

- Q. Where does the school bus pick them up?
 A. On the corner of Chandler and Greeley.
 Q. How far is the bus pick-up point from your residence?
 A. Well, it's two and a half blocks.
 Q. Two and a half blocks. Are you located near any school that might be within close proximity of your home?
 A. Yes, State Street School.
 Q. State Street School. Have you ever had an opportunity to observe the conditions of the buses that take your children to school?
 A. Well, no, I haven't.
 Q. Are you required to fix a lunch in the morning?
 A. Yes.
 Q. And your children do not come home at noon, is that [fol. 160] correct?
 A. No.
 Q. What time do they arrive home in the evening?
 A. Well, about five or ten minutes past four.
 Q. I see. And what time do they leave in the morning?
 A. About between 8:20 and 8:25.

Mr. John Scott: That will be all. You may cross-examine.

Judge Huxman: Any cross-examination?

Mr. Goodell: No.

Judge Huxman: You may step down.

(Witness excused.)

SADIE EMANUEL, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. John Scott:

- Q. State your name to the Court, please.
 A. Mrs. Sadie Emanuel.
 Q. Are you one of the plaintiffs in this actions, Mrs. Emanuel?
 A. I am.
 Q. Where do you live?
 A. I live at 1606 East Third.
 Q. 1606 East Third Street.

[fol. 161] A. Yes.

Q. Are you a parent of children of school age?

A. I have one boy in school.

Q. How old is he?

A. He is nine years old.

Q. And what school does he attend?

A. He attends Washington School.

Q. Washington School.

A. Yes.

Q. Do you know the approximate distance Washington is from your home?

A. Well, I don't know just exactly, but I imagine it would be from our place to Washington around about fifteen or sixteen blocks, I just imagine; I don't know.

Q. How does your child travel to school?

A. I send him to school on the city bus.

Q. State to the Court why you send your child to school on the city bus.

A. Well, when he was in kindergarten, the kindergarten teacher she picked him up at our home, and then he would return on the school bus in the evenings, and I would meet the school bus which he had about five blocks to come from the bus line when he was in kindergarten, and the reason why that I stopped him—after he got out of kindergarten and started in the first grade when I would [fol. 162] meet the school bus the children would be hanging out of the bus and when they would get so far the other larger children would push the smaller children on the ground, and I bought him a cap and when he came home he said some of the children pulled his cap off and threw it out of the bus, so we were only just one block from the city bus, and he has been riding on the city bus ever since, and I just didn't like it because it seemed that there wasn't any order on the school bus, and I just didn't like the condition; it was so crowded and congested until I just didn't like the idea so I send him to school on the city bus.

Q. And you pay his fare each and every day.

A. I sure do.

Q. Approximately how long have you been doing that, Mrs. Emanuel?

A. Ever since he has been in the first grade.

Q. What grade is he in now?

- A. He is going into the fourth.
 Q. Do you prepare a lunch for him in the morning?
 A. Yes, I do.
 Q. Therefore he stays at school and eats his lunch, is that right?
 A. Yes.

Judge Huxman: Mr. Counsel, can't we stipulate and [fol. 163] agree that in all instances lunches are prepared, and the colored students stay from the time they come there in the morning until they go home at night.

Mr. Goodell: That would be true as to the children transported, but it is not an accurate statement as to—

Judge Huxman: That is what I mean, as to those who are transported. Can we stipulate that into the record that all colored school children who are transported stay at the school from the morning; they take their lunch with them and leave the school building only when school is completed in the afternoon.

Mr. John Scott: Yes, sir.

Mr. Goodell: The stipulation ought to be that they are not required to stay.

Judge Huxman: They are not required but, of necessity, they do that.

Mr. John Scott: Convenience.

Judge Huxman: They have no place else to go.

Mr. Goodell: Which is precisely like it is in the white schools where children live far away.

Judge Huxman: We will not add that on to it.

Mr. John Scott: That is your case.

[fol. 164] Judge Huxman: Nothing gained by asking each witness whether they prepare the lunch and whether their children stay there and don't come home until evening because that seems to be the pattern.

By Mr. John Scott:

- Q. Is there a school located near your home?
 A. Two blocks.
 Q. Two blocks. What's the name of that school?
 A. Lafayette School.
 Q. Lafayette School.

Mr. John Scott: I believe that is all.

Judge Huxman: Any questions; cross-examination?
Mr. Goodell: No.

SHIRLEY MAE HODISON, having been first duly sworn, assumed the stand and testified as follows:

Direct Examination.

By Mr. John Scott:

- Q. State your name to the Court, please.
A. Shirley Mae Hodison.
Q. Are you one of the plaintiffs in this action?
A. Yes.
Q. Where do you live?
A. 734 Garfield.
[fol. 165] Q. Do you have a child or children of school age?
A. I have one of school age.
Q. What is his name?
A. Charles Hodison, Jr.
Q. How old is he?
A. He is nine.
Q. Do you know what grade he is in?
A. He is in the fifth.
Q. What school does he attend.
A. Buchanan.

Judge Mellott: What school?

The Witness: Buchanan.

By Mr. John Scott:

- Q. Does he ride the school bus?
A. Yes, he does.
Q. What time does he—do you prepare him to catch the school bus in the morning?
A. Well, I have him to leave about ten after eight.

Mr. Goodell: If the Court please, we don't want to be obstreperous. We object to this whole line of questioning on the basis that it could not furnish the basis of recovery, distance travelled, and a long line of decisions by the federal

courts have held that that is not such a situation that would invoke the 14th Amendment. I have a long line of decisions on that.

Mr. John Scott: We have—
[fol. 166] Mr. Goodell: That is, those are disparities that are bound up here in any school system, and it occurs within the white districts and that that is not a ground for invoking the equal protection of the laws.

Judge Huxman: The objection will be overruled and, if a study of the authorities should convince the Court that this testimony is incompetent, of course, it would be disregarded in reaching our conclusion. We can't stop to analyze all the cases at this stage.

By Mr. John Scott:

- Q. What time did you say he left for school?
A. Ten after eight.
Q. Is that the time the bus arrives?
A. It's supposed to be there about a quarter after.
Q. And where do you catch the bus?
A. On 7th and Garfield.
Q. On 7th and Garfield. That is a block from your home.
A. Just about; I live the second house from the corner of 8th and Garfield.
Q. Do you know the approximate distance Buchanan School is from your home?
A. I am not sure; I believe it's about eight blocks, I imagine.
Q. Would you say twelve?
A. I am not sure.
Q. Do you know what time your child arrives at school?
[fol. 167] A. No, I don't.
Q. Is there a school located near your home?
A. Yes.
Q. What's the name of that school?
A. Clay.
Q. Clay School.

Mr. John Scott: It has already been stipulated about the lunches so we don't have to go into that.

Judge Huxman: Any questions?

Mr. Goodell: No questions.

JAMES V. RICHARDSON, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. Bledsoe:

- Q. State your name to the Court, please.
A. James V. Richardson.
Q. Where do you live, Mr. Richardson?
A. 1035 Jewell.
Q. 1035 Jewell. Do you have a—children of school age?
A. One boy.
Q. What is his name?
A. Ronald.
Q. Did you tell me how old he was?
A. Seven years old.
[fol. 168] Q. Seven years old. What school does he now attend?
A. Holy Name School.
Q. The Holy Name. That is a parochial school?
A. That's right, sir.
Q. Why do you send your child to a parochial school,

Mr. —

- A. Simply because I do not believe in segregation.

Mr. Goodell: Move to strike out that testimony as incompetent, irrelevant and immaterial.

Judge Huxman: The objection will be overruled.

By Mr. Bledsoe:

- Q. Now, did your child ever attend Buchanan School?
A. Yes, sir.
Q. How far is Buchanan School from you?
A. Oh, approximately ten or eleven blocks.
Q. How far is Lowman School from—
A. Two or three blocks.
Q. Two or three blocks.

Mr. Bledsoe: I believe that's all.

Judge Huxman: Any questions?

Mr. Goodell: No questions. You may step down.

(Witness excused.)

[fol. 169] LUCINDA TODD, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. Bledsoe:

Q. State your name to the Court, please.

A. Lucinda Todd.

Q. Where do you live, Mrs. Todd?

A. At 1007 Jewell.

Q. Do you have a daughter of school age?

A. Yes, I do.

Q. Now what school does your daughter attend?

A. Buchanan.

Q. Buchanan School. How far is Buchanan School from your residence?

A. About ten blocks.

Q. About ten blocks. Is there a school nearer your home than—

A. Yes, there is.

Q. What school is that?

A. Lowman Hill.

Q. How far is that school from your residence?

A. About three blocks.

Q. Does your child ride the bus?

A. Yes, she does.

Q. What time does she leave in the morning?

[fol. 170] A. About twenty minutes of nine.

Q. About twenty minutes of nine. And of course she doesn't return for the noontime.

A. No.

Q. She does not. What time does your daughter get home in the evening?

A. About four fifteen, four twenty.

Q. And she rides—comes home on the bus, does she?

A. Yes, she does.

Q. Have you noticed the condition of that bus as to how many rides it?

A. Yes, I have; it's very crowded.

Q. Mrs. Todd, do you know of any instances where your daughter suffered from waiting for the school bus?

A. Oh, many instances; she has been stranded on the corner waiting for the bus from a half-hour to forty-five minutes many times.

Mr. Bledsoe: I believe that is all.

Judge Huxman: Any questions?

Mr. Goodell: No questions.

Judge Huxman: You may step down, please.

(Witness excused.)

[fol. 171] MARGUERITE EMMERSON, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. John Scott:

Q. State your name to the Court, please.

A. Marguerite Emmerson.

Q. Are you one of the plaintiffs in this action?

A. Yes, I am.

Q. Where do you live?

A. 1029 Grand.

Q. Are you a parent of a child or children of school age?

A. Yes, I have two.

Q. What are their names?

A. Claude Arthur and George Robert.

Q. How old are they?

A. They are nine and eight—nine and seven.

Q. Do you know what grades they are in?

A. They are in the second and fourth grades.

Q. What school do they attend?

A. Buchanan.

Q. How do they get to school?

A. On the school bus.

Q. What time does the school bus pick up your children?

A. Around a quarter to nine and ten minutes to nine.

[fol. 172] Q. Where do they catch the bus?

A. On 11th and Woodward.

Q. Has there ever been any instances that your children have missed the bus?

A. Yes, there has been.

Q. You can state to the Court what you did, if anything.

A. Well, they have missed the bus, and I have called the school, and they have sent the bus back after them.

Q. They sent the bus back after them.

A. Yes.

Q. Have there been any instances that they missed the bus and your child didn't go to school at all?

A. No, because when he has missed the bus before that I have sent him on the city bus.

Q. On the city bus, I see. Is there a school located near your residence?

A. Yes, there is.

Q. What's the name of that school?

A. Lowman Hill.

Q. How far is it from your residence?

A. About five blocks.

Q. About five blocks.

Mr. John Scott: That is all. You may cross examine.

Mr. Goodell: No questions.

[fol. 173] Judge Huxman: Step down, please.

(Witness excused.)

ZELMA HENDERSON, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. Bledsoe:

Q. State your name to the Court, please.

A. Zelma Henderson.

Q. Where do you live, Mrs. Henderson?

A. 1307 North Jefferson.

Q. Now, Mrs. Henderson, do you have children of school age?

A. Yes, I do; I have two.

Q. What school does your children attend?

A. McKinley.

Q. How old are your children?

A. Seven and five.

Q. Seven and five. Do you have a child in the kindergarten now?

A. Yes, she just completed the kindergarten.

Q. In what grade—the other?

A. In the first grade.

Q. Is there a school nearer your residence than McKinley School?

A. Yes, there is.

[fol. 174] Q. How far is that school from—

A. I would say approximately five blocks.

Q. What is the name of that school?

A. Quincy.

Q. What time does your children leave home in the morning?

A. All the way from 8:15 to 8:30.

Q. Do they ride the bus?

A. Yes, they do.

Q. And, of course, they don't come back for lunch.

A. No; the little girl did at noon, of course, but the little boy stayed all day.

Q. What time would they return home in the evening?

A. About 4:15.

Q. Now, tell the Court whether or not you prepare lunches for your son.

A. Yes, I prepare lunch but—

Mr. Goodell: Object to this as having already been stipulated to.

Mr. Bledsoe: If the Court please, I have something else I want to—

Judge Huxman: All right, you may ask.

By Mr. Bledsoe:

Q. Do you prepare lunch for your son?

A. Yes, I do.

Q. Tell the Court whether or not your son is able to eat his lunches.

[fol. 175] A. My son—

Mr. Goodell: We object to that; that might depend on a lot of things rather than that the school board—

Judge Huxman: I think the objection will be sustained.

By Mr. Bledsoe:

Q. Have you noticed any physical difference in your son due to his eating the lunch?

A. Yes.

Mr. Goodell: Wait a minute. We object to this as this witness is not qualified to give an opinion of that character.

Judge Huxman: Objection sustained.

By Mr. Bledsoe:

Q. Have you observed your son; what was his condition?

A. One month after starting to first grade he was ill.

Mr. Goodell: Just a minute, we object to that unless—we are not trying the physical elements of these children unless it's connected up with discrimination and violation of the 14th Amendment.

Judge Huxman: I think the answer would be immaterial. Furthermore, the question is so vague; you couldn't tell what condition was referred to. What effect the eating of a lunch would have upon one individual wouldn't throw any light on the constitutional question involved. The objection [fol. 176] is sustained.

Mr. Bledsoe: That will be all. Thank you.

Mr. Goodell: No questions.

(Witness excused.)

SILAS HARDRICK FLEMING, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. John Scott:

Q. State your name to the Court, please.

A. Silas Hardrick Fleming.

Q. Where do you live, Mr. Fleming?

A. 522 Liberty.

Q. Are you a parent of a child or children of school age?

A. Yes, sir.

Q. What are there—how many?

A. Two.

Q. What are their names?

A. Silas Hardrick Fleming, Jr., and Duane Dean Fleming.

Q. And state to the Court their ages?

A. Well, ten and seven.

Mr. Goodell: What was that again, please?

The Witness: Ten and seven.

By Mr. John Scott:

Q. What school do they attend?

A. Washington School.

[fol. 177] Q. Do you know the approximate distance Washington is from your school—I mean from your home.

A. Oh, between ten, twelve blocks, I would say; I don't know the exact distance.

Q. How do they get to school?

A. They ride the East Tenth Street bus.

Q. They don't ride the school bus.

A. No.

Q. You state to the Court why they don't ride the school bus.

A. Well, the school bus is about six or eight blocks away. It comes across Brannan Street; that is about six or seven blocks away from Sixth and Liberty.

Q. You mean that is the pick-up point?

A. That's right.

Q. I see. Go ahead. Well, how far do you have—the children have to walk to catch the regular city bus?

A. Half a block going to school and about a block starting home.

Q. Do you pay their fare?

A. Yes, sir.

Q. Each and every day?

A. That's right.

Q. Is there a school located near your home?

A. Yes, there is one two blocks away from me, and there [fol. 178] is one about four or five blocks. They pass two schools going to their school.

Q. They pass two schools.

A. Two white schools, yes.

Q. What's the name of those schools, if you know?

A. Lafayette is one and Parkdale the other.

Q. Which of the two schools is closer to your home?

A. How's that?

Q. Which of the two schools that you just mention are closer to your home?

A. I guess it's Parkdale; it's two blocks away, Parkdale.

Q. You are mistaken—

A. It's Lafayette.

Q. That's right. Is there any other reason you don't permit your children to ride the school bus?

A. How's that?

Q. Is there any other reason that you don't permit your children to ride the regular school bus?

A. No; my only reason is that it's just about as far away from the bus as they would be from the school. They are only a few blocks away from the school to pick up the bus. I will ask the Court, Your Honor—

Judge Mellott: I can't hear the witness.

The Witness: I would ask this for a few minutes to explain why I got into the suit whole soul and body.

[fol. 179] Mr. Goodell: We object to the voluntary statement.

Judge Huxman: I can't hear what you say.

Mr. Goodell: He wants to explain why he got in with the other plaintiffs to bring this lawsuit.

Mr. John Scott: He has a right to do that.

Judge Huxman: Didn't you consent to be a plaintiff in this case?

The Witness: That's right.

Judge Huxman: You did not?

Judge Mellott: He said he did, but he wants to tell the reason why.

The Witness: I want to tell the cause.

Judge Huxman: You want to tell the Court why you joined this lawsuit?

The Witness: That's right.

Judge Huxman: All right, go ahead and tell it.

The Witness: Well, it wasn't for the sake of hot dogs; it wasn't to cast any insinuations that our teachers are not capable of teaching our children because they are supreme, extremely intelligent and are capable of teaching my kids or white or black kids. But my point was that not only I and

my children are craving light, the entire colored race is [fol. 180] craving light, and the only way to reach the light is to start our children together in their infancy and they come up together.

Judge Huxman: All right, now you have answered and given us your reason.

The Witness: That was my reason.

Mr. John Scott: Thank you.

By Mr. John Scott:

Q. Just one more question, Mr. Fleming. What time do your children leave in the morning to go to school?

A. About 8:20.

Q. What time do they get home in the evening?

A. Oh, about 4:10 or 4:15; sometimes the bus is a little early and sometimes late.

Judge Huxman: The Court is going to adjourn presently at 12:00 o'clock. Before we adjourn, we would like to request that counsel on both sides meet with the Court in the district courtroom chambers.

We will adjourn to 1:30. We would like to have counsel meet us at 1:15 in the district courtroom chambers.

You may announce a recess of the court until 1:30.

(The court then, at 12:00 o'clock noon, stood at recess until 1:30 o'clock p.m., at which time court was reconvened [fol. 181] and the following further proceedings were had:)

Judge Huxman: You may proceed.

Mr. Goodell: If the Court please, we do have one of the records that was asked for on the schedule, the hourly schedule, of the elementary schools. I have that record.

Judge Huxman: Is that what they promised to furnish?

Mr. Goodell: Yes.

Judge Huxman: I don't think we have that in the record here. One of those should be marked.

Mr. Goodell: Dr. McFarland said he would furnish it. It was what the witness, McFarland, Dr. McFarland said he would furnish.

Judge Huxman: And that has been prepared.

Mr. Goodell: This is it.

Judge Huxman: Is this offered as an exhibit in the case?

Mr. Goodell: Yes.

Judge Mellott: What is the next exhibit number, Mr. Clerk?

The Clerk: "N".

Judge Mellott: "N". Let it be admitted as Defendants' Exhibit "N".

[fol. 182] Defendants' Exhibit "N", having been offered and received in evidence, is contained in the case file.

HUGH W. SPEER, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. Greenberg:

Q. Will you please tell the Court your name.

A. Hugh W. Speer.

Q. And what is your occupation?

A. I am chairman of the Department of Education at the University of Kansas City.

Q. Have you ever been in public school work, Mr. Speer?

A. Yes, I was in public school work in Kansas for about twelve years.

Q. You mentioned the Department of Education, University of Kansas City, what is the function of the Department of Education?

A. Our chief function at the present time is the training of elementary school teachers.

Q. Do you train teachers eligible to teach in Kansas?

A. Yes, and a number of them do.

Q. How many members are on the teaching staff of your Education Department under your supervision?

[fol. 183] A. At the present about twenty.

Q. Do you have any other responsibilities at your university?

A. Well, I am a member of the President's Advisory Committee; I am chairman of the Curriculum Committee of the university.

Q. Do you regularly come into contact with elementary schools?

A. Yes, we conduct an elementary school of our own. We call it the demonstration school in the summer. We do practice teaching in the public schools in our locality, which means we are in and out of the schools constantly.

Q. Would you tell us something of your educational background, Dr. Speer; where did you attend public school?

A. Attended public schools at Olathe, Kansas.

Q. And what universities did you attend and what degrees do you hold?

A. I hold a Bachelor's Degree from American University in Washington, D. C., a Master's Degree from George Washington University, and a PhD. Degree from the University of Chicago.

Q. What was your major field in your doctorate?

A. Evaluation.

Q. Would you please explain to the Court what evaluation means..

A. Evaluation is a rather general term. We sometimes evaluate educational programs or buildings or the behavior changes that are produced in children as a result of education [fol. 184] tional programs.

Q. Do you belong to any professional organizations, Dr. Speer?

A. I am a key member of the National Education Association, a member of the Missouri State Teachers Association, a member of the National Vocational Guidance Association ; that is about it.

Q. Do you hold any honors or scholarships?

A. I have recently been granted a Fullbright scholarship by the United States Department of State to lecture on education in Iran.

Q. What will be the purpose of your visit in Iran?

A. I will work through the University of Tehran to help improve the school system of Iran.

Q. Dr. Speer, have you ever made an examination of the elementary schools of Topeka?

A. Yes.

Q. When?

A. During the last month.

Q. Why did you make this examination, Dr. Speer?

A. At the request of counsel for plaintiffs.

Q. What aspects of the schools did you examine during your examination?

A. We examined the more important aspects that we thought had a bearing on the major issues in this case. We [fol. 185] have examined the buildings, the curriculum, the equipment, the library, the preparation and experience of the teaching staff and the salaries, the class loads, the size of classes and a few other minor points.

Q. Now, I am going to ask you some questions about your findings. What did you find concerning the comparison of teachers in the colored schools with those of the white schools?

A. I found only minor differences between the two groups, and these differences tend to balance each other. For example, in preparation, all the colored teachers have Bachelor's degree and all but 15% of the white teachers have Bachelor's degrees. On the other hand, in terms of Master's degrees, 12% of the colored teachers have Master's degree and 15% of the white teachers hold Master's degrees. The colored teachers average twenty years of experience, and the white teachers nineteen years.

Q. Dr. Speer, what did you find concerning class size and teaching load; would you explain to the Court what teaching load is?

A. Teaching load is the number of pupils which the teacher has each day and, again, here I found not much difference. There is some difference at the kindergarten level where the colored kindergartens are somewhat smaller. I think the white average is 42; the colored aver-[fol. 186] age about 25. But, in grades 1 to 6, the average is very close together; 34 in the white schools and 32 in the colored schools. Again, I would say, I found no significant difference in teacher load or teacher preparation.

Q. In examining the two sets of schools, negro and white, did you find any provisions for special rooms in any of these?

A. I found provision for two special rooms for white children; I found no provision for special rooms for any colored children.

Q. Now, did you study all of the school buildings in Topeka, Dr. Speer?

A. Yes, we examined data in the Board of Education files on all school buildings, and we personally visited, Dr. Buchanan and I and some of my other assistants, we visited about two-thirds of the schools in the city.

Judge Hill: If counsel will let me interrupt, what do you mean by special rooms?

Mr. Greenberg: Well, if I may explain, in the white schools there are rooms for specially retarded or handicapped children, whereas in the negro schools there are none.

Judge Hill: Very well.

By Mr. Greenberg:

Q. Did you examine these schools with regard to their age and their insured value?

A. Yes. We—

[fol. 187] Judge Huxman: With regard to what?

Mr. Greenberg: Regard to their age and insured value.

The Witness: On the revised list furnished by the Board of Education we secured the ages of the buildings and also from the insured values of buildings, as provided by the Board of Education, in the exhibits, we made a study of the current values in terms of the insured values.

By Mr. Greenberg:

Q. Why did you use insurance value rather than construction cost, Dr. Speer?

A. Construction cost back over the sixty-year period dates these buildings would vary a great deal which is obvious. Therefore, we could not make comparisons on construction cost; but we assumed that the Board of Education and their insurance companies have arrived accurately at the current value of buildings, and that those values are reflected in the insurance figures furnished by the board.

Q. Is the total insurance value—does the total insurance value of the building reflect accurately the value of the building as broken down into instructional units?

Mr. Goodell: We object to this testimony from this witness. There is no foundation laid for his expert knowledge about evaluating of physical property. The testimony

[fol. 188] shows he is an educator, that is true. That is in the field of engineering and architects.

Judge Huxman: The question presupposes a knowledge he might not have because sometimes you only insure a building for three-fourths of its value and others may be insured for 100%.

Mr. Goodell: Plus the additional reason for the objection is that it stands admitted the physical value of the physical plants on two exhibits.

Judge Huxman: We will let the witness answer.

Mr. Greenberg: May I ask him whether or not, as an educational expert he has been trained in evaluating the physical plants of buildings?

Judge Huxman: On the basis of insurance?

Mr. Greenberg: On the basis of insurance.

Judge Huxman: Mr. Counsel, here's the difficulty with that question: Suppose it is the policy of the board to insure Buildings for 25% of their—75%—

Mr. Greenberg: I intend to bring out an explanation of that particular factor.

Judge Huxman: You don't know the basic of the insurance.

Mr. Greenberg: They insure on the basis of 80%, Your Honor, and I intend to bring that out.

[fol. 189] Judge Hill: That would be hearsay from this witness, wouldn't it?

Mr. Greenberg: It has been admitted in evidence by stipulation.

Judge Hill: All right.

Judge Huxman: They are insured at 80% of their value, is that in the stipulation?

Mr. Greenberg: Your printed sheet of insurance values of each building; the one you have right there.

Mr. Goodell: No, that doesn't mean that. We have got an insurance clause that 80% on total loss is paid; that is the type of insurance, but that doesn't mean that their insurability of the buildings is limited to 80%.

Judge Huxman: I think the objection to the question will be sustained.

By Mr. Greenberg:

Q. Dr. Speer, in making your evaluation, did you take into account the fact that some buildings might have had some unused classrooms?

A. Yes.

Q. What significance did you ascribe to that fact?

A. Well, an unused classroom is very limited value to the school. We assume that as most schools operate one class with one teacher, can profitably use one classroom.

[fol. 190] Q. Now, did you conduct a visual inspection of any of the buildings in Topeka as well as inspecting the records which you have indicated?

A. Yes, we did.

Q. How many schools did you inspect visually?

A. We inspected I think it was fourteen directly.

Q. And what criteria did you use to determine which schools you would evaluate merely on the basis of the records and which schools you would evaluate by a personal visit?

A. We first examined the records on all of them, and then, in order to substantiate our findings, we thought we should visit at least a representative sample and we visited in all two-thirds of them, making sure we got the older buildings and the newer buildings and some of the medium-aged buildings so that we would have a representation of the complete range.

Q. What criteria did you use in your visit?

A. We used the usual criteria that are recognized in this area, such as sight, the nature of the structure, the plan of the building, the classrooms, the service rooms, the kindergartens, library books, the supplies, the safety features, the maintenance features. I might add these are the kind of features that are included by such authorities as Holly and Arnold in their scorecard for elementary school [fol. 191] buildings. Dr. Holly is from the Ohio State University and Dr. Arnold is from the University of Pennsylvania.

Mr. Goodell: We object to this as hearsay, about what some book says about evaluation.

Judge Huxman: He is testifying as to the basis of his

knowledge of works on this. I think it's competent. This is an expert witness. He may testify.

Judge Mellott: There seems to be no unanswered question.

By Mr. Greenberg:

Q. In order to save the time of the Court, Dr. Speer, did you make any general observations that seemed to apply to all of the buildings you visited?

A. Yes, I think I can. First of all, in regard to gymnasiums and auditoriums, the facilities, all in all, seemed to be about equal between the colored schools and the white schools. Three-fourths of the colored schools have a combined gymnasium-auditorium, and we would say approximately that proportion of the white schools have similar facilities. However, I should add that none of the colored schools have anything like the luxurious facilities that we would find in the Oakland building or the State Street building or the Gage Building, for example.

Q. How do the various—

A. I might, if I may—

Q. Go ahead.

[fol. 192] A. —add one or two other general observations to save time. The buildings are all well kept, well preserved, and I think well maintained. Dr. Buchanan and I felt that that was equal throughout the system.

Q. How do the buildings compare as to their ages, Dr. Speer?

A. The ages of the white buildings average twenty-seven years, according to the figures furnished by the board, and the ages of the colored buildings thirty-three years. In other words, the white buildings average six years newer. However, I think we should add another feature here. Inasmuch as the newer buildings tend to be larger, we found this to be the case, that according to last year's enrollment figures, 45% of the white children attend schools that were newer than the newest colored buildings, whereas 14% of the white children attended schools that were older than the oldest colored building. To state another kind of a comparison, 66%, or two-thirds, of all white children attend schools that are newer than the average age of the colored buildings.

Q. Dr. Speer, how do the colored schools compare to the

white schools in regard to the insured value per available classroom?

A. The average for the white schools is \$10,517, and the average for the colored schools is \$6,317. Or, stated another way, the insured value per available classroom is 66% [fol. 193] higher in the white schools.

Q. Dr. Speer, did you examine the curriculum in the schools in the City of Topeka?

A. Yes.

Q. Tell the Court what you mean by "curriculum", also.

A. By "curriculum" we mean something more than the course of study. As commonly defined and accepted now, "curriculum" means the total school experience of the child. Now, when it comes to the mere prescription of the course of study, we found no significant difference. But, when it comes to the total school experience of the child, there are some differences. In other words, we consider that education is more than just remembering something. It is concerned with a child's total development, his personality, his personal and social adjustment. Therefore it becomes the obligation of the school to provide the kind of an environment in which the child can learn knowledge and skills such as the three "R's" and also social skills and social attitudes and appreciations and interests, and these considerations are all now part of the curriculum.

Q. I see, Dr. Speer. Do you have anything further to say?

A. Yes. And we might add the more heterogeneous the group in which the children participate, the better *than can* function in our multi-cultural and multi-group society. For example, if the colored children are denied the experience [fol. 194] in school of associating with white children, who represent 90% of our national society in which these colored children must live, then the colored child's curriculum is being greatly curtailed. The Topeka curriculum or any school curriculum cannot be equal under segregation.

Q. Dr. Speer, I would like to go through these—through the school system rather rapidly now school by school and have you point out key characteristics you found as to each school.

What did you find concerning the Buchanan School in regard to these?

A. The Buchanan School is thirty years old; the insurance

value per available classroom is \$5,623. It has five rooms, all of which are in use, including a double room divided with sliding doors that is used for an auditorium and also for a playroom. The furniture is quite old, reflecting the age of the building. The site and playground is only fairly adequate. The books in the building are generally old and in poor condition. Many titles date back to the 1920's and even some before 1920.

Q. What did you find concerning Gage School, Dr. Speer?

A. The Gage School, a white school, is twenty-three years old and has an insured value per classroom of a little more —of \$9,136. It has fifteen classrooms all in use. The building is more crowded than most, although the classes run [fol. 195] about average for the system. It has a good auditorium with—it's combination—it has a kitchenette that adjoins the auditorium and has an attractive kindergarten room with murals, toilet facilities and a fireplace; and also it has some old titles among the books, but a fair proportion of the books in this building are of a newer and better —than we found elsewhere. It has a very excellent and spacious playground.

Q. Concerning Lafayette School, Dr. Speer.

A. Lafayette is forty-eight years old, has an insurance value per classroom of \$3,373.

Mr. Goodell: While he is making his testimony, would it be better if he designates which are the white schools.

Mr. Greenberg: Dr. Speer, when you describe a school, tell us also whether it's a negro school or white school.

The Witness: Thus far—

By Mr. Greenberg:

Q. Buchanan is what?

A. Colored.

Q. What about Gage?

A. White.

Q. What about Lafayette?

A. Is white. The Lafayette building is forty-eight years old, insured for \$3,373. Although not the oldest, this is [fol. 196] certainly one of the poorest buildings in Topeka. The comprehensive plan suggested in 1942 by the planning commission recommended that it be abandoned but it still

houses 300 pupils. Small, the auditorium is small, and the playground is small. The kindergarten is fair; books are only fair. There are two fire escapes, but the safety factor is somewhat questionable partly due to the number of children who are housed in the building.

Q. Tell us your findings concerning the McKinley School, Dr. Speer.

A. McKinley is a colored school; it's forty-four years old. It's insured value per available classroom is \$2,477. The building was well constructed. It has wooden floors and stairs, which make it something of a fire hazard. It has one fire escape. Approximately three-fourths of the books were too old to be suitable for school use. The comprehensive plan for the City of Topeka, prepared by the City Commissioner—

Mr. Goodell: If the Court please, we object to this witness telling about some book comprehensive plan. It's outside the scope of the issues in this case; secondly, it's not the best evidence; it's hearsay as far as this witness is concerned.

Mr. Greenberg: If the Court please, may I ask Dr. Speer whether such city plans and city surveys are things which [fol. 197] an educator customarily studies in making an evaluation.

Judge Huxman: What comprehensive plan are you referring to, Doctor?

The Witness: I am referring, Your Honor—

Judge Huxman: Bartholomew plan?

The Witness: I am referring, Your Honor, to the one that was mentioned in court this morning that was prepared jointly by the Board of Education, the City Commissioners, and, I think—

Mr. Goodell: Now, if the Court please, that is this witness' idea that it was prepared jointly.

Judge Huxman: That plan was ruled out. We haven't received or permitted any evidence concerning that plan. I think the witness should refrain from reference to this comprehensive plan.

The Witness: This—the site of the McKinley building is not at all attractive and hardly adequate for school purposes. In other words, we might say it has very poor aesthetic value.

By Mr. Greenberg:

Q. Would you tell us what you found concerning Monroe School?

A. Monroe. Colored building, is twenty-four years old; it's valued at \$9,760. This is, in our judgment, the best of the colored buildings. It's well constructed, has tile floors. [fol. 198] Again, however, many of the books are too old for good school use. The site is rather small, and the building and site are not very attractive.

Q. And tell us about what you found concerning Oakland School, Dr. Speer.

A. The Oakland School is white; it's only one year old. It's insured value per available classroom is \$23,906. It's a beautiful structure. It's about the last word in school buildings; has modern furniture, asphalt tile floors, acoustical ceilings, good lighting, good heating, darkroom for audio-visual aids, office vault, public address system for use of radio programs, music programs, has a beautiful, large combination auditorium-gymnasium very suitable for community gatherings and parent meetings, large dining and social room with a kitchen adjoining; well adapted for community meetings; has a beautiful kindergarten room with new equipment; the books still not ideal but they are very good. All in all, it's an excellent building that should provide for one of the best educational opportunities.

Q. And tell the Court what you found concerning the Parkdale School.

A. The Parkdale, white, is age twenty-seven, value \$8,016. The building appears to have been rather poorly constructed. It has a stucco exterior for the most part. It is [fol. 199] in rather an attractive location with ample playground area. The kindergarten room is quite dull; the books are just fairly good.

Q. And would you do the same concerning the Polk School.

A. The Polk School, for white children, is sixty-four years old; it's the oldest building in Topeka. It's insured value per room is \$2,547. It is the oldest building in Topeka, but it is not, in my judgment, the worst building. It is surprisingly substantial, surprisingly attractive on the inside. Has a nice auditorium, two playrooms in the basement, built

of native stone; has two fire escapes; the books in the building are very good.

Q. And what did you find concerning the Potwin School?

A. The Potwin School is white, age two years, value per room, \$18,100. It's a beautiful building with very modern features. It has a spacious playground which is surfaced with asphalt. It has a beautiful auditorium, also double playrooms. The books are mostly good, at least dating from the 1930's on, mostly. It has a kitchen, a visual aids room. This building seems to be filled to capacity already although only two years old. It is, all in all, one that should provide an excellent educational opportunity.

Q. And what about the Randolph School, Dr. Speer.

A. The Randolph School, a large school, age twenty-four, [fol. 200] value \$6,947. It's a large building which is reasonably good. The desks are old, but the books are fairly good, the majority of them dating in the 1940's. It has a very attractive kindergarten with a fireplace and good decorations. It has an excellent, spacious playground. It has a beautiful row of trees which highlight the landscaping. Although it's a little old, this building is still capable of providing a very good educational opportunity. It has a small combination auditorium-gymnasium which is not adequate for the entire enrollment.

Q. Would you please tell the Court what you found concerning State Street School.

A. State Street is a white school, age eleven years, insured value per classroom, \$13,880. It's an excellent building, beautifully located, well landscaped; most of the new features, such as a public address system, beautiful auditorium, adequate gymnasium, excellent playground, has a kitchen, library room; the books are fairly good but not in keeping with the building. All in all, the facilities are available to provide a very good educational opportunity, one of the best.

Q. Would you tell the Court what you found concerning Sumner School.

A. The Sumner School is white, age fifteen years, value \$15,936 per room. It's another excellent building; beautiful [fol. 201] auditorium, a large good gymnasium, has its public address system; the books are good; very attractive

kindergarten. Again, the facilities are available for an excellent educational opportunity.

Q. Would you do the same concerning the Van Buren School.

A. Van Buren is a white school, age forty-one years, value \$6,030 per classroom. Although it's an old building, it has steel stairways which eliminates some fire hazard. It has an auditorium and a playroom; has good pictures and good books. The one fire escape, however, is approached through a window on the second floor which might be locked or hard for children to reach in an emergency. However, the building can still provide a fair educational opportunity.

Q. Would you tell the Court what you found concerning the Washington School.

A. Washington is a colored school, thirty-six years old, valued at \$6,284. It's a fairly good building in a rather unattractive setting. One room seemed to be set aside for books. The books were fair; better than in most of the colored buildings. The faculty here—there was evidence to lead us to believe that the faculty here were doing the best to make the most of their facilities.

Q. Are there other buildings that you did not visit, Dr. Speer, but concerning which you have data.

[fol. 202] A. Yes, there are, I think, eight other buildings that I have this data on.

Q. Could you rapidly go down that list and tell the Court what data you found.

A. Yes, I will very quickly read age first and value second, if I may.

Central Park, white, thirty-nine years old, \$5,160.

Clay, White, twenty-five years old, \$12,750.

Grant, thirteen years old, \$15,336. Grant is a white school.

Lincoln, a white school, thirty-five years old, \$4,610.

Lowman Hill, a white school, forty-eight years old, \$5,220.

Quincy, white building, forty-seven years old, \$4,040.

Quinton Heights, thirty-eight years old, \$3,024.

I might mention here that there is a new building now under construction to be called the Southwest building which, I presume, will be available sometime during the

coming year and, by our formula, the insured value per classroom should be about \$26,660.

Q. Now, Dr. Speer, you have gone through all the schools [fol. 203] in the City of Topeka, and I would like to ask you some hypothetical questions which I would like you to answer on the basis of your study of the schools in the City of Topeka and on the basis of your knowledge and experience and study as an educator.

I want you to assume the following set of facts, Dr. Speer: That a negro child who lives in Topeka, where there are racially segregated schools, attends the Buchanan School, although if there were not racial segregation in the City of Topeka, because of where he lives, he would otherwise attend the Randolph School, would you say that on the basis of the evidence you have given above and the other factors which I mentioned, that he obtains the same educational opportunity at Buchanan that he would obtain if he attended Randolph?

Mr. Goodell: To which we object as the hypothetical question assumes a fact not proven, and the fact assumes another fact that is contrary to some evidence. The fact it assumes that if the child lived at Randolph and there wasn't racial segregation he would attend Randolph. It assumes that fact. It isn't necessarily so. The child, even if you didn't have segregation, might not prefer to go to Randolph. He might prefer to go to some school where he wasn't outnumbered by fifty to one. Object to the question in the present form because it assumes a hypothetical fact unsupported by any evidence. [fol. 204]

Judge Huxman: You may answer, Doctor.

The Witness: The question, as I understand it——

Mr. Greenberg: (To reporter) Would you read it back, please.

(The last preceding question was read by the reporter.)

By Mr. Greenberg:

Q. What is your answer to that question, Dr. Speer?

A. No, I would say he would not get the same educational opportunity for some of the following reasons: First of

all, the Buchanan building is an older building; it's thirty years old; Randolph is twenty-four years old. The insured value per classroom for Buchanan is \$5,623; for Randolph it's \$6,947. To look at some of the details of the buildings, Buchanan has no combined gymnasium-auditorium; Randolph has one that is not completely adequate but it will hold several grades at one time. The furniture—

Mr. Goodell: Pardon me, I want to interpose another objection, that this has no probative force to show denial of equal protection of the law on this sort of a comparison because he is now demonstrating that because—that an inequality exists because some physical plants are newer [fol. 205] and bigger and better than other physical plants. He is comparing, it's true, with a colored plant, but he is also in the other part of his testimony—he has shown that the same disparity exists between many white schools as to the newer school where we have very old schools, very low cost per capita per room, classroom, and also the testimony very obviously shows no school system in the world could have buildings equal because newer buildings necessarily incorporate modern facilities not known when they were built twenty or thirty years ago.

Mr. Greenberg: May I answer that, Your Honor?

Mr. Goodell: I address that to the Court, not you.

Mr. Greenberg: I didn't ask you whether I could answer it.

Judge Huxman: The witness may answer.

The Witness: Proceeding, on the other hand, we might say that the Randolph building has these features, a much more attractive kindergarten room, more spacious playground, much more attractive surroundings which adds to its aesthetic educational value, and I would add, if I may consult my notes a moment here—

Mr. Greenberg: Go ahead.

The Witness: That the books in the Randolph School are better than the books in the Buchanan building, in [fol. 206] my judgment. There are better heating and lighting in the Randolph building, and I think I would add, Your Honor, that most important of all the curriculum in the Randolph building provides a much better educational opportunity than the one in the Buchanan building, be-

cause, in the Randolph building, the colored child would have opportunity to learn to live with, to work with, to cooperate with, white children who are representative of approximately 90% of the population of the society in which he is to live.

By Mr. Greenberg:

Q. Now, Dr. Speer, rather than asking you the same question again, I would like you to answer the same question, comparing the Gage and the Buchanan Schools.

Judge Huxman: Would your answers be substantially the same, based upon substantially the same reasons?

The Witness: Some of the reasons would be the same, Your Honor. However, I believe this particular comparison the difference is greater.

Judge Huxman: Well, would be a difference of degree, otherwise your answer would be the same.

The Witness: Some of the specific details might be different.

Judge Huxman: Does that satisfy you, Mr.____
[fol. 207] Mr. Greenberg: That is all right; that satisfies us, yes.

By Mr. Greenberg:

Q. I would like to ask you the same question concerning a comparison of Sumner and Monroe Schools, Dr. Speer.

A. Sumner and Monroe. Again I would say for some of the same kinds of reasons that the Sumner building would provide a better educational opportunity.

Judge Huxman: May I ask the doctor a question?

Mr. Greenberg: Yes.

Judge Huxman: To be sure I understand his answer, is one of the reasons which is common to all three of these, your reason that they are by segregation denied in all three of these schools the opportunity to mingle and live with the white children, which they would otherwise have and that, to you, is an important factor, is that part of your answer?

The Witness: Yes, Your Honor, that would enter into all of them.

Judge Huxman: I was quite sure that was it, but I wanted to be clear in my own mind that that was a part of your answer in all of these schools.

By Mr. Greenberg:

Q. Dr. Speer, I would like you to make a similar comparison between State and Washington Schools.

[fol. 208] A. The same curriculum reasons, of course, apply and, in addition, we find, as I stated in earlier testimony, that the State Street School is one of the better schools, and it has many features such as the P. A. system and a beautiful auditorium, an excellent playground, a library room, a kitchen that can be used to provide a considerably better educational opportunity than could be provided in the Washington School.

Mr. Greenberg: Your witness.

Judge Huxman: You may cross examine.

Cross-examination.

By Mr. Goodell:

Q. Dr. Speer, if I understand your testimony correctly, boiled down to—as to the physical facts on the comparison of buildings and facilities feature of it, eliminating the racial feature, is it your opinion that any school, white school, that is considerably older and inferior and a wide disparity as to modern facilities, that that child going to such a white school is likewise being denied an equal opportunity of education?

A. It is unequal in another sense, I would say, if I understand your question correctly. Would you mind repeating the crux of it; I am not sure that I understand you.

Q. What I am trying to say is, eliminating the racial feature and restricting your opinion entirely to comparison of plants, facilities and accessories, will you still [fol. 209] say that a child, a white child, who goes to one of these other schools, such as Lafayette, Quinton Heights, Polk and some of these old schools, and Lowman, are

denied equal educational opportunities as against children—as compared to children who live in a territory such as Oakland and Randolph and Potwin and get to go to those new schools.

A. A child might be—might have an inferior educational opportunity in some respects, but he would not have the stigma of segregation, nor be denied the opportunity to mix with the majority group of the population. Also—

Q. I said eliminating that feature of it. Other than that, do you consider that it's an inferior opportunity as far as the white child is concerned so that he is denied an equal opportunity of education, eliminating the racial thing.

A. It might be if all other facilities are equal, but that is an accident of geography.

Q. Well, you made comparisons between some of the best white schools we have here in town to the colored schools, haven't you?

A. Yes, sir.

Q. Now, while we are on that subject, I will ask you to turn to Exhibit "K", which is the Board of Education's record pertaining to the original cost of these buildings [fol. 210] and also, in the same connection—

A. I don't have a copy of that here, sir.

Q. I will step over here and let you see it. What I have marked on my copy here in red are the negro schools; what I have marked in blue pencil are the white schools; you understand?

A. Yes, sir.

Q. Now, I will direct your attention, if the schools that were built about the same time, the white schools, as the colored schools, if this exhibit doesn't show the same—practically—outlay of cost and, in some instances, more money spent for structural, or the school, and land acquisition than there were for white schools that were built at that same period of time.

A. I think that may be possible.

Q. Doesn't the exhibit show that, the records of the Board of Education.

A. Which two buildings do you mean?

Q. Well, compare Quinton Heights, which was built in 1913, at a cost of \$12,640.

A. With what?

Q. We will get that in a minute, and McKinley, which was built six years earlier at a cost of \$51,000 for the structure.

A. I would say that between 1907 and 1913 building costs might have fluctuated a great deal, and I don't think—[fol. 211] I would not base a comparison on building—on construction cost with that many years intervening. That is why we used insurance costs which are supposed to be current and accurate as prepared by the Board of Education.

Q. Let's compare Lowman Hill, which is a white school built, according to the exhibit, in 1906, with McKinley.

A. May I correct you? It was built in 1901 and an addition in 1906.

Q. All right. Compare that to McKinley School.

A. McKinley School was built in 1907, six years later; again there may have been considerable difference in construction costs over a six-year period. They sometimes change very rapidly to the best cycle and other things.

Q. Let's look at the exhibit on the insurance values; don't you see disparity between the old white schools and the new white schools?

A. That is possible.

Q. On the present insurance table—

Judge Mellott: What is the exhibit on the insurance?

Mr. Goodell: "L".

By Mr. Goodell:

Q. I call your attention specifically to some schools shown on this exhibit and their present insurance values as shown by this exhibit. Quinton Heights has a total [fol. 212] structure insured value of \$14,000, doesn't it?

A. Yes, sir.

Q. Van Buren has an insured value of \$46,800, doesn't it?

A. Yes, sir.

Q. That is a white school. Washington has an insured value of \$64,800, doesn't it?

A. Yes, sir.

Q. Monroe has an insured value of \$112,000, doesn't it?

A. Yes, sir.

Q. So there you have got three white schools, all of which are lower present value than the colored schools, isn't that right?

A. If I may express my view, my basis, you cannot compare building by building on—even on insured cost because some buildings are larger than others. Therefore, the only basis I was able to arrive at was an insured value per available classroom. You have to have some kind of a common yardstick to use on all buildings. For instance, some of those buildings are twice as big as others and, therefore, their value would naturally be proportionately greater.

Q. Do you know of any school system in the United States—not just Topeka—in the United States, that has buildings that are equal, that there isn't great differences based upon when they were built and the needs of the com-[fol. 213] munity at the time they were built?

A. That has not—doesn't have great differences as to their value and commodious quarters and characters that are recognized now in modern education and that are applied in modern buildings, that doesn't have great disparities, those types of buildings, in any school system in the United States with buildings built twenty, thirty or forty years ago.

A. I believe there is very likely to be some disparity, may not be great, and may not be great as compared to this group and this group, but between individual buildings, I am sure you would find some disparity if there is more than one building.

Q. You realize that school buildings are built as a community grows up and population trends—where the town grows and which way it grows determines whether buildings are located and newer buildings are added.

A. That is one factor.

Q. Do you know of any way *way* on earth to keep those facilities adequate and at the same time equal in any school system?

A. There are ways that it can be approached.

Q. Well, just tell me how you would approach it.

A. By forming a good cooperative city planning with

the Board of Education and the City Commissioners on [fol. 214] a long-term scale and then following it.

Q. Would you recommend that if we had a building like, say in Topeka, that cost \$112,000 and is now a sound and structural safe colored building, that you tear that down because we happen to have a new building built a year ago that cost a half million dollars; would you recommend that?

A. Not merely for that reason, no.

Q. What other reasons would you have for tearing it down?

A. If I found that throughout the community the colored children's buildings were decidedly inferior to the buildings of the white schools, then I would consider that to be an unequal educational opportunity between the groups.

Q. Well, now, let's talk about that subject. Let's talk about Quinton Heights and Polk Street and Lafayette School and Lowman School, all of which have a physical plant value at the time they were built and at the present time, an insurance value less than any of the four colored schools. Do you think that makes the white children get inferior education than to the colored children going to those schools?

A. The colored children are getting an inferior education, I think, for this reason: That, as I cited in my original testimony, 45% of the white children can go to schools that are newer than the newest colored building; only 14% [fol. 215] of the white children have to go to schools that are older than the oldest colored building, so it's a comparison of 14% against 45%.

Q. Let's get back on the track. I asked you whether or not, using an illustration of four white schools, if they are inferior as to value, both at the time they were built and now, to the colored schools, do you consider that alone makes the white child that is attending those schools, Quinton Heights, Polk, Lowman and Lafayette, receive in and of itself, receive an inferior education.

A. Not necessarily.

Q. Well, then, why do you say that when you talk about that element as causing the colored child—

A. Because—

Q. Wait just a minute until I ask my question, will you please? Why do you say that when you are talking about a colored child who goes to one of the four colored schools and you compare the plant and facilities to some of the modern buildings—school buildings—in the last two or three years.

A. Because, in the first instance, we are assuming—

Judge Mellott: The witness must wait until the question is completely asked. The reporter can't get it down when you both talk at the same time.

(The last preceding question was read by the re-[fol. 216] porter.)

Judge Mellott: Strike out the answer as partially given.

By Mr. Goodell:

Q. Why do you say in such a situation in making the comparison in the case of a negro child going to one of the four negro schools, comparing it to some of the schools built in the Topeka area, in the Topeka school system in the last two or three or four years, such as Randolph, Potwin and Oakland, that that fact alone gives the negro child an inferior educational opportunity, that would not apply in the case of the children going to the white schools that I have previously mentioned in my other question.

A. In the first instance, if I understand you correctly, I was assuming that other things were equal because of the—as we admitted, the faculty preparation is approximately equal, the class size equal, and so forth. But, in the latter instance, other things are not equal primarily because of the difference in the curriculum which is a very important factor.

Q. All right, now, what is present in the case of the Quinton Heights white school, in the curriculum you talk about, that is not present for comparison purposes in any of the four colored schools?

A. Because in Quinton Heights the child has the opportunity to learn his personal adjustments, his social adjust-[fol. 217] ments and his citizenship skills in the presence of a cross-section of the population.

Q. I asked you to eliminate the racial feature entirely and restrict it to physical things alone; that is what I asked you.

The Witness: If the Court will permit, I don't think that we can answer an educational opportunity purely on physical features. There are too many other elements that are also involved.

Q. Mr. Speer, Professor Speer, I probably misunderstood you. I thought—I understood your testimony to be that because of these physical things that in and of itself, ignoring the racial thing, that that constituted an unequal educational opportunity to the negro child because of these modern buildings that he wasn't allowed to go to; is that correct, or not?

A. It is certainly one of the very important things and, if the other factors are equal, and this one is unequal, then there may be an inequality in the total educational opportunity.

Q. Maybe I am so stupid I can't understand you. Did you not say, is it your opinion, that because of physical factors, and I mean by physical factors differences in plant facilities, of some of the white schools and the four negro [fol. 218] schools, that alone, in and of itself, causes you to give an opinion, and it is your opinion that that child, the negro child, because of that alone, doesn't have equal educational opportunity.

A. That is a contributing factor, but I do not consider that of—that alone.

Q. Then you didn't say that alone caused him to have an unequal opportunity.

A. No, but that coupled with other factors did cause him to have an unequal opportunity.

Q. What are the other factors rather than racial factors.

A. Curriculum factor; there is faculty; there is size of classrooms; there is books—

Q. Let's compare some white schools—let's take Quinton Heights, Lowman, Polk and Lafayette again. What is present as to the faculty, comparing that to the faculty of the four negro schools, that is inferior or that is—there is a disparity.

Mr. Carter: I would like—I think that we have listened to this line of questioning—it seems to us that it is now objectionable. What I apparently gather from the line of examination that is being made is that the—Mr. Goodell is attempting to establish that because there are deprivations of white children that he call off the deprivations of the negro child in segregation. We don't think that is [fol. 219] the issue in the case.

Judge Huxman: This is cross-examination of your expert witness where the latitude is a little greater. You may proceed.

By Mr. Goodell:

Q. Restricting now for this question, I will ask you to compare and point out dissimilarities or disparities between the faculty—one thing alone now—the faculty, that is, the teaching in the four white schools, that is, Quinton, Polk—Quinton Heights, Polk Street, Lowman Hill and Lafayette, to the four negro schools that are in issue in this lawsuit.

A. I can't answer that at the moment, sir. I would have to add up the preparation of the faculties of those four particular schools. I do not have that at hand. I added them up for the entire system and took the entire averages, but I do not have them for those four particular schools.

Q. As far as you know, they are perfectly equal then, is that right?

A. I don't think they could be perfectly equal; that would be impossible.

Judge Huxman: Well, now, that is rather quibbling, of course. Perfect equality you can't find in two teachers any place.

Mr. Goodell: I think so.

The Witness: Yes.

[fol. 220] By Mr. Goodell:

Q. What—is the faculty, then, comparing it to the other factor which you mentioned, curriculum, on the four white schools covered by the illustration and the four negro schools—

A. How does the curriculum compare?

Q. Yes.

A. Between the two schools. As far as course of study is concerned, as far as I know, it is probably about equal but as far as the total curriculum is concerned, and that is the only basis on which I can discuss it, it is not equal.

Q. What do you mean by total curriculum?

A. I mean the total school experience of the school child, what the instructions, what the books are, what the surroundings of the buildings are, what his associations with the other children are. X

Q. Well, eliminating that feature, the associations with the other children, which is the racial feature, what are the other part of the curriculum which is any dissimilarity or inferior factors present in the case of the negro schools and the white schools that I have used for illustration.

A. In professional circles we have a term called the great "gestalt" which means the sum is greater—the whole is greater than the sum of the parts and, when we start taking into account only the parts one by one, we destroy [fol. 221] our "gestalt", and we cannot make a wise comparison.

Judge Mellott: What was that word?

The Witness: (Spelling) G-e-s-t-a-l-t.

By Mr. Goodell:

Q. Now you come from Missouri, don't you?

A. I at present live in Missouri, yes, sir.

Q. You have segregated schools there, don't you?

A. We have some segregated schools. On the university campus we have a mixed school.

Q. I am talking about the public school system in the State of Missouri.

A. Yes, sir.

Q. And it is mandatory, isn't that right?

A. I presume in some cases it is.

Q. Have you studied any of the various state statutes over the country which we have had for a half century concerning this segregation of students?

Mr. Carter: Your Honor, I can't see how this—

Mr. Goodell. This is preliminary for another question.

Judge Huxman: I think that is an improper question. Well, as long as it is preliminary, you may answer whether you have or have not studied these various statutes.

Mr. Goodell: I will withdraw the question.

[fol. 222] By Mr. Goodell:

Q. You know in a great many cities and communities of the United States there are statutes similar to the statutes here in Kansas which we have had for a half century or three-fourths of a century, isn't that right?

A. I presume so.

Q. You know, as a practical man, laws get passed by legislators coming from the various parts of their communities over the state, don't you?

A. Yes, sir.

Judge Huxman: Mr. Goodell, what is the purpose of that question? What value does that have to our problem how laws are passed?

Mr. Goodell: I am getting to that. I can't ask it all at once. I am trying to get from this witness the feature as to whether he thinks elimination of racial segregation, if it's unwanted by the community and is out of step with the thinking of the community which the mere existence of the laws have some indication—

Judge Huxman: I think Dr. Speer has made it quite clear from his evidence—he has to me at least, if I understand it—that segregation, racial segregation, is the prime and controlling factor of the equality of the whole curriculum, and that these physical factors are secondary, and that his testimony, as it registered with me, is that aside from [fol. 223] racial segregation he perhaps would not testify that there was any such inequality in the physical properties as would deny anybody an equal educational opportunity. Do I understand your testimony correctly?

The Witness: If I may say, Your Honor, I think I would sum up this way: That there is, in my opinion, some inequality in physical facilities between the groups in Topeka, but, in addition to that, there is also the difference of segregation itself which affects the school curriculum.

Judge Huxman: Let's see if I can get myself straightened

out. Do you not also agree with what Mr. Goodell is trying to bring out here—you haven't gotten together—that if you put it on that fact, that there is inequality in physical facilities as between the white schools and the colored schools, sometimes the greater facilities are with the colored schools against the older white schools.

The Witness: Yes, Your Honor, but they are not as many in that direction as there are in the other direction in this case.

Judge Huxman: It seems to me we are spending a lot of time on that when that is rather, it seems to me, it would be obvious if you have an older white building [fol. 224] than a colored building that perhaps the physical facilities in the older white building would be poorer than the colored building.

The Witness: Yes, I will agree.

Mr. Goodell: I will try to shorten this up.

By Mr. Goodell:

Q. If I understand you correctly, the basis of your opinion on saying that the mere separation—strike that. It's your opinion, then, that you can't have separate schools in any public school system and have equality, is that right?

A. Yes.

Q. And that is predicated on the—on your philosophy or your theory that merely because the two races are kept apart in the educational process, isn't that right, mere separation causes inequality.

A. That is one of the things which causes inequality, yes, sir.

Q. Yes. Now, assuming, Doctor, that we didn't have separate schools and they were altogether, and you still had a social situation in this community which didn't recognize co-mingling of the races, didn't admit them on free equality, that child would run against those—run up against those things in his practical every-day world, wouldn't he?

[fol. 225] A. I presume so.

Q. Sir?

A. I would think so.

Q. Wouldn't that tend to cause more of a tempest and emotional strain or psychological impact if he got used to going to school with white children than when he went downtown and couldn't eat in a white restaurant, couldn't go to a white hotel and couldn't do this and that, wouldn't that make the impact greater and accentuate that very thing.

Mr. Greenberg: This witness is qualified as an expert in the field of education, and I don't believe has testified or is qualified to testify concerning segregation all over the State of Kansas or elsewhere.

Mr. Goodell: Well, I restrict it to Topeka.

Judge Huxman: I think the Court will sustain the objection. That is purely argumentative. I doubt whether the doctor has qualified himself.

By Mr. Goodell:

Q. Assuming, Doctor, we will restrict this to the educational process, assuming that—that we didn't have segregation, for the purpose of this question, and assuming further we had a negro child going to Potwin or Oakland or Randolph and assuming that the population trend appears in the schoolroom as it does in our city, so that he would be outnumbered from twenty to fifty to one, assuming all that, for the purpose of this question as being true, [fol. 226] wouldn't that cause some inferiority feeling on the part of the colored child when he went to such a school where he was outnumbered twenty to fifty to one and caused some sort of mental disturbance and upset.

A. On which basis would you rather for me to—on theory or on personal observation or experience?

Q. I am talking about theory here.

A. And personal observation and experience.

Q. Yes.

A. Let me first mention the latter one; we have adjoining our campus a demonstration school of 210 students in the elementary grades and mixed in with them are about ten negro children, so they are outnumbered in that proportion, and my observation is, and the reports I receive from my assistants are, that those children are very happy, very

well adjusted, and they are there voluntarily. They don't have to attend.

Mr. Elisha Scott: I object to that.

Judge Huxman: Mr. Scott, are you entered here as an attorney of record?

Mr. Elisha Scott: I am supposed to be.

Judge Huxman: Go ahead.

Mr. Elisha Scott: I object to that because he is invading the rights, and he is answering a question not based upon [fol. 227] the evidence adduced or could be adduced.

Mr. Goodell: You just got here; you wouldn't know.

Mr. Elisha Scott: Yes I do know.

Judge Huxman: Objection will be overruled. You may answer.

The Witness: Shall I repeat the answer?

By Mr. Goodell:

Q. Have you finished?

A. I think, also, on the basis of our knowledge of child behavior that we can say on a short-range basis there may be occasionally, the first time we jump into water we may be a little bit frightened, but, on a long-range basis, we generally are able to work out our adjustments and make a good situation out of it.

Q. Segregation occurs, doesn't it, Doctor, in any school system among the races. I mean by that, children that come from wealthy families co-mingle with children from poor families; they go off into different cliques; that occurs, doesn't it?

A. It occurs sometimes.

Q. Occurs frequently, doesn't it?

A. Well, it all depends on your definition.

Q. And the child that is left out of the swim, so to speak, he feels inferior or second-class, doesn't he?

A. Yes, and I think we should prevent that in all cases [fol. 228] possible.

Q. You wouldn't make a new social order to prevent social strata of society, would you?

Judge Huxman: Just a minute. The Court will sustain an objection to that question.

By Mr. Goodell:

Q. Have you made a survey of any of the students that have gone to our segregated schools, the negro students, and picked them up to see what effect to their education that you call attention to as being inferior, how it's worked out in every-day life.

A. I have talked to a few of them, but I have not made a survey of them.

Q. Have you heard of anybody getting hired or a professional man having a plant or a businessman having a customer based upon what elementary school he went to in the first grade or the second grade or the sixth grade for that matter?

A. Oh, probably not, but probably there are cases where a person is hired or not hired on the basis of the kind of education he received in the first six grades.

Q. You don't know a thing about our community and how the negro child, when he goes through our school system, how he is received in the business world at all, do you?

A. Oh, I have known Topeka for some years. I may have a little knowledge.

[fol. 229] Q. Do you know anything about that?

A. A little, not too much.

Q. What?

A. I don't know too much about it.

Q. Do you know that in the case of the junior high grades and in the senior high grades that they are not segregated?

A. Yes, sir.

Q. Do you think, getting back to the school system and the illustration of where the negro child would go to a school where he would be outnumbered twenty to fifty to one, and he wasn't recognized because of pure majority rule and wasn't elected head of his class or class officers or recognized in the various school activities, that that would have any impact on such a child.

A. Not as much impact as having been denied even to get into the running.

Q. You think if you got in the school and left out entirely he would feel happy about it, would he?

A. What's that again?

Q. You think if the negro child was simply by edict of

law forced into the white school, whether the white school was ready to receive him or not, and however much he was in the minority and however much he would be left out of things, he would still be happy merely because he had found his way into the white school, is that right?

[fol. 230] A. I think on a long-range plan he would be happier than on the other way.

Mr. Goodell: That's all.

Mr. Carter: Your Honor, may we have a five-minute recess?

Judge Huxman: Yes. The court will take a ten-minute recess.

(The court then, at 2:40 o'clock p. m., stood at recess until 2:50 o'clock p. m., at which time court was reconvened and the following further proceedings were had:)

Mr. Goodell: I would like to recall Dr. Speer for two short questions.

Judge Huxman: Dr. Speer, take the witness stand for a question or two further.

HUGH W. SPEER, having been previously sworn, resumed the stand and testified further as follows:

Cross-examination (continued).

By Mr. Goodell:

Q. Dr. Speer, in giving your opinion here a moment ago as to the comparison based upon library books—library or books in certain of the negro—in the negro schools to certain of the white schools covered by your testimony, did you consider, in forming that opinion, the fact that the Parent Teachers Association in the various school territories contribute personally and raise the money to buy those books, and they are not furnished by the Board of Education.

A. Yes, I have been informed that that is sometimes the case.

Q. Well, how did you segregate which books have been bought by Parent Teachers Association and the books that have been furnished by the Board of Education?

A. I didn't make that separation. I felt that by neglect the Board of Education permitted an inequality to exist.

Q. Now, did you also—strike that. State whether or not any of the books in any of the libraries or rooms in the schools that you made the investigation concerning books, that at the end of the term the books, some of them, were gone, that is, packed up in boxes.

A. Yes, we understood that, and we also understood that some of the books are regularly kept in the central office of the Board of Education, and we took that into account, knowing that the same—those books are taken out of all the schools and kept in the Board of Education, so that what remained are really the comparable—form the basis for comparison.

Q. So if some of the books were missing, either being packed up or gone, and you didn't know what they were, you are just basing your testimony, your considered opinion, [fol. 232] on what you found, is that right?

A. Sir, the books that were gone are the books that circulate among all the buildings in the course of the year, so we assume that those are equal. It's the books that are left in the building that really belong to that building, and it is on that basis that we made our differential.

Q. Were some of them packed up?

A. Some of them packed up, and we looked into the boxes.

Q. Did you take them all out volume by volume and examine them?

A. We did not examine every book in the Topeka school system, but we sampled it in an unbiased way. We sampled a large number of rooms and a large number of buildings and a large number of boxes, but we did not examine every book.

Q. You mean you took a book out here and there from a box and, from that, made up your mind that they were all alike and, consequently, that is the way you got at your opinion.

A. No, sir. We took sampling in a scientific way.

Q. What do you mean scientific way?

A. We took a sample that was representative and large enough to where we could feel confident in it.

Judge Huxman: Is that all?

By Mr. Goodell:

Q. Which books were bought in the various schools that you gave your opinion about—were bought by the Parent [fol. 233] Teachers Association?

A. I don't know just which books. Some, no doubt, were but not a great many. It is not enough to affect the percentage very much.

Q. If you don't know what books they were, some of the books you didn't even examine, you don't know what quantity they are, how do you get at an opinion as to book facilities at the various schools?

A. On this basis, sir, that it is the books in the school that are responsible for the education of the child, and we examined the books in the school and, on that basis, we made our opinion.

Q. So what you are saying, if I understand you right, the books you found and examined showed less books or inferior quality as to date and so forth in the colored schools than the books you found in the white schools, is that right?

A. Yes, sir.

Mr. Goodell: All right.

Judge Huxman: Step down.

JAMES H. BUCHANAN, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. Greenberg:

[fol. 234] Q. Dr. Buchanan, will you tell the Court your full name, please.

A. James H. Buchanan.

Q. Please tell the Court something of your educational background.

A. At the present time I am Director of the Graduate Division, Kansas State Teachers College, and acting head of the Department of Education. The year preceding this year I was associate professor of education at the Kansas State Teachers College. Six years preceding that time, from 1943 to 1949, I was superintendent of schools at Boulder, Colorado. From 1933 to 1943 superintendent of schools in Lamar, Colorado, and, from 1930 to '33, superintendent of schools at La Jara, Colorado, and, from 1928 to 1930, superintendent of schools in Boyero, Colorado.

Q. Dr. Buchanan, what degrees do you hold and where were they earned?

A. I hold an A.B. Degree from Denver University, 1928; Master of Arts Degree, University of Colorado, 1932; I have had three years—three summers of graduate study at Harvard University, 1936, 1938, 1939, and a Doctor of Education Degree from the University of Colorado, 1949.

Q. Have you visited any of the schools in the City of Topeka?

A. Yes.

Q. Did you visit the Buchanan School?

[fol. 235] A. Yes, I did.

Q. Gage, Lafayette?

A. Yes.

Q. McKinley?

A. Yes.

Q. Monroe?

A. Yes.

Q. Parkdale?

A. Yes.

Q. Polk?

A. Yes.

Q. Potwin?

A. Yes.

Q. Randolph?

A. Yes.

Q. State Street?

A. Yes.

Q. Sumner?

A. Yes.

Q. Van Buren?

A. Yes.

Q. Washington?

A. Yes.

Q. Did you observe the general appearance of the interior, exterior and the surrounding areas about the school? [fol. 236] A. I did.

Q. Would you describe what you noticed with regard to these factors in the Randolph School.

A. Well, I would say that the Randolph School was situated in a very average residential section; perhaps above average. I think the school is a well-constructed building; it shows good signs of being in a very good state of repair, I should say, and the maintenance in it has been excellent. The facilities in it, such as auditorium, the classrooms and so on, are adequate to a good educational program. I would say the grounds are ample for proper play and recreation for the pupils.

Q. Would you tell us what you found concerning these factors at the Buchanan School, Dr. Buchanan.

A. I would say that the Buchanan School is an older school. It has been well constructed. The walls are in a good state of preservation; redecoration seems to have been done within a reasonable time and the maintenance is equally good. I think in the maintenance you have to take into consideration the age of the building, but I would say it was very good at the Buchanan School. The playground, it would seem to me, was ample for recreational facilities. I think there was no auditorium in the Buchanan School, but it was my impression that adequate precautions have been made for prevention of fire or escape from the building [fol. 237] in case of fire.

Q. I don't recall, Dr. Buchanan, did you say anything concerning the surrounding areas of the Buchanan School?

A. Yes, I would say the surrounding area, as I observed it, being a stranger to the city, practically so, was not quite as substantial; certainly not as substantial a residential area as I would say around the Randolph School.

In other words, I would say it would reflect the general community in which it was associated, perhaps both in age and state of preservation of the building.

Q. Would you tell us what you found concerning the Gage School, Dr. Buchanan.

A. Well, the Gage School is a very fine school. I would say, speaking from memory, I would say it's within a few years of the age of the Randolph School. I have the impression it's somewhat larger. It had some very good pictures on the wall; the walls were in a good state of preservation; there was some repair work going on. There were some rooms in which they needed some repair work and were planning on doing it immediately because there were materials placed outside the doors and, in some places, the floors were up. I would say that the playground and the landscaping is quite attractive and quite beautiful; a very nice piece of work.

Q. Would you tell us, now, what you found concerning [fol. 238] the Sumner School.

A. The Sumner School is a newer school than Gage. I think it's perhaps about ten or eleven years old. It has quite ample—very spacious suitable classroom facilities and a nice auditorium. I think the landscaping would be nothing that anyone could take particular objection to. The general appearance of the building, I should say, was in keeping with a good school situation.

Q. Will you now tell us what you found concerning the Monroe School, Dr. Buchanan.

A. I would say the Monroe School would compare fairly well in construction, in appearance, with the Randolph School, I would rather carry them in mind. I think the Monroe School, I woud say, is about twenty-four, twenty-five years of age. It has fireproof stairways. It shows sign of good care and good maintenance and quite serviceable, I should say, for a number of years. The playground and the landscaping in front of the building is about in keeping with the community in which it is located, I should say. In other words, I would say it is a credit to the community.

Q. And would you tell the Court about the State Street School?

A. Yes. I saw the State Street School. It is a very good school, I should say; it's more or less in a class with the Sumner School, perhaps a little more modernistic, a [fol. 239] little more in keeping with modern design and the demands of modern education. The playground or the grounds that were vacant, which I assume were available for the children, I thought were quite adequate and quite spacious for a large enrollment. It had auditorium facilities and other features of that kind that make for a good educational situation.

Q. Would you tell us something about the area surrounding the State Street School.

A. I would say that it was quite a creditable residential section.

Mr. Goodell: I didn't hear that.

The Witness: I say it was quite a creditable residential section; very good residential section.

By Mr. Greenberg:

Q. Would you tell us what you found concerning the Washington School, Dr. Buchanan?

A. Well, the Washington School is an older school; I think it is not so old as the Buchanan School; at least that is my impression of it. It has been well cared for. It has an auditorium which, I would assume, for an enrollment of 150, 160 children, would be adequate for them. The maintenance there is quite a creditable thing. I would say that was characteristic of the Topeka schools. There were fourteen I visited; I would say the maintenance and repairs were quite good.

[fol. 240] Q. In your visit to the fourteen schools, Dr. Buchanan, did you make any general observations concerning the areas in which they exist?

A. I think I have already implied that in the answers that I have given. My observation would be that the schools visited, the fourteen of the twenty-two schools, reflect the communities in which they are located, that is, if they are like, well, Polk, perhaps Buchanan, Gage; the varying degrees of the quality of the school is somewhat dependent upon the age of the residential region or section

of the city in which they are located. That is, you would find the better schools in the places that are comparatively newer and better developed; that would be my general observation. The poorer schools were perhaps in a region, we might say, have longer been a residential region or area of the city, which is tending, perhaps, to slide down just a bit in quality.

Q. Can you make any general statement concerning the negro schools which you saw and the areas in which they live, Dr. Buchanan.

A. My general statement would be merely to say that they reflect the situation which I have outlined. I think they show a very good care. I think, for instance, the Monroe School, is a school that definitely looks the way you would expect; I think anyone who has had experience [fol. 241] in examining or visiting schools would say that it looks about the way you would expect it to look when you see it from the outside and when you go in. It has been well cared for. All of the schools in Topeka I was impressed by the fact that there was a minimum amount of marking on the walls or disfiguring of the walls or furniture in any way, either in the white schools or the colored schools.

Q. Did you make any general observation concerning the areas in which these colored schools existed, Doctor?

A. I would say, in general, they probably are in the areas which were not the best residential section of the city. I don't know that they would be the poorest, but they were not in the best residential section, and I think there was some variation there. I thought I observed some variation in the quality of the residential section.

Q. Dr. Buchanan, in evaluating the quality of education which a student obtains when attending school, does an educator consider the physical characteristics of the school; I mean their appearance and the appearance which they present to the child, along with the appearance of the area in which the school exists. Is there a direct correlation between that and educational opportunity?

A. Yes, I think that is true. I think the educator—educators do recognize the relationship between the quality [fol. 242] of the building, landscaping of the grounds, the

area in which it is placed as an important factor in education.

Q. Now, bearing that criterion in mind, Dr. Buchanan, I would like you to make several comparisons. I want you to assume in the City of Topeka a negro child would attend Randolph School, if there were not racial segregation in the city, but is compelled to attend Buchanan because of racial segregation. Would you say that if all other factors in the City of Topeka and in the schools were equal, except these factors concerning appearance, residential area, and so forth which you have just described in answer to a previous question, if all factors were equal except those factors, would the child attending Buchanan obtain the same educational opportunities that he would obtain if he attended Randolph?

A. I believe no; my answer would be that he would not receive the same educational opportunity.

Q. Well, bearing in mind the correlation which you stated between educational opportunity and physical appearance and area, would you explain the reason for your answer?

A. I believe that education is best facilitated when it is in a beautiful environment, where there is a building which pupils can take pride in and where they have beautiful landscaping and the interior of the building is a place where there are the maximum number of modern facilities [fol. 243] to facilitate a good curriculum.

Q. And to the extent that these are different, you would say that the opportunity to learn is different.

A. Beg pardon; would you—

Q. Would you say that to the extent that these are different, the opportunity to learn is different?

A. Yes, I think it has a relationship to the opportunity, yes.

Q. Is this supported by the authorities in the field of education, Dr. Buchanan?

A. I am certain it is, yes, sir.

Q. Did you say yes?

A. I am certain that it is, yes.

Q. Could you state any authorities who support this view?

A. Well, I think that my number of authorities, for instance, Dr. Reeder of Ohio State University in his recent

publication on administration, "Public Education of the United States" which came from the press in 1951, just a few months ago, a revision of his book, makes that very clear. He makes that statement that the quality of a building, its setting, is an important factor in the education of a child. Strayer and Englehart, of Columbia University, who are recognized as the leading authorities in schoolhouse construction, hold that view and numerous others.

Judge Mellott: You drop your voice, and I usually get [fol. 244] most excepting the last two or three words. You drop your voice, and I can't hear you.

The Witness: I am sorry; I thought I had a very strong voice.

Judge Mellott: You do, but you don't keep it up.

By Mr. Greenberg:

Q. Dr. Buchanan, I am going to ask you to make three more comparisons without going into as much detail, if you believe the detail you stated concerning the first comparison applies to the following schools: I would like you to compare Gage against Buchanan with regard to these criteria.

A. I would say that Gage very obviously is a better school than Buchanan.

Q. On the basis of the criterion you stated?

A. Yes.

Q. I would like you to compare Sumner against Monroe.

A. Obviously Sumner is a better school than Monroe; a more up-to-date school, a newer school, as I have indicated.

Q. I would like you to compare State Street School against Washington Street School with regard to these criteria.

A. State Street is a better school than Washington School in terms of age, in the terms of these things we have talked about.

Mr. Greenberg: Your witness,

[fol. 245] Cross-examination.

By Mr. Goodell:

Q. Dr. Buchanan, if I understand you correctly, you are stating that the plant or the building is a very important factor in the educational opportunity.

A. Yes.

Q. The building a child goes to.

A. Yes, indeed.

Q. And, therefore, where you have one building with shrubbery around it and landscaping, which is pretty, and another building built earlier many years ago which isn't as pretty, even however strong and commodious and sufficient, if it isn't as pretty and big and new and as modern, that educational opportunity is minimized in the child that goes to that building, is that right?

A. That would be—other factors being equal, I would say the better one—

Q. I am restricting it to that factor if I understood your testimony.

A. That's right; I would say that that would be detracting from it.

Q. The only way children in any community could have an equal educational opportunity would be to have buildings all beautiful, built about the same time, all modern, all beautifully landscaped and everything just about alike, [fol. 246] isn't that right?

A. As far as that factor is concerned, that is correct.

Q. As a practical matter, don't you realize that we live in a practical world?

A. I have lived in it for nearly fifty years.

Q. How do you think any Board of Education could have all of their buildings built at the same time, same landscaping—

Judge Huxman: You need not answer that question; that is argumentative, has no probative value.

By Mr. Goodell:

Q. Well, according to your theory, if I understand it right, if I went to a little country schoolhouse, even though I had good teaching and good texts and all other facilities,

but not a building as good as Randolph, I was in a bad way, or anybody would be in a bad way, to get an education, is that right?

A. No, that isn't my theory. My theory would be you would get a better education if you had better equipment, but you would not—I wouldn't say you would have a poor education because you went to a poorer building. You might have a very superior teacher or you might have very superior ability yourself.

Q. Buildings don't make the educated child, does it?

A. I wouldn't say entirely, no; they are a contributing factor, but not the entire thing.

[fol. 247] Q. You compared the negro schools to Gage and Randolph and Sumner, I believe those three.

A. I think so.

Q. Now, would you please compare those same schools, I mean those white schools; they are all white schools, aren't they?

A. Yes.

Q. —with the schools of Lafayette and Quinton Heights and Polk and Lowman and Quincy.

A. Well, I didn't visit all you have named, but—

Q. Which did you visit?

A. Lafayette. I visited—

Q. Didn't you know we had those others?

A. Yes, but—

Q. You didn't get around to them.

A. We didn't get around to them. I would say that Lafayette compared with Gage or Randolph or Sumner would be far inferior.

Q. Far inferior.

A. Far inferior to it.

Q. We are discriminating then against a child that lives in that territory if he goes to Lafayette as against a child that lives—goes to Gage.

Judge Huxman: That is immaterial and need not be answered.

[fol. 248] Mr. Goodell: No further questions.

Judge Huxman: Anything else of this witness? Doctor, you may stand aside.

(Witness excused.)

R. S. B. ENGLISH, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. Greenberg:

Q. Will you please tell the Court your full name, Mr. English.

A. Horace B. English.

Q. What is your occupation, Mr. English?

A. I am professor of psychology at the Ohio State University.

Q. Would you tell the Court something about your background and the degrees you hold.

A. I took my Bachelor's Degree at Oxford University, and there I also took a certificate in cultural anthropology. Later I took the Ph.D. Degree at Yale. As for my experience, I have been teaching and doing research work since 1916. I have been a full professor since 1921. During the war I was—during the first war I was psychological examiner and then chief of the re-education service in one of the hospitals. In the second world war I was a consultant on personnel problems part time for the Adjutant General's Office of the Army and then immediately after the surrender [fol. 249] I was a morale analyst in Japan. I then—I have had a number of part-time positions; I was consultant for the Forest Service on human relations. I was consultant to the West Virginia Department of Education on the curriculum in their state teachers colleges. I was chairman of the counsel on human relations appointed by the American Association for the Advancement of Science, for work with the Conservation Departments of the government, and I spent some six months in the study and research in the field of child development under the auspices of the American Council on Education.

Q. Have you ever held office in, or been a member of, any learned societies?

A. Yes, in the American Psychological Association I am a Fellow; I have been a member of the Council of Directors, and I have been chairman of the Committee on Professional Ethics of that association. At the moment I am president

of the Division of Educational Psychology of that association. In 1940 I was president of the American Association for the Advancement of Science—for the American Association for Applied Psychology, and I have been president of the Ohio State Psychologists and the Midwestern Psychological Association. And I am a Fellow of the British Psychological Society and member of the Executive Committee of the Psychology Section of the American As-[fol. 250] s[ociation for the Advancement of Science.

Q. Have you ever published any books or articles in the field of education and psychology, Dr. English?

A. Published with Victor Ramey, of the University of Colorado, a book on studying the individual school child. Just this year brought out a textbook on child psychology, and I have published something around 150 articles in professional journals.

Q. Have you ever made any studies bearing on the capacities of different groups to profit by education?

A. Yes. As a matter of fact my first research, which was begun in 1912, was addressed to this very thing; the results were published in 1918. Then I was also on the team which brought out the celebrated alpha test of intelligence in the United States Army, as I helped with the experimental work which lead to that; and I have been continuously occupied in the field of individual differences and of group differences, and I teach that subject at the Ohio State University. Then I also supervise somewhere between 75 and 100 students a year who make case studies of individual children and I may add some of these are always negro children. I have done some research studies in the field of attitudes, including two of them concerning the attitudes of negroes and, finally, in this list I have done a rather prolonged [fol. 251] series of experiments in the field of learning with special reference to how children learn in school, rather than mere laboratory learning.

Q. Dr. English, have you told me all the courses that you now teach at Ohio State University?

A. No; I teach chiefly individual differences, child psychology and the more practical aspects of learning, rather than theoretical, and I also teach the theory of personality. Those are the main courses.

Q. Dr. English, at this point I want to ask you a hypothetical question. I want you to assume that in the City of Topeka there is a body of white school children and a body of negro school children, and that there is also racially enforced segregation in the schools. Would you say that on the basis of your learning, experience and study that on the basis of color alone there is a difference in their ability to learn?

A. No, there certainly is not.

Q. Would you tell me, the support for your statement.

A. Well, in the first place, we don't have racial groups learning; we have individuals learning and in both groups, white and negro, we have some persons who are very good learners; we have some persons who are very poor learners, and we have some medium learners. You can break that down to as fine a point as you like; the range is exactly [fol. 252] the same. Well, I say that, as a matter of fact, with regard to school children in respect to the I. Q. which is the best single measure of a child's ability to learn. The best I. Q. on record is that of a negro girl who has no white blood as far as that can be told at all, but right after this child there are four white children, so, you see, it's—at the top it's quite equal and at the bottom it's quite equal and in the middle it's quite equal. It's a matter of individuals and not a matter of groups. So knowing only the color you can't predict at all how well a child can learn. If a child is white you can't tell from that fact alone how well that child will learn in comparison with a group of negro children and, of course, vice versa from the fact that a child is a negro you can't tell how well he will learn with respect to a group of white children. From color alone there is no telling. We know that the negro child, moreover, learns in the same way, that he uses the same process in learning and learns the same things, but I do want to make one exception; it's a notable exception: If we din it into a person that it is unnatural for him to learn certain things, if we din it into a person that he is incapable of learning, then he is less likely to be able to learn.

Q. That difference is not based upon any inherent quality.

A. Not at all. It's a parallel exactly the way it is with [fol. 253] women learning mathematics. There is sort of

a superstition that women are naturally incapable of learning mathematics, and so they don't, most of them, learn it. They can, if they will, and some of them do, but there is a tendency for us to live up to, or perhaps I should say to live down to the social expectation and to learn what we think people say we can learn, and legal segregation definitely depresses the negroes expectancy, and is therefore prejudicial to his learning. If you get a child in the attitude that he is somehow inferior, and he thinks to himself, "Well, I can't learn this very well.", then he is unlikely to learn it very well.

Q. Dr. English, is there any other scientific evidence to support this conclusion which you have stated other than what you have said.

A. Yes, there is a good deal. For example, in the last war we took the people who were illiterates. These, of course—a good many more of them were colored than white, but we put them into schools to teach them fourth-grade literacy and, as a matter of fact, 87% of the negroes and 84% of the whites successfully completed the work of these schools. Now I don't make anything of the difference of 3% in favor of the negroes as compared with the white. That is, of course, within the range of accidental error, but I say these results do show that under favorable conditions [fol. 254] and under conditions of motivation where these men wanted to learn, the negro men proved that they could learn as well as the whites. Most of the scientific evidence concerns intelligence testing, which, as I said a moment ago, is the best single measure of the ability to learn, and the scientific question that we would ask is, "Are there differences in intelligence which we find? Are these differences due to race or are they due to unequal opportunities?" and the whole trend of the evidence, beginning with the work in 1912, but especially beginning after the first world war when we analyzed the scores of the recruits in the first world war, the whole trend of the evidence is this, and there are no real exceptions to this trend, that wherever we try to equalize the opportunities, we minimize or extinguish the differences in learning ability as between the two racial groups. Perhaps the best study of this is Dr. Klineberg's study showing the results of the migration to New York

City of children from the deep south. He found—of course we all know that the schools in the south, and particularly the negro schools in the south, are by and large inferior. There are some cities in the south where the schools are very good, but the general tendency, and especially in the rural regions, is for the educational opportunities in the south to be very bad and particularly bad for negroes. [fol. 255] These things are well known in educational circles. So the negroes then coming out of these very poor school situations had very low ability to learn. They seemed stupid and their intelligence test scores were low. But each year that they were in the more favorable learning opportunities in the north, their intelligence quotient was rising, and the longer they were in that favorable region the more their intelligence rose, so that the conclusion is unavoidable that their previous condition was due to the unfavorable opportunities.

Q. Dr. English, is there any scientific evidence to the contrary?

A. Very little indeed and such little evidence as there is doesn't stand up. Now, for example, there was a study by a man named Tanzer, worked with Canadian negroes in a place in Ontario. They went to the same school with the whites, and the whites were, as a group, somewhat better than the negroes. But in this study when we reanalyze the data we found that the negroes were of lower economic status, and we know that lower economic status affects these things, and we found that the negro children went to school less often. In the white group the attendance was 93 and in the colored group it was 84% of the time. With a loss of schooling like that and coming from an inferior group, the tendency is to think that the difference found was [fol. 256] attributable to these unfavorable factors, rather than the race itself. Certainly these factors that I mention were a contributing cause, and I don't say they are the whole thing; they themselves reflect the whole tissue of social circumstances which somewhat discouraged negro learning, and this is a rather typical sample of the few, the relatively few, studies which even seem to point in the opposite direction. The overwhelming tendency is all in the direction of my first statement. May I summarize that?

It seems to me that what we have here is that the segregation tends to create—first of all, segregation seemingly is based upon a fallacy of a difference and then by the mere fact of segregation it turns around and creates the very difference which it assumes to have been present to begin with, and we get into a vicious circle.

Q. Dr. English, I would like to ask you another hypothetical question now, and I would like you to answer on the basis of your experience and learning as an educational psychologist. I want you to assume that a negro child lives within a few blocks of a school; that he lives a much greater distance from another school, which is a negro school which he is compelled to attend on the basis of race; that he spends perhaps a half hour, perhaps more, perhaps an hour or two a day travelling to and from school, whereas if he were not compelled to attend this negro school he [fol. 257] would spend a few minutes, perhaps fifteen or twenty minutes, a day going to and from school. Would you say that if all other factors were equal that he would receive the same benefits from attending the negro school as he would from attending the white school?

A. Definitely not.

Q. Give us the reasons.

A. May I say—perhaps your question is, you say from attending the negro school. May I broaden it, from his education, if the Court will permit that extension because it's the whole education of the child which is being damaged here. The education of the child is not wholly in the classroom. The education of the child goes on on the playground, in playing with his equals and his fellows, around home. This is one of the most important things for the wholesome development of the child and, when you take an hour a day from a child, you are taking away something very precious to his total education. I have had this in my own home because one of my children had to go to quite a distant school because of a physical handicap, and we could see the results upon his development of this deprivation. It was one of those things we couldn't help. I gather that what you are talking about is something that we could help if it were not for the presence of the law.

[fol. 258] Q. Is there any scientific data supporting this opinion which you have just given, Dr. English?

A. It would be very hard to find it, for me to recall it. It's one of those things which has such universal consent that I can't recall it ever being challenged. I am sure we see in our clinics all the time, as we examine children who are disadvantaged and who are maladjusted, we see all the time the evidence of the children who do not get out and play with others. As a matter of fact, I don't think there is any—I am sure there is no psychologist, no child psychologist in the country who would challenge the statement that there is—that the child's play is of the utmost importance and should not be unnecessarily diminished.

Mr. Greenberg: That is all.

Cross-examination.

By Mr. Goodell:

Q. Dr. English, this opinion you have rendered is somewhat founded upon theory, is it not?

A. No, sir, it is based upon literally thousands of experimental studies.

Q. How many cases have you taken, for example, of children that have gone to segregated schools and followed them through—you yourself—and examined their situation in adult life.

A. Well, now to what answer of mine is that addressed. I [fol. 259] thought you were asking me about the question of individual differences.

Q. No.

A. What are you asking them about.

Q. Have you personally conducted a survey or supervised a survey where you took cases of children that had gone through, negro children, that had gone through segregated schools and examined them in their adult life to determine whether or not the fact that they had gone to segregated schools had any bearing or relation to their success or achievement record.

A. I don't believe that I testified on that point, did I?

Q. I didn't say you did. I am asking you if you have ever done such a thing.

A. I have not done such a thing. I am not sure that it's relevant at all to my testimony.

Q. Well, is it possible that you could be in error in some of your conclusions here? Could you be mistaken about some of them?

A. Every man can be mistaken; certainly I can.

Q. You could be mistaken, couldn't you?

A. Oh, yes.

Q. Have you given this expert testimony around the country in cases such as this?

A. No, sir, never before; I teach it.

[fol. 260] Q. Now, Doctor, the ideal state, if I understand your testimony, that you testified in your opinion to, would be where you had no segregation as far as educational process.

A. I don't think I said anything about the ideal state.

Q. Well, it would be better, in other words, is that right?

A. I certainly believe that things would be better if we had no segregation, but that is not an expert opinion; that is my personal opinion. I didn't testify to that.

Q. Well, I mean restricting it to the educational process is what I meant.

A. Yes, without any doubt.

Q. Would you—would it change your opinion any if the facts present in this community were that the child, the negro child, that we are dealing with, if he went to a white school he would be outnumbered ten to one or fifty to one.

A. Not at all. I have seen that happen. I have grown up in schools where that happened myself. I have seen it happen repeatedly. We have it in our own city.

Q. Don't you think there is a general tendency, forgetting the racial thing, for the majority to rule and operate the thing that they belong to.

A. In what sense "majority"?

Q. Well—

A. Racial majority?

[fol. 261] Q. Assuming you had 500 white children going to Randolph School and ten negro children. What would be the natural tendency, taking into account the human element and human equations of whether the negro children

would run that school or participate actively in the student activities or whether it would be run by the white students?

A. Well, of course, the majority would generally have a preponderant voice if they divided along racial lines which they tend to do, but which they do not invariably do. I have seen many cases where the colored child receives in a mixed school from the majority group considerable amount of status and honor. You may recall just recently a man was elected captain of the football team in a predominantly white school. I think it was Williams or Amherst, I am not quite sure which, and this is reproduced all the way through our school systems where we do have mixed schools.

Q. And there are some outstanding negroes in different fields of professions and—who have received their—part of their education—in the deep south in segregated schools.

A. That is true.

Q. And yet have achieved great places of importance, isn't that right?

A. Education isn't the whole answer to ability; it is merely one factor. There are men who are big enough, [fol. 262] white or black, to rise above unfavorable circumstances.

Q. Surely. You are familiar, of course, as an educator, with the experience that was had back in the reconstruction days, sometimes referred to as the carpet-bagger days in the south.

A. Very definitely.

Q. You realize that a certain element, radical element I would call it, of the Republican party, perhaps to gain some political advantage, decided to go down in the various states and abolish certain segregation; you realize that was done.

A. Well, there wasn't exactly segregation at that time, but they did go down there and set up some laws of one sort or another, yes.

Q. Which attempted, in one swoop, to eliminate all of their custom and usages of those communities in the south, didn't it?

A. I am not here as an expert on history, but I read history that way, yes.

Q. Surely. Don't you realize that the experience of that period was that they had a tremendous amount of trouble, tremendous amount of emotional outburst and that it caused a great deal of strife between the races and didn't work at all.

[fol. 263] A. Well, if the Court wants a layman's opinion on history, I will answer that question to the best of my knowledge as a layman on history; I am not here as a historian.

Judge Huxman: It seems to me the question is going far afield.

Mr. Goodell: That is all.

Judge Huxman: Any further questions of the doctor? If not, you may step down, doctor.

(Witness excused.)

WILBUR B. BROOKOVER, having been first duly sworn, assumed the stand and testified as follows:

Direct Examination.

By Mr. Greenberg:

Q. Mr. Brookover, will you please state your full name.
A. Wilbur B. Brookover.

Q. What is your occupation?

A. I am a social psychologist by profession. The position I now hold is professor of social science, sociology, at Michigan State College.

Q. What degrees do you hold, Mr. Brookover?

A. I hold an A.B. Degree from Manchester College, a Master of Arts Degree and a Doctor of Philosophy Degree in sociology and psychology from the University of Wisconsin.

Q. Are you a member of any learned societies, Doctor?

[fol. 264] A. I am a member of the American Sociological Society, Society for Applied Anthropology, Society for the Psychological study of Social Issues, the High Valley

Sociological Society, Michigan Academy of Science, the American Association for the Advancement of Science.

Q. What is your field of special interest, Dr. Brookover?

A. I am particularly concerned in my teaching and research in the field of social psychology with particular reference to the human relations in the school society, or the school as a social institution and in relations between minority groups and majority groups in society.

Q. Are you the author of any books or publications?

A. I am the author of several articles on various topics concerned with social relations between teachers and pupils and other aspects of social factors in education. I am also the author of articles concerned with relation of these social factors to teaching—to pupil achievement. I have published articles on the impact of social stratification on education, one that is in press at the present time to appear in the Journal of Educational Theory. I am also the author of articles concerning social factors in relation to citizenship education, an article to appear in the 1951 yearbook of the National Council of Social Studies, now in press. I have in preparation a book to be published by the American Book company that will be entitled "The Sociology of [fol. 265] Education." I am a joint author of a book now in preparation; it's a monograph which will report research which—committee of which I was chairman conducted on minority groups in Maple County, which is a midwestern community.

Q. Other than what you have stated, have you devoted any special study to the problem of the effect of racial segregation on the individual?

A. Well, the monograph which I last mentioned grows out of a rather extended project still in process on the analysis of minority group relations in midwestern society. I have inaugurated at the present time, designed a study to analyze the dynamics of prejudices among youth.

Mr. Goodell: I didn't get that.

The Witness: The dynamics of prejudices among youth in a midwestern school community.

Q. Now, Dr. Brookover, I am going to ask you a hypothetical question which I would like to have you answer

on the basis of your learning. Assume that in the City of Topeka there is maintained a racially segregated school system. Would you say that the negro child who attends the racially segregated school receives the same benefits as he would receive from attending a racial integrated school, if all other factors were equal?

A. No, I would not.

[fol. 266] Q. On what do you base your opinion?

A. Well, I would say, first of all, that I would want to emphasize the nature of the educational process in this respect: Education is a process of teaching youth to behave in those ways that society thinks is essential. In our society it has long been held that this is a necessary function, to prepare democratic citizens. Now, the child acquires these essential behavior patterns in association with other people. In other words, they are not fixed; they are not inherent in the behavior of the child, but they are acquired in a social situation. Now, in order to acquire the types of behavior that any society may expect and to learn how to behave in various situations, the child must be provided an opportunity to interact with and understand what kinds of behavior are desired, expected, in all kinds of situations. This is achieved only if the child has presented to him clearly defined models.

Q. What do you mean by models, Professor?

A. Examples, illustrations of behavior; persons behaving in the ways that are—that the child is expected to behave and also consistent behavior of this sort. In other words, of an example, one kind of a model, and another time he is expected to behave if at one time he is presented one kind of an example, one kind of model, and another time he is [fol. 267] presented another kind of a model, and there is a constant confusion. Now that, I think, leads us immediately to the situation with regard to segregated schools. In American society we consistently present to the child a model of democratic equality of opportunity. We teach him the principles of equality; we teach him what kind of ideals we have in American society and set this model of behavior before him and expect him to internalize, to take on, this model, to believe it, to understand it. At the same time, in a segregated school situation he is pre-

sented a contradictory or inharmonious model. He is presented a school situation in which it is obvious that he is a subordinate, inferior kind of a citizen. He is not presented a model of equality and equal opportunity and basis of operating in terms of his own individual rights and privileges. Now, this conflict of models always creates confusion, insecurity, and difficulty for the child who can not internalize a clearly defined and clearly accepted definition of his role, so he is faced with situations which he doesn't—he has two or three, at least two in this situation, definitions of how he is expected to behave. This frustration that results may result in a delinquent behavior or otherwise criminal or socially abnormal behavior. Now the negro child is constantly presented with this dual definition of his role as a citizen and the segregated schools perpet-[fol. 268] uates this conflict in expectancies, condemns the negro child to an ineffective role as a citizen and member of society.

Q. Dr. Brookover, this opinion and the reasons you have just given, are they supported by scientific authority?

A. Yes, there is extensive work been done by psychologists, social psychologists, on the whole theory of role-taking and the question of eternization of patterns of expectancy, such people as George Herbert Meade, Charles Horton Cooley and numerous other people have done extensive work, extensive research in the processes of personality development and learning a situation through social interaction.

Mr. Greenberg: That is all.

Cross-examination.

By Mr. Goodell:

Q. Doctor, I will just ask you one question: Have you ever heard of these people, all negroes: Mary McLeod Bethune of Sumter, South Carolina, who is president of the college there, Bethune-Cookman College, Daytona Beach, Florida.

A. I have heard of someone by the name of Bethune. I am not sure that I know.

Q. Richard Wright, Greenwood, Mississippi and Jackson, Mississippi, author of Native Son, negro.

A. I have.

[fol. 269] Q. Charles Johnson of Bristol, Virginia.

A. Charles Johnson, that I know.

Q. Sociologist and president of Fisk University.

A. I think that is in Tennessee.

Q. Perhaps so. Walter White, of Atlanta, Georgia, Executive Secretary of National Association for the Advancement of Colored People.

A. I have heard of him; don't know him.

Q. George Washington Carver, Neosho, Missouri, residence.

A. I have heard of him.

Q. Langston Hughes, poet and author; I believe from Kansas.

A. I have heard of him; don't know him.

Q. W. E. B. DuBois who was an author, I believe connected with Fisk University at Nashville.

A. I know a DuBois who is an anthropologist. I don't know if this is the one.

Q. Mordecai Johnson, Paris, Tennessee, president of Howard University, Washington, D. C., negro university.

A. I know the name; I don't know him at all.

Q. William Grant Still, a composer of Little Rock, Arkansas.

A. Don't know him.

Q. Negro. A. Philip Randolph, Florida, president of the Sleeping—strike that. Charles Wesley of Baltimore, Maryland, president of the university in Ohio; I don't have the town.

[fol. 270] A. I don't know him.

Q. Frederick Patterson, president of Tuskegee Institute, Washington, D. C.

A. I don't know him.

Q. Some of these men you know. Assuming they were all educated—got their preliminary education in segregated schools, a large part of them in the south, would you—did you consider that in arriving at your opinion here?

A. Certainly did. The fact that occasionally a person is able to overcome, through various readjustments and other

experiences, the conflict of roles, the conflict of models, does not disturb the generalization which I make, in the least. Certainly there are individual cases which either through psychotherapy or other experiences, the individual is able to overcome such difficulties. But this is not the general case at all.

Q. Well, there are many illustrations of emotional stress and strain among the white children who go to school and don't get—get sort of left out, don't make the football team or the basketball team or don't get invited to the parties, isn't that right?

A. Sure, there are differences in ability to adjust and there are emotional disturbances. The differences which you cite are not enforced differences. They are not inevitable in terms of the situation in which they come—in which [fol. 271] they operate. The child is not by fiat or legalisation required to have presented to him this conflict.

Q. That is your opinion about what the law ought to be, in other words, is that it?

A. I would say on the basis of my testimony that the segregation of schools presents a conflicting set of models inevitably.

Q. This opinion you have given here is largely your own personal view based upon your study.

A. No, I wouldn't say it's my own personal view at all. I would say it's the result of a tremendous amount of research and evidence.

Q. I said study.

A. That is accumulated by social psychologists over a period of years and as I have studied and analyzed this research, I would come to this conclusion.

Q. You think you could be wrong?

A. Of course any scientist always presents the possibility or recognizes the possibility that new evidence and new research may modify to some extent the conclusions of a particular time.

Mr. Goodell: That is all.

(Witness excused.)

[fol. 272] LOUISA HOLT, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. Carter:

Q. Mrs. Holt, what is your occupation?

A. I am a social psychologist.

Q. Would you indicate to the Court what your educational background is.

A. I received the Bachelor's Degree, Master's Degree and Ph.D. all from Radcliffe College, which is the feminine adjunct of Harvard University. This was in the field of sociology in the Department of Social Relations there, which includes cultural anthropology, clinical psychology, social psychology, as well as sociology.

Q. Mrs. Holt, would you also describe your various job experiences.

A. Well, I started under an arrangement which gave me a kind of internship in public administration where I worked in the Federal Bureau of Prisons.

Q. Where was this?

A. For six months in Alderson, West Virginia; for about nine months in Washington. Following that, I had a year of graduate study concurrent with work in a settlement house in Boston, South End House, and then was appointed an instructor in sociology at Skidmore College and also [fol. 273] director of a college community center in Saratoga Springs. I was then returned to Radcliffe College where I was appointed a teaching fellow and tutor in sociology. Concurrently with that, I held a Sigmund Freud Memorial Fellowship at the Boston Psychoanalytic Institute in 1944 and 1945. Following these other jobs, I participated in some research work for the Family Society of Boston in connection with their vocational counseling service. I was then an educational counselor for the National Institute of Public Affairs in Washington. From 1947 to 1949 I held a part-time appointment in the Menninger Foundation School of Psychiatry and for part of that time in their school of clinical psychology affiliated with the University of Kansas.

Q. That is located in this city.

A. What's that?

A. Is that in Topeka?

A. Yes. In the interim, there was a post-doctorate research fellowship of the National Institute of Mental Health. This past year I have been on the faculty of the University of Kansas in the Psychology Department, teaching courses in social psychology and personality and some of their inter-relations. At the same time I also prepared a long paper for a United States Public Health Service project in connection with the Mid-Century Whitehouse Conference [fol. 274] on Children and Youth dealing with the problems, the methodology of evaluating mental health programs.

Q. What is your major field of interests, Mrs. Holt?

A. It's probably clear that I am interested in the relations between social process and social conditions and personality functioning behavior.

Q. Are you a member of any professional societies?

A. The American Sociological Society, the Society for Applied Anthropology, Society for the Psychological Study of Social Issues, the American Society for Group Psychotherapy and Psychodrama, and I am an associate member of the Topeka Psychoanalytic Society.

Q. Mrs. Holt, are you at all familiar with the school system in Topeka?

A. Yes; I have one child who entered that system this last year and another who enters next September.

Q. You are then aware of the fact that the schools are operated on a segregated basis.

A. I am.

Q. Based upon your experience and your knowledge, taking the segregated factor alone in the school system in Topeka, in your opinion does enforced legal separation have any adverse effect upon the personality development of the negro child?

[fol. 275] A. The fact that it is enforced, that it is legal, I think, has more importance than the mere fact of segregation by itself does because this gives legal and official sanction to a policy which inevitably is interpreted both by white people and by negroes as denoting the inferiority of the negro group. Were it not for the sense that one group

is inferior to the other, there would be no basis, and I am not granting that this is a rational basis, for such segregation.

Q. Well, does this interference have any effect, in your opinion, on the learning process?

A. A sense of inferiority must always affect one's motivation for learning since it affects the feeling one has of one's self as a person, as a personality or a self or an ego identity, as Eric Erickson has recently expressed it. That sense of ego identity is built up on the basis of attitudes that are expressed toward a person by others who are important. First the parents and then teachers, other people in the community, whether they are older or one's own peers. It is other peoples reactions to one's self which most basically affects the conception of one's self that one has. If these attitudes that are reflected back and then internalized or projected, are unfavorable ones, then one develops a sense of one's self as an inferior being. That may not be deleterious necessarily from the standpoint of [fol. 276] educational motivation. I believe in some cases it can lead to stronger motivation to achieve well in academic pursuits, to strive to disprove to the world that one is inferior since the world feels that one is inferior. In other cases, of course, the reaction may be the opposite and apathetic acceptance, fatalistic submission to the feeling others have expressed that one is inferior and therefore any efforts to prove otherwise would be doomed to failure.

Q. Now these difficulties that you have described, whether they give a feeling of inferiority which you were motivated to attempt to disprove to the world by doing more or whether they give you a feeling of inferiority and therefore cause you to do less, would you say that the difficulties which segregation causes in the public school system interfere with a well—development of a well-rounded personality?

A. I think the maximum or maximal development of any personality can only be based on the potentialities which that individual himself possesses. Of course they are affected for good or ill by the attitudes, opinions, feelings, which are expressed by others and which may be fossilized into laws. On the other hand, these can be overcome in

exceptional cases. The instances I cited of those whose motivation to succeed in academic competition is heightened [fol. 277] may very well not be fulfilling their own most basic, most appropriate potentialities but seeking, rather, to tilt against windmills, to disprove something which there was no valid reason, in my opinion, to think was so anyhow, namely, the feeling of their inferiority. So even when educational success is achieved that still may not denote the most self-realization of the person. I feel, if I may add another word, I feel that when segregation exists, it's not something—although it may seem to be such—that is directed against people for what they are. It is directed against them on the basis of who their parents are, since that is the definition which, according to sociologists and social psychologists analysis of the matter, that is used in determining who shall go to a segregated school, a negro school or a white school; it is not simply skin color. In the case of Walter White, for example, and sociologist Allison Davis, his brother, John Davis, who are negroes, their skin color is lighter than mine; of course, I have been out in the sun—the definition does depend upon who a person's parents were. That appears also if a dark-skinned person had parents who were high potentates in India he is not defined as a negro; therefore he is not required to use segregated facilities. It is not the skin color; it is who the parents were, and my understanding and various sociolo-[fol. 278] gists and psychologists analysis of the American tradition, religious tradition as well as set of values and ethos, determining much of our most valued and significant behavior, hinges upon a belief in treating people upon their own merits and we are inclined to oppose a view which states that we should respect people or reject them on the basis of who their parents were.

Q. Now, Mrs. Holt, you are aware of the fact that segregation is practiced in Topeka only for the first six grades. Thereafter, the child goes to high school and junior high school apparently without regard to race or color. You have described difficulties and interferences with the personality development which occurs by virtue of segregation at the first six grades. Is the integration of the child at the

junior high school level, does that correct these difficulties which you have just spoken of, in your opinion?

A. I think it's a theory that would be accepted by virtually all students of personality development that the earlier a significant event occurs in the life of an individual the more lasting, the more far-reaching and deeper the effects of that incident, that trauma, will be; the more—the earlier an event occurs, the more difficult it is later on to eradicate those effects.

[fol. 279] Q. Your opinion would be that it would be more difficult to eradicate those effects at the junior high school level, is that it; merely because you integrate them at the junior high school level—

A. Well, once a trauma has occurred, and I do believe that attending a segregated school, perhaps after the preschool years of free play with others of different skin color, is a trauma to the negro child; that occurs early. There is also evidence emerging from a study now going on at Harvard University that the later achievement of individuals in their adult occupational careers can be predicted at the first grade. If that is true, it means that the important effects of schooling in relation to later achievement are set down at that early age, and I therefore don't think that simply removing segregation at a somewhat later grade could possibly undo those effects.

Cross-examination:

By Mr. Goodell:

Q. You mean, Mrs. Holt, there is a serious study being made now to project in the future whether a child in the first grade is going to be a flop or a success?

A. I do.

Q. You have confidence in that, do you? Ta/1077

A. That study is being directed by Professor Tawke^t
[fol. 280] Parsons, the head of the Department of Social Relations.

Q. You have a good deal of confidence in that?

A. I certainly do.

Q. You made a comment in your testimony I would like

to call your attention to again; this segregation in some cases would spur, act as a whiplash, on the child to spur him on and make him achieve, and that would be a bad thing.

A. Yes.

Q. You mean it's a bad thing, for example, for a poor boy, because he is poor, the whiplash of poverty makes him work harder to rise higher; that is a bad thing?

A. I mean that that can be at the expense of healthy personality development, self-actualization, self-realization of the most basic fundamental and appropriate kind for that person, and we have plenty of evidence of people who burn themselves out with various emotional or perhaps psychosomatic diseases in whose cases that can be attributed to this overweening striving for competitive success to overcome feelings of inferiority.

Q. Mrs. Holt, more or less educational process has in it competitive features, that is, the children are given tests and examinations and gradecards and the ones that don't make good grades, they get poor grades; at least the teacher gives them their merit grade. You don't believe [fol. 281] in that, do you?

A. I believe in the children being appraised on the basis of their own objective achievement.

Q. You don't believe, then, in any sort of competition in the public school system, do you?

A. I believe competition has its values.

Q. Do you believe in that in the way it's carried on and have competitive examinations and gradecarding and things of that kind?

A. I don't know how else one can operate a society in which individuals are judged primarily on their own merits rather than through connections of who their parents were or who they know which are the alternatives to that system.

Q. Progressive education, that is one of the elements that they believe which has been set up in California and other areas, to abolish all grading, abolish all examinations, let every child go to school and never have to worry about what his grades are; never know what they are, isn't that right?

A. I think a child needs some definiteness in the expectations which the authorities over him, the teachers, have in order to stimulate him to his own maximal productivity. I think also competition with his peers, if not carried to excessive limits, if not *if not* undue emphasis is placed on it, can also have very beneficial effects.

[fol. 282] Q. These are your personal views you have been giving here largely.

A. They are based on a fair amount of acquaintance with scientific work in this field.

Mr. Goodell: That is all.

If the Court please, at the outset the Court mentioned—I don't care to be objecting about it, but the Court, I thought, suggested a limit on this line of testimony.

Judge Mellott: That is about nine now that we have had on this phase. How many more are there?

Mr. Greenberg: Pardon me, sir, I didn't hear you.

Judge Mellott: You have had several now of the so-called expert testimony; how many will there be?

Mr. Greenberg: We have three or four more, Your Honor, and they are all different.

Judge Huxman: Well, now, we are not disposed to be critical, but it's my opinion from having listened to this testimony, the last four witnesses—that it's all cumulative. I can see no difference, substantial difference, between any of the testimony of the last three or four witnesses. It's fifteen minutes until adjournment time. We are going to have to adjourn this evening at 4:30 on account of a com-[fol. 283] mitment I have. We can, perhaps, finish one more witness in that time. Then I suggest that you gentlemen tonight really appraise your witnesses and appraise this evidence, see whether my statement is warranted that this evidence we are now receiving is all substantially the same and, unless there is more difference in the testimony that you have, we might well have the qualifications of the remaining witnesses read into the record and have a stipulation that their testimony as to the effect of segregation itself upon the mental attitude upon the outlook and life of the student is substantially as testified to by these witnesses. I am just simply suggesting that, saying not that

we will enforce that rule in the morning, but it was understood that about five witnesses would be allowed, and then we would examine the subject, and we are reaching that point, so suppose you call your next witness; that will take us to adjournment time.

JOHN J. KANE, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. Greenberg:

Q. What is your full name?

A. John J. Kane.

[fol. 284] Q. What is your occupation?

A. I am an instructor in Sociology at the University of Notre Dame.

Q. What is your educational background?

A. I have a Bachelor of Arts Degree from St. Joseph's College, a Master of Arts Degree in sociology from Temple University, a Doctor of Philosophy Degree in Sociology from the University of Pennsylvania.

Q. What positions have you held?

A. I was an instructor in sociology at St. Joseph's College about two and a half or three years. I have been instructor in Sociology at the University of Notre Dame for three years.

Q. Have you devoted yourself for any of your professional attention to the field of the impact of racial segregation on the individual?

A. I have done two studies in the general field of prejudices, racial—my major interest in the graduate school was in the field of race relations and ethnic relations.

Q. Mr. Kane, on the basis of your educational experience and your studies, I want you to answer the following hypothetical question: Assume that in the City of Topeka there is maintained a racially segregated school system and that a negro child is compelled to attend a racially segregated school because of his race alone; that if this [fol. 285] system did not exist, he would attend a racially

integrated school, would you say that if all other factors are equal, that he obtains the same educational opportunities at the former school as at the latter?

A. No, I would not.

Q. Now, would you give us the basis for your opinion, Mr. Kane.

A. I would begin with two points: The first one is that the school, with the exception of the home, is the institution that makes the greatest impact on American youth. You see, the school gets the child early in life, keeps him for a number of years, so that day after day, year after year it is transferring attitudes for him. Now, we have some scientific evidence about the effectiveness of the accumulation of materials in this area. For instance, Professor Thurston's work on changing attitudes through motion pictures shows that when one picture was shown to a group of youngsters it had relatively little influence in changing attitudes; two had a little more, but if he worked in series of three, he discovered cumulative evidence was very powerful in changing attitudes. What I am mentioning this for is the fact that the influence of the segregated school, when a negro child day after day, year after year, does have this cumulative effect. Secondly, I would like to point out that one of the things children get out of education besides certain manual skills, spelling, arithmetic and science, is above all, the formation of attitudes. This is what lasts; this is what continues after the school years, and therefore the attitude they get in the particular schools is of great significance. Now, in a school system in which racial segregation is practiced, you have a day after day accumulation of attitudes that the negro child is inferior because segregation is differentiation and distinction. It means, as Professor Newcomb has pointed out, that one group denies to another group, status, privilege and power and so it is borne in upon a negro boy and girl that they are being differentiated not merely because of skin color or physical characteristics, but because there is something innately inferior or subordinate about them and so most of them begin to learn that certain avenues of vertical mobility are closed to them.

Q. What do you mean by vertical mobility?

A. I mean the opportunity of advancing in the world, moving ahead, having a better job than your father had, more social position, and I would point out to you that this concept is fundamental to the American system of values. This is one of the things that we Americans believe in very intensively, and it is something which is denied to negro children. Furthermore, the philosophy of racial segregation [fol. 287] is supported by rationalizations on the racial myth of inferiority for which we have no adequate scientific evidence. Secondly, segregation cuts down on the communication among people. It erects a barrier. Now, certain barriers will exist whether you have a segregation enforced by law or not, but here's a case where barriers are created and upheld by law. The total effect is to make most of your negro children feel inferior, and I would like to refer to a study that was made by Preston with regard to projected scores on tests. A number of white boys were asked to put down the score they expected to get on a certain test and, when they put down the score, they were told that negro youths had made a higher score. The white boys were allowed to change, and they immediately changed their scores above the negro score. Negro youths were told they were about to take a test and were asked to put down the expected score and, when they put it down, they were told this was higher than the white boys made, and they were asked if they wanted to change it, and they lowered their scores below that of the white group. This is indicative of the expectation of behavior which is engendered in a segregated school among most of your colored students.

Q. Dr. Kane, you mentioned a study that you made.

A. Well—

[fol. 288] Q. —in this field. Could you tell us whether or not that study supports the conclusion which you just stated and describe the study.

A. I studied groups of negro boys, gangs, in West Philadelphia. I think it could be used.

Q. Will you describe what you did in this study.

A. We discovered in this particular area there was a system of social stratification among negroes. The area

was roughly split into two sections, one in which the negroes called the "Tops" and the other which they called the "Bottoms." In the "Tops" you had a high degree of homeownership, negro males there, the fathers had better occupations, larger income and a fairly stable family. The "Bottoms" area you never had any area in which as many as 6% of the negroes owned their homes. You had a relatively unstable family; for the most part they were employed in menial jobs. Now you would think that the "Bottoms" area, as a group, represented the lowest level of negro society, but these negroes themselves made a distinction, and they would point out that there was still a lower group than this, and that was the negro from the south and, if you asked them, they said because of segregated education. Now, I want to point out, whether or not that was true, is quite beside the point because, as W. I. Thomas indicated long ago, if men define situations as [fol. 289] real, they are real in their consequences and this is the attitude the negro group itself held, and, of course, this is the way we form attitudes about ourselves; not only what we think, but what we know or believe other people think about us. So, here again, you have an indication of the inferiority that was engendered because of the segregated school system amongst the immigrants from the south.

Mr. Greenberg: That is all.

Cross-examination.

By Mr. Goodell:

Q. Professor, don't you believe a home which has the child, say the first five years without any—where the school doesn't have him at all, in any case whether he is negro or white, don't you think the child has a great deal to do with attitudes, it's race and towards another race and acceptance, and so forth.

A. You are perfectly correct. As a matter of fact, the home is much more important than the school, if it's an adequate home. Now, I should like to point out, if I may—

Q. That answers my question.

Judge Huxman: You may go ahead and give your explanation. This is an expert witness.

The Witness: I should like to point out that when the home facilities are inadequate, as they are in so many [fol. 290] cases of your poor negro family, then the school becomes increasingly important and, in those cases probably, more important than the home since it is exercising little influence.

Mr. Goodell: I have no further questions.

Judge Huxman: It is now five minutes of adjournment time, and we perhaps could not finish another witness, and I just have an appointment I must keep. So we will suspend at this time.

The court will be in recess until tomorrow morning promptly at 9:30.

(The court then, at 4:25 o'clock p. m., adjourned until 9:30 o'clock a. m., the following day, Tuesday, June 26, 1951.)

[fol. 291] Tuesday, June 26, 1951

(Pursuant to adjournment as aforesaid, the court met, present and presiding as before, and the following proceedings were had:)

Judge Huxman: You may proceed, gentlemen.

Let me inquire of the attorney for plaintiff, how many more of these expert witnesses do you have?

Mr. Carter: Your Honor, we at the present time—we only have one more expert witness to put on.

Judge Huxman: Just one more expert witness.

Do you have any testimony after that or will that conclude your case?

Mr. Carter: We have subpoenaed a number of witnesses, Your Honor, and we are contemplating calling only one other witness to establish one point.

Judge Huxman: All right, you may put on this other witness, expert witness.

BETTIE BELK, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. Carter:

Q. Miss Belk, what is your occupation?

A. At the present time I am on the staff of the Workshop in Human Relations at the University of Kansas City, Missouri.

[fol. 292] Q. What is your educational background?

A. I have my Bachelor's Degree from State Teachers College in Worcester, Massachusetts, my Master's Degree from Clark University in Worcester, Massachusetts, and, at the present time, I am working on my Ph.D. in Human Development at the University of Chicago.

Q. Miss Belk, what other than your present employment at the University of Kansas City—what other job experience have you had?

A. I have taught junior and senior high school in Indiana for two years; for ten years I was employed by the Y. W. C. A., first as director of the teen age program in Trenton, New Jersey, and for five years as a member of the national staff as a consultant on the teen age program. In that capacity I did work in the midwest; Kansas was one of the twelve states in the area that I served, and I have worked with the local organization here on their problems of teen age program. At the university I have been employed as a research assistant in the study of developmental tasks of adolescents and, during the past year, I have been on the staff of the Center for Inter-Group Education.

Q. Have you published any books or articles on the problems of adolescents?

A. Yes, for the Y. W. C. A. I published several articles on teen age problems and a pamphlet designed for training adult leaders to work with teen agers.

[fol. 293] Q. Do you belong to any professional societies?

A. Yes. I am a member of the National Association of Group Workers.

Q. What is your field of major interests?

A. Well, my recent experience has been in training adults to work with groups, and I am particularly interested in this aspect of human development. My work at the present time is in the training of adult leadership for this kind of job.

Q. That is the training of an adult—of adults to work with adolescents and so forth?

A. Yes.

Q. Now, assume, Miss Belk, that the City of Topeka has organized its public school system so that a child enters the first grade at approximately the age of six; goes through the elementary schools, six grades; he would be entering a junior high school at approximately the age of twelve. Assume that for the first six grades the schools in Topeka are maintained on a segregated basis. Thereafter, the junior high schools and high schools, the schools are integrated. Based upon your experience and your knowledge, would you give an opinion as to whether or not it would be harmful—it would have any adverse effect on the child at that stage of his development to move from a segregated educational [fol. 294] pattern into an integrated pattern?

A. I would say that by bringing children together for the first time at this age, the Board of Education is working a real hardship on both the negro and white children, and I would like to explain why, if I may.

Q. Please do so.

A. I think that it is a well established fact that the years just preceding age 12, the years 10 to 12, roughly, for girls and 11 to 13 for boys, are the years during which the important physical and physiological changes take place. The child at age 12 is trying to integrate two to five inches of standing height that he had acquired very rapidly. He is also trying to integrate very important physiological changes. In our society, girls reach puberty at about twelve and a half and boys at about thirteen and a half, and they are adjusting to really a new kind of body for them because of the changes which have taken place. There are social changes that take place also at this age; changes take place within the school system itself. Up until this point the child has been accustomed to a school situation in which he has related to one adult. Now he moves into what we

call a departmentalized pattern. He has several teachers; he moves from one classroom to another. In other words, he has a pattern of relationship with many important adults in the school system. Also, at this age the child moves [fol. 295] from a peer society which has been largely made up of members of the same sex, into a heterosexual society. The seventh grade is a crucial one for girls, particularly, because they become interested in boys before boys become interested in them, and this is a very difficult time for them to live through. All in all, these are the years when children are making some of their most important life adjustments, and I would say that having been brought up in a separate system where they can only learn that negroes and white are different, they must at this age then make an adjustment to living with someone that they have learned is different, and I think that this puts an additional adjustment on them at an age when it is very difficult for them to make it.

Cross-examination.

By Mr. Goodell:

Q. Is it Miss or Mrs. Belk?

A. It's Miss Belk.

Q. Are you familiar with the City of Topeka and the customs and usages with respect to inter-racial matters?

A. I have visited the City of Topeka as a consultant for the Y. W. C. A., yes.

Q. Do you realize that for half a century, to some degree, there has been segregation practiced in the business world and in the social strata of this community?

A. I believe that I have heard that there is segregation in [fol. 296] *in* the community, yes.

Q. Without regard to the merits, if that is a fact, assuming—strike that—that there is segregation practiced in the ordinary workday life of the community in the business world and in the social strata as of our two races here, negro and the white, and assuming further for the purpose of this question that there were no segregation in the first six grades of our public school system, and the negro children were absorbed in the present existing white schools,

where they were outnumbered twenty-five to fifty to one and, in some cases, more than that, would you reform your opinion any, taking that into account?

A. No, I would not.

Q. Do you know what the natural tendencies are in a practical world? Would it be customary, where children come from homes—living in a community where segregation is practiced other than in the schools, for those same white children to carry on that same custom and usage in their relations with the race—with the opposite race—the negro.

A. I don't understand your question.

Q. Well, assuming that segregation, as I have just stated, as practiced in this community in Topeka, in the city, outside of the school, and that is a fact, children coming from homes in this community, isn't it very natural that they [fol. 297] would simply carry on that custom and usage in their relations with other negro students of the opposite race?

A. Well, I think our recent studies have shown that children, adolescents particularly, take most of their social pattern from their peers rather than their parents; in fact, it's one of the real problems in our American society today that this is true.

Q. Who are the children, what do you mean by that, that the negro children they would look upon as their peers and therefore they would follow them; what do you mean?

A. I mean that all adolescent children take most of their social patterns from people their own age; they tend to see each other as authorities. It's an age at which they break away completely from parental authority, in fact to the extent that it becomes a difficult problem in home-life, so it is not always the patterns of the parents that they are repeating; in fact, during this time they are forming their own values.

Q. I don't know as I understand it. You consider another child, that a child will look upon another white child as his peer, is that what you are getting at?

A. Yes.

Q. What is there about another child of the same age that would make him a peer as to another child?

A. This is one of the phenomena of development. The child must, in his growing up process, ultimately break [fol. 298] away from the home. Now adolescents in our society are treated at one moment as though they were children and the parents are very authoritarian with them and at another moment they are expected to behave like adults and, consequently, most of them are in some state of confusion as to what their status really is. But they are moving always toward adulthood, toward establishing their own values and, for this reason, they take more of their pattern—you can see it even in their dress. I don't know if you have any adolescent children of your own, but if you do you know they dress alike, they act alike, they talk alike. They get their values largely from each other at this age.

Q. Assuming for the purpose of this question, though, that segregation was abolished and the negro child was absorbed in the white school system and, for illustration, he was outnumbered in the particular school system on the average of thirty to one or twenty to one or any figure of that proportion; taking into account the natural factors of every-day life and the practicabilities of the situation, wouldn't that result in and of itself of him being a very small minority group and being left out of activities and the run of things, the negro child.

A. I do not think that that is necessarily true. In fact, in my own experience I have seen it not to be true.

[fol. 299] Q. Well, isn't that true within the white structure, that some children run things and others tag along; some are leaders and others aren't?

A. This is an individual matter. It is quite true.

Q. And to that extent where you have children that do run things, elected class officers and in all activities, make the teams and so forth, and in their own group, and in the other children that doesn't—aren't given recognition in that sense, that child—this philosophy of yours, this theory of yours, is made to feel second-class and left out of things, isn't that right, of his own group.

A. Of his own group, yes, and most of us who work in

inter-group relations nowadays see this as a total thing. There is no longer any stress on negro-white relations; it's on inter-group relations.

Q. I mean without regard to the racial factor, you have that situation in any organized society, don't you; some people get along better than others, run things, are leaders; others tagging along and are not leaders.

A. This is true and our problem is to work so that everybody has a niche into which he fits.

Q. How would you eliminate that aspect of life in a school system where some children are not the leaders and don't run the show and are sort of left out, so they don't have an inferiority feeling that they are second-[fol. 300] class? How would you get rid of that?

A. As a matter of fact we have been doing some work on that at the center for inter-group education. Our work deals with schools. Well, for example, in one school children said you are separated here according to whether or not you belong to the cashmere sweater set, so this became the problem that we worked on. The way that we usually do it is sitting down with young people themselves and talking about why people do exclude other people and why this is important to them and what are the values in learning to live with people who are different from you and being able to accept them.

Q. Well, without regard to your—adoption of your theories and your opinion here in the school system, you are still going to have that problem considering the practicalities of the situation.

A. The problem of rejection and acceptance is one that will be with all of us all through life.

Q. Surely. Isn't it awfully difficult for you to have the experience of a negro child so that you could expertly say what he feels, a first grader and a third grader, and so forth, how he feels about anything.

A. Is it difficult for me?

Q. Certainly, to put your mind—I mean to—for you to assume the feelings of a negro child that is in these elemen-[fol. 301] tary grades? How do you do that?

A. It is difficult for me really to understand the experiences of anyone else, but this is part of my job.

Q. Well, I grant all that, but how do you do it; how can you tell what I feel and react and my reactions, and so forth, to a set of facts or my social relations.

A. How do I actually do it?

Q. How do you tell it, yes.

A. Well, I try to put myself in the other person's place.

Q. Well, I know that, but I mean is it like a mathematical problem that we have got in algebra so that you can add it up and prove it.

A. We do have techniques for doing this sort of thing and the technique is known as role-playing, and I would be glad to describe it to you.

Q. If some of your assumptions are wrong, then your whole conclusions you reach are wrong too, aren't they; isn't that right? That's all.

A. Well—

(Witness excused.)

Mr. Carter: We were going to call our next witness, Mrs. Dorothy Crawford, but I don't believe she is here, and so we will rest.

Judge Huxman: You will rest.

Mr. Carter: Yes, sir.

[fol. 302] Judge Huxman: Plaintiff rests.

Mr. Goodell: If the Court please, I would like to be given about ten minutes. There were some members of the school system I couldn't reach last night and, because you started at 9:30, I couldn't get hold of them in time. I won't take over ten minutes.

Judge Huxman: That was too early for the school members to be out?

Mr. Goodell: No, I couldn't get in touch with them.

Judge Huxman: You want a ten-minute recess?

Mr. Goodell: If it isn't imposing, yes.

Judge Huxman: Court will be in recess.

(The court then, at 9:45 o'clock a. m., stood at recess until 9:55 o'clock a. m., at which time the following proceedings were had:)

Mr. Goodell: Does the Court want all my witnesses sworn at one time?

Judge Huxman: We will follow the same procedure.

Mr. John Scott: If the Court please, we have a witness that just arrived, and we would like to put her on; just a short witness.

Judge Huxman: All right.

Mr. John Scott: And we would also like to invoke Rule [fol. 303] 43(b), that is, on hostile witnesses. This witness will testify pertaining to transportation, and she also has a financial interest in it and, therefore, we would like to invoke that rule.

Mr. Goodell: Who is the witness?

Mr. John Scott: Mrs. Dorothy Crawford.

Judge Huxman: The hostile witness rule is rather a flexible rule, and it depends upon whether the witness shows any hostility, so suppose you proceed in the regular way of examination, and we will then be guided by what follows.

Mr. John Scott: All right.

DOROTHY CRAWFORD, having been first duly sworn, assumed the stand and testified as follows:

Direct Examination.

By Mr. John Scott:

Q. State your name to the Court, please.

A. Mrs. Dorothy Crawford.

Q. Where do you live?

A. 835 Clay.

Q. Here in the City of Topeka?

A. Topeka.

Q. Defendants' Exhibit "B"(1) that has been admitted into evidence indicates that you are engaged in the pro-[fol. 304] fession of teaching, is that correct?

A. That's right.

Q. And you also teach at Buchanan School.

A. That's right.

Q. And you also teach the first and part of the second grade, is that right?

A. That's right.

Q. And also Defendants' Exhibit "D" states that you receive \$272.19 for transportation, is that correct?

A. I don't remember the exact amount.

Q. I want you to explain to the Court, if anybody, that you transport, what persons and of what grades that you transport.

Mr. Goodell: We object to that as incompetent, irrelevant and immaterial; don't see the purpose of it.

Judge Hill: What is the purpose of it?

Mr. John Scott: The purpose of this testimony is to show that she transports kindergarten children and she dismisses her grade for the purpose of transporting children, and those children are sent to another classroom during the time that she is conveying these children.

Judge Huxman: You may answer.

(The last preceding question was here read by the re-[fol. 305] porter.)

By Mr. John Scott:

Q. —if any.

A. I do transport kindergarten children after dismissing the first grade at 11:30 and the second grade at 11:45.

Q. Now, when you dismiss your class at 11:30, where does—where do the second-grade children go?

A. I stay in the building and teach the second-grade children until 11:45. I do not dismiss the second grade until 11:45.

Q. Now, Mrs. Crawford, you say you transport the children at 11:30, is that correct?

A. No, I did not say that. I said that I transport the children after dismissing the first grade at 11:30 and the second grade at 11:45. I do not leave the building until after I dismiss the second grade at 11:45.

Q. Isn't it a matter of fact that you take the kindergarten children home at 11:30, and you send the second-grade class into another classroom?

A. No, I do not.

Q. During the time that you have undertaken these duties

of transporting the kindergarten children, haven't you done that?

A. I have not.

Judge Mellott: Didn't your witness testify it was 11:45 that this transportation began?

[fol. 306] Mr. John Scott: No, 11:30.

Judge Mellott: I don't agree.

Mr. John Scott: I think the testimony yesterday indicated it was 11:30.

Judge Mellott: No, the testimony yesterday was as she has given, after the dismissal of the second class at 11:45 that she transported the children.

Mr. John Scott: I don't think the record shows that, Your Honor.

Judge Mellott: I think it does, but you may proceed.

By Mr. John Scott:

Q. Well, during the year of 1950 and '51 can you state to the Court the approximate number of children that you transported, that is, each day.

A. The number varied according to the attendance, daily attendance, and also according to the transfer of children from one district to another and according to some children going out of town and some coming in town and also some parents on some days elected to come for their children; so it's hard to tell the exact number each day.

Q. Well, use your best judgment, Mrs. Crawford.

Judge Huxman: What's the purpose of this? What are you trying—

Mr. John Scott: It's to ascertain the number of children she transports daily, and I am going to ask her the type [fol. 307] of vehicle she is driving, Your Honor.

Mr. Goodell: If the Court please, this isn't an accounting procedure. Do they claim she's overpaid or what is it?

Mr. John Scott: We are not claiming anything such.

Judge Huxman: You are trying to establish the buses are overcrowded, is that it?

Mr. John Scott: Trying to establish the number of children she's transporting daily and the type of vehicle.

Judge Huxman: What is the purpose of that when you establish it?

Mr. John Scott: The fact that these children are transported under crowded conditions.

Judge Huxman: Well—

By Mr. John Scott:

Q. What type of vehicle do you drive, Mrs. Crawford?

A. I drive a Ford two-door.

Q. What model?

A. A two-door.

Q. Well, I mean—

Mr. Goodell: Year model he means.

By Mr. John Scott:

Q. Year model.

A. 1938.

[fol. 308] Q. Just give your best judgment the number of children that you take in that car each day; is it six, eight, nine, ten or twelve?

A. Well, I take no more than five at a time. When there are more than five children I make two trips.

Q. You make two trips.

A. Yes.

Q. I see. Do you have any special coverage for liability of these children that you carry?

Mr. Goodell: Now, we submit, if the Court please, we object to that as incompetent, irrelevant and immaterial, has no probative force in this case.

Judge Huxman: The objection will be sustained. It is collateral and can't go to any due process, has no bearing on this matter.

Mr. John Scott: I believe that is all.

Cross-examination.

By Mr. Goodell:

Q. Are you neglecting your teaching job by hauling some kids wholly during the noon hour?

A. I am not.

Mr. Goodell: That is all.

Judge Huxman: Are you through now? Plaintiff rests?

Mr. Carter: Yes.

[fol. 309] Judge Huxman: You may proceed with the defense.

CLARENCE G. GRIMES, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. Goodell:

Q. State your name for the record and for the Court.

A. Clarence G. Grimes.

Q. You are commonly known around town here as "Cap" Grimes.

A. That's right.

Q. Were you an officer in World War I?

A. I was.

Q. Have you had for many years the contract with the Topeka Board of Education for the transporting of pupils to the negro schools?

A. Thirty-five years.

Q. Are you familiar then with all the details of the actual carrying out of that mission or the transportation of—

A. I am.

Q. There has been some testimony here offered in the plaintiffs' case to the effect that they had to wait long periods of time at scheduled bus stops. State what the facts are about these buses running on schedule, and so forth.

A. I plan my schedule on clock time to reach the corners at a certain time and, if they are waiting much longer [fol. 310] than what they say here, they are there before the bus is supposed to get there.

Judge Hill: I can't hear the witness.

Judge Mellott: It's difficult to hear you, Mr. Grimes; if you will talk a little louder.

By Mr. Goodell:

Q. Repeat that.

A. I say I run my bus on the scheduled time by the clock and, if there is children at the corners that have to wait any length of time, they are there long before the bus should be able to get there. They know what time the bus is supposed to get to the corner.

Q. There is some testimony here in the case given yesterday relating to scheduled stop where a child or parent, perhaps both, testified they had to go seven blocks down here to get to the bus at First and Quiney. Are you familiar with that?

A. Yes, I am.

Q. Is that correct?

A. No.

Q. What are the facts about it?

A. This child lives four blocks and three houses west of First and Kansas Avenue and the bus sets seventy-five feet east of First and Kansas Avenue.

Q. Were you present in court when the testimony was given about the time of the morning that they left in [fol. 311] order to get to the bus stop?

A. I was.

Q. So that would be thirty minutes to go four blocks.

A. That's right.

Q. Do you have, as a practical matter, do you have instances of colored children, negro children, going farther from their home than a scheduled bus stop in order to get to ride longer?

A. I used to have, but I don't have that anymore.

Q. What—do you know the proximity—some of the children have you pick them up—how far away?

A. I think the longest distance is five blocks.

Q. And the closest?

A. The closest distance, some of them are right by their houses.

Q. How far from school?

A. Oh, some of the Washington children are eight or nine blocks from school when I pick them up.

Q. What are some of the closest you pick up and take?

A. From the school?

Q. From many of the schools, yes.

A. That is about the distance—Sixth and Chandler is the closest.

Q. Yes. Now there was some testimony given yesterday [fol. 312] to the effect by one parent—I don't have his name—lives out here in the east part of town, around Chandler in that neighborhood—he had his child ride on the city bus because he had observed children leaning out the windows and their arms out the windows, and so forth. How are these buses built?

A. According to the state regulations on buses, school buses, you have to have half windows in your buses and my windows let down from the top, not any farther than that distance, and they can't get their heads out.

Q. It's impossible.

Judge Mellott: Indicating what, six inches?

The Witness: About six inches.

By Mr. Goodell:

Q. Now, do you try to maintain some decorum in those buses so that it's orderly and the children—

A. —the principal to put a patrol on each one of these buses.

Q. You mean the principal of the schools have a school patrol on each bus.

A. That's right.

Q. And they ride the buses, do they?

A. They do.

Mr. Goodell: I believe that is all.

Judge Huxman: You may cross-examine.

[fol. 313] Cross-examination.

By Mr. Carter:

Q. Mr. Grimes, how many buses do you operate?

A. Just one.

Q. And to how many schools do you take children?

A. Two.

Q. I show you this exhibit, would you indicate to me what

the bus schedule you follow on that exhibit—the exhibit is marked "G"—

Judge Mellott: "G"?

Mr. Carter: "G".

The Witness: I follow the Washington and Monroe schedules.

By Mr. Carter:

Q. Now you have looked at this schedule and this is correct?

A. That is the time the bus arrives at certain places.

Q. I note on this schedule which you have indicated is correct that at 8:29 you unload the rest of the group at the Monroe School; that is, your first load is taken to the Monroe School, and you get there 8:29, is that correct?

A. That varies on account of traffic sometimes; sometimes it's after that and sometimes a little before that.

Q. The schedules—the schedule indicates—I think your testimony indicated that you arrived at a certain time per day and that there was no waiting because of the schedule. Now you tell me that here when it says you are supposed to get to the Monroe School at 8:29 you cannot say that is correct because it varies due to the traffic. Now is this or is this not a correct time schedule for your buses?

A. I didn't say I got to the Monroe School at 8:29.

Q. Your schedule says it does.

A. I know, but that is not my schedule.

Judge Huxman: It seems to me—I don't want to restrict the opportunity to present this evidence—but this goes to a very minor matter. In the first place, there is a schedule and, in the second place, I think I would take judicial knowledge that maybe buses sometimes are a little bit late and sometimes children get there a little ahead of time. I doubt if there ever was a bus that ran exactly on the second. I don't want to restrict you in your cross-examination, but I wouldn't pursue that too far.

Mr. Carter: Well, the only reason that I raised it is that the testimony which has been established, attempted to be established by the defendants, is that the schedule is followed and that the bus arrives on time.

Judge Huxman: Suppose you established that the schedule varied or the bus wasn't always there on time, do you think that would have a weighty bearing on the question [fol. 315] of whether the due process clause of the Fourteenth Amendment was thereby violated. It might be an insignificant—

Mr. Carter: I don't believe it would be crucial.

Judge Huxman: Let's not pursue it too far. This case isn't going to turn on whether this schedule is strictly adhered to or whether there is a variance in it.

Mr. Carter: All right, sir, I will follow your suggestion.

Judge Huxman: In the first place, I think the buses are late. I have never seen a bus yet that wasn't late.

By Mr. Carter:

Q. What is the maximum capacity on your buses?

A. My bus has a seating capacity of thirty-six.

Q. And you indicated that there are monitors on the bus.

A. Yes.

Q. Who are they?

A. I don't know them by name. I don't know hardly any of the children by last names; some of the first names, I believe, the older boys and girls of the different schools.

Q. Is this only on your return from school?

A. No, going to and coming.

Q. Going to and coming.

[fol. 316] A. Yes, sir.

Q. Every day there is a different person.

A. No, it isn't a different person; it's the same child.

Q. You don't know who it is.

A. I know who they are by looking at them. I can't tell you their names because I am not familiar with all their names.

Redirect examination.

By Mr. Goodell:

Q. Mr. Grimes, you mentioned that only Monroe and Washington were the only ones you personally transported.

Do you know how the other schools are handled, who transports them?

- A. The Topeka Transportation Company.
Q. The city bus system.
A. The city bus system.
Q. They use their own ordinary equipment.
A. That's right.
Q. They contract that with the Board of Education.
A. That's right.

Mr. Goodell: That's all.

Judge Huxman: Step down.

(Witness excused.)

[fol. 317] THELMA MIFFLIN, having been first duly sworn, assumed the stand and testified as follows:

Direct examination.

By Mr. Goodell:

- Q. State your name to the Court and for the record.
A. Thelma Mifflin.
Q. What official position do you hold in the city schools?
A. I am the clerk of the Board of Education.

Judge Huxman: I didn't get the answer.

The Witness: I am the clerk of the Board of Education.

By Mr. Goodell:

- Q. How long have you been in such administrative capacity?
A. I have been in Topeka in that capacity for nine years; twenty-seven years total in other school systems.
Q. Are the records then that have been furnished the Court here that are exhibits in this case, were they made under your supervision and direction?
A. Yes, sir.
Q. They are true and accurate records?
A. They are.
Q. And reflect correctly the matters which are covered by them?