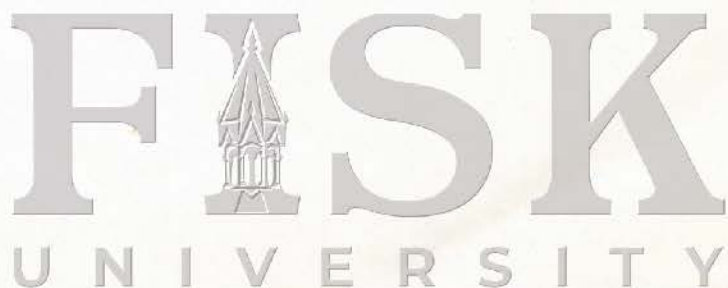
So thorough, indeed, is the accomodation, and so strong is the psychic identification of the lower class and the banker, that a number of lower class members have superiority feelings in regard to members of the upper class other than the banker. One lower class informant related with pride that he and the banker sat in the latter's office discussing the prospect for crops while Dr. X waited outside. Another volunteered that the banker would "laugh and grin with these doctors and teachers but when it comes to talking good hard, common sense, he comes to us," (farm workers). These reactions are, of course, defensive, but they break down lower class inhibitions to the extent that an emotional security is achieved. Reactions of this type then become a substitute in the unconscious for lower class aggression which, if present, would militate against the status quo. They fortify the lower class individual's belief that only a few good crops, for instance, stand between him and upper class status, because he is "as good as anybody else anyhow."

Another related circumstance is the fact that there is no large middle class which stands as a hurdle between lower and upper groups. The social structure of Boley has been compared to a pyramid with the town banker at its peak. In close proximity are the doctors, lawyers, teachers, well-to-do business men, and affluent farmers. This group shades

almost imperceptably into the one composed of smaller business units, home businesses, small farmers, et. It would be a misnomer to call this group a middle class because it is not so conceived in Boley and the people who comprise it do not recognize common interests or common status, nor do they have a "consciousness of kind." They do recognize interests which they share with those at the top of the pyramid and some that they share with those at the base. Accordingly, since it must be reiterated, the entire social atmosphere is pervaded by the philosophy of equality these few in-betweens mingle socially both with those who are more and those who are less secure economically than they. And instead of serving as an obstacle between lower and upper classes they form a very concrete link in the chain of social relationships.

The floaters, aforementioned, will not be discussed in this connection since they are but transients and do not necessarily share the dominant ideology of Boley. Those who do remain, however, usually do so precisely because the unity of the all-Negro community appeals to them even though they automatically fall into the low-stratum group.

Perhaps the strongest possible attestation that the lower class Negroes of Boley are not victims of a "permanent frustration" situation is to be sought in their



intra-class relations. There is very little anti-social conduct in Boley and crimes such as rape, murder, assault, and battery are almost unknown to the community residents except indirectly. The crime rate for Boley, in fact, is the lowest for the state of Oklahoma. The amicability of intra-class relations in the disadvantaged group of Boley appears to support John Dollard's theory of intra-race aggression as a result of caste frustration.¹

The writers are aware that the foregoing cursory presentation does not in any sense exploit the possibilities of the problems involved. They intend to explore the matter much more deeply, give more attention to individual personality by means of the life history, in a larger work of which this study is a part. The present analysis does, however, appear to focus several points of differentiation between social classes in mixed communities and those in Boley. These points are submitted in specific reference to the fact that this community is relatively free from the psychological pressure of white society and they are expressed in the following conditions:

1. The society is marked by an underlying, egalitarian philosophy.

2. There is an absence of color differentiation in the definition and motivation of social classes.

3. There is a minimum of lower class status frustration as evidenced by harmonious relations in inter and intra class communication, low crime rate, and conventional sex mores.

1. John Dollard, op. cit., Chapter XIII.

4. The lower class is aware of its potency in the economic life of the community but makes no attempt to become articulate as a class group.
5. There is relatively little exploitation of lower class members by those of the elite group.

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. Mozell C. Hill
Report Requested of Dr. Mabel Elliott
University of Kansas, Lawrence, Kansas

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

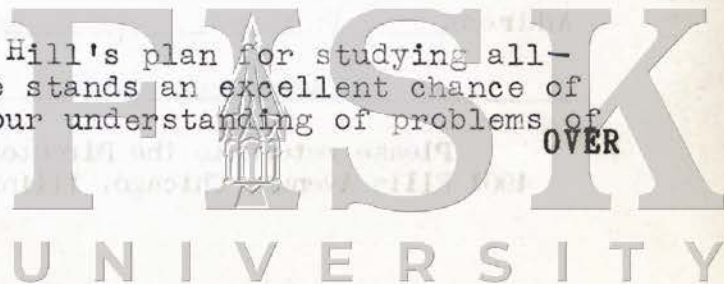
William C. Haggood
Director for Fellowships

REPORT

Mr. Mozell C. Hill of Langston University has been a student of mine, both as a graduate student and a number of years ago as an undergraduate student. I have found him to be an earnest, hard-working, young man. He did very good work with me as a graduate student, and I was impressed with his ability to dig in to a problem when he undertook independent study.

Although Mr. Hill has deep interest in the future of his own people, he is, I think, singularly free from the offensive characteristics of many persons who are members of minority groups. I think he is very objective in his point of view and that he will make his mark in the field of Negro Sociology if he has sufficient financial assistance.

I have previously gone over Mr. Hill's plan for studying all-Negro communities and believe that he stands an excellent chance of making an important contribution to our understanding of problems of



the Negro. This proposal to study the Negro in an exclusively Negro community should give us an opportunity to differentiate the problems which he faces in a biracial group because of our peculiar culture from those which are either a matter of their own racial adjustment or are common to all people. I can think of no recent study in the field of race or race relations which should be of more scientific importance than this study promises to be.

It is, therefore, with a great deal of pleasure on the one hand and with respect for the validity of his project that I recommend Mr. Hill. I hope your organization will see fit to make him a grant which will enable him to complete such an important study.

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

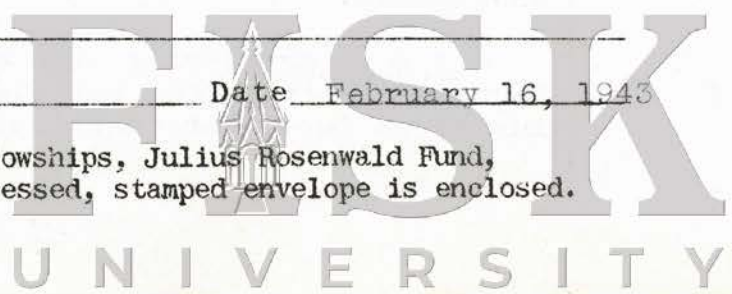
Signed Hubert A. Ellis

Position or Title Associate Professor of Sociology

Address University of Kansas

Lawrence, Kansas Date February 16, 1943

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

a by letter

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss
Report Requested of Dr. Charles Thompson
Howard University, Washington, D. C.

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

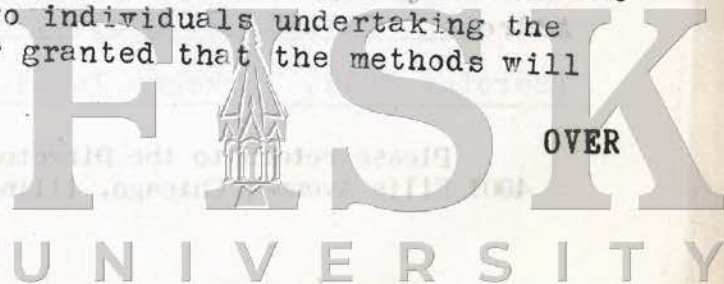
We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
Director for Fellowships

REPORT

I have read the plan of Mrs. Ackiss and Mr. Hill to make a study of six all-Negro communities and I have been particularly impressed by the unique hypothesis which they hope to test. In view of the importance of the problem of Negro-white relations in the country and particularly the effect that those relations have or may have upon the personality of Negroes, this study is especially significant. It should throw some very much needed light not only upon the effects of segregation per se, but more especially upon the possibility of Negroes living in total or semi isolation.

The methods of procedure are not sufficiently described and justified in this manuscript to determine with any great degree of accuracy their validity. However, in view of the two individuals undertaking the study it probably should be taken for granted that the methods will be adequate.



4901 ELLIS AVENUE

CHICAGO

(Confidential) Report of Candidate for Fellowship

Name of Candidate

Report Requested by

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of the plan of work and of his ability to make a noteworthy contribution in his field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.

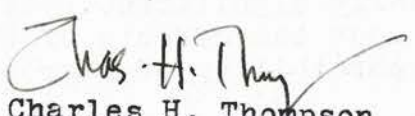
We request candid and official comment. Your reply will be held in strict confidence.

Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

None of which I am aware



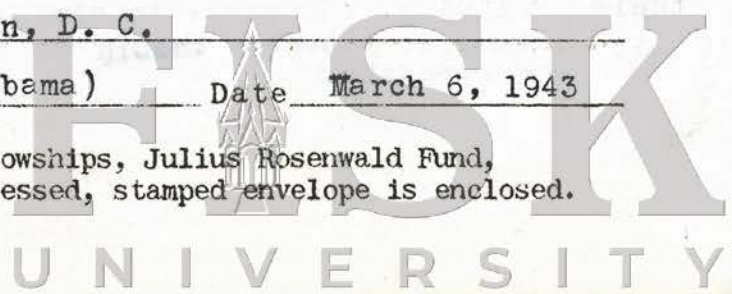
Signed Charles H. Thompson

Position or Title Dean, College of Liberal Arts, Howard University

Address Howard University, Washington, D. C.

(Dorothy Hall, Tuskegee Institute, Alabama) Date March 6, 1943

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. Mozell C. Hill
Report Requested of Dean L. T. Moore

Langston University, Langston, Oklahoma

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
Director for Fellowships

REPORT

February 18, 1943

Mr. William C. Haygood
Director of Fellowships
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Mr. Haygood:

I am pleased to forward a statement on the educational qualifications and experiences of Mr. Mozell C. Hill, who is an applicant for a fellowship.



4901 ELLIS AVENUE

CHICAGO

Mr. Hill has the educational background and experience which should enable him to handle the study of six all Negro communities of Oklahoma in a very favorable manner. He has for several years been interested in the study of all Negro communities. His brother, the late Letchen Hill, as the Mayor of Boley, promoted one of the strongest programs of civic improvement ever conducted in any all Negro municipality. I feel that the keen interest of Mr. Mozell C. Hill in all Negro communities, together with his close personal contact with such communities for years, will enable him to get at the heart of the information and facts which are available on this phase of Negro life.

The information sought through this project is of national importance and it has potential uses that enhance its importance at this critical period of readjustment with which our social groups are faced.

The study merits favorable and constructive consideration.

Respectfully yours,

Leroy Moore

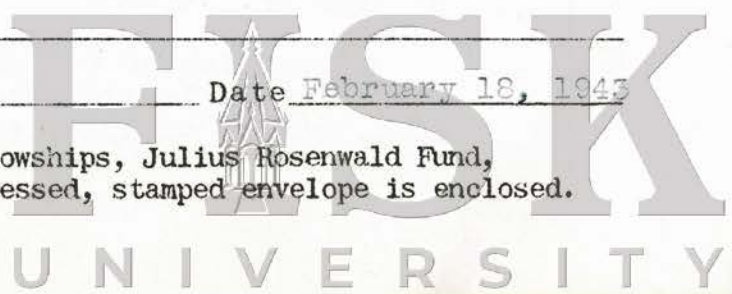
Signed _____

Position or Title Dean of the College

Address Langston University

Langston, Oklahoma Date February 18, 1943

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

a

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. Mozell C. Hill
Report Requested of Dr. Mandel Sherman
University of Chicago

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haggood
Director for Fellowships

REPORT

I had an opportunity to know Mr. Hill during the Summer and Fall quarters of 1941. I considered him an exceptionally intelligent person who was definitely interested in the socio-psychological problems, and who made every effort to improve his knowledge. His discussion of psychological problems, which were presented in the seminar, showed me that he had a great deal of insight and intense intellectual curiosity.

I believe that the plan that Mr. Hill has for the study of Negro communities in Oklahoma is excellent, and the only criticism I might have is that he has selected too many communities for study. I can scarcely believe that six months of investigation is sufficient for an evaluation of six communities. Otherwise, the plan seems to be of great interest for as Mr. Hill stated, no one has ever studied the context of Negro culture in a situation in which significant or dominating relationships with White persons were not present.

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4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate
Report Requested of

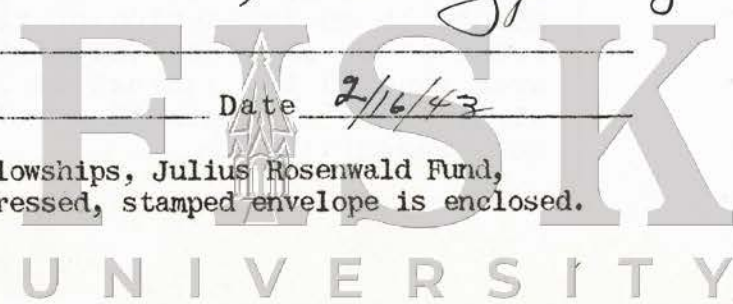
The above-named candidate was applied to this Fund for a fellowship and has given you name as a reference. The candidate's plan of work is attached. Please return it with your statement.
We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. An outline of the general nature of the Fellowship Committee will be of great assistance in appraising the candidate's qualifications. The following information will be of great assistance in appraising the candidate's qualifications. We request candid and critical comment. Your reply will be held in strict confidence.

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

yes. Mr. Hill relates himself very well to others

Signed Mandel Sherman
Position or Title Director, Orthogenic School, University of Chicago
Address Chicago
Date 2/16/43

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. Mozell C. Hill

Report Requested of Capt. Carroll D. Clark

214 South River Front, Monroe, Louisiana

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haggood

Director for Fellowships

REPORT

I have known Mozell Hill for the past eight or nine years, during which time he carried on graduate work and completed requirements for the M.A. Degree at the University of Kansas under my supervision.

Mr. Hill is a man of good intellectual equipment though not of outstanding brilliance. He has shown a steady capacity for growth

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which had led most of us, among his teachers, to revise upward our earlier estimates of his ability. He has learned to dig persistently into problems, and to make use of his analytical powers, in recent years.

His attitude is unusually dispassionate and objective, for a Negro or for a white student. He respects facts, and strives to give them honest interpretation. If my efforts have been well spent, he is now pretty well versed in basic techniques and methods of investigation. However, he has not had a great deal of experience in studies of considerable scope.

I visited the town of Boley with him, when he was engaged in that study, and was favorably impressed with his handling of field investigations.

I believe he is competent to handle the proposed extended study creditably. He has perseverance, tenacity, and is not lacking in imaginative insight disciplined by ^{scientific} method.

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

Mr. Hill has a considerable fund of tact, gets along well with members of his own race and white folks. I think his personality is one of his strongest assets.

Signed Carroll D. Clark, Captain, Air Corps

Position or Title (on leave from University of Kansas, Professor of sociology and Head of Department)

Present Address AAF PFS (B-N) Selman Field, Monroe, La.

Date 2/22/43

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.

UNIVERSITY

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss
Report Requested of Dr. John Dollard
Yale University, New Haven, Connecticut

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood

Director for Fellowships

REPORT

It seems to me that Hill and Ackiss have a strong and original research proposal. I personally am much interested in the differential impact of our American society on Negroes when the controls are variously operated by each one of the two groups separately.

I have seen the papers which these candidates have written and believe they have already made a convincing start and have shown the feasibility of their total enterprise.

I am not personally acquainted with Hill but feel that Mrs. Ackiss is very competent. I have admired the way she has come into the field of sociology and social psychology and shown an affinity for the best ideas in the field. I can



4901 ELLIS AVENUE
CHICAGO

see a valuable and distinctive book emerging from the research on the six Negro communities in Oklahoma.

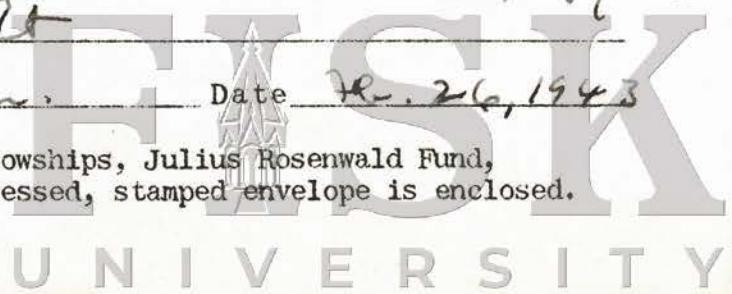
[Faint, mostly illegible text, likely bleed-through from the reverse side of the page.]

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

To the best of my knowledge Mrs. Ackiss, the candidate I know, has the exceptional personal ability needed to do the required interviewing and participational work.

Signed John Dollard
Position or Title Research Associate in Social Anthropology (Prof.)
Address 333 Yale University
Cedar Street
New Haven, Conn. Date Dec. 26, 1943

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mrs. Thelma Davis Ackiss

Report Requested of Mr. Leroy Moore

Langston University, Langston, Oklahoma

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haggood
Director for Fellowships

REPORT

OVER
UNIVERSITY

4901 ELLIS AVENUE

Mr. William C. Haygood
Director of Fellowships
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Mr. Haygood:

I am pleased to forward a statement on Mrs. Thelma Davis Ackiss, who is a recent addition to our faculty. I have known Mrs. Ackiss for years and can speak in words of praise as to her educational background and training.

Mrs. Ackiss has assisted Mr. Hill throughout this year on a series of articles compiled for publication. Her legal background training will serve admirably in securing, compiling, and editing facts obtained from this study.

The information sought through this study is of national importance and it has potential uses that enhance its importance at this critical period of readjustment with which our social groups are faced.

Respectfully yours,

Signed _____

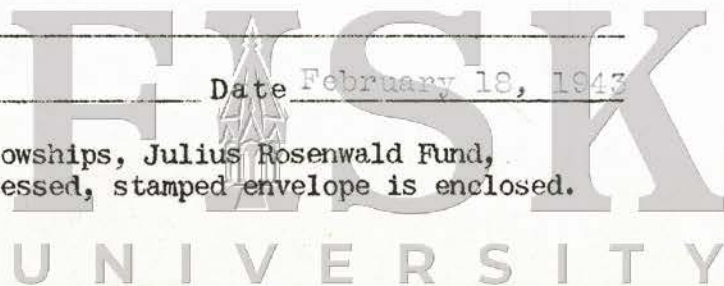
Position or Title Dean of the College

Address Langston University

Langston, Oklahoma

Date February 18, 1943

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



Name

Mozell C. Hill

Field: Sociology

Assistant Professor of Sociology
Langston University
Langston, Oklahoma

Plan of Work

To complete a socio-psychological study of six all-Negro communities in the State of Oklahoma. May be considered a joint project with Mrs. Thelma D. Ackiss, or as an individual project.

Wishes to work for six months beginning June 1, 1943 to December 1, 1943. Will return to present position.

Applied in 1940.

Personal Data

Born Anniston, Alabama, March, 1911.
Married. Three children.

Age: 32
Draft: 3A

Undergraduate Work

University of Kansas, A. B., 1933.

Graduate Work

University of Kansas, M. A., 1937, 1940-41.
Atlanta University, October, 1941 to December, 1941.
University of Chicago, summer, 1942.

Experience

Labor-Relations associate, U. S. Resettlement Administration, Indianapolis, Indiana, 1934-37, \$1800; instructor, Langston University, Langston, Oklahoma, 1937 to present, \$2200.

Accomplishments

Publications: "A Frame of Reference for the Study of Negro Society", with Mrs. Thelma D. Ackiss, Social Forces; County-Type Analysis of Oklahoma in Terms of Socio-Economic Status of Negroes, published monograph, 1942.

Two small General Education Board fellowships, 1941 and 1942.

References

- Dr. G. L. Harrison, Langston University
- Mr. L. G. Moore, Langston, Oklahoma
- Dr. Mandel Sherman, University of Chicago
- Dr. Mabel Elliott, University of Kansas
- Dr. Carroll D. Clark, Monroe, Louisiana

Budget Summary

Total Amount Needed	\$755
From Applicant	-
From Fund	\$755

AMOUNT GRANTED



PLEASE RETURN
TO
JULIUS ROSENWALD FUND

Statement of Plan of Work

This is a proposal for a joint study on the all-Negro community to be undertaken by Mozell C. Hill and Thelma D. Ackiss, social science teachers at Langston University. This study contemplates the exhaustive investigation of ~~eleven~~⁶ all-Negro communities in the state of Oklahoma. It would bring out the reasons for the founding of these separate communities, their development and present characteristics. The main effort would be directed toward an understanding, in socio-psychological terms, of the effects on Negro personality of living outside the framework of the dominant, segregated racial pattern. That would include an analysis of the institutional mores and dynamic relationships within the Negro society; the relationships of Negroes in these communities to whites; and their attitudes toward Negroes, whites, and the total structure.

Such a study appears to be significant because in the first place, nothing has been written on the origin and development of all-Negro communities; and secondly, no attention has been devoted to Negro personality which has not the constant psychological pressure of the white society upon it. If such an investigation is to be done, it seems timely to conduct it now because the records of these communities are incomplete and even if they were not, we would not be able to furnish a true interpretation of personality/records alone. Most of the communities were

founded early in this century and the first settlers, who were then adults, are now past sixty years of age. Thus if case histories are to be secured which will allow us to reconstruct a valid picture of the founding and development of the Negro communities, in socio-psychological terms, they should be taken as soon as possible.

Another timely feature of the proposed project lies in the fact that a period of flux and crisis, such as the present, will provoke more positive expressions of sentiment and opinion than could be expected in "normal" times. Hence our chances for arriving at a comprehension of the actual attitudes which these people possess will be correspondingly greater. When emotions are stirred, as they necessarily are during war time, we expect exaggeration and over emphasis, but the exaggeration itself will be more revealing than dispassionate and guarded verbalizations, for they will at least point out to us the matters which evoke the strongest reactions in the minds of our informants, and enable us to determine more definitely the things which are most firmly entrenched in the unconscious.

Basic Assumptions

Our frame of reference involves the assumption that Negroes live at a very high level of emotional tension because of the "white, superiority--Negro, inferiority" character of race relations in the United States and that this has important implications for Negro personality. This assumption

suggests the following hypothesis for the potential study: Significant differences exist of personality, attitudes, motivation and development of relationships and institutions, between Negroes of racially mixed communities and racially homogeneous communities. If this is true the influence of the impact of the white society on Negro personality can not be thoroughly understood except in reference to Negro personality as it has developed apart from this impact and this psychological pressure.*

Status of Project

We have already done some preliminary work in Boley, Oklahoma, including a masters thesis by Mozell C. Hill, 1934 dealing with the community. We have made a number of case histories of Boley residents, secured newspapers, letters, and a diary; examined certain documentary evidences, received answers to 125 family questionnaires, and participated in the social life of Boley. The two enclosed articles, both pending publication, are the partial results of our investigation in this community.

We are now in progress of studying Langston, Oklahoma, one of the ⁶eleven all-Negro communities, which is also the location of the state college for Negroes. This investigation is being done in connection with the research project of the Negro Land Grant Colleges, of which Mr. Hill is Director for Langston University and Mrs. Ackiss, assistant.

*For a more complete statement of our hypotheses and assumptions, see the two articles which are submitted in support of this plan of work. Social Classes: A Frame of Reference for the Study of Negro Society; p.p. 2-3; 5-7
Social Attitudes in an All Negro Community; p.p. 1-3

The materials thus obtained may be utilized in the proposed study.

We are likewise engaged in reading and digesting the state Supreme Court decisions relating to Negroes and state cases which have been adjudicated by the Supreme Court of the United States, in order to have at our disposal a definite framework for a consideration of the connection between Negroes in segregated communities and the state and national legal sanctions and proscriptions. This data is being compiled by Mrs. Ackiss who is an attorney and a member of the bar of the District of Columbia.

METHOD OF PROCEDURE

We propose to use Langston University, Langston, Oklahoma, as a base from which to conduct this research project. We estimate that approximately six months would be needed for field investigation and participation in the social life of the communities studied. If the grant is received Mrs. Ackiss will obtain a leave of absence from teaching for the summer of 1943, which period she will spend in the field. Mr. Hill will obtain a leave for the fall quarter of the school year 1943-44 and devote this time to completing the field work. At some time during the six months fellowship period either Mr. Hill or Mrs. Ackiss would expect to spend at least two weeks in Chicago, studying the unpublished manuscripts on race relations at the University of Chicago and consulting with various students of race relations.



The material collected during the fellowship period would be organized and integrated into a volume for publication after the fellowship had expired and with the personal funds of the participants in the study.

NAME Mozell Clarence Hill

Nationality Colored Place of birth Anniston, Alabama

Date of birth 3-27-10 Parents' or guardian's name Humphrey Hill

Home address 378 Franklin, K.C., Ks. Address Kansas City, Ks.

Religions affiliation (adherent) of Church of God Church

University affiliations KAPPA ALPHA PSI

School College

Entered 9-16-30

Adv. St. from Summer Jr. College

Major Sociology (Sociology)

Graduated June 12, 1933 (June 7, 1937)

Degree A.B. (AM)

High School Credits 16 $\frac{1}{2}$

Hill, Mozell Clarence

FIRST YEAR Kansas City, Ks., Jr. College 1929-1930

	Catalogue Number	Credit Hours	Grade	
			1st Sem.	2nd Sem.
Psychology		5	C	
Eng. Lit		2	D	
Rhetoric		3	B	
Rhetoric		2	D	
Hist of Eng.		5	C	
Cont. Amer. Hist		5	C	
Sociology		5	C	
Exercise 1-2		-	/	
Hygiene		-	/	

FALL 1930 On probation

Elem. Ani. Biol.	1	5	C	
Elem. German	1	5	D	
Intro. Econ	1	5	C	
Exercise		-	/	2/19/30
Exercise	3	-	B	

**FISK**
UNIVERSITY

	Catalogue Number	Credit Hours	1st Sem	Grade 2nd Sem
Failed to make probation				
Fall '30				
Reinstated to continue on probation				
On Probation Sp' 31				
Spring 1931				
Gen'l Chem	1	5		C
Elem Span.	1	5		B
Social Path.	2	3		B
Princ. of Speech	1	2		B
Made probation Sp' '31				
Fall 1931				
Spanish Rd. & Gr.	2	5	C	
Psych. Sociol.	155	5	D	
Criminology	169	3	C	
Mental Tests	152	3	C	
Spring 1932				
Extempore Speaking	61	2		C
Amer. Govt.	10	5		D
Cultural Anthropology	171	3		C
Population Problems	267	3		C
Elem. Logic	12	3	C	
Fall 1932				
Immig. & Race Pr.	165	3	C	
Debate I	5	3	C	
Speech Correct	50	2	B	
Spring 1932				
Literary Interpr.	2	2		B
Rural Sociol.	152	3		A
Social Pathology	277	4		A
Social Insurance	171	2		B
Norm. & Delinq. Child	151	3		B
Commun. Recreat.	57	2		B
Graduate				
Fall 1933				
Gen'l Anthrop.	158	3		
Seminar Soc. Invest.	301	3		
Sociol. Asp. of Leadership.	303	3		
Labor Economics	170	3		
Contemp. Society	161	3		

	Catalogue Number	Credit Hours	Grade	
			1st Sem	2nd Sem
Graduate				
Spring 1934				
Social Case Work	173	3		B
Hist. of Econ. Thot.	304	3		S
Public Opinion	154	3		C
Seminar of Soc. Invest.	302	3		I S 2/26/37
Thesis		3		S
Fall 1940				
Seminar of Sociol.	300	2	I A 2/21/41	2/11/41
Personnel Mgt.	175	2	B	B
Urban Sociol.	164	3	B	
The Field of Soc. Wk.	175	3	A	
Develop. of Soc. Theory	162	3	A	
Spring 1941				
Ach. Gen'l. Sociol.	180	3		B
Psych. Vocat. & Pers. Mgt.	157	2		B
Major Social Movements	157	3		B
Seminar of Sociol.	300	4		A
Fall 1932				
Intro. Sch. Adm	A50	2		C
Educ. Psych	P50	3		D
Educ. Soc.	S52	2		C
Undergraduate				
Fall 1940				
Vocat. Guidance	V156	2		B
Hill, Mozell Clarence				

	Course	Report	Course	Report	Course	Report	Course	Report
	SUMMER QR. 1942 7ct 7 ED. 14-3174. WORKSHOP IN HUMAN DEV'T PROBL. ED. No. 125. PSYCHIATRIC PRINS. IN EDUC.	B B						

This student is honorably
dismissed, if dismissal is
desired.

E. C. Miller
E. C. Miller
Registrar

LETTERS OF REFERENCE

Mozell C. Hill

Dr. Mabel A. Elliott, Associate Professor of Sociology, University of Kansas, Lawrence, Kansas

Mr. Mozell C. Hill has been a student of mine, both as a graduate student and a number of years ago as an undergraduate student. I have found him to be an earnest, hard-working young man. He did very good work with me as a graduate student, and I was impressed with his ability to dig into a problem when he undertook independent study.

Although Mr. Hill has deep interest in the future of his own people, he is, I think, singularly free from the offensive characteristics of many persons who are members of minority groups. I think he is very objective in his point of view and that he will make his mark in the field of Negro sociology if he has sufficient financial assistance.

I have previously gone over Mr. Hill's plan for studying all-Negro communities and believe that he stands an excellent chance of making an important contribution to our understanding of problems of the Negro. This proposal to study the Negro in an exclusively Negro community should give us an opportunity to differentiate the problems which he faces in a bi-racial group because of our peculiar culture from those which are either a matter of their own racial adjustment or are common to all people. I can think of no recent study in the field of race or race relations which should be of more scientific importance than this study promises to be.



Mr. Leroy Moore, Dean of the College, Langston University, Langston, Okla.

Mr. Hill has the educational background and experience which should enable him to handle the study of six all-Negro communities of Oklahoma in a very favorable manner. He has for several years been interested in the study of all-Negro communities. His brother, the late Letchen Hill, as the Mayor of Boley, promoted one of the strongest programs of civic improvement ever conducted in an all-Negro municipality. I feel that the keen interest of Mr. Mozell C. Hill in all-Negro communities, together with his close personal contact with such communities for years, will enable him to get at the heart of the information and facts which are available on this phase of Negro life.

The information sought through this project is of national importance, and it has potential uses that enhance its importance at this critical period of readjustment with which our social groups are faced.

- - -

Dr. Mandel Sherman, Director, Orthogenic School, University of Chicago

I had an opportunity to know Mr. Hill during the summer and fall quarters of 1941. I considered him an exceptionally intelligent person who was definitely interested in the socio-psychological problems, and who made every effort to improve his knowledge. His discussion of psychological problems, which were presented in the seminar, showed me that he had a great deal of insight and intense intellectual curiosity.



I believe that the plan that Mr. Hill has for the study of Negro communities in Oklahoma is excellent, and the only criticism I might have is that he has selected too many communities for study. I can scarcely believe that six months of investigation is sufficient for an evaluation of six communities. Otherwise the plan seems to be of great interest for, as Mr. Hill stated, no one has ever studied the context of Negro culture in a situation in which significant or dominating relationships with white persons were not present.

- - -

Dr. Carroll D. Clark, Professor of Sociology and Head of Department,
University of Kansas, Lawrence, Kansas

I have known Mozell Hill for the past eight or nine years, during which time he carried on graduate work and completed requirements for the M.A. degree at the University of Kansas under my supervision.

Mr. Hill is a man of good intellectual equipment though not of outstanding brilliance. He has shown a steady capacity for growth which led most of us, among his teachers, to revise upward our earlier estimates of his ability. He has learned to dig persistently into problems and to make use of his analytical powers in recent years.

His attitude is unusually dispassionate and objective, for a Negro or for a white student. He respects facts and strives to give them honest interpretation. If my efforts have been well spent, he is now pretty well versed in basic techniques and methods of investigation. However, he has not had a great deal of experience in studies of considerable scope.



I visited the town of Boley with him, when he was engaged in that study, and was favorably impressed with his handling of field investigations.

I believe he is competent to handle the proposed study creditably. He has perseverance, tenacity, and is not lacking in imaginative insight disciplined by scientific method.

Mr. Hill has a considerable fund of tact, gets along well with members of his own race and white folks. I think his personality is one of his strongest assets.

- - -

Mr. G. L. Harrison, President, Langston University, Langston, Oklahoma

See file on Mrs. Thelma D. Ackiss.

Mr. Harrison's letter of reference covers the joint application of these two candidates.

- - -

1940 DS
1943

Name Thelma Davis Ackiss (Mrs.) Field: Sociology

Teacher of History and Coordinator of Social Research
Langston University
Langston, Oklahoma

Plan of Work

To complete a socio-psychological study of six all-Negro communities in the State of Oklahoma. May be considered a joint project with Mr. Mozell C. Hill, or as an individual project.

Wishes to work for six months beginning June 1, 1943 to December 1, 1943. Will return to present position.

Applied in 1940 and 1942.

Personal Data Born Wagner, Oklahoma, April, 1906. Age: 37
Separated. One child.

Undergraduate Work Howard University, A. B., 1925.

Graduate Work Howard University, M. A., 1936, L. L. B., 1931
American University, September, 1936 to February, 1938.
University of Kansas, summer, 1939.

Experience Lawyer, District of Columbia, 1932-36; teacher of history, Langston University, Langston, Oklahoma, 1936 to present, \$2000.

Accomplishments Publications: "A Frame of Reference for the Study of Negro Society", with Mozell C. Hill, Social Forces.
Two short stories published in Psychology Magazine and Afro-American, Baltimore, Maryland.

General Education Board fellowship, Fisk University, 1940-41.
Social science research with Dr. Charles Johnson, 1941-42.

References

- Dr. G. L. Harrison, Langston University
- Mr. Leroy Moore, Langston University
- Dr. John Dollard, Yale University
- Dr. Charles Thompson Tuskegee Institute
- Dr. William H. Hastie, Howard University

Budget Summary

Total Amount Needed	\$720
From Applicant	-
From Fund	\$720

AMOUNT GRANTED



Howard University
WASHINGTON, D. C.
OFFICE OF THE REGISTRAR



Official Transcript of the Record of--

College of Liberal Arts and
in the Graduate School

John, Thales Davis

Howard University, Washington, D. C.

I. Attendance. Admitted October 2, 1922

Graduated 5-5-25

Degree A.B.

With Honors 5-5-25

Ungraded

Completed 176 weeks

quarters (12 week)

summer sessions (2 weeks)

II. Status ~~at graduation~~ Received Degree of A. B. June 5, 1926 and M. A. in History June 5, 1928
Thesis: The Negro and The Supreme Court to 1900.

III. Entrance Credits Status of credits: (1) Douglas High School, Oklahoma City, Okla.

127

(Transfer in this section if "None" is shown, show in other section.)

Subject	Units	Subject	Units	Subject	Units	Grade	Units
Chemistry	0	German	2	Physiology			
Algebra	1	History & Geo.	1	General English		Dist. Hon.	1
Calculus	1	Latin		Constitutional Govt.		Hon. - Mag.	1
Philosophy	1	Physics		Reading		Hon. - Mag.	1
Biomechanics		Chemistry	1	Shop Work			
English		Paralegals	1	Wood Carving			
Latin	2	Botany	1	Agriculture			
French		Zoology	1				
Spanish							
						Total	10

How advised: Unadvised

IV. College Credits

Year	Course Number in Catalog	Description Title of Course	No. Wk.	Hours per week	Grade	Unit
		Received advanced standing from Wiley University, Marshall, West Virginia; History, 3 units; Rhetoric, 2 units; English, 1 unit; Math, 1 unit; Total advanced standing, 7 units.				
1922-23	Eng. 1	Composition	15	3	C	1
1923-24	Eng. 5	History of England to 1850	15	3	B	1
1924-25	Eng. 11	Elementary Spanish	15	3	B	1
1925-26	F.C. 1	Vocal Culture	15	3	B	1
1926-27	Psy. 1	Introductory Psychology	15	3	B	1
1927-28	Eng. 9	Elementary Spanish	15	3	B	1
1928-29	Eng. 15	Elementary Spanish	15	3	B	1
1929-30	Eng. 7	English Literature	15	3	B	1
1930-31	Phy. 54	Physical Education	15	3	C	1
1931-32	Eng. 3	American Literature	15	3	B	1
1932-33	Eng. 1	General Physiology	15	3	A	1
1933-34	Eng. 2	French Literature in the XVII Century	15	3	B	1
1934-35	Phy. 3	Plant Specimens	15	3	B	1
1935-36	Eng. 27	Short Story Writing	15	3	C	1
1936-37	Eng. 5	Civilization of the Near East & Greece	15	3	B	1
1937-38	Eng. 15	African History	15	3	B	1

Continued on reverse side.

Term	Course Number in Catalog	Descriptive Title of Course	Hours per week			Grade	Units
			No. Wks.	Rec.	Lab.		
Winter Cr. 1924	Eng. 31	Akiss, "Helen Davis p.2.	12	5	0	B	1
	Eng. 2	The English Novel	12	5	0	B	1
	Eng. 35	Compositica	12	5	0	B	1
Spring Cr. 1924	Phy. 33.	Principles of ecology	12	5	0	C	1
	Eng. 33	Physical Education	12	5	0	C	1
	Eng. 33	Shakespeare	12	5	0	C	1
Autumn Cr. 1924	Hist. 14	African History	12	5	0	C	1
	Geol. 35	General Geology	12	5	0	C	1
	Phy. 33.	Physical Education	12	5	0	C	1
	Geol. 127	Advanced Physiography	12	5	0	C	1
	Eng. 145	English Literature in the 18th Century	12	5	0	C	1
	Rom. 151	Elementary Italian	12	5	0	C	1
Winter Cr. 1925	Geol. 35	General Geology	12	5	0	B	1
	Phy. 33.	Physical Education	12	5	0	B	1
	Sec. 154	Criminology	12	5	0	B	1
	Hist. 156	Economic History	12	5	0	B	1
	Rom. 153	Elementary Italian	12	5	0	B	1
	Phy. 33.	Physical Education W. 1925	12	5	0	C	1
Spring Cr. 1925	Phy. 33.	Physical Education	12	5	0	C	1
	Sec. 153	Social Attitudes	12	5	0	B	1
	Hist. 154	African History	12	5	0	B	1
	Eng. 153	Social Origins	12	5	0	A	1
Second Sem. 1925	Eds. 128	Graduate	18	3	0	B	3
	P.S. 303	Psychology of "Childhood and Adolescence"	18	3	0	B	3
	Hist. 215	Leading Decisions of International Tribunals (Seminar)	18	3	0	B	3
	Hist. 218	Problems in History	18	3	0	B	3
	Hist. 207	Historical Research I	18	3	0	B	3
First Sem. 1926	Hist. 207	Selected Topics in American History Since 1789	18	3	0	B	3
	Hist. 200	Historical Methods	18	3	0	B	3
	Hist. 208	The Negro in American History	18	3	0	B	3
	Eds. 29	Educational Psychology	18	3	0	B	3
	P.S. 303	Political Science: Historical and Modern (Seminar)	18	3	0	B	3
Second Sem. 1926	Eds. 151	The Teaching of History in the Senior High School	18	3	0	B	3
	Hist. 212	Historical Research II	18	3	0	B	3
	Eds. 128	Technique of Teaching in Secondary Schools	18	3	0	B	3

H. Hilkinen



OFFICE OF THE REGISTRAR
HOWARD UNIVERSITY

June 26, 1936

The following is an official transcript of the record of Mrs.
Thelma Davis Ackiss in the School of Law of Howard University:

First Year 1928-1929

Agency	85
Civil Procedure	85
Criminal Law	85
Criminal Procedure	90
Contracts	80
Property 1	82
Property 2	81
Torts	83

Second Year 1929-1930

Negotiable Instruments	78
Equity Pleading & Practice ...	78
Equity	91
Conveyancing	82
Evidence	82
Moot Court	80
Insurance	82
Property 3	82
Domestic Relations	78
Bills	80

Third Year 1930-1931

Conflict of Laws	85
Constitutional Law	80
Corporations	87
Federal Bankruptcy Procedure.....	88
Moot Court	91
Sales	86
Trusts	82
Municipal Corporations	88
Partnership	84
Public Utilities	81

Received degree of LL.B. June 8, 1931

TAR



SK
F.P.S. 1936

AMERICAN UNIVERSITY
GRADUATE DIVISION
WASHINGTON, D. C.

Name Theima Davis Ackiss
Address 1015 N.E. 6th Street, Oklahoma City, Oklahoma
Admitted September, 1936 on Certificate From Howard University
Entrance Credits B.A., 1925, Howard University
Advance Credits M.A., 1936, Howard University

CREDITS IN THE GRADUATE SCHOOL

Year	Course	Semester Hour Credits	Grades		
			I	II	
1936-37	(Hist.351)The American Colonies	3	B		
	(Ec.Hist.405)History of Amer. Culture	3	B		
	(Hist.545-6)Development of Modern Germany	6	B	A	
	(Soc.Sc.603)Literature of Social Science	3	B		
	(Int.Ar.405)Principles of International Law	3	A		
	(Hist.402)The American Frontier	3		E	
	(Econ.424)Economic Thought up to 1800	3		B	
	(Ec.Hist.406)History of Amer. Industry	3		B	
	1937-38	(Ec.Hist.407-8)Development of American Culture	3	B	
		(Hist.551)European Nationalism	3	B	
(Hist.531)History of United States		3	A		
(Pol.Sci.505)Constitutional Law		3	B		
(Hist.609-10)Thesis in American History		-	-	-	
Language examinations (French and German) required for Ph.D.			passed in 1937.		
Residence requirements for Ph.D. have been completed.					
/					

REMARKS This transcript is issued to Mrs. Ackiss at her request.

- A: Excellent
- B: Good
- C: Fair
- F: Failure
- Inc: Incomplete

Hazel H. Ferguson
Registrar

April 12, 1940

NAME **Thelma Davis Ackles**

School **Graduate**
Entered **6/14/23**

Nationality **Place of birth: Wagner, Oklahoma**
Date of birth **4/15/06** Parents' or guardian's name **Dr. A. I. Davis**
Home address **Box 287, Claremore, Okla** Address **Oklahoma City, Okla.**

Trans. to
Adv. St. from
Major
Graduated
Degree
Graduated
Degree

Religious affiliation **Methodist** Church
University affiliation

Subjects	Crs.	Grades
English	1234	
Latin	1234	
Greek	1234	
German	1234	
Spanish	12	
French	1234	
Algebra	1 1/2	
Geometry	1 1/2	
Trigonometry	1/2	
Adv. Arith.	1/2	
Physical Geog.	1/2	
Physics	1	
Chemistry	1	
Gen. Science	1/2	
Botany	1	
Zoology	1	
Biology	1	
Physiology	1/2	
Agriculture	1/2	
English History	1	
Ancient History	1	
M. and M. History	1	
American History	1	
Civics	1/2	
Economics	1/2	
Constitution	1/2	
Sociology	1/2	
Total		

FACULTY ACTION



Not valid as an official transcript without the seal of the University and the signature of the Registrar.

IN GOOD STANDING AND
ENTITLED TO HONORABLE DEGREE
DEC 10 1923
Lawrence C. Woodruff

THE UNIVERSITY OF ARKANSAS
REGISTRAR'S RECORD

FIRST YEAR	SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	Credits	Grade	Credits	Grade	Credits	Grade
Graduate Summer 1927 United States 1923-1927 121.3 A Protestant Revolt 156.2 A Roman History 151.3 B						



LETTERS OF REFERENCE

Mrs. Thelma Davis Ackiss

Dr. John Dollard, Research Associate in Social Anthropology, Yale University

It seems to me that Hill and Ackiss have a strong and original research proposal. I personally am much interested in the differential impact of our American society on Negroes when the controls are variously operated by each one of the two groups separately.

I have seen the papers which these candidates have written and believe they have already made a convincing start and have shown the feasibility of their total enterprise.

I am not personally acquainted with Hill but feel that Mrs. Ackiss is very competent. I have admired the way she has come into the field of sociology and social psychology and shown an affinity for the best ideas in the field. I can see a valuable and distinctive book emerging from the research on the six Negro communities in Oklahoma.

- - -

Dr. Charles H. Thompson, Dean, College of Liberal Arts, Howard University

I have read the plan of Mrs. Ackiss and Mr. Hill to make a study of six all-Negro communities, and I have been particularly impressed by the unique hypothesis which they hope to test. In view of the importance of the problem of Negro-white relations in the country and particularly the effect that those relations have or may have upon the personality of Negroes, this study is especially significant. It should throw some very much needed light not only upon the effects of segregation per se, but more especially upon the possibility of Negroes living in total or semi-isolation.



The methods of procedure are not sufficiently described and justified in this manuscript to determine with any great degree of accuracy their validity. However, in view of the two individuals undertaking the study it probably should be taken for granted that the methods will be adequate.

- - -

Mr. Leroy Moore, Dean of the College, Langston University, Langston, Okla.

I am pleased to forward a statement on Mrs. Thelma Ackiss, who is a recent addition to our faculty. I have known Mrs. Ackiss for years and can speak in words of praise as to her educational background and training.

Mrs. Ackiss has assisted Mr. Hill throughout this year on a series of articles compiled for publication. Her legal background training will serve admirably in securing, compiling, and editing facts obtained from this study.

The information sought through this study is of national importance and it has potential uses that enhance its importance at this critical period of readjustment with which our social groups are faced.

- - -

Mr. G. L. Harrison, President, Langston University, Langston, Oklahoma

I wish to commend to you Mr. Mozell C. Hill and Mrs. Thelma D. Ackiss who are, I understand, making a joint application. They are connected with the Social Science Department. Mr. Hill is director of our new unit of research and Mrs. Ackiss is Coordinator of Materials of the same. This unit is particularly interested at present



in cooperating in the Land Grant College research program under the sponsorship of Dr. W. E. B. DuBois. In addition to carrying on this program at Langston, Mr. Hill and Mrs. Ackiss are also engaged in a joint research project centering around the eleven all-Negro communities of Oklahoma.

In my estimation they are eminently qualified to pursue this investigation, and I have been strengthened in this opinion by the interest shown by editors who are publishing some of their materials. In this connection I might say that a fellowship to these members of our research staff would not only enable them to complete their own studies, but would greatly facilitate the interests of the administration in building up its program of research.

- - -

1943 DS
1943

Name

Mozell C. Hill

Field: Sociology

Assistant Professor of Sociology
Langston University
Langston, Oklahoma

Plan of Work

To complete a socio-psychological study of six all-Negro communities in the State of Oklahoma. May be considered a joint project with Mrs. Thelma D. Ackiss, or as an individual project.

Wishes to work for six months beginning June 1, 1943 to December 1, 1943. Will return to present position.

Applied in 1940.

Personal Data

Born Anniston, Alabama, March, 1911.
Married. Three children.

Age: 32
Draft: 3A

Undergraduate Work

University of Kansas, A. B., 1933.

Graduate Work

University of Kansas, M. A., 1937, 1940-41.
Atlanta University, October, 1941 to December, 1941.
University of Chicago, summer, 1942.

Experience

Labor-Relations associate, U. S. Resettlement Administration, Indianapolis, Indiana, 1934-37, \$1800; instructor, Langston University, Langston, Oklahoma, 1937 to present, \$2200.

Accomplishments

Publications: "A Frame of Reference for the Study of Negro Society", with Mrs. Thelma D. Ackiss, Social Forces; County-Type Analysis of Oklahoma in Terms of Socio-Economic Status of Negroes, published monograph, 1942.

Two small General Education Board fellowships, 1941 and 1942.

References

Dr. G. L. Harrison, Langston University
Mr. L. G. Moore, Langston, Oklahoma
Dr. Mandel Sherman, University of Chicago
Dr. Mabel Elliott, University of Kansas
Dr. Carroll D. Clark, Monroe, Louisiana

Budget Summary

Total Amount Needed	\$755
From Applicant	-
From Fund	\$755

AMOUNT GRANTED



Mazell Hill

FISK

UNIVERSITY



1

2724

W,

PLEASE RETURN
TO
JULIUS ROSENWALD FUND

Statement of Plan of Work

This is a proposal for a joint study on the all-Negro community to be undertaken by Mozell C. Hill and Thelma D. Ackiss, social science teachers at Langston University. This study contemplates the exhaustive investigation of ~~eleven~~⁶ all-Negro communities in the state of Oklahoma. It would bring out the reasons for the founding of these separate communities, their development and present characteristics. The main effort would be directed toward an understanding, in socio-psychological terms, of the effects on Negro personality of living outside the framework of the dominant, segregated racial pattern. That would include an analysis of the institutional mores and dynamic relationships within the Negro society; the relationships of Negroes in these communities to whites; and their attitudes toward Negroes, whites, and the total structure.

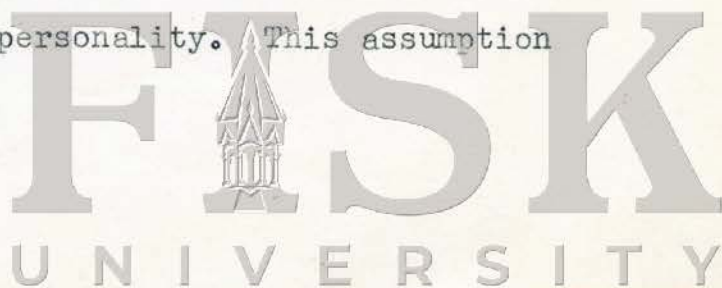
Such a study appears to be significant because in the first place, nothing has been written on the origin and development of all-Negro communities; and secondly, no attention has been devoted to Negro personality which has not the constant psychological pressure of the white society upon it. If such an investigation is to be done, it seems timely to conduct it now because the records of these communities are incomplete and even if they were not, we would not be able to furnish a true interpretation of personality/^{from} records alone. Most of the communities were

founded early in this century and the first settlers, who were then adults, are now past sixty years of age. Thus if case histories are to be secured which will allow us to reconstruct a valid picture of the founding and development of the Negro communities, in socio-psychological terms, they should be taken as soon as possible.

Another timely feature of the proposed project lies in the fact that a period of flux and crisis, such as the present, will provoke more positive expressions of sentiment and opinion than could be expected in "normal" times. Hence our chances for arriving at a comprehension of the actual attitudes which these people possess will be correspondingly greater. When emotions are stirred, as they necessarily are during war time, we expect exaggeration and over emphasis, but the exaggeration itself will be more revealing than dispassionate and guarded verbalizations, for they will at least point out to us the matters which evoke the strongest reactions in the minds of our informants, and enable us to determine more definitely the things which are most firmly entrenched in the unconscious.

Basic Assumptions

Our frame of reference involves the assumption that Negroes live at a very high level of emotional tension because of the "white, superiority--Negro, inferiority" character of race relations in the United States and that this has important implications for Negro personality. This assumption



suggests the following hypothesis for the potential study: Significant differences exist of personality, attitudes, motivation and development of relationships and institutions, between Negroes of racially mixed communities and racially homogeneous communities. If this is true the influence of the impact of the white society on Negro personality can not be thoroughly understood except in reference to Negro personality as it has developed apart from this impact and this psychological pressure.*

Status of Project

We have already done some preliminary work in Boley, Oklahoma, including a masters thesis by Mozell C. Hill, 1934 dealing with the community. We have made a number of case histories of Boley residents, secured newspapers, letters, and a diary; examined certain documentary evidences, received answers to 125 family questionnaires, and participated in the social life of Boley. The two enclosed articles, both pending publication, are the partial results of our investigation in this community.

We are now in progress of studying Langston, Oklahoma, one of the ⁶eleven all-Negro communities, which is also the location of the state college for Negroes. This investigation is being done in connection with the research project of the Negro Land Grant Colleges, of which Mr. Hill is Director for Langston University and Mrs. Ackiss, assistant.

*For a more complete statement of our hypotheses and assumptions, see the two articles which are submitted in support of this plan of work. Social Classes: A Frame of Reference for the Study of Negro Society; p.p. 2-3; 5-7
Social Attitudes in an All Negro Community; p.p. 1-3

The materials thus obtained may be utilized in the proposed study.

We are likewise engaged in reading and digesting the state Supreme Court decisions relating to Negroes and state cases which have been adjudicated by the Supreme Court of the United States, in order to have at our disposal a definite framework for a consideration of the connection between Negroes in segregated communities and the state and national legal sanctions and proscriptions. This data is being compiled by Mrs. Ackiss who is an attorney and a member of the bar of the District of Columbia.

METHOD OF PROCEDURE

We propose to use Langston University, Langston, Oklahoma, as a base from which to conduct this research project. We estimate that approximately six months would be needed for field investigation and participation in the social life of the communities studied. If the grant is received Mrs. Ackiss will obtain a leave of absence from teaching for the summer of 1943, which period she will spend in the field. Mr. Hill will obtain a leave for the fall quarter of the school year 1943-44 and devote this time to completing the field work. At some time during the six months fellowship period either Mr. Hill or Mrs. Ackiss would expect to spend at least two weeks in Chicago, studying the unpublished manuscripts on race relations at the University of Chicago and consulting with various students of race relations.



The material collected during the fellowship period would be organized and integrated into a volume for publication after the fellowship had expired and with the personal funds of the participants in the study.

The University of Chicago

Office of the Registrar

Entered 6-23-42

Name Mozell Clarence

Hill.

Social Sciences
Student-at-large

Home Address / Box 133, Langston, Okla.

Matriculation No. 205791 Birth 3-27-11

Place Anniston, Okla.

Course	Report	Course	Report	Course	Report	Course	Report
SUMMER QR. 1942 1st 7 ED. 1 No. 312W. WORKSHOP IN HUMAN DEV'T PROBS. ED. No. 322. PSYCHIATRIC PROBS. IN EDUC.	B B						

This student is honorably
dismissed, if dismissal is
desired.
E.C. Miller
E.C. Miller
Registrar



The University of Chicago

Office of the Registrar

EXPLANATORY NOTES

1. *The quarter* is the unit of time. Three quarters, equivalent to two semesters, constitute an academic year.
2. *The course* is the unit of instruction. The normal program for a student in a Division or Professional School is three courses a quarter; in the College, 3 or 4 courses a quarter. Unless otherwise indicated a course is understood to be one unit of instruction, equivalent to $3\frac{1}{2}$ semester hours. A course marked $\frac{1}{2}$ C is equivalent to a half unit of instruction; one marked 2Cs, to two units of instruction, etc.
3. *Course numbers*. The first digit in each course number indicates the group in which the course belongs: 100-199, primarily for College (junior college) students; 200-299, primarily for undergraduates in a Division or Professional School; 300-399, graduate courses, 400-499, pre-research, problem, or research courses.
4. *The grading system*. The grades **A**, **B**, **C**, and **D** are passing grades. The mark **S** indicates satisfactory work. The marks **F** and **U** indicate unsatisfactory work. The mark **Inc.** (incomplete) indicates that the student has not submitted all the evidence required for a passing mark. The mark **R** is used only when the student has not submitted evidence of the quality and quantity of his work.
5. *The College Certificate*. The program of work in the College is so organized that a graduate of a high school spends approximately two years in the fulfilment of the requirements for the College Certificate. These require-

ments are stated in terms of educational attainments measured by comprehensive examinations. The student takes the following examinations and tests for the College Certificate: An examination in each of the four general fields—the Biological Sciences, the Humanities, the Physical Sciences, the Social Sciences—and examinations in any two of the approved departmental or interdepartmental sequences. Each examination, if passed with the grade D or better, is equivalent to the work covered by three College courses (10 semester hours). The student in the College also takes an *English Qualifying Test*. This test, if passed with the grade D or better, is equivalent to the work covered by two College courses ($6\frac{2}{3}$ semester hours).

6. *The Bachelor's degree*. Work in arts, literature, and science in advance of the first two years is carried on in the four Divisions: the Biological Sciences, the Humanities, the Physical Sciences, and the Social Sciences. In one of these four Divisions, or in a Professional School, the student continues his work toward the Bachelor's degree or toward a higher degree. The requirements for the Bachelor's degree include the successful completion of comprehensive examinations or of courses in selected fields of study. Information concerning the specific requirements for the Bachelor's degree may be secured from the *Announcements* published by the University or from the Registrar.
7. *Honorable dismissal*. A student is honorably dismissed, if dismissal is desired, unless otherwise indicated.

LETTERS OF REFERENCE

Mozell C. Hill

Dr. Mabel A. Elliott, Associate Professor of Sociology, University of Kansas, Lawrence, Kansas

Mr. Mozell C. Hill has been a student of mine, both as a graduate student and a number of years ago as an undergraduate student. I have found him to be an earnest, hard-working young man. He did very good work with me as a graduate student, and I was impressed with his ability to dig into a problem when he undertook independent study.

Although Mr. Hill has deep interest in the future of his own people, he is, I think, singularly free from the offensive characteristics of many persons who are members of minority groups. I think he is very objective in his point of view and that he will make his mark in the field of Negro sociology if he has sufficient financial assistance.

I have previously gone over Mr. Hill's plan for studying all-Negro communities and believe that he stands an excellent chance of making an important contribution to our understanding of problems of the Negro. This proposal to study the Negro in an exclusively Negro community should give us an opportunity to differentiate the problems which he faces in a bi-racial group because of our peculiar culture from those which are either a matter of their own racial adjustment or are common to all people. I can think of no recent study in the field of race or race relations which should be of more scientific importance than this study promises to be.



Mr. Leroy Moore, Dean of the College, Langston University, Langston, Okla.

Mr. Hill has the educational background and experience which should enable him to handle the study of six all-Negro communities of Oklahoma in a very favorable manner. He has for several years been interested in the study of all-Negro communities. His brother, the late Letchen Hill, as the Mayor of Boley, promoted one of the strongest programs of civic improvement ever conducted in an all-Negro municipality. I feel that the keen interest of Mr. Mozell C. Hill in all-Negro communities, together with his close personal contact with such communities for years, will enable him to get at the heart of the information and facts which are available on this phase of Negro life.

The information sought through this project is of national importance, and it has potential uses that enhance its importance at this critical period of readjustment with which our social groups are faced.

- - -

Dr. Mandel Sherman, Director, Orthogenic School, University of Chicago

I had an opportunity to know Mr. Hill during the summer and fall quarters of 1941. I considered him an exceptionally intelligent person who was definitely interested in the socio-psychological problems, and who made every effort to improve his knowledge. His discussion of psychological problems, which were presented in the seminar, showed me that he had a great deal of insight and intense intellectual curiosity.



I believe that the plan that Mr. Hill has for the study of Negro communities in Oklahoma is excellent, and the only criticism I might have is that he has selected too many communities for study. I can scarcely believe that six months of investigation is sufficient for an evaluation of six communities. Otherwise the plan seems to be of great interest for, as Mr. Hill stated, no one has ever studied the context of Negro culture in a situation in which significant or dominating relationships with white persons were not present.

- - -

Dr. Carroll D. Clark, Professor of Sociology and Head of Department,
University of Kansas, Lawrence, Kansas

I have known Mozell Hill for the past eight or nine years, during which time he carried on graduate work and completed requirements for the M.A. degree at the University of Kansas under my supervision.

Mr. Hill is a man of good intellectual equipment though not of outstanding brilliance. He has shown a steady capacity for growth which led most of us, among his teachers, to revise upward our earlier estimates of his ability. He has learned to dig persistently into problems and to make use of his analytical powers in recent years.

His attitude is unusually dispassionate and objective, for a Negro or for a white student. He respects facts and strives to give them honest interpretation. If my efforts have been well spent, he is now pretty well versed in basic techniques and methods of investigation. However, he has not had a great deal of experience in studies of considerable scope.



I visited the town of Boley with him, when he was engaged in that study, and was favorably impressed with his handling of field investigations.

I believe he is competent to handle the proposed study creditably. He has perseverance, tenacity, and is not lacking in imaginative insight disciplined by scientific method.

Mr. Hill has a considerable fund of tact, gets along well with members of his own race and white folks. I think his personality is one of his strongest assets.

- - -

Mr. G. L. Harrison, President, Langston University, Langston, Oklahoma

See file on Mrs. Thelma D. Ackiss.

Mr. Harrison's letter of reference covers the joint application of these two candidates.

- - -

Name

Thelma Davis Ackiss (Mrs.)

Field: Sociology

Teacher of History and Coordinator of Social Research
Langston University
Langston, Oklahoma

Plan of Work

To complete a socio-psychological study of six all-Negro communities in the State of Oklahoma. May be considered a joint project with Mr. Mozell C. Hill, or as an individual project.

Wishes to work for six months beginning June 1, 1943 to December 1, 1943. Will return to present position.

Applied in 1940 and 1942.

Personal Data

Born Wagner, Oklahoma, April, 1906.
Separated. One child.

Age: 37

Undergraduate Work

Howard University, A. B., 1925.

Graduate Work

Howard University, M. A., 1936, L. L. B., 1931.
American University, September, 1936 to February, 1938.
University of Kansas, summer, 1939.

Experience

Lawyer, District of Columbia, 1932-36; teacher of history, Langston University, Langston, Oklahoma, 1936 to present, \$2000.

Accomplishments

Publications: "A Frame of Reference for the Study of Negro Society", with Mozell C. Hill, Social Forces.
Two short stories published in Psychology Magazine and Afro-American, Baltimore, Maryland.

General Education Board fellowship, Fisk University, 1940-41.
Social science research with Dr. Charles Johnson, 1941-42.

References

Dr. G. L. Harrison, Langston University
Mr. Leroy Moore, Langston University
Dr. John Dollard, Yale University
Dr. Charles Thompson, Tuskegee Institute
Dr. William H. Hastie, Howard University

Budget Summary

Total Amount Needed	\$720
From Applicant	-
From Fund	\$720

AMOUNT GRANTED





Calhoun

Howard University

WASHINGTON, D. C.
OFFICE OF THE REGISTRAR

Official Transcript of the Record of—

College of Liberal Arts and
in the Graduate School

Akins, Thelma Davis

Howard University, Washington, D. C.

I. Attendance. Admitted **October 2, 1922**

Attended _____ semesters (18 weeks)

Graduated **6-5-25**Degree **A.B.**

Withdrew _____

_____ quarters (12 week)

Graduated **6-6-36**Degree **M.A.**Withdrew **6-3-36**

_____ and _____ summer sessions (8 weeks)

II. Status of ~~matriculation~~: **Received degree of A. B. June 5, 1925 and M. A. in History June 5, 1936**
Thesis: The Negro and The Supreme Court to 1900.III. Entrance Credits. Sources of credits: (1) **Douglas High School, Oklahoma City, Okla.**

(2)

(3)

[Numbers in the third column ("Source") below refer to these numbers.]

Subjects	Units	Source	Subjects	Units	Source	Subjects	Units	Source	Subjects	Units	Source
English	5		German	2		Physiology					
Algebra	1		History Am.	1		General Science			Hist. MM	1	
Geometry	1		Civics			Com' real Subjects			Hist. Eng.	1	
Trigonometry			Physics			Drawing			Hist. Am.	1	
Greek			Chemistry	1		Shop Work					
Latin	2		Physiography	1		Home Economics					
French			Botany	1		Agriculture					
Spanish			Zoology	1					Total	15	

How admitted **Unconditional**

IV. College Credits.

Term	Course Number in Catalog	Descriptive Title of Course	No. Wk.	Hours per week		Grade	Unit
				Rec.	Lab.		
		Received advanced standing from Wiley University, Marshall, Texas as follows: History, 3 units; Education, 2 units; English, 1 unit; Mathematics, 1 unit; Total 7 units.					
Autumn Cr. 1922	Eng. 1	Composition	12	5	0	C	1
	Hist. 6	History of England to 1660	12	5	0	B	1
.....	Rom. 11	Elementary Spanish	12	5	0	B	1
.....	P.S. 1	Voice Culture	12	3	0	B	.5
Winter Cr. 1923	Psy. 1	Introductory Psychology	12	5	0	B	1
	Hist. 5	Roman Civilization	12	5	0	D	1
.....	Rom. 12	Elementary Spanish	12	5	0	B	1
.....	Eng. 7	English Literature	12	5	0	C	1
Spring Cr. 1923	Phy. Ed.	Physical Education	12	5	0	C	.5
	Eng. 8	American Literature	12	5	0	C	1
.....	Geol. 1	General Physiography	12	5	0	A	1
.....	Rom. 8	French Literature in the 17th Century	12	5	0	B	1
.....	P.S. 2	Short Speeches	12	3	0	B	.5
Autumn Cr. 1923	Eng. 27	Short Story Writing	12	5	0	C	1
	Hist. 4	Civilization of the Near East & Greece	12	5	0	C	1
.....	Hist. 12	African History	12	5	0	B	1
		Continued on page 2					

*Counted for Entrance Credit.

Term	Course Number in Catalog	Descriptive Title of Course	No.			Grade	Units
			Wks.	Rec.	Lab.		
Winter Cr. 1924	Eng. 31	Askiss, Helma Davis p.2. The English Novel	12	5	0	B	1
	Eng. 2	Composition	12	5	0	B	1
.....	Soc. 25	Principles of sociology	12	5	0	B	1
Spring Cr. 1924	Phy. Ed.	Physical Education	12	5	0	C	.5
	Eng. 32	Shakespeare	12	5	0	C	1
.....	Hist. 14	African History	12	5	0	C	1
Autumn Cr. 1924	Geol. 25	General Geology	12	5	0	I	-
	Phy. Ed.	Physical Education	12	5	0	C	.5
1924	Geol. 127	Advanced Physiography	12	5	0	C	1
	Eng. 142	English Literature in the 18th Century	12	5	0	D	1
.....	Rom. 151	Elementary Italian	12	5	0	C	1
Winter Cr. 1925	Geol. 25	General Geology	12	5	0	D	1
	Phy. Ed.	Physical Education	12	5	0	C	0
1925	Soc. 134	Criminology	12	5	0	B	1
	Hist. 128	Economic History	12	5	0	B	1
.....	Rom. 152	Elementary Italian	12	5	0	C	1
Spring Cr. 1925	Phy. Ed.	Physical Education WQ. 1925	12	5	0	C	.5
	Phy. Ed.	Physical Education	12	5	0	C	.5
1925	Soc. 133	Social Attitudes	12	5	0	B	1
	Hist. 134	African History	12	5	0	C	1
.....	Soc. 138	Social Origins	12	5	0	A	1
Second Sem. 1925	Edu. 128	Graduate Psychology of Childhood and Adolescence	18	3	0	S	3
	P.S. 203	Leading Decisions of International Tribunals (Seminar)	18	2	0	S	2
.....	Hist. 215	Problems in History	18	3	0	S	3
First Sem. 1926	Hist. 218	Historical Research 1	18	3	0	S	3
	Hist. 207	Selected Topics in American History Since 1789	18	3	0	S	3
1926	Hist. 200	Historical Methods	18	3	0	S	3
	Hist. 208	The Negro in American History	18	3	0	S	3
.....	Edu. 29	Educational Psychology	18	3	0	S	3
1926	P.S. 204	Political Theories: Historical and Modern (Seminar)	18	3	0	S	3
	Edu. 121	The Teaching of History in the Senior High School	18	3	0	S	3
Second Sem. 1926	Hist. 219	Historical Research 2	18	3	0	S	3
	Edu. 126	Technique of Teaching in Secondary Schools	18	3	0	S	3
TAR 6-25-26							


 F. S. Wilkinson
 REGISTRAR
 THE UNIVERSITY OF THE SOUTH
 ATLANTA, GEORGIA



OFFICE OF THE REGISTRAR
HOWARD UNIVERSITY

June 26, 1936

The following is an official transcript of the record of Mrs.
Thelma Davis Ackies in the School of Law of Howard University:

First Year 1928-1929

Agency	83
Civil Procedure	85
Criminal Law	85
Criminal Procedure	90
Contracts	80
Property 1	82
Property 2	81
Torts	83

Second Year 1929-1930

Negotiable Instruments	78
Equity Pleading & Practice ...	76
Equity	91
Conveyancing	85
Evidence	88
Moot Court	90
Insurance	85
Property 3	85
Domestic Relations	78
Wills	90

Third Year 1930-1931

Conflict of Laws	85
Constitutional Law	80
Corporations	87
Federal Bankruptcy Procedure.....	86
Moot Court	91
Sales	80
Trusts	93
Municipal Corporations	88
Partnership	84
Public Utilities	81

Received degree of LL.B. June 8, 1931

TAR



NAME **Thelma Davis Ackiss**

School **Graduate**

Entered **6/14/39**

Nationality **Place of birth. Wagner, Oklahoma**

Date of birth **4/15/06** Parents' or guardian's name **Dr. A. I. Davis**

Home address **Box 287, Claremore, Okla. Address Oklahoma City, Okla.**

Religious affiliation adherent member of **Methodist** Church

University affiliations

Trans. in
 Adv. St. from
 Major
 Graduated
 Degree
 Graduated
 Degree

Subjects	Cr.	Grades
English	1234	
Latin	1234	
Greek	1234	
German	1234	
Spanish	12	
French	1234	
El. Algebra	1 1 1/2	
Adv. Algebra	1/2	
Geometry	1 1/2	
Trigonometry	1/2	
Adv. Arith.	1/2 1	
Physical Geog.	1/2 1	
Physics	1	
Chemistry	1	
Uta. Science	1/2 1	
Botany	1	
Zoology	1	
Biology	1	
Physiology	1/2 1	
Agriculture	1/2 1	
English History	1	
Ancient History	1	
M. and M. History	1	
American History	1	
Civics	1/2 1	
Economics	1/2	
Constitution	1/2 1	
Sociology	1/2	
Total		

FACULTY ACTION



Not valid as an official transcript without the seal of the University and the signature of the Registrar.

STATUS OF STUDENT: **IN GOOD STANDING AND ENTITLED TO HONORABLE DISMISSAL**

DEC 10 1939

Lawrence C. Woodruff

THE UNIVERSITY OF KANSAS
 REGISTRAR'S RECORD

Registrar

Ackiss, Thelma Davis

FIRST YEAR	Credits Number Credits Hours	Grade	SECOND YEAR			THIRD YEAR			FOURTH YEAR		
			Credits Number Credits Hours	Grade	Credits Number Credits Hours	Grade	Credits Number Credits Hours	Grade			
<i>Graduate Summer 1937</i>											
<i>United States 1782-1829</i>	181.3	A									
<i>Plutarch & Cicero</i>	155.2	B									
<i>Roman History</i>	151.3	B									



LETTERS OF REFERENCE

Mrs. Thelma Davis Ackiss

Dr. John Dollard, Research Associate in Social Anthropology, Yale University

It seems to me that Hill and Ackiss have a strong and original research proposal. I personally am much interested in the differential impact of our American society on Negroes when the controls are variously operated by each one of the two groups separately.

I have seen the papers which these candidates have written and believe they have already made a convincing start and have shown the feasibility of their total enterprise.

I am not personally acquainted with Hill but feel that Mrs. Ackiss is very competent. I have admired the way she has come into the field of sociology and social psychology and shown an affinity for the best ideas in the field. I can see a valuable and distinctive book emerging from the research on the six Negro communities in Oklahoma.

- - -

Dr. Charles H. Thompson, Dean, College of Liberal Arts, Howard University

I have read the plan of Mrs. Ackiss and Mr. Hill to make a study of six all-Negro communities, and I have been particularly impressed by the unique hypothesis which they hope to test. In view of the importance of the problem of Negro-white relations in the country and particularly the effect that those relations have or may have upon the personality of Negroes, this study is especially significant. It should throw some very much needed light not only upon the effects of segregation per se, but more especially upon the possibility of Negroes living in total or semi-isolation.



The methods of procedure are not sufficiently described and justified in this manuscript to determine with any great degree of accuracy their validity. However, in view of the two individuals undertaking the study it probably should be taken for granted that the methods will be adequate.

- - -

Mr. Leroy Moore, Dean of the College, Langston University, Langston, Okla.

I am pleased to forward a statement on Mrs. Thelma Ackiss, who is a recent addition to our faculty. I have known Mrs. Ackiss for years and can speak in words of praise as to her educational background and training.

Mrs. Ackiss has assisted Mr. Hill throughout this year on a series of articles compiled for publication. Her legal background training will serve admirably in securing, compiling, and editing facts obtained from this study.

The information sought through this study is of national importance and it has potential uses that enhance its importance at this critical period of readjustment with which our social groups are faced.

- - -

Mr. G. L. Harrison, President, Langston University, Langston, Oklahoma

I wish to commend to you Mr. Mozell C. Hill and Mrs. Thelma D. Ackiss who are, I understand, making a joint application. They are connected with the Social Science Department. Mr. Hill is director of our new unit of research and Mrs. Ackiss is Coordinator of Materials of the same. This unit is particularly interested at present

in cooperating in the Land Grant College research program under the sponsorship of Dr. W. E. B. DuBois. In addition to carrying on this program at Langston, Mr. Hill and Mrs. Ackiss are also engaged in a joint research project centering around the eleven all-Negro communities of Oklahoma.

In my estimation they are eminently qualified to pursue this investigation, and I have been strengthened in this opinion by the interest shown by editors who are publishing some of their materials. In this connection I might say that a fellowship to these members of our research staff would not only enable them to complete their own studies, but would greatly facilitate the interests of the administration in building up its program of research.

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LANGSTON UNIVERSITY BULLETIN

PUBLISHED BY LANGSTON UNIVERSITY, JULY, 1943
Langston, Oklahoma

**Culture of a Contemporary All-Negro
Community**

Langston, Oklahoma

By

MOZELL C. HILL AND THELMA D. ACKISS



SOCIAL SCIENCE DEPARTMENT

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Contents

Foreword	4
Introduction	5
Identification and Historical Background of Langston.....	6
The County Setting.....	8
The Economy of Langston.....	16
Family Organization	20
Local Government	23
Education	27
Patterns of Association.....	31
Basic Trends of Social Change.....	36

TABLES

1. Composition of Population in Logan County.....	8
2. Farms, Farm Acreage and Value, and Value of Buildings and Implements for Logan County.....	10
3. Farm Acreage 1940 by Color and Tenure of Operators for Logan County.....	11
4. Value of Farms 1940 by Color and Tenure of Operators for Logan county.....	11
5. Number of Farms 1940 by Color and Tenure of Operators for Logan County.....	12
6. Value of Implements and Machinery 1940 By Color and Tenure for Logan County.....	12
7. Negro Employment Status in Logan County.....	13
8. Negro Employed Workers 14 Years and Over By Major Occupation Groups and Sex for Logan County	13
9. Number of Housing Units Occupied By Negroes in Logan County.....	14
10. Characteristics of Negro Households in Logan County.....	14
11. Estimated Monthly Rents for Negro Tenants in Logan County.....	15
12. Value of Negro Owner-Occupied Non-farm Households for Logan County.....	16
13. Population of Langston by Age and Sex.....	28

ILLUSTRATIONS

1. Map of Logan County.....	9
2. Map of Oklahoma Showing the Distribution of Negroes in State (County-Type Analysis).....	40-41

FOREWORD

An educational institution of higher learning should be judged upon the basis of the changes and improvements which it brings to the life of the people it is intended to serve. This idea, which is held and stoutly defended by many leading American educators, has been arrived at through years of observation and critical study of educational institutions, and their relations to social living. The acceptance of this view demands that the staff members of higher educational institutions hold an intelligent and positive social outlook.

Langston University presents this study as the first of a projected series of several bulletins dealing with Negro life and education in Oklahoma. The timeliness of the present investigation is occasioned particularly by two factors:

1. There is an imperative need for the college to understand its social setting, in this instance, the Langston community, so that it may use what facilities it has to improve economic and social conditions among the people.
2. The present war crisis has made the college increasingly conscious of the need for future economic and social planning; such planning cannot be effective without a thorough scrutiny of what has happened in the past, and a full realization and a significant understanding of the present situation.

Mr. Hill and Mrs. Ackiss, both of the Social Science faculty of Langston University, in this study, have made an analysis of the living conditions of the people in this all Negro community. It is hoped that the information contained herein may serve as a means of acquainting all staff members with the conditions now existing in the local community and as an aid in formulating a program to remedy certain undesirable conditions.

Thus, while Langston University is immediately interested in improving the environment of the student, it does not overlook the services which it can also render to the local community, the state, and the nation.

G. L. HARRISON, President

Langston University

Langston, Oklahoma



Culture of a Contemporary All-Negro Community

Langston, Oklahoma

INTRODUCTION

This study is the initial effort of the research staff of Langston University to investigate the socio-economic conditions of Negroes in a specific community. The university has inaugurated an ambitious research program which contemplates the compilation of information about the Negroes of Oklahoma which may be useful at present and in the post war period. The national government is making an heroic attempt to collect the necessary information for integrating all individuals and groups of the United States into a unified whole. It can accomplish this purpose with much less difficulty if it has the cooperation of institutions and representatives of the various groups. At least such is the assumption from which this college proceeds.

Incidentally and conveniently the objectives of Langston University dovetail with personal researches now in progress by the writers under a grant from the Rosenwald Fund, which will attempt to explain the dynamics of the societal patterns of all-Negro communities in Oklahoma. Under this award, Langston is one of six communities to be investigated. Accordingly, the present study serves the double function of introducing the university research program and of facilitating the Rosenwald project of Hill and Ackiss.

This project, in its totality, is controlled by the hypothesis that Negroes who live in semi-isolation from the dominant culture, and who are thus relatively free from the psychological pressure of the White society, exhibit different patterns of thought and behavior from those who are conditioned to living in racially mixed communities. Their frustrations as well as their rationalizations and adjustments are different, at least in degree and sometimes in kind. If this thesis is valid, an understanding of the all-Negro community will open a new area for consideration of Negro-White relations.

Several factors influenced the selection of Langston as the research site for this study. First, it was imperative to select Langston, where both the writers are employed as full-time college teachers, if a detailed investigation were to be conducted. This factor alone would not have been decisive, however, had the community not offered some unique features which appeared to make such an investigation worthwhile. For instance, Langston is the location of the only college for Negroes in the state of Oklahoma, hence serves as a point of concentration for a large percentage of the college-age youth of the state. If the research program of the college is to have any implications for the post-war world it should include all available information about the communities in which college boys and girls spend their impressionable adolescent years and in which they reach maturity.

Another factor which makes Langston deserving of investigation is the nature of the social interaction between members of the community and college staff members. This has been so far from satisfactory in

the past as to constitute a definite cleavage. As a result the institution has been hindered from rendering needed services to the community which has, in turn, failed to benefit to the extent which it might have done by the existence of the college.

Moreover, since it may be determined from experience that the community of Langston is unable to alleviate its most pressing problems which react to the disadvantage of the college teachers and students, it appears that the college is obligated to attempt to understand the nature of the problems and to try to achieve a consensus with the town residents who want to improve their surroundings.

These problems involve: (1) lack of an economic base for community living, with the concomitants of poor housing, sewage and other conditions which jeopardize the health of all of the people of Langston; (2) an inadequate local governmental structure, which does not sufficiently cooperate with the county governmental agencies to assure Langston of the county support to which it would ordinarily be entitled; (3) folk patterns of thought and behavior which stubbornly resist social change, and some of which impinge on the consciousnesses of the college youth, retarding their social adjustment to dominant culture patterns.

Identification and Historical Background of Langston

Langston is an incorporated village with a population of 514. It is 11 miles east of Guthrie and 3 miles west of Coyle, Oklahoma. It adjoins the college on the southeast side of the campus, separated by State Highway, number 33. The floating population is much larger at all times than the 1940 census population figure given above due, of course, to the continuous presence of college students and faculty members.

The village is part of the Red Plains, an area of land which is nearly level to rolling, extending through central and western Oklahoma and from south central Kansas to northwest Texas. The Red Plains soils are highly erodible, and this land type is characterized by grayish-brown to dark-brown soils, underneath which are gray sandstones and shales. General farming is carried on throughout most of this area in spite of the fact that the soil suffers from severe sheet and gully erosion. Generally, the climate of the area is characterized by mild winter, during which there are rains of long duration and low intensities, and long drought periods between summer rains.¹

The organization of the village of Langston dates back to 1891 through the promotion efforts of two Negroes, James Robinson (who became the first mayor) and a man named E. P. McCabe. It appears from the evidence received from early settlers that these two men owned about 160 acres of what is now the southeast corner of the town. They sold this in lots and purchased another 160 acres of which is now the northeast section of the community. After this disposal the

1. Harley A. Daniel, et al., *Investigations in Erosion Control and Reclamation of Eroded Land at the Red Plains Conservation Experiment Station, Guthrie, Oklahoma, 1939-40*. U. S. Department of Agriculture, Soil Conservation Service, Washington, D. C., January, 1943, page 62.

promoters acquired the western part which came to be called College Heights.

During this period the promoters sent "runners" through the Southwest, informing Negroes that the Iowa-Indian strip—the line separating Oklahoma from Indian Territory—would soon be opened for settlement. In the meantime they built a large house to accommodate migrants until they were able to settle. It is generally conceded that McCabe and Robinson were also responsible for naming the community, but the evidence in this connection appears to be based largely on conjecture. It is a fact, however, that the town was named for John M. Langston, a Negro U. S. congressman from Virginia during the fifty-first congress, having served from September 1890 to March 1891.

The fact that the new community was named for a Negro is indicative of the intention of the promoters to found an all-Negro community. This is borne out by information from old settlers to the effect that Whites were discouraged from locating in Langston. Mr. Coyle, for example, wanted to build a wholesale house but permission was refused him. Shortly thereafter, when the Santa Fe railroad sought a right of way through the community and the residents failed to come to agreeable terms, Mr. Coyle arranged for the railroad to have a right of way three miles east of Langston. Immediately a town sprang up there which was named Coyle. The few white families who had settled in Langston moved to Coyle which became an all-White community.

Race relations were apparently amicable since there is much evidence that Whites frequently came to Langston to buy groceries, patronize blacksmiths, etc. Moreover there was a Catholic school in the years before statehood which was taught by Whites but attended by children of both racial groups. There were a number of Indians in the vicinity though not in the community. Most of them sold their land later and moved elsewhere. The only race friction which has come to the attention of the writers involved raids by cowboys and desperadoes from Pleasant Valley, which discontinued after a few years of mass resistance by the Negroes of Langston.

The community did not grow as fast as was hoped by the promoters and early settlers, primarily because, say the old residents, of the opening of new areas of land for settlement. In consequence many restless migrants moved on to new fields before becoming established.

Langston University was established pursuant to a bill enacted by the Oklahoma Territorial Legislature, March 12, 1897. It began through the efforts and good offices of the people of the community raising enough money to donate 40 acres of land. The school began in 1898 as an Agricultural and Normal School, with 4 teachers and 41 students. By the close of the first school year there were 181 students.

In the early years there was a strong rapport between the college and the community. Many of the community residents had aided the founding of the institution and had a paternalistic interest in its development. In turn, the college president and staff were sympathetic to the struggles and problems of the pioneer community. Faculty members visited community residents; the college presented programs in the village; and in general there was no attempt on the part of the college personnel to alter community patterns. The cleavage between

college and community, which has been previously mentioned, developed later as a result of the expansion of the college, indifference on the part of new teachers to the community people, and bitter resentment by the old settlers at being "left out" of college activities and affairs.

The County Setting

Before considering the organization and structure of the community it is important to understand the economy of Logan County in which Langston is located, especially the socio-economic life of the Negroes of the county. Such a description will, of course, include Langston and thus furnish a general idea of the problems of the members of the community. It is very necessary to observe the reflection of Langston in its county setting because this community is largely dependent for its survival upon Negroes in the county who can earn a living.

By way of illustration, Langston is a rural non-farm community. As such it attempts to serve Negro farmers in the outlying districts with as many of their necessities as possible. Thus the economic situation of the county farmers becomes directly related to the maintenance of business in Langston. The state college for Negroes, through which Langston partially exists, is necessarily interested in the economy of the county from which it draws a number of its students. The college is also interested from the standpoint of improving the agricultural technique of farmers in the county through extension training and otherwise. In other words, neither the community of Langston nor the college can develop much farther than the economy of Logan county will permit. A description of that economy follows.

Logan County, in which Langston is located, has been classified as a 1B1 county.² This indicates that its basic economy is farming, with cotton as the principal crop, but that there is some industrial diversification and that there is at least one urban area of more than 2,500 inhabitants in the county. The urban area in this instance is Guthrie, Oklahoma, aforementioned, which has a population of 10,018. The total population of the county, according to the 1940 Federal census, is 25,245, of which 5,389 or approximately 21.3 per cent are Negroes. (See table 1).

TABLE 1
COMPOSITION OF POPULATION IN LOGAN COUNTY

Total Population (1940).....	25,245
Males	12,614
Females	12,631
Total Population (1930).....	27,761
Total Negroes (1940).....	5,389
Males	2,668
Females	2,721
Total Negroes (1930).....	6,487
Per Cent Population Negro (1940).....	21.3
Per Cent Population Negro (1930).....	23.4
Other Races (American Indians).....	23

2. See Socio-Economic Approach to Educational Problems by Ina C. Brown. U. S. Office of Education. No. 6, Vol. 1, 1942.

The census reports 19,833 native and foreign born Whites in Logan County, of which 3,748 are classified as rural non-farm; 8,152 as rural farm, and 7,933 as urban. Of the 5,389 Negroes in the county, 1,126 are classified as rural non-farm; 2,182 as rural farm, and 2,081 as urban. It should be noted that there are 23 Indians in the county who are not included in the foregoing categories. It is significant also in the present context that Langston falls under the rural non-farm class of towns. Thus it becomes important to get a picture of the total economic setting of the entire county with particular emphasis on the rural non-farm population.

The following tables are revealing as to the basic economy of the country. For example, it may be observed in Table 2 that the number of farm units has decreased since 1930 but the average size of these units has increased. During the depression years—between 1930 and 1935—there was a tremendous decrease in the value of farms. In the last few years, however, there has been a slight increase from the 1935 figure. The average value of land and buildings per farm shows the same general trend as that of the value of farms. The value of implements and machinery on farms has slightly increased since 1930.

TABLE II

FARMS, FARM ACREAGE AND VALUE, AND VALUE OF BUILDINGS AND IMPLEMENTS FOR LOGAN COUNTY

Number of Farms April 1, 1940.....	2,316
April 1, 1935.....	2,681
April 1, 1930.....	2,833
Approximate land area acres.....	478,080
Proportion in farms.....	86.1%
All land in farms (acres).....	411,419
Average size of farms (acres).....	177.6
(1935)	162.7
(1930)	144.1
Value of Farms (1940).....	\$12,491,569
(1935)	11,880,518
(1930)	19,024,625
Value of Buildings (1940).....	\$ 2,494,031
(1930)	3,559,475
Average Value (land and building per farm).....	\$ 5,394
(1935)	4,431
(1930)	6,715
Value of Implements and Machinery (1940).....	1,310,157
(1930)	1,131,045

Tables 3, 4, 5, and 6 reveal the place which the Negro farmer occupies in the total picture presented above. In line with the general trend of decrease of farm units for the entire county between 1935 and 1940, Negro farm units have decreased from 566 to 373, comprising 44,478 acres. (Table 4) (Table 5). The value of these 373 farms is \$800,430 (Table 4), and the value of implements and machinery amounts to \$56,156. (Table 6).

It is also apparent from these tables that the per cent of farm tenancy among Negroes is extremely high, (68.7). Of the 44,478 acres farmed by Negroes, 26,806 are farmed by tenants and only 10,012 acres or less than 25 per cent are farmed by full owners. (Table 3). The value of all Negro farm land in the county is \$800,430; more than 50 per cent (\$459,630) of which is farmed by tenants. Full owners control only \$212,000 worth of acreage or slightly more than 25 per cent. (Table 4).

Table 5 reveals that all farmers in the county have decreased since 1935. Negro farmers are decreasing more rapidly than Whites, especially tenants. The number of Negro full owners decreased from 120 in 1935 to 96 in 1940 while the number of tenants decreased from 369 in 1935 to 242 in 1940. In fact, the rate of decrease of farmers is much more rapid among non owners than among owners. Croppers have left the farms at a faster rate than any other class of farmers.

The low economic status of Negro farmers is brought out by a consideration of the value of their implements and machinery. (Table 6). Thus the 96 farm owners have \$25,003 worth of farm implements and machinery while the 242 tenants own \$23,066 worth of such equipment. The 29 croppers have farm implements valued at only \$2,090.

TABLE III
FARM ACREAGE 1940 BY COLOR AND TENURE OF OPERATORS FOR LOGAN COUNTY

White	366,941
Full Owners	86,571
Part Owners	97,385
Managers	(not given)
Tenants	181,437
Croppers	7,727
Negro	44,478
Full Owners	10,012
Part Owners	7,260
Managers	(not given)
Tenants	26,806
Croppers	2,909

TABLE IV
SPECIFIED VALUE OF FARMS 1940 BY COLOR AND TENURE OF OPERATORS FOR LOGAN COUNTY (LAND AND BUILDINGS)

White	\$11,691,139
Full Owners	3,392,985
Part Owners	2,922,531
Managers	(not given)
Tenants	5,297,623
Croppers	219,355
Negro	\$ 800,430
Full Owners	212,000
Part Owners	109,800
Managers	(not given)
Tenants	459,630
Croppers	52,105

TABLE V
NUMBER OF FARMERS (1940) BY COLOR AND TENURE OF
OPERATORS FOR LOGAN COUNTY

Number of farm operators (white) (1940).....	1,943
..... (1935).....	2,115
Full Owners (1940).....	648
..... (1935).....	655
Part Owners (1940).....	288
..... (1935).....	240
Managers (1940).....	6
..... (1935).....	10
Tenants (1940).....	888
..... (1935).....	1,905
Croppers (1940).....	44
..... (1935).....	96
Number of farm operators (Negro) (1940).....	373
..... (1935).....	566
Full Owners (1940).....	96
..... (1935).....	120
Part Owners (1940).....	34
..... (1935).....	56
Managers (1940).....	1
..... (1935).....	1
Tenants (1940).....	242
..... (1935).....	369
Croppers (1940).....	29
..... (1935).....	88

TABLE VI
VALUE OF IMPLEMENTS AND MACHINERY (1940) BY COLOR
AND TENURE FOR LOGAN COUNTY

White	\$1,254,001
Full Owners	340,021
Part Owners	357,641
Managers	(not given)
Tenants	546,439
Croppers	16,980
Negro	\$ 56,156
Full Owners	25,003
Part Owners	6,115
Tenants	23,066
Croppers	2,090

From the preceding data and accompanying tables, it is obvious that the Negro farmer is, as a class, poor, almost landless, restless, and dissatisfied, and virtually barren of equipment for agricultural work. The fact that the farm workers, such as tenants and croppers, are leaving the farms so rapidly indicates a group pessimism about the future which these people might expect on the farm. There is no reason to believe that migrants from the farms achieve economic security by leaving the land, certainly not if they locate in Logan County; for

Negro employment status for the county shows not only general insecurity but a lack of integration of the Negro into the economic life of the county.

Evidence is produced in Table 7 that of the total of 3,799 Negroes over 14 years old in the county, only 1,758 are in the labor force, and of this number only 1,084 are employed (as of 1940). Of this last figure there are 590 wage and salaried workers; the others are either employed on their own account, or are unpaid family workers. There are 312 Negroes in the county who were reported on public work relief (N. Y. A. or W. P. A.) in 1940 and 362 seeking work.

TABLE VII
NEGRO EMPLOYMENT STATUS IN LOGAN COUNTY

	Male	Female	Total
Number of Negroes 14 years of age and over.....	1,883	1,916	3,799
In Labor Force.....	1,311	447	1,758
Employed (except on public emergency work)....	829	255	1,084
Wage and Salary Workers.....	373	217	590
Employed on own account.....	400	26	426
Unpaid Family Workers.....	52	4	56
Class of work not reported.....	4	8	12
Employed on Public Emergency			
Work (W.P.A., N.Y.A. etc.).....	233	79	312
Seeking Work	249	113	362
Experienced Workers	226	109	335
New Workers	23	4	27
Not in Labor Force.....	572	1,469	2,041
Engaged in own home work.....	14	977	991
In School	124	126	250
All others and not reported.....	434	366	800

The occupational breakdown of Table 8 of these 1,084 members of the county labor force shows that the majority of Negro workers in this county are farmers, domestic and service workers, and farm laborers.

TABLE VIII
NEGRO EMPLOYED WORKERS 14 YEARS AND OVER BY MAJOR OCCUPATION GROUPS AND SEX—FOR LOGAN COUNTY (1940)

	Total Employed Except Public Relief	Professional Workers	Semi-Professional Workers	Farmers and Farm Managers	Proprietors, Managers And Officials	Clerical Sales and Kindred Workers	Craftmen, Foremen And Kindred Workers	Domestic Service Workers	Service Workers Except Domestic	Farm Laborers (Wage Workers)	Farm Laborers, Unpaid Family Workers	Operators, etc.	Labors. Except Farm	Occupation Not Reported
Male	829	50	355	20	11	27	12	85	123	50	27	54	6	
Female	255	74	1	10	10	12	1	103	30	1	1	4	8	
Total	1084	133	1	365	30	23	28	115	115	124	51	31	54	14

In view of the unmistakably low income level of most of the Negroes of Logan County it becomes relevant to describe characteristics of housing and living conditions. In Table 9 it will be seen that there are 1,437 Negro housing units (20.5 per cent of total housing units), of which 685 are owner occupied and 752 are tenant occupied. Thus over 50 per cent of the Negroes in the county are renting.

TABLE IX
NUMBER OF HOUSING UNITS OCCUPIED BY NEGROES
IN LOGAN COUNTY

Negro Dwelling Units:	
The County	1,437
per cent	20.5
Guthrie	589
per cent	20.2
Rural Non-farm	329
per cent	22.5
Rural Farm	519
per cent	19.6
Negro Owner-Occupied Units:	
The County	685
Guthrie	337
Rural Non-Farm	174
Rural Farm	174
Negro Tenant-Occupied Units:	
The County	752
Guthrie	252
Rural Non-Farm	155
Rural Farm	345

Of the total of 1,437 houses, the census reports that only 322 are not in need of major repairs while 1,023 are in need of major repairs. It is revealing in this connection that 949 of these houses have no running water and only 83 have private baths and flush toilets. Only 284 report electric lights and electric facilities. (Table 10).

TABLE X
CHARACTERISTICS OF NEGRO HOUSEHOLDS IN LOGAN
COUNTY

Number of Negro Households	1,437
State of Repair and Plumbing:	
Not needing major repairs.....	322
With private bath and flush toilet.....	83
With private flush toilet, no private bath.....	5
With running water, no private flush toilet.....	21
No running water in house.....	213
Needing Major Repairs.....	1,023
With private bath and private flush toilet.....	27
With private flush toilet, no private bath.....	6
With running water, no private flush toilet.....	41
No running water in house.....	949

Not reporting repair or plumbing.....	92
Lighting Equipment:	
Electric	284
Other	1,114
Not reporting	39
Number of persons in household:	
1 person	203
2 persons	347
3 persons	260
4 persons	200
5 persons	141
6 persons	104
7 persons	73
8 persons	42
9 persons	33
10 persons	77
11 or more persons	21
Median number of persons:	
All Negro Households	3.16
Owners	2.83
Tenants	3.46

Of the rural non-farm Negro housing units in the county, 496 reported their estimated rent. Table 11 reveals that 190 of this number are paying less than \$3.00 per month rent. The median estimated monthly rent is \$3.70. This appears to have significant economic implications for Langston, which is considered by the census as a non-farm unit. There are 508 reported owner occupied, rural, non-farm Negro homes, 203 of which are valued at less than \$500. (Table 12). The average and median values of these homes are \$721 and \$405, respectively.

TABLE XI
ESTIMATED MONTHLY RENTS FOR NEGRO TENANTS IN
LOGAN COUNTY

Number reporting estimated Rent.....	496
Under \$3.00	190
\$3.00—\$4.00	97
\$5.00—\$6.00	89
\$7.00—\$9.00	34
\$10.00—\$14.00	41
\$15.00—\$19.00	21
\$20.00—\$24.00	6
\$25.00—\$29.00	2
\$30.00—\$39.00	8
\$40.00—\$49.00	3
\$50.00—\$59.00	3
\$60.00—\$99.00	0
\$100.00 and over	2
Median Estimated Monthly Rent (dollars).....	3.70

TABLE XII
VALUE OF NEGRO OWNER-OCCUPIED NON-FARM HOUSE-
HOLDS FOR LOGAN COUNTY

Number Reporting Value.....	508
Under \$300.....	203
300—499	97
500—699	84
700—999	34
1,000—1,499	46
1,500—1,999	21
2,000—2,499	5
2,500—2,999	2
3,000—3,999	8
4,000—4,999	3
5,000—5,999	3
6,000—9,999	0
10,000 and over	2
Average Value (dollars).....	721
Median Value (dollars)	405

The foregoing data are revealing and unmistakably conclusive as to the basic economy upon which the community of Langston rests. It can be seen that the standard of living of Negroes in the county is extremely low. Earning, buying, and tax-paying power per capita is at the very minimum and the wealth of this area is far below the national average. Accordingly, Negroes in Logan County live on a very narrow economic margin of subsistence. These conditions are reflected in the social institutions of Langston, particularly public facilities provided through taxation, which are far from adequate. However, specific analyses of the institutional problems will be presented in other sections.

Economy of Langston

Langston is a poor community. That much is apparent from the material presented in the preceding chapter. It now becomes pertinent to examine more in detail the economic organization of Langston and to discuss the economic "way of life" of the people of the community.

According to the assessor's records, there are 2,968 lots in Langston, on which there are 244 improvements. The highest evaluated improvement on any lot is \$1800.00, the lowest \$10.00. The value of these lots is \$18,636.00. The value of lots, virtually in Langston, but not within its corporate limits, is \$1,858, making a total value of \$20,494.00. The value of improvements and lots within the corporate limits of the community is \$62,155.00; in the unincorporated section, \$2,168.00, making a total value of lots and improvements of \$64,323.00. The figures for improvements are open to question because it is a fact that many improvements on lots are never reported. Moreover, many reported improvements have later burned or deteriorated to the point where they have no value. Most of the "best" homes of Langston are valued at less than \$500.00 and all of the poorest ones at less than

\$100.00. Numerous houses have a reported valuation of about \$15.00.

Some index of living conditions may be obtained from a consideration of information obtained by Dr. M. F. Spaulding in 1942.³ He found that 91.1 per cent of the group he questioned had outdoor toilets; only 15.8 per cent had shrubbery around their homes; 5.2 per cent had telephones; 13.1 per cent had refrigerators. On the other hand, however, 66 per cent had their homes screened; 58 per cent had sewing machines; 44.7 per cent had radios; and 71 per cent had poultry.

Another index of the poverty of the community is the low town revenue and budget. There is little revenue from real property taxation since most owners claim tax immunity under the homestead exemption laws. Revenues for town expenses for 1942, as reported to the county clerk, were as follows: Occupation tax, \$165.75; police fines, \$5.00; inspection and examining fees, \$21.00; vendor machines, \$40.00; and cemetery burial, \$3.00, making a total of \$234.75.

The above figures may not give an accurate picture of the revenues collected for Langston because the town officers have not appeared willing to report and discuss finances freely with the county officers. For example, according to the records of the County Clerk, Langston is the only incorporated village in the county which does not register its street and alley cash funds from the State Highway Department with the County. Consequently the County Clerk has no way of checking with Langston as to finances except through the County Treasurer. Failure to register with the Clerk is not illegal but it is certainly poor business since he (the Clerk) must recommend the town budget to the Excise Board. The budget which the Clerk recommends is submitted by the town clerk or mayor, is supplementary to the list of revenues reported above, and is based largely on the amount of money collected from taxation for the community.

By way of illustration, the Langston Board of Trustees estimated its needs at \$818.50 for 1942, and the County Excise Board approved a budget of \$554.20. It can thus be readily understood that town expenses are exceptionally low since, out of the budget, must come salaries of town officers and general governmental expenses including street, cemetery, and court upkeep.

The same low revenue pattern which prevails in the local government prevails among individuals of the community. The average monthly income for 17 families reporting an income of the 38 studied by Mr. Spaulding, was \$44.81, and for the 38 families was 0.66% cents a day. He found that the earning power was proportional to the education received. Thus for grammar grades, high school, and college, respectively, the average was \$27.33, \$40.00, and \$92.71 per month.

There are 10 businesses in Langston and these are somewhat scattered. There is, for instance, no main street where all of the business places are clustered, giving the village, in that spot at least, the appearance of a town or city. The largest business is a store carrying groceries and general merchandise owned by Mr. I. S. Scott, sometimes called Campus Grocery. This store is eight years old and is fairly

3. M. F. Spaulding, A Survey Study of Living Conditions from 38 Families in the Incorporated Village of Langston, Oklahoma. Unpublished University Bulletin.

modern, having electricity, and large enough to accommodate the merchandise which is for sale. Mr. Scott employs three persons regularly.

The only other relatively large-scale business man is Mr. Charles Meeks who owns a grocery and general store and the Collegian Club. The grocery store has two regular employees but generally there are four people clerking. It is electrically lighted but could be larger for the amount of salable goods usually on hand. In neither Scott's nor Meek's stores, are the ventilation facilities adequate or the decorations attractive according to urban standards.

The Collegian Club is a beer garden which is in fairly good condition. There are four rooms, six tables, two booths, and a bar. Beer, carbonated drinks, hamburgers, barbecue, candy, and cigarettes are sold. There is a vendor in the front room. It is electrically lighted inside and out—the neon outside sign being visible from most parts of the town. The furniture is in fair condition, ventilation is better than in any other business place and decorations, consisting of a bar display of drinks, are attractive. The function of the Collegian Club is to promote entertainment for college students but its patronage is by no means confined to students.

The remainder of the business enterprises of the community are of a lesser and more marginal calibre. Usually they are inadequately housed, equipped, and stocked. The two barber shops and the beauty shop are well patronized and the owner-operators do excellent hair work. They are patronized by the college people as well as the residents of the village. Then there are the small eating places, a pressing shop, et cetera, none of which compare favorably with the "better" enterprises as is generally understood in the average college community.

In general, the business men of Langston make a "living" and this is dependent in part upon the support of both the university faculty and student body and the neighboring farmers. One of the proprietors speaks in a bitter vein of the fact that Negroes "just won't trade with Negroes," but that they prefer "to spend their money with Whites."

Most of the old settlers assert that the business of the community has "run down" in recent years. In 1905, for example, the Negroes owned a cotton gin but the problem of getting water was too large to maintain it. It cost \$800.00 just to haul water for the gin the first year of its existence, \$600.000 the second year, and so in a few years, it failed.

In the early years also, according to the older residents, there were two drugstores, several physicians and lawyers at various periods, and numerous business establishments. As one business man expresses it, "The people used to be more enterprising because it was run under a better system." When questioned as to what he had in mind he was vague but finally suggested that everyone used to pay a poll tax but that they did not now, to his knowledge. On the other hand, as an offset to the more prosperous, earlier years, several old settlers allege that some of the town organizers wrote "fake" warrants in the amount of \$20,000, using the local government and the school district for that purpose. Most of the participants in this plot left and the people who remained had to pay for these warrants, a task which was not accomplished until 1915.

Whatever the reasons, it is certainly a fact that there are no professional men, save teachers and ministers, in Langston at present, and there are few successful businesses. The majority of the people who work are laborers, haulers, janitors, carpenters, housekeepers, and clerks in the small establishments.

Farming in the community is not large-scale and is confined, for the most part, to gardening. Of the 38 families studied by Mr. Spaulding, three owned farms. Two of these three were teachers and one was a trucker. Thirty-seven had planted gardens the previous year (1941). Thus all of that particular group considered gardens valuable but the problem lay in increasing the quantity of material canned from the gardens, and improving and enlarging storage facilities for canned goods. Twenty-seven of the 38 families had poultry, fourteen producing enough poultry and eggs for family use, eleven producing enough to sell. Eight families had cows, horses, or goats; four had cows only; six had hogs.

From what has been said it is apparent that Langston has no real economic base. The residents are aware of this and also of the general poverty and economic instability of the community. The dirt streets, lack of fire-fighting equipment, and lack of other modern conveniences are constant irritants and reminders that the village is deteriorating economically, or at least that it has not fulfilled the promise of its earlier years.

Many of the residents had hoped that the oil boom of the early 1930s would bring prosperity to Langston. Elaborate planning was done and the Board of Trustees passed ordinances regulating the drilling of wells, safeguarding property, providing for bonds, etc. In time, however, the whole project collapsed for reasons which have remained obscure to the writers in spite of repeated efforts to understand what actually happened. Some of the old settlers indict the members of the local council and claim that they squandered the money that was received. One of the older informants declared that there was "too much self in the program—not enough collectiveness." It seems to be a majority opinion that most of the people who were involved lost money and that the community achieved no semblance of security from the oil flurry.

More recently there has been an organized attempt to conserve some of the small amount of money in circulation through the Langston Federal Credit Union. This organization was started April 7, 1941, with a membership of 40 and a share balance of about \$50.00. The membership numbers 80 persons at present with a share balance of \$1,020.00. About 51 loans have been granted amounting to \$1,600.00. The Union has not been forced to "charge off" any loans to date. There are now outstanding loans in the sum of about \$230.00. Thirty-two bonds have been sold, amounting to \$1,800.00. This year (1943) a 1 per cent dividend was declared. The largest share holders in the Union are college faculty members but most of the members are community folk.

In the opinion of several of the leaders of the Credit Union it will, if successful, fulfill divers functions. First of all, it will provide a substantial business for the community. Secondly, it will serve as a

common ground of economic interest to the townspeople and the college faculty members. Then it will not only offer a safe depositing place for surplus cash but it will keep available money for immediate loans so that those who are in other businesses or who need cash can get it without "red tape" or heavy interest rates. Finally, the leaders hope that it will convince the discouraged members of the community that Negroes are capable of saving and manipulating their own money.

The general information presented in this chapter is an index to the economic instability of Langston. The implications of general community poverty for family insecurity and disorganization are strong indeed and can be more thoroughly comprehended by a consideration of its discussion in the following chapter.

Family Organization

The preceding chapter has revealed some general information on economic conditions in Langston but it did not thoroughly disclose the manifestations of those conditions in family life. The present chapter attempts to point out several pertinent factors concerning the Langston family and to emphasize its low socio-economic status as a reflection of the lack of an economic base of the community.

The data which is presented in this connection is taken from a 1941 study of 100 Langston families by the Social Science Department of Langston University. The investigators deliberately selected families who were not directly connected with the college, hence the information is actually representative of families of the community proper. When it is recalled that the total population of Langston is only 514, it is apparent that 100 families are a large sampling. The questionnaire method was used for the investigation.

It is important to note that Langston was founded as a "family" community. The scouting and advertising were done in terms of the desirability of the site for family settlement. There were no attractions to entice the adventurer, the prospector, or other unattached individuals. Thus it was that people generally moved here in family units. So strong, in fact, has been the family sentiment that common-law marriage has never been approved, and has been the exception rather than the rule. From all of this it may be concluded that the Langston family of the early years was characterized by organization, as distinguished from disorganization.

The average size of the 100 families is 3.3 per cent. Four families have 10 children, the largest number for any family, while 26 families are childless. A significant index of the present state of family disorganization is revealed in the fact that 50 per cent of the fathers are separated from their families. These separations have been occasioned variously by desertion, divorce, away working, and death. The only two "separated" mothers are deceased. The irresponsibility of Negro fathers among lower economic classes in rural communities and the complementary stability of mothers has been stressed elsewhere.⁴

4. Charles S. Johnson, *Growing Up in the Black Belt*, American Council on Education, Washington, D. C., 1941, pages 58-59.

Forty-two per cent of the 100 families own their homes and 58 per cent are renting, paying on the average less than \$3.00 per month. Most of the owned homes are in such condition that they would bring about the same if they were rented. Average evaluation of the owned homes is slightly less than \$250,000 and the majority of them are mortgaged.

The average number of rooms per family of all of the homes is 3.02 per cent. Ten per cent are two-room units. Only 40 per cent of the houses are painted but most of these are in need of a fresh coat. Less than 10 per cent are "well-kept," having trees, shrubbery, etc. Fifty-two per cent of the homes lack screened windows and doors.

A major index of low economic family status involves the fact that 92 per cent of these homes do not have running water. Seventy-four per cent of the families use water from shallow wells; 12 per cent from cisterns; 4 per cent from springs; and 2 per cent reported that a creek was the chief source of their water supply. The investigators reported that the water supply of at least 52 per cent of the families seemed unsafe for drinking purposes. Ninety-four per cent have outside privies, the majority of which are of the most crude and primitive type. It follows, of course, that few of the families investigated have inside baths and flush toilets.

None of the homes have central heating facilities and 56 per cent of them were reported to be inadequately heated. Wood is the principal source of heat for 78 per cent of the families while 8 per cent are served by natural gas for heating and cooking. There are other heating problems, such as defective stoves and flues, too few stoves, overheating small rooms and underheating large ones, all of them merging into problems of health and safety.

Every family studied lives in a house which needs some major repairs. Several are entirely dilapidated with leaky roofs, cracks in walls, and holes in floors. A few families are living in abandoned stores and churches. There are no available figures from the questionnaire concerning lighting facilities, but it is known that the majority of the homes are lighted by kerosene lamps. This has important implications for health, including eye strain for children as well as adults. It serves to further illustrate, of course, the low economic status of the families investigated.

Only 22 per cent of the heads of the families are gainfully employed and 12 per cent of this number are self-employed (farmers), while the other 10 per cent are employed in the local businesses at a low weekly wage. (In one case the wage was \$2.00 per week).

Thirty-six per cent of the 100 families are either unemployed or work at odd (usually seasonal such as cotton picking) jobs. In four of these 36 families, the head is unemployable. The principal source of income for 42 per cent of the families is public relief. Several heads here are likewise unemployable. A few families are receiving old age assistance and two have a pension for blindness. The average monthly income for these 42 families is less than \$25.00. Seventy per cent of

the 100 families investigated are known to either a public or private charitable organization though only 42 cases are active.⁵

There is small expectancy that many of the families investigated will become gainfully employed either in Langston or elsewhere, because in 82 families, neither mother or father have had any occupational training. Thirty-six per cent of the family heads are illiterate—that is, either unable to read and write, or such members as can read and write knowing only simple, bare, rudiments. Consequently, even if some of these disadvantaged families become restless enough to have an opportunity to change locations, those who find work are most likely to be placed in the ranks of unskilled labor. Necessarily then, and almost definitely, they will remain economically insecure and inarticulate.

Few of the families investigated own goods which are often classed as "luxuries." There are 22 automobiles among them, most of which are broken down, obsolete, and constantly in need of attention to keep going. Thirty-two per cent report radios, 8 per cent have pianos, 10 per cent sewing machines, 6 per cent bath tubs, and 2 per cent have washing machines. In this connection overlapping is strong, for there are several families who own automobiles, sewing machines, radios, and bath tubs. Generally speaking, those who have bath tubs have also most of the other luxuries. That still leaves an overwhelming majority without any of these luxury goods.

According to current bourgeois standards, newspapers are necessities rather than luxuries. Among the families in this study, however, it was found that only 22 per cent are subscribers to papers. The Guthrie Leader, a daily, and an Oklahoma City paper, The Daily Oklahoman, are most popular with them, while a few subscribe to The Black Dispatch, an Oklahoma City Negro weekly. Twelve per cent of the families subscribe to magazines of national circulation and these are generally farm periodicals. Such a situation naturally makes for provincialism, lack of social understanding, and social and psychological isolation. It helps to explain the resistance to social change to which no change has been previously made.

In view of the circumstances described above, a question arises as to what interests, hobbies, and leisure time activities the members of these families enjoy. Fifty-six of the families reported some type of hobby, or leisure time activity. In the absence of formal, organized and commercial recreational facilities, most of them engage in talking and exchanging news at the general store, the barber shop, the beer tavern or the beauty parlor. They go to church and they patronize the bi-weekly movie offered by the college. Other activities listed were singing, listening to music, playing cards, attending meetings and playing with children. Slightly over half of the families have members who belong to organizations, especially fraternal orders and local clubs. Although 28 per cent of the families have some reading matter at home, reading was not listed as a hobby or leisure time activity by any of them and few expressed any interest in reading the material which is available to them.

5. As of 1941, when the study was made. A cursory current survey reveals that poverty is still the chief characteristic of these families.

As has been suggested earlier in this chapter, a number of factors mitigate against the good health of the families of the study. The morbidity rate bears out this suggestion. Fifty-four per cent of the families reported at least one major illness during the year and among most of these there were several. Only 15 families reported no illness during the past twelve months. Of those families reporting at least one major illness, 66 per cent listed patent medicines as the chief method of treating illness, and less than half of those families reported the use of a physician.

Some few who are patent medicine users also occasionally engage the services of an herb doctor and a mid-wife. The most common children's diseases among the families are throat infections, common colds, and communicable diseases usually associated with childhood such as measles, mumps, etc. Adults are afflicted most by respiratory diseases, especially pneumonia, bronchitis, tuberculosis, and influenza. None of these families reported having the services of a dentist or a specialist.

While there were no objective criteria employed in the study to adequately evaluate these families, there was a more or less subjective evaluation made after the data was gathered. Sixty-two per cent of them are rated as being in fair condition, but in need of assistance and rehabilitation; 8 per cent are rated as average in terms of the general standards of the area—not in need of assistance; and 6 per cent are rated above average.

Local Government

This chapter attempts to cover, from an historical perspective, the chief phases of municipal government, emphasizing specifically the character of governmental personnel, sources of government revenue, and the major governmental functions. Sources of data for the information presented include the community ordinance records, justice of the peace record books, city council records, and conversations with residents of the community who have been interested in civic affairs for many years.

The ordinance books of Langston, most of which have been preserved, disclose a definite continuity of local governmental policy from the inauguration of the government in 1891 to the present time. The central governing body has always been the City Council, more often called the Board of Trustees in earlier years. The original governing personnel consisted of a Board of Trustees, a Town Clerk, standing committees which were to be appointed by the Board, a Town Marshal, who appointed one or more deputies to serve under him, a Justice of the Peace, a Town Treasurer, and a Town Attorney. Those are, in general, the designations of the officers who serve the community today.

Elections have always been held in the spring of the year, in the early years by convention. In its formative years the town was apparently dominated by a minority of citizens, for it is recorded in the Council Records of 1893 that the Treasurer was elected by a rising vote of 40 to 9. Voting by secret ballot had, however, been introduced by 1897. Nevertheless, elections have never been held in strict accord

with county regulations and this is, even now, a retarding factor when the community aspires to transact municipal business such as bond floating, which requires county cooperation.

Local governmental positions are, for the most part, nominally paid, as they have been since 1891. For example, the first Treasurer received .50 per year, payable quarterly. At that time the Town Clerk was allowed \$20.00 per month salary and the Attorney, \$30.00 monthly. As early as 1893, however, salaries of virtually all of the town officers were changed to "a just and equitable" sum, to be determined by the Board of Trustees. It was also stipulated in the same year that members of the Council (or Trustee Board) would receive "such compensation as shall be reasonable, just and equitable."

There were two exceptions to the "just and equitable" policy of payment of salaries. The Marshal was to receive one-fourth of the proceeds from occupation, and other taxes in payment for his service to the community. The Justice of the Peace was to receive his fees from "costs" in the cases which he adjudicated. There are reasons to believe that these fees were small in the early years. The occupation and other taxes were the subject of much confusion and controversy, constantly altered, evidently in response to economic conditions. The earliest available records of the Justice of Peace began in 1926 and only one case is recorded for that year and one for 1927. In neither instance was the fine of the defendants more than \$10.00.

Apparently, the "just and equitable" payment of salaries was not satisfactory for in 1896 most of the town officials were allotted a definite amount. Members of the Trustee Board were to receive .50 each per year. The Treasurer was allowed \$1.00 per month; the City Clerk \$2.00 per month plus additional fees for making certified copies of any public records, and dog taxes issued by him, when such fees were paid by the individual owning them. Salaries were to be paid from the general expense fund, collected from occupation and other taxes. In the meantime, in 1894 a special tax had been laid on dram shops and saloon operators amounting to \$42.50 every three months in advance.

Salaries fluctuated continually, usually at a relatively low level, during the years before statehood (1907). After that time the ordinance records made no further reference to them.

Aside from the saloon tax above mentioned (which was cut off when Oklahoma became a "dry state" in 1907) town revenues have been derived from other taxes including occupation, poll, dog license, and peddlers, and from fines. Occupation taxes were the center of much confusion in the years before 1910, since which time the records do not refer to them. These taxes ranged from .50 per month to \$1.00 and covered all businesses as well as professional offices.

In 1892 a poll tax ordinance of \$1.00 per year was passed, to be levied upon each male, able-bodied resident of Langston over 21 and under 50 years of age. In regard to poll tax an old settler who moved to the community in 1892 said, "Them poll taxes sure made a man feel like he belonged to the town. I don't never hear nothing about them no more but I don't believe any man minded paying 'em." That, of course, is merely an isolated expression of opinion and cannot be taken as representative of collective sentiment. Several other old settlers,

however, "wondered" what had become of the poll tax.

Theoretically, fines have served as a source of revenue for Langston since its founding. Actually, however, according to the testimony of old settlers, few fines were imposed or collected until some time after statehood when bootleggers and reckless drivers became numerous. Thus in 1919 a fine of 5 to 25 dollars and costs was provided for driving through the streets of Langston in an automobile without lights turned on at night.

In connection with fines, two emergency ordinances were passed which appear to have some significance. In 1926 a law was enacted against "selling, bartering, or giving away" intoxicating drinks and fixing a fine for violation of this law at 10 to 25 dollars. Apparently Langston was experiencing a similar "bootlegging" wave to that which was then sweeping the country. In 1937 an emergency ordinance was passed providing a fine of 1 to 10 dollars for persons, firms, or corporations building within the town without a permit. At the same time the office of Building Superintendent was created. The same year an ordinance was passed which required a building permit for all remodeling over \$25.00. The records do not reveal why the building ordinance was an emergency measure, nor have the writers been able to ascertain the reason by questioning the residents of the community.

There have been several criminal codes for Langston, each succeeding one hardly more than a replica of the code of 1891, which deals largely with prostitution and gambling. Ten of the 14 sections to the criminal code concentrate on these two phases of crime. Others prohibit the discharging of firearms within the town limits, nudity, indecent dress or behavior in public, and the disturbance of the peace by an intoxicated person. Fines ranged from 2 to 10 dollars in the early years.

In 1893 the crime of assault and battery was added to the code with a penalty of a fine of \$2.50 to 50 dollars or imprisonment in the city prison of not more than ten days. The maximum prison sentence of ten days appears to be evidentiary that the assault and battery cases which had thus far arisen were of a comparatively mild character. It could have been, however, that certain circumstances mitigated against the expediency of lengthy jail terms, such as, for instance, lack of a regular prison guard, etc. In 1906 the crime of larceny was added to the criminal code. Punishment was fixed at \$2.50 to \$50, imprisonment of ten to thirty days, or both.

There are only three ordinances which appear to have as their purpose the protection of juveniles from delinquency. As early as 1892 it was a misdemeanor to sell weapons to a minor. Before statehood saloon keepers were prohibited from selling alcoholic drinks to minors. In 1906 it was made unlawful for minors under 16 to be found loitering about the streets or business establishments after 10 p. m. unless they were on an errand for a parent or guardian. The records of the Council, however, show that there was quite some apprehension over juvenile delinquency, especially during the years of 1914 and 1915. In 1914 a truant officer was appointed in an effort to combat trespassing, stealing, and other infractions of the laws by minors. There is no evidence

which reveals how long this office continued or whether the attempt to curb delinquency met with any success.

The local government has from the start, been interested in passing protective health statutes for the benefit of its residents. An ordinance of 1892 asserted that anything working disparagement to the morals or health of the city was a nuisance and set a fine of \$1 to \$10 for failure to remove same or cause of same upon due notification. In the same year it was made unlawful to "throw or cause to be thrown" ashes in any street or alley. Likewise an emergency ordinance was enacted prohibiting the hauling away of water from the city wells in use or any to be thereafter constructed.

A number of other regulations having significant implications for the welfare of the people of the community were passed in 1892. Horses, mules, and swine were prohibited from running at large in the city. The Council passed a resolution instructing the town marshal to notify citizens that they must clean their houses. A Dr. Allison was appointed as a health officer. The Council issued \$1,000.00 in warrants for building a town prison, digging a town well, and working on the town cemetery. It appears that at this time the dead were being buried in private lots, alleys and streets. In 1901 a smallpox epidemic invaded the community and an emergency ordinance was passed authorizing the marshal to ascertain where cases were housed and to instruct the physician to call, make a diagnosis, and quarantine such houses.

During 1911, 1912, 1913, health and sanitary conditions were the subject of frequent discussions in Council meetings. In 1911 the Council decided to enforce the digging of vaults for outhouses. In 1919 it made a decision that all toilets and alleys must be made sanitary, but the records do not reveal what, if any action was taken in that regard. In 1912, also, the Council ordered that a drinking cup be left at the city well, inferring that previously residents had drunk from the well bucket. In 1912, the question of removing rubbish from alleys was discussed at length but no ordinance appears as a result of such discussion.

Such discussion and regulations have continued intermittently up to the present time, perhaps with an ever lessening intensity. In April, 1940, pursuant to an order by the Council, the community observed a general Health Week, during which a truck was hired and the community trash was cleaned up and hauled away. It is not an exaggeration to declare that the Council has shown a more consistent and constructive interest in health and sanitary conditions than in most phases of community betterment.

The records are meager on the subject of public utilities until comparatively recent years. There is a notation in the Council records of 1908 of a decision to purchase two street lamps. In 1912 the body discussed the desirability of a telephone company. Beginning with 1927, however, when the Council had a "call" meeting of the citizens to ascertain their disposition on the question of water and gas for the community, there has been quite some consideration of these problems. In 1930, the Council drew up a petition asking for a gas franchise, same to be voted on by the citizens.

In September, 1935, a proposal was made at a Council meeting to apply for a loan for water works. An engineer was appointed to make

estimates and the mayor and clerk of Langston were authorized to make the necessary negotiations with the P. W. A. In 1937 the Council discussed bonds for water works, but the town attorney advised delay. In 1938 a contract for a sewer and water project was approved but it was cancelled the following year.

In this connection one of the "progressive" men of the town makes the following expressions:

The town really does not have the "base" for any municipal improvement such as streets, water, sewerage, fire department, etc. Langston has a budget of about \$550 per year. Lighting the town costs over \$250 and after officials are paid for their services there isn't any money left. The homestead exemption on property keeps the tax extremely low . . . you can't have a fire department or sewer system without water. Our streets cannot be graded because the gas pipes were laid almost on top of the ground.

In general, it might be concluded that the government of Langston has developed by trial and error until it is peculiarly local in its present pattern. Legislation has been enacted most of the time in response to specific needs. This has, from a short time view, been advantageous, in that the governmental machinery has been adequate to survive all local crises and still maintain its dominant position in the institutional life of the town. On the other hand, however, too much emphasis on immediate situations has tended to obscure the basic need of the community to become thoroughly integrated in the county set up. Langston has been thereby somewhat isolated from participation in the benefits which it might have received from county cooperation.

Education

Education in Langston is confined to the instruction offered by the community elementary school and by Langston University. The former is supported by Logan County and the latter is, of course, the state college for Negroes. The major problems of education involve: (1) the inadequate physical plant of the public school; (2) resistance of the community school to the cooperation of the college; (3) failure of the public school staff to keep accurate records of pupils; (4) lack of adequate supervisory service for the public school; (5) and lack of enforcement, by the public school of attendance regulations and related rules which concern juvenile delinquency. All of these matters are a reflection of the poor county setting described in Chapter II.

On the other hand, however, there are several favorable factors connected with the educational organization of Langston. (1) Education is recognized as an important social activity. (2) The college high school is supplementary to the community school. (3) Medical, dental, and nursing services are furnished to the public school pupils.

It should be emphasized at the outset that the disadvantaged position of the Langston child in regard to educational opportunities is, in a broad sense, simply a part of the educational pattern of the South. For example, in a study by the United States Office of Education of 409 southern counties, it was disclosed that only 12 furnished as much

money per capita for the education of Negro children as for the education of Whites. Four of these 12 counties are in Oklahoma.⁶

According to the latest available figures of the United States Office of Education, however, Logan County expends \$52.96 for education annually per White child and \$36.89 per Negro child in the county. The amount allowed for Whites is low when compared with the national norm. Thus the average white child of Logan County receives less financial educational support than the average in the United States, while the Negro child receives less support than the maximum offered by the county. Likewise, it should be noted that the average length of the school term for the nation is 180 days but for Logan County the term is 169 days. This situation is basic to the specific problems which will now be considered.

The community school of Langston is located in school district number 4070 in Logan County, Antelope Township. From table 13 it may be observed that there are 105 persons of elementary school age in the community, i.e., between the ages of 5 and 14. The county superintendent records 82 pupils enrolled in the school, whereas the school records 116 pupils. The difference between 105 and 116 pupils can be accounted for by the fact that there are undoubtedly a number of children over 14 still in the elementary grades. The discrepancy between the school records and those of the county superintendent are not so easily explained. It is possible, however, that more pupils have enrolled since a report was made to the superintendent. The significant point is that most children between the ages of 5 and 14 are enrolled in school. In fact, the writers could discover only three youth under 16 years who were out of school. They consisted of one female and two males, who were gainfully employed in the town laundry, and war work.

TABLE XIII

POPULATION OF LANGSTON BY AGE AND SEX

Total Population	Sex	Negro	Indians	Under 5	5-14	15-24	25-34	35-44	45-54	55-64	65 & Over	21 & Over
514	M	225	2	22	46	39	20	31	22	20	27	136
	F	285	2	26	59	46	43	35	28	13	37	175
Total		510	4	48	105	85	63	66	50	33	64	311

The Langston public school dates back to the founding of the community in 1891. The building which was constructed at that time is still the site of the school. In 1938 the town officials obtained a federal subsidy for improving the then dilapidated school structure. The present building is frame with native sand stone wings which were con-

6. Ina Corinne Brown, *Socio-Economic Approach to Educational Problems*.

structed by the Works Progress Administration. It contains three rooms including an assembly hall which is also used for a class room. The frame part of the building is in dire need of paint as well as the interior.

School furniture and equipment are discarded pieces from the college. Blackboards, seats, and desks are arranged without reference to the age groups served. There is no central heating plant and the gas stoves in the corners of the rooms do not furnish adequate heat for the winter months. Visitors report that on cold days they have discovered a teacher and her class huddled around the stove trying to keep warm. From the appearance of the rooms, janitorial service is negligible, and the unclean condition is intensified on rainy days by the mud which is brought in from the unpaved streets and which settles between the cracks of the old wooden floors. The school plant does not have flush toilets or running water. The pupils drink water out of a bucket from a common drinking cup. The grounds are devoid of landscaping and contain very little playground equipment.

There is no evidence that a school census has ever been taken for the community and the public school has no card index file of school-age children. Records are, in fact, meager, and the only available ones are those required by state and county government agencies.

This merges into the problem of absenteeism and truancy. The county superintendent asserts that Langston absenteeism is the highest for the entire county. Since there is no truant officer or similar official and no school census, the compulsory school attendance law is not enforced. It might be suggested, in this connection, that there is not an efficient, necessary connection between absenteeism and delinquency; for it is a fact that numerous pupils are out of school periodically for economic reasons, such as cotton picking, lack of clothing, etc.

The apparent lack of interest on the part of the teachers in record keeping, absenteeism and like matters, is understandable when it is realized that each teacher has from 35 to 40 pupils. They would not be likely to complain of an over-crowded condition because the addition of another teacher would doubtless result in a reduction of salaries. They have, moreover, the task of teaching defectives, for whom no special provisions are made, along with the normal children.

Another unfortunate feature of the school system is that county administration and supervision are inadequate. The county superintendent of public instruction visits the school periodically, but more as a matter of routine than to advise or consult with the teachers about day-to-day problems. The superintendent with the aid of a small staff, administers all of the rural schools in the county. The magnitude of this assignment detracts, no doubt, from the quality of the supervision. Likewise, as has been suggested in another context, the county officials accuse Langston officials of being uncooperative; and this has perhaps some bearing on the county supervision of the community public school.

The college maintains a laboratory elementary and high school. All of the community adolescents who go to high school attend the university school because the town school does not offer high school instruction. Very few of the community children attend the college elemen-

tary school except, usually, the children of college faculty members. There is a rigid separation between these two school systems and all efforts by "progressives" from the college to integrate and coordinate them, have been unavailing. According to information acquired from interviews, numerous community residents resent any "meddling" with their school by college faculty members.

From the foregoing it is apparent that the college has not exerted the most direct influence on the educational development of the community. It does, nevertheless make a significant contribution in that respect. Regardless of cleavages, many youth who would have stopped school upon completing the elementary grades, have continued through the facilities offered by Langston University. Likewise, many of the college teachers live in the community, teach in the Sunday schools, become patrons of the public school or members of the School Board, etc. Such individuals as those have inspired and interested the youth as well as some adults of the community in higher education.

It may be, indeed, that the defensiveness of the community against the encroachment of the college on its educational prerogatives, goes somewhat deeper than animosity toward the university. When it is considered that virtually all of the Negro rural schools of the county are particularistic in purpose and intent, and that they have been known to resist consolidation despite its advantages, the situation might be resolved into a "tradition versus innovation" conflict—the grim, determined attempt of the village folk to maintain their own standards and prestige symbols at any cost. From that viewpoint the community attitude regarding college "interference" in its educational program would be merely one manifestation of this underlying resistance to social change.

It has been previously asserted that there are some favorable elements of the Langston public school system. One is that the county superintendent has recently (1943) succeeded in having the school accredited. This is, of course, an asset because the county will be obligated to maintain it at least at its present standard. There arises an inevitable query, however, of whether county accreditation in the light of the many problems which still remain, will preclude necessary attention and overt steps to rectify the present deficiencies of the school system.

The three public school teachers of the community are specifically trained in elementary education, in accordance with state requirements for elementary teachers. They are local products, in line with overwhelming and intensive sentiment in favor of "home town" talent. Two of these teachers hold B. S. degrees in elementary education; and the third has had three years of college training plus a state life certificate for teaching in the Oklahoma public schools. These teachers are well integrated in the society of the community and all of them evince conscientious interest in the welfare of the student body.

The public school pupils of Langston receive scientific health attention through the good offices of the State and County Health Departments. A health nurse makes regular inspection tours of the school, immunizing and vaccinating children against communicable diseases. Pre-school as well as school age children receive free clinical

and hospital care when parents do not have the means to pay for such services. There is also regular medical and dental inspection of the school children. The tremendous advantage of free health service can be realized when it is stressed that: (1) most families of Langston are unable to pay for medical and dental attention; and (2) the community itself has no dentist, physician, nurse, or drugstore.

Finally, the community school is one of the most integrating institutions of Langston. The people are proud of it and of the fact that they have had a public school system since the founding of the town. They take pride in the fact that the educational qualifications of their teachers are equal to those of teachers in the large towns of the state. They use the school for civic meetings and for the transaction of public business. It is, to them, a symbol of their integration in the American culture and a compensation for community disintegration in some other respects. Many of the old settlers will declare, "Whatever else we have lost, we have always pushed our school forward."

Patterns of Association

There are two specific groups in Langston, each enjoying certain prestige and authority according to its own standards, the cleavage between them defining the traditional cultural patterns of the entire community. The college group is a distinct entity as over against the village group. There are of course, all manner of ramifications within the groups which determine the scope and extent of stratification, attitudes towards newcomers, and social values and sanctions.

Since the college is by no mean a self-sufficient unit, every teacher is a part of the community during his tenure. There are, however a number of teachers who deliberately avoid contact with the community whenever possible. They do all shopping and trading in neighboring cities, refrain from even friendly relations with community residents and, in general, regard themselves as untouched and untouchable by anything in Langston which does not directly affect the university.

On the other hand there is a group of college teachers which is integrated, after a fashion, into the Langston culture. A number of the members of this group own or rent property in the community, support the local churches, buy whenever possible from the village stores, and attempt in various ways to make the townspeople feel that they "belong." That does not mean that this group of teachers socializes with the community residents in preference to their colleagues. On the contrary, most of their association with the real Langstonites consists of civic and municipal activity. Such association as they have is largely with the avowed and acknowledged leaders of the village. This group does have, however, a sort of liaison character between the college teachers who are either hostile or indifferent toward the people of the town and the most respected town residents.

The "upper crust" or elite members of the community are so designated because they are the leaders, however informal, of the village—because all matters affecting the town are thrashed out by them; and because the majority of both the townspeople and college group consider them as "set apart" from the masses. One could hardly, in

every sense, consider this group as a social class. Certainly the group does not consciously so regard itself, but class lines are nevertheless present.

What are the attributes of members of this community group? What are the qualities which set them apart and compel recognition for them? The three most important attributes appear to be a protracted residence in Langston, relative economic security, and aggressiveness. Each member of the "upper" class has at least two of these qualities, some of them all three.

The older residents undoubtedly have much in common and they have a fierce pride in having helped to found the community. Its racial homogeneity is especially appealing to them, a fact which they are happy to discuss with "outsiders." Probably every old settler of Langston has some white "contacts" in nearby communities, but as a group they are defensive and suspicious of Whites. Economic security in this group generally consists of a fairly "good living," such as owning property and perhaps a business, owning a car and radio, having a moderate insurance policy. It is equivalent, perhaps, to the scale of living of the average lower-middle class family in a large city, except that the city family may not own property. The few "newcomers" (of, say, 10 years residence) who have achieved integration into the leader group, have not only demonstrated their ability to make a "good living" but have also been unusually aggressive. They have thus pushed themselves into community affairs in spite of the coolness with which the older leaders regard all new arrivals.

Several social scientists have found that education and light complexions are among the criteria for Negro upper class status. In this ethnocentric group, however, neither of these is an influential factor. The educated members of the group do not patronize the unlettered members, nor do the latter appear to be aware of any significant difference between themselves and their educated cohorts. Most of the members of the group are of brown complexion but the color question is simply non-existent. Nor is there any occupational differentiation within this group of community leaders. It makes no difference whether an individual teaches school, runs a business, or does carpentering for a living. He is on par with the other members of the group if he has the qualifications enumerated above.

The "masses" of Langston are inarticulate and indifferent to matters of civic interest. But for the aggression of the leaders they would raise few if any issues. Occasionally some dramatic incident will fire the imagination of the bulk of the residents. For instance, when a fire occurs, under the spur of the leaders, the people may become aroused over the fact that the community has no fire-fighting equipment. This is, however, no more than a flare-up or spurt, and it is difficult to maintain interest long enough for constructive action. This large lower class is usually lethargic and quite willing to be excluded from policy making conferences.

The lower class (which hardly regards itself as a "class") apparently lacks the inferiority feeling so common with lower class groups, in regard to the elite. There are several explanations for this state of affairs. First, there is no cohesive group and no common tie to bind

these individuals as a class except the negative bond of lacking the attributes of the leaders. Secondly, the leaders are as democratic in their attitudes toward the masses as they are toward one another. Very literally, residents of Langston do not "look down" on other residents. Such an egalitarian philosophy is in line with similar findings by the writers in an investigation of social classes in another racially homogeneous community, Boley, Oklahoma.

The masses turn a much "colder shoulder" toward the college teachers than do the leaders. The university faculty members are "outsiders" who come in to the community with their emphasis on education and larger culture values, challenging the emotional adjustment (psychic security) which exists among virtually all of the lower class members of the Langston community in relation to the elite. The upper class, on the other hand, has one specific area of conflict with the college. Its adherents appear to think that the school has overshadowed the community. As one of them expressed it, "The folks in the state used to think of the town of Langston first and the college second—now they think of the school first." In spite of this obvious point of frustration there is some overlapping and some recognizable consensus between the town leaders and college teachers, especially those who are integrated in community life.

The largest difference between the college teachers and people of the community exists in reference to social standards, values, and sanctions. In this connection the people of the community, exclusive of teachers of the college, are a unit and form a definite "we" group. As such they are antagonistic to all outsiders; and they always consider the faculty members as outsiders, however long may be their tenure. The social standards of the college teachers are the well known middle class standards of the larger culture. Those of the people of the community are of a "folk" nature, hence are in some respects different.

For instance, a strong bourgeois value centers around the imperativeness of a legal marriage before procreation. Husbandless child-bearers are stigmatized as well as nameless children. In Langston, however neither social ostracism nor social condemnation follow child-bearing without benefit of clergy. In general, members of the upper class conform to the bourgeois family patterns, but they do not look askance at the folk culture patterns. Neither does deviation from these middle class standards disqualify one from admittance to the leader group.

The community sanctions are deviate when compared to the middle class norm, but the town has certain prohibitions of its own which it rigidly enforces. To illustrate, one informant related the case of a woman who was thought to live and cohabit with her husband and another man at the same time, in the same house. This, it appears, shocked and disgusted a number of the members of the community to such an extent that pressure was brought to remove this woman's name from the church roll. At the same time she was excluded from several social activities in which she would otherwise have been permitted to participate.

In regard thereto, one informant explained, "It just don't seem right for no one woman to be livin' with two men at the same time, an'

if folks around there do things that ain't right we let 'em be by themselves till they do right." When queried as to whether this informant's attitude would have been similar toward a woman living with one man out of wedlock the reply was a non committal shrug and a vague, "Well that's somethin' else again."

It appears that this practice of socially isolating an individual who violates the community standards is a punitive measure of some force. Most of the residents respect and fear it. It is, however, only employed in cases which are considered extreme and diametrically opposed to organized community sentiment of what is right and proper. In the instance cited the culprit was greatly frustrated, according to informants, and exerted every effort to regain the good graces of her townspeople.

The folk culture patterns are thus full of paradoxical and inconsistent value-judgments but they are the reflections of a relentless public opinion. Some of the patterns are of a negative nature but these too are truly expressive of community sentiment. In that regard a fitting example is the indifference of virtually all of the community residents toward the problems of truancy and juvenile delinquency. It is a fact that Langston has no truant officer or similar official with a duty toward delinquent youth. Nor is there any collective sentiment which offers an incentive for youth to attend school. In other words, the community exhibits a high degree of inertia in regard to forcing its youth, through official action or public opinion to follow the conventional channels of getting an education.

The people of Langston, through their leaders, are favorably inclined toward national Negro organizations, especially the National Association for the Advancement of Colored People. At an N. A. A. C. P. meeting attended by the participants in this study, one of the outstanding members of the community made a plea for support of the organization. His appeal was based on an interpretation of his own which appeared to interest and please his audience. He declared that the Constitution of the United States was hard enough to write and Negroes were not represented in it: but when this war was over there would be a constitution of the world and Negroes had better support the N. A. A. C. P. if they wanted to be represented at the table.

It seemed significant that none of the actual accomplishments of the organization were mentioned. Accordingly, after the meeting one of the writers approached the individual who had presided and started talking about the teacher salary cases which the N. A. A. C. P. was conducting with marked success. The response was vague and indifferent and the leader appeared anxious to change the conversation. The conclusion was inescapable that his chief interest in the organization centered around the fact that it was "for the good of Negroes" generally, without reference to specific cases.

In connection with the cultural patterns of Langston, the matters of religion and religious sentiment deserve some consideration. For the religion of any group is an integral part of its culture and religious manifestations are often indices to patterns of thought and conduct. That is especially true of Langston where prestige in the church is closely connected with community prestige, and where the organized

sentiment of the community is concentrated in enforcing the "will of the people."

There are seven churches in Langston, four of which are active, in addition to the fact that church services are held at the college every other Sunday. Two of the active churches are Baptist, one is Methodist (A. M. E.) and the fourth is a Holiness church. None of the buildings are modern and none of the churches are elaborately decorated with religious symbols. It is understood, however, that the Missionary Baptist church is working toward the construction of a new edifice in the near future. At least three of the present group of ministers (including the college pastor) are trained for their profession.

One of the chief problems of the church appears to be the inability to so integrate itself into the community life that it can aid in solving the community problems. According to the evidence of a number of informants, the church performed more functions in the community before the days of public relief. The Langston residents of today are willing and eager to accept the minister as a spiritual leader but they do not encourage him to lead in civic matters.

There is some cleavage between the town churches and the university church services. Some of the old settlers assert that the college services detract from their Sunday morning services. In this regard the writers found little evidence. That is, most of the faithful attend their own church each Sunday. It is a fact, however, that there is more casual attendance at church in the community on the Sundays when no services are held at the college. There are several possible explanations for this fact. First the college offers more comfortable housing and seating facilities. Then the college speaker is usually a faculty member and he draws some of his colleagues and students who might otherwise go into the village to church. In any case such feeling as exists against the college services seems to be confined to a few of the older people who have other grievances against the institution.

On the other hand the community church has a liaison character in serving as a bond between certain faculty members and community. As mentioned earlier in this chapter, there is a university group which exerts some influence in the community. Most of the members of this group belong to community churches and take an active part in church affairs. This constitutes an entree into civic affairs and serves as evidence of their good faith and integration into the community.

That is not to say that civic leaders are necessarily church men. Indeed, it apparently makes little difference whether a civic leader is a church member at all if he is a bona fide member of the community. But the Langston University teachers are not considered bona fide community members unless they have taken some overt steps to ingratiate themselves. Those who have so desired have discovered that active participation in church affairs becomes an "open sesame" to participation and influence in other community affairs.

There is no traditional religious sentiment in Langston against card playing, gaming, dancing, and such amusements. In fact, one old citizen recalls that before statehood a saloon and a church were compatibly housed in the same building. There is no evidence that ministers are or have been in the habit of denying church privileges to

"blacksliders," or forcing the issues of church membership in regard to individuals who participate in the amusements aforementioned. The present group of ministers is of the "broad minded" school which looks with tolerance upon most social activity which is temperate and "properly" supervised. None of the present churches make attacks upon the amusement parlors where the "good time" people of the town congregate. One minister suggests that the remedy for undesirable places is control rather than abolishment or attempting to abolish. His control would consist of offering recreation supervised by the church or some other "wholesome" agency, and thus drawing the crowd.

One minister bemoans the all-Negro composition of the population of Langston. He expresses the conviction that a mixed community makes for better municipal features and services. He is a strong advocate of interracial ministerial alliances. Since this particular individual is a newcomer (relatively) to Langston, it is apparent that he is finding it difficult to adjust to a Negro town and bases the partial failure of his program partly on the fact that the colored people have not been exposed to the "more progressive" patterns of mixed communities.

Thus the Langston patterns of conduct and their supporting sanctions and attitudes are unique and peculiar to the community social setting. They have been influenced by: (1) the physical isolation of the community; (2) the "we feeling" of the residents, which is very intense because of the racially homogenous character of the population; and (3) the presence of "foreigners" (university personnel). The physical isolation of Langston forces contact with and dependence on the poor farmers and farm laborers in the surrounding area. Such cultural interaction retards the development of urban patterns among the residents of Langston. The "we feeling," above mentioned, strengthens the grasp of traditional patterns of culture and is largely responsible for the constant "defense" against the infiltration of new folkways.

Basic Trends of Social Change

In a large way the basic trends of the community of Langston have been very similar to changes due to technology in most other rural non-farm communities in the United States during the past fifty years. There is little resemblance now to the Langston of the nineties when individuals deliberately selected homesites close to other homes for the purposes of communication, mutual protection, and mutual aid. During that period people in the community were virtually ex-communicado from all but those who lived in their immediate environment.

The technological factors which have apparently influenced Langston to the greatest degree are transportation and communication. There are several circumstances from which conclusions may be drawn in this regard. For example, in the days before transportation facilities made general newspaper circulation to the community feasible, the residents of Langston supported their own paper. This paper, known as The Langston Herald, ran for several years until about 1910. It is not known to the writers why this paper went out of existence, but it

is a fact that it did so after it became possible for the residents of the community to conveniently secure the larger dailies.

In the early history of the community there were not only many more business enterprises than now exist, but a much greater variety of businesses. From the sheer necessity of its isolation the community was practically self sufficient. Transportation and communication facilities, however, gradually detracted attention from local stores and directed it toward the more colorful offerings found in the larger communities. At present the business outlook in Langston cannot be described with any optimism as was pointed out in chapter three.

No less than business has the church been influenced by the same technological factors. It has been mentioned in another connection that 3 of 7 churches in the community are inactive. It appears entirely plausible, especially in view of information from old settlers, that increased automobile ownership and Sunday pleasure driving have drawn numerous individuals from church attendance to other pursuits. As a corollary to the decline of interest in the church, it has become less potent in exerting influence on youth as well as adults. In regard to all of the above considerations, it must be stressed, there is no claim that transportation and communication are the only causative factors. It is merely suggested that the connection between the disintegration of certain community institutions and the simultaneous rise of technology has been more than accidental.

The fact that automobile ownership has become commonplace has permitted continual egress and ingress between Langston and neighboring communities. This has in turn widened the horizon and broadened the outlook of most of the members of the younger generation of the community. These young people do not share to a great extent the psychic security enjoyed by their elders because they live in an all-Negro community. They are decidedly antagonistic to any sort of isolation whatever.

For that matter the elders themselves have not remained entirely uninfluenced by the trend away from isolation. By way of illustration, the writers were in attendance at a recent mass meeting in which the question of redistricting the community was the chief matter of discussion. There was practically a unanimous consensus that Langston should immediately start holding its elections within the county rules so that such situations could be expedited without county challenge. Likewise, the old settlers have been as gracious in their cooperation with the investigators in making this study as have the younger people. This is certainly evidence that the antagonism of the community residents toward the college faculty members has either been over-emphasized or it is breaking down.

Still another factor which is serving to integrate Langston into the larger societal pattern, both actually and psychologically, is the war. Its reality is made manifest through the selective service which takes young men from the various homes. Moreover, there is a constant influx of individuals who take the war training courses at the college and many of these individuals become integrated into the life of the community during their training periods. In turn they serve as a






link between Langstonites and the outside world. As a result the motif of nationalism becomes ever stronger.


From a short time, close-range view, then, it would appear that the community of Langston has failed in its attempt to develop an enterprising, self-sufficient, all-Negro community. That is indeed a fact for the town has none of the earmarks of a community which will grow and few inducements to encourage settlement in it. Viewed from the larger social setting, however, the founding and attempted development of Langston has been a part of the adjustment process of the Negro—a training ground, as it were, in making a living, running a government, and establishing institutions. At one time Langston was a refuge for those Negroes who, as a reaction to the slavery period, wanted more complete segregation than even the Southern mixed community furnished. Today, Langston is inevitably following the basic trend of our whole society—toward integration and away from particularism.

The Black Dispatch Print

LEGEND FOR MAP

1. Number of Negroes in county: 1930

-  — Less than 1,000
-  — 1,000 - 4,999
-  — 5,000 - 9,999
-  — 10,000 - 19,999
-  — 2. A trade area*

 — 3. Location of a trade center*

4. Type of Negro college in county.

O—4-year public college

5. County type: composite symbol

Basic economy:

- I—Farming: cotton
- II—Farming: other than cotton
- III—Non-farm economy

Industrialization:

- A—No industrial diversification
- B—Industrial diversification

Urbanization:

- 0—No urban area in county
- 1.—Urban area(s) of 2,500 - 9,999
- 2.—Urban area(s) of 10,000 - 24,999
- 3.—Urban area(s) of 25,000 or more

6. Quartile ranks of county (with reference to 979 counties) on basis of number of Negroes in Negro colleges per 1,000 Negroes age 15-19 in county

- 1—First (highest) quartile
- 2—Second (next highest) quartile
- 3—Third quartile
- 4—Fourth (lowest) quartile

—County not ranked because less than 100 Negroes age 15-19 resided in county in 1930

(*) Trade areas from J. Walter Thompson - Population and its Distribution, New York, Harper and Brothers - Fourth Edition, 1931.

Map of Oklahoma showing the distribution of Negroes in the state. Taken from Ina C. Brown's Socio-Economic Approach to Educational Problems. U. S. Office of Education Misc. No. 6 Vol. 1, 1942.

Observation of the map aids in placing Logan County in perspective as well as locating the areas of heaviest Negro population. It can be noted that 25 counties have been typed (only those counties with 5 per cent or more Negro population have been typed). Thus, there are 52 counties in Oklahoma with less than 5 per cent Negro population. Four of the 25 counties typed are non-farm counties, 3 are metropolitan counties and 18 are cotton counties.

The total population of Oklahoma in 1930 was 2,396,040 of which 172,198 were Negroes. By 1940 the total and Negro populations had fallen to 2,336,434, and 168,849 respectively.

Analysis of the map will reveal the following: (1) The approximate Negro population for each county, (2) the County Type which includes the basic economy, the degree of industrialization and urbanization, (3) the quartile rank of each county with reference to the proportion of its college age youth in college (ranked with 979 southern counties); (4) the location of state college for Negroes, and (5) the location of trade centers which give some idea of the general direction of communication lines.

Kansas City Mo.
Call 10/1/43

A Langston Study

LANGSTON, Okla. — (ANP)—
“Culture of a Contemporary All-Negro Community” is the title of a recent research study published by Langston university.

The community studied is Langston, and the research workers who collected and interpreted the material for publication are M. C. Hill, professor of sociology at Langston, and Mrs. Thelma Ackiss, formerly instructor in social science, both of whom received research fellowships from the Rosenwald Foundation for 1943.

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FELLOWSHIPS

April 21, 1943

Dear Mrs. Ackiss: It is a pleasure to inform you that you have been selected by the Committee on Fellowships of the Julius Rosenwald Fund to receive a grant of Seven hundred fifty dollars to assist you in carrying forward your community studies in cooperation with Mr. Mozell C. Hill. The grant covers a six-month period.

Will you please let us know at once whether or not you can accept the fellowship? An announcement of the Committee's selections will soon be made, and it can include only those from whom acceptances have been received. Similar notification is, of course, going to Mr. Hill.

Sincerely yours,

Mrs. William C. Haygood
Acting-Director for Fellowships

VH:MLJ

Mrs. (Thelma D.) Ackiss
Langston University
Langston
Oklahoma

FISK

UNIVERSITY

FELLOWSHIPS

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Sincerely yours,

Mrs. William C. Haygood
Acting-Director for Fellowships

VH:MLU

Mr. Mozell C. Hill
Langston University
Langston
Oklahoma

FISK

UNIVERSITY

FELLOWSHIPS

November 2, 1943

Dear Mr. Hill: After careful consideration, we have decided that we can grant your request for an extension to your 1943 Fellowship. Funds for an additional month's work in the field, in the amount of \$250, will be paid in December of 1943.

Your work seems to be progressing splendidly, and I am glad that your results will be made available to others through publication of the material in the scientific journals. I shall be interested in seeing the forthcoming articles. I found the bulletin, "Culture of a Contemporary All-Negro Community," most informative.

I wish you continued success with your work.

Sincerely yours,

VANDI V. HAYGOOD

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