

1 drink itself into some form of make-believe Utopia.

2 Now there is just a little bit too much of
3 that going on around here. Now the people who
4 come in, as I say again, there is a floating
5 element, there is a lot of folks here who just
6 come to Newark. We have some who come and work
7 a while and leave.

8 Then we have some who come just to become
9 problems and they become problems. We do not
10 have, as I started to say a while ago, the
11 objectivity on the part of folks who come to Newark
12 now that we had 15 years ago.

13 CHAIRMAN LILLEY: I guess there are no
14 further question, Reverend Johnson.

15 Thank you for coming here. We appreciate it.

16 * * *

17
18 THELMA HARGRAVE, Sworn.

19 EXAMINATION BY MR. FORTUNATO:

20 Q Will you tell us your address, please?

21 A 224 South 7th Street, Newark, New Jersey. I think
22 the zip code is 07103.

23 Q I guess we can't ask you your age?

24 A Sure. I'm 58.

25 Q Your birth place?

1 A North Carolina, Lexington.

2 Q How long have you been a resident of Newark?

3 A Eleven years, paying 1,700 taxes.

4 Q Your occupation?

5 A Teaching.

6 Q Your education?

7 A Well, I finished high school in Winston-Salem,
8 North Carolina. I finished college at Hampton Institute in
9 Virginia. I got my master's from Columbia University. I got
10 my professional diploma from Columbia U. and I did a year in
11 advanced work in administration at Columbia U.

12 I have taught all around. I taught in Winston-Salem
13 for 7 years as a reading specialist. I was supervisor of
14 Negro schools in Charleston, South Carolina, the first member
15 of my race to do so.

16 I have taught at the University of Puerto Rico in the
17 summer. I have taught summer school in the Hampton Institute
18 and I have taught at Delaware State College for 3 years.
19 During the war I was helping setting up the child care centers
20 in Philadelphia.

21 Now I am here in Newark and have been here 11 years.

22 Q Why did you come to Newark?

23 A Well, it got a little hot down there, the pressure
24 and the change and my mother died and my sister is up here this
25 way and changing over from one thing and we kind of felt

1 down there that we would never get any teaching any more so
2 they said if you could take an exam you can come in up here,
3 so I came up here and tried for the exam before I left and
4 passed the exam and then I gave them my resignation.

5 Q What grades do you teach here?

6 A I teach mostly reading. I went in Special Ed when
7 I came here because I ran across that type of student so much
8 and I wanted to do a little more reading in it and I went in
9 to specialize. I came up with the purpose of going to Montclair.
10 I have always wanted to be in Montclair. It is quite inter-
11 esting.

12 When Columbia recommended me to go to Montclair when I
13 first came up, I talked with the principal over the phone and
14 he was quite interested in my background and he had three jobs
15 there, but after I got over and got the interview they were
16 quite interested in my happiness and they didn't feel that I
17 would be quite so happy teaching there. They were very
18 interested in my happiness.

19 MR. MEYNER: When you say Special Ed, do you
20 mean retarded people?

21 THE WITNESS: Yes, mentally retarded.

22 MR. MEYNER: Twelve, fifteen, eighteen
23 students or so?

24 THE WITNESS: Yes, not like the big ones.

25 This year I have a bunch of 12-year-olds.

1 Q Are you affiliated with any groups in Newark?

2 A None whatsoever.

3 MR. MEYNER: You mean you are an indivi-
4 dualist?

5 THE WITNESS: That's right. I go with the
6 people as I always do.

7 Q Do the people talk to you much?

8 A Very. I can't rest. They are there all the time.

9 Q Who calls you and what kind of problems do they
10 bring to you?

11 A Everything. "I'm going to buy a house. Will you
12 get a lawyer? Will you come and go down with me to the
13 closing? Who would be a good lawyer?"

14 "I found out my boy is taking dope. What must I do about
15 that? I want to join the insurance and which one would you
16 select?"

17 I am the best family relations person that has never
18 been married that you have ever seen.

19 "My husband didn't come in. He beat me. He gave his money
20 to so-and-so." It's those kind of things that's on their
21 minds all the time. Those are the problems that they have and
22 Sunday morning I was called early in the morning, about
23 5 o'clock, I was putting my turkey in the stove." Come down,
24 come down." The lady found out her son was taking dope. She
25 didn't know what to do. I had taught the boy about five years

1 ago. She just went to pieces.

2 Q What is your view as to what caused the riots in
3 Newark?

4 A What really did cause the riots in Newark? I
5 think the only thing that we can say in general terms what
6 caused the riot in Newark was human beings trying to seek
7 equilibrium, trying to live on a level with other people,
8 Human beings react that way, I think that's what caused the
9 riot. It started from 1619 down to the present. Generation
10 after generation grew and came up, you could read history
11 and go back and you would get more rebellious.

12 I am not excluding the idea that some wouldn't exploit
13 it and everything but basically I think that's the basis of it.
14 That's where hatred comes in. Human beings react like that.
15 As far back as you go in history you will see it. You can't
16 come back to culture. Culture is not something here and the
17 individual over here. The individual is a part of it, is an
18 ingredient of this culture and we are rewarded by Heaven and
19 you come up in the land of plenty. You are rewarded when your
20 child gets sick by having a job that you can go to the hospital
21 or you can go and get a good doctor or if there is a heart
22 specialist in Boston you are rewarded if you got a good job
23 and you can carry your child there.

24 That has been playing all around as he goes to school.
25 As he sees this, as he comes up in a community with that type

1 of culture, just because his skin is one color, that doesn't
2 make this up here function differently. He is going to want
3 it. He is rewarded by that. That's the type of society
4 America is.

5 Hence, he will try to get it, which is unfortunate,
6 very unfortunate.

7 BISHOP DOUGHERTY: Do you mean unfortunate
8 as to the means he takes?

9 THE WITNESS: The means he takes. That's
10 it. I will say right here, the main thing that
11 I am concerned about, what can we do with youth
12 to help him realize and help him select the right
13 technique or the means or the road to take.
14 I think that's what should be everybody's concern.
15 As long as he is in this type of society he is
16 going to want it again. That's the equilibrium.
17 He is unbalanced. He is barefooted, he is hungry.

18 It would be different if we were living in
19 Vietnam. He sees that type of thing. There they
20 are hungry. But over here this one has a nice car,
21 this one has a nice home, this one has fine clothes.

22 You cannot bring a group up in society
23 mingling together. Sure, he did it for years and
24 years. He couldn't help himself then. But he will
25 destroy you and he will destroy me because human

1 beings, and you can go back through history, will
2 do that.

3 You can't get around the idea of learning
4 how this takes place and how learning takes place.
5 You can't get around it. Human beings are the
6 same when they come up in the same type of
7 culture.

8 There have been many changes in our society
9 but basically human nature is the same. It is a
10 different thing for acceptance.

11 I had a very outstanding teacher once I
12 know you have heard of, William Kilpatrick, the
13 philosopher, and when I was at Columbia I worked
14 in his home for three years. He had retired then
15 and I was a Southerner and as you know, Kilpatrick
16 was an aristocrat from Georgia that went into
17 teaching. He took a deep interest in me because
18 I was young and I finished college on the 30th of
19 May and on the 6th of June my father had me on
20 Columbia's campus because he said I was silly and
21 didn't have any sense and he still kept me in
22 school. I could cook and he still liked corn
23 bread and I got a job around Columbia and so many
24 of us they would give the maid jobs and I happened
25 to get with Dr. Kilpatrick, which was a godsend.

1 has been founded Wewere friends all through until he died
2 not the col about 3 years ago. His advice was something, he
3 I don was a scholar. We would cook this corn bread,
4 don't or we even when I was teaching at Delaware State. I have
5 thing: You come all the way from North Carolina to serve his
6 about the Christmas dinner. I worshiped him that much.

7 He used to tell me "Thelma, you learn that
8 which you accept. I don't care how much force you
9 put on an individual. We learn that which the
10 individual accepts."

11 When I used to supervise and walked into
12 a classroom, it is a different thing where here
13 children may be sitting there quiet down because
14 of the restrictions, the sternness of that
15 teacher, but you may go into another classroom
16 and they are just as quiet and moving about and
17 that's a difference there altogether because they
18 have accepted that this is the thing to do.

19 So what I am trying to bring out to you
20 is that you are not going to keep anything down
21 by force.

22 Q What steps can we take in terms of the Newark
23 area?

24 A By doing what man knows that is right by his
25 fellow man and especially under the society in which America

1 has been founded on, that is, each man to his own ability and
2 not the color of his skin, for what he is.

3 I said I don't see any other way. We got to come through that
4 door or we are going to be destroyed. Let me tell you one
5 thing: You know that the average rioter, so to speak, has
6 about the same attitude towards the middle-class Negro.

7 MR. LEUCHTER: Are you suggesting that as
8 a poverty base than as a racial base?

9 THE WITNESS: Yes. I don't think it is race.
10 It would be anybody, it would be anything, it is
11 poverty.

12 Q I think you indicated before that they would
13 destroy you as well as the others?

14 A That's right. If a person feels that he is being
15 neglected, and which I am not saying it is true but in many
16 instances I have talked to the middle-class group and say we
17 got to come back to the root and start up again.

18 One of the problems you have here, or I wouldn't say
19 problem, which is good, good in this instance, that you are
20 very happy, you are very fortunate to see that one has climbed
21 the ladder, so to speak, to get up, whereas he can better his
22 or herself.

23 I can remember when I was in the market to buy a house
24 about 7 years ago. They say, "You are a school teacher? Where
25 do you want it, Montclair, East Orange, South Orange?" No,

1 I want one in Newark.

2 "Oh, Weequahic." "I know you wouldn't want Weequahic."
3 I said No. I was emphatic about this. I want a job -- well,
4 you see, I want a job where he works in Fords or he is
5 chauffering, he is struggling to get up and I want that type
6 of community. "All right, all right. We have one right over
7 here. It is on 7th Street, between South Orange and 13th
8 Avenue. It's a nice neighborhood. Negroes are moving in there
9 and one or two teachers are in there but two persons work at
10 this industry and this. We are going to have to get back
11 there. We have a tendency, of course, those Negroes that
12 have moved to the suburban cities are leaders, which is very
13 good. You are perpetrating a certain type of culture. Some-
14 body has to get in there and Negroes can't do it all by
15 themselves. You are going to have to help.

16 Q How can we help?

17 A How can you help? By doing what you think is right.
18 When a boy walks into your office and says "Lawyer, will you
19 give me a recommendation for this job?" , if you know that boy
20 and he is good and his skin is just as black as acrow, give it
21 to him and don't give it to somebody else. You would be
22 surprised and you know what burns me up? I could fly to the
23 end of the world when I see these little Negro boys come in
24 and I just get emotional on this, they look in the paper, they
25 go around for a job. "We can't get that. I will bet we can't get

1 that."

2 They say a number of times, "Don't you go down there
3 because, man, they hire you and they won't hire me. You come
4 to me afterwards."

5 Oh, what have we done to youth? They weren't born that
6 way. Think of a baby when he first comes into the world and how
7 helpless it is.

8 One of the things that Columbia made me do when I was
9 getting ready for supervision was to work at a hospital for
10 3 months around babies, just to see how kids react with the
11 emotions and everything and I followed that. How helpless a
12 baby is when he comes into the world and then when he comes
13 along and where does he get this stuff from? Where does he
14 get it?

15 MR. GIBBONS: Does he get it in the schools?

16 THE WITNESS: He gets it everywhere. Sure,
17 he gets it in the schools.

18 Let me tell you a good instance, even over
19 there at the wonderful Columbia. One time, you
20 know how they have these tickets to go in and see
21 these free broadcasts? Benny Goodman at that time
22 was broadcasting for R. J. Reynolds Tobacco and
23 Lionel Hampton was just coming on. We were little
24 youngsters and we worshiped him. They would give
25 out tickets in the class. I am just telling you

1 the different things that are going on. You
2 don't know this unless you have this color skin.
3 You can't feel it. We would raise our little
4 hands, a scattering of Negroes in some schools.
5 Always the tickets would go here and they would
6 go there and they would go there.

7 Now I have always been a fighter. So I was
8 teaching in Winston-Salem at that time and I would
9 study. They work and I always could wait tables and do things
10 writing a syllable like that.

11 Mr. James A. Gray was president of R. J.
12 Reynold Tobacco firm at that time. He had just
13 succeeded Mr. Bowman Gray, who the late President
14 Roosevelt had called out for the NRA, or whatever
15 you call it back at that time.

16 So I sat down and wrote him a letter, I said,
17 "Dear Mr. Gray: They won't give us any tickets up
18 here to go to see the tobacco broadcast. We live
19 with tobacco, we chew tobacco, we hoe it and we
20 cure it and everything and what's the matter?"

21 In one week's time one of the big managers
22 wanted to know how many do you want? He said he got
23 50. Everybody was running around asking me for
24 tickets, white and colored. Those are the different
25 things. Those are the things that Negroes have had

1 with packing to fight all through life.

2 Q Are they winning the fight? Are things getting
3 better or worse?

4 A To tell you the truth, in some instances sure
5 it's better. I can see it is much better in many generations.
6 I can remember when I first went to Charleston. I think it was
7 about 1947 or 1948 because in 1950 I went to the University
8 of Puerto Rico. They selected me to be on the Curriculum
9 Study. They were revising the whole curriculum. We were
10 writing a syllabus for the State of South Carolina, the
11 elementary education. I was the Negro by being the new super-
12 visor that they selected to work on the committee. I was made
13 vice chairman after three weeks. We would work up there in
14 that room all the morning. Lunchtime everybody else would go
15 down into the room, have hot lunch and everything. I would
16 have to walk a block or two blocks or wherever I could to get
17 a peanut butter sandwich or something like that. This is great.

18 Listen to this. For five long years I rode that bus
19 backwards and forwards and that back seat and had to get off
20 knowing part of the time I would go in to get a cup of coffee or
21 something in the waiting room. I could count the number of
22 times that they were busy and the bus had only a few minutes
23 that they would come around and peep in the window to see if
24 you were in there. Now that's year after year, not only me
25 but everybody. How many times have I been on a bus loaded down

1 with packages? Here it is with one on it and you are standing
2 up, packages falling all around and stumbling all over the
3 place. Now do you think that doesn't have any impression on
4 an individual?

5 Human beings don't react like that. The children come
6 up and as they come to school and as they see it and they go
7 over there and make blood baths for that flag, which is what
8 they should do because this is their country--it makes me
9 sick people talking about Africa because what do I know about
10 Africa? This is their country. I don't know nothing about
11 Africa. It has been 1619 since the first boat-load came over
12 here. That's been a long time. They see that and they are not
13 going to accept it.

14 Let me tell you something. You haven't seen anything.
15 You wait till these boys from Vietnam come back.

16 Q Do you think that is going to raise a problem?

17 A Yes, sir. They are not going to accept it unless
18 we be more acceptable.

19 Q Why is it going to raise a problem?

20 A It is going to raise a problem because they are
21 going to feel that they should come in into a complete almost
22 integrated society. Why do you think Whitey Young has changed
23 so? Have you heard his speeches and read his writings?

24 One time, you know, the Negroes were almost rejecting
25 him. He has changed overnight. Why? The same thing that

1 Wendell Wilkie did when he made his trip abroad. He came back
2 a changed man. I heard him say from his own mouth. He
3 said "After I saw what I saw", because I was carrying one year
4 of these students and I was chairman on the committee and
5 we were getting up speakers and I was assigned to interview
6 the late Wendell Wilkie and Pearl Buck to the speakers on our
7 program, I asked them pointblank, I said "Everybody says
8 that you have changed so since you went abroad. Why?"

9 He looked for about 2 or 3 minutes and he said, "When I
10 came across the people that didn't have any bathrooms and
11 not a single bathroom, that never had any shoes, I didn't
12 realize that."

13 I said, "You didn't have to go over there to see that."
14 He looked at me. I said, "You can go right down here in Harlem
15 and see it." I said, "I dare you to go to Mississippi or
16 somewhere. That's the same way with Whitey Young."

17 Q What did he see that made him change?

18 A The conversations that he has had with these boys,
19 he said that the boys, they are not upset like you hear the
20 rumors about the proportion of Negroes being sent to Vietnam.
21 He said they feel that's all right, that it will give them
22 a better foothold in society, but the thing that those Negroes
23 boys are so concerned about is that Washington is not doing
24 anything much over here with this integration. He is preaching
25 that right and left. That is what is upsetting him. Evidently

1 they must be telling him "When we get back you will see."

2 Now that is something to think about.

3 Q What form would the reaction take?

4 A I don't know. It may take the same form that the
5 last one took and I almost got killed defending a white
6 teacher.

7 Q Will you tell us about that incident? When was it?

8 A It was Friday night, whenever that was, after
9 that Thursday night.

10 Q That would be July 14, I believe.

11 A Yes. I was teaching down here in Headstart, the
12 18th Avenue school. We were busing kids from other schools,
13 Waverly and everywhere. We couldn't get out because the city
14 would not send the buses in. They wouldn't send the buses in
15 because the drivers wouldn't come down there and everybody
16 was shooting and things.

17 So we had to get those children home. So I could have
18 gone on home but I decided that I would stay, it was my duty to
19 help get those children home. So we got--

20 BISHOP DOUGHERTY: How many children were
21 there, please, roughly?

22 THE WITNESS: I don't know how many there
23 were. There were about three or four carloads of
24 them that we had.

25 So we decided to let the Negro teachers drive

1 because we had been in school all that day and
2 they had sent all of the white teachers home and
3 I didn't even know it because I had been in the
4 classroom all day. I didn't realize that all
5 the white teachers were gone, because there was
6 a lot of ruckus afterwards with that, which I
7 think was the only thing to do.

8 So when we got out we saw all these children
9 and I said "Well, where are the teachers?" They
10 said, "They have gone." Well, we Negro teachers
11 got together because all the kids basically were
12 Negroes, and we said, "We will all ride."

13 I said, "I'll go with you." How are you
14 going to get from Waverly all across to your place?"

15 One teacher said "We will carry you" so we
16 all got in the car. It was a nurse. They went and
17 got a nurse that day, the regular school nurse.
18 The nurse that worked in the summer would not come.
19 They went and got the school nurse because the
20 Board of Education, I understand, wanted at least
21 some type of medical aid there. Those of us that
22 were inside didn't know that it had developed to
23 this stage on the outside.

24 So we all got together and we told the head
25 teacher, who was white, one of the vice principals,

1 to ride in the center, get in the group. We told
2 this nurse, we put her in a car with another
3 colored teacher. She jumps out and gets in the
4 car with the head teacher, who was white. I guess
5 she felt more secure. She was frustrated. Every-
6 body was excited yet mainly because we didn't
7 know what was going on. There was an awful lot of
8 shooting and running going around.

9 So we put the kids in the car and we all
10 started up. There were three or four cars, perhaps
11 more. I have forgotten. Just about the time we
12 got up around there by Waverly Avenue, somewhere
13 up there, this crowd dashed out in the street and
14 this principal and the nurse was right behind
15 our car. So I happened to look back. Here was
16 this crowd coming over with bricks and bottles
17 and everything. I forgot.

18 I jumped out of the car, ran out with my
19 hands up, you know, "No, no. You can't hurt them,
20 You can't do that. He is our principal. He is
21 helping getting these children home."

22 So one man just pushed me back. I swung
23 around. Then I flew up and I said. "Well, I will
24 fight. We will all die right here together then."

25 Then they stopped and they debated. But the

1 names that I was called. One man came up and said,
2 pointing to me, "I know you. You are Miss
3 Hargrave. You better get him out of here." "We
4 drove off. He never got over it. The last week of
5 school he was in the hospital with a slight heart
6 murmur. For three days he didn't come up to my
7 room. The third day he came up and tears were
8 hitting the floor and he just felt my hand and
9 walked back out. I know it.

10 Since then, ever since then I have been out
11 among them. I am with them every day. You aren't
12 safe. No one is safe. The thing that got me, how
13 can that type of hatred come up?

14 MR. GIBBONS: Miss Hargrave, since you have
15 been in the education field all your life I wonder
16 if you would comment on Dr. Marlberger's suggestion
17 about giving him the power to require other school
18 districts to accept some of our ghetto youngsters?

19 THE WITNESS: What do you mean, accept them?

20 MR. GIBBONS: Do you think that bussing to
21 other school districts outside Newark would help?

22 THE WITNESS: In the first place, I don't
23 like bussing children. Basically I don't like
24 bussing children because too many things are
25 involved. I like neighborhood schools, if possible.

1 I would rather for you to say this: Should we
2 get good teachers in all neighborhoods? I don't
3 care nothing about bussing children. The thing
4 I am concerned about is good teachers.

5 MR. GIBBONS: Do you think that even with
6 good teachers, where there is a completely Negro
7 school, de facto segregation situation such as you
8 have in the Central Ward, good teachers are going
9 to make that much difference?

10 THE WITNESS: It will make some difference
11 but as I told you before, since we are living
12 in a society where we are supposed to be one America
13 sure, I think it would be more of a Utopia if they
14 were all mixed up.

15 See, that's where your big problem is.
16 That's where the rub is.

17 MR. GIBBONS: Assuming that we can't imme-
18 diately solve the housing problem would it be
19 better to bus them?

20 THE WITNESS: You are going to have to bus
21 them, yes.

22 MR. GIBBONS: Would the youngsters do better,
23 do you think?

24 THE WITNESS: What do you mean by better?

25 MR. GIBBONS: Would they achieve more in school

1 or learn different or more wholesome attitudes
2 in an integrated atmosphere?

3 THE WITNESS: I think you would learn more
4 wholesome attitudes. You can have your immediate
5 schools with good teachers, with the same type
6 of equipment, the same type of supervision,
7 learning would take place as much. You know that.

8 But now, as far as what you said, a whole-
9 some thing, the whole field, with that concept
10 that we are all Americans, that that flag up there
11 is flying for everybody, that they are dying over
12 there for everybody too, that would be better and
13 I think that would make a better America.

14 Don't you think so?

15 MR. GIBBONS: As a matter of fact, I do
16 but a lot of people disagreed rather violently
17 with Dr. Marlberger.

18 THE WITNESS: I would like to hear the other
19 side.

20 MR. LEUCHTER: Miss Hargrave, you have given
21 us some rather fascinating insights into the psyche
22 in the long-range past of Negro life in this
23 country and some of the reasons for the deep
24 emotional involvement and the struggle.

25 I think most of us share this around this

1 room or we wouldn't be on this Commission.

2 I would like to take advantage of some of your
3 intimate personal knowledge in several areas.
4 I think you can be very helpful to us and try to
5 kind of pin you down in certain areas if you will
6 work along with us because, of course, we have got
7 to not only make a moral preachment, which is easy
8 to do. We can make a moral preachment of what
9 ought to be done.

10 There are some specific things too. I would
11 like to go further into this area of education
12 that Mr. Gibbons just started with you.

13 Because you have been around in different
14 areas and have been able to observe different
15 teaching methods, in your judgment, here in Newark,
16 if it doesn't put you on the spot too much, how
17 adequate or inadequate is Number 1, the physical
18 facilities of the school?

19 THE WITNESS: In the first place, I couldn't
20 give you a scientific comparison because I haven't
21 been in the white schools. I have been in the
22 one school.

23 MR. LEUCHTER: How about here in Newark? Do
24 you feel in terms of the teaching projection that
25 you have adequate facilities, school plant, text-

1 books, other teaching aids or are you short of
2 these?

3 THE WITNESS: We have a very good plant now in
4 the school that I am teaching in, a good plant to
5 make a good school, because good teachers and
6 good equipment make a good school. I think the
7 best teaching I have ever done was one year when
8 I was up to Massachusetts and I was just teaching
9 on out there what they call the Portugese. The
10 main thing is to get good people in the school.

11 MR. LEUCHTER: A good faculty?

12 THE WITNESS: Yes.

13 MR. LEUCHTER: You see these kids coming out
14 of teachers' colleges going into the center of
15 Newark with many educational problems, How equipped
16 are these teachers to deal with the special
17 educational problems which the urban ghetto offers,
18 good, bad or indifferent? How do you assess the
19 teaching projection problems?

20 THE WITNESS: I have argued with the Board,
21 all of them, you know, and in the first place, I
22 can't get around from saying if you put good
23 teachers in a school, give them the same teaching
24 load and you see, the big argument is about what
25 you were saying before, Mr. Gibbons, that some of

1 these schools have 38 and 39 pupils in a class
2 and you go to some of these other classrooms -- so
3 they say, I haven't been up there -- I hear there
4 is a teaching load of 25 or 27 or 28.

5 Now then, that's Number 1.

6 MR. GIBBONS: Before you leave that, what
7 I am interested in is whether or not in your
8 opinion, a Negro youngster from the Central Ward
9 would be better off as one of two or three Negroes
10 in a large class that was integrated than he is
11 even in a smaller class that is completely
12 segregated.

13 THE WITNESS: What is that now?

14 MR. GIBBONS: In your opinion, would a Negro
15 youngster be better off even in a large class that
16 was integrated than he is in a segregated class?

17 THE WITNESS: In the type of America we are
18 in, yes, because it is the total field. Once upon
19 a time we took things piecemeal. Listen, all of
20 this reaction came from attitudes that have been
21 formed. You can't get around it.

22 MR. LEUCHTER: Miss Hargrave, might this be
23 unfair under certain situations --

24 THE WITNESS: What do you mean by unfair?

25 MR. LEUCHTER: Let me finish and I will

1 explain to you what I mean.

2 If you take a child from a culturally-
3 deprived family, no pre-school advantages or
4 training, take that child and put him at the
5 first grade level, for example, in competition --

6 THE WITNESS: There aren't too many of
7 those, you know.

8 MR. LEUCHTER: -- in competition with other
9 kids who are maybe two or three years ahead of
10 him and give him a teacher who isn't particularly
11 competent to handle his problems, whether that
12 teacher is white or Negro or whether the class
13 is Negro or white makes no difference, isn't that
14 unfair to this child that you put in that
15 situation?

16 THE WITNESS: A good teacher is going to
17 teach any child. It is your duty --when I say
18 your duty, I mean it is society's duty to get
19 specially trained teachers for that type of thing
20 to bring it up.

21 MR. LEUCHTER: Therefore, it has to be more
22 than the bussing into white neighborhoods, more
23 than the integration? The child still has to get
24 good teachers, is that correct?

25 THE WITNESS: Oh, yes. You have got to have

1 good teachers. People are going to learn with
2 good teachers anywhere you go. People just won't
3 learn without good teachers.

4 BISHOP DOUGHERTY: May I interject? I feel
5 that you are putting too much responsibility on the
6 teacher. I think that the home is the first school
7 of the child.

8 THE WITNESS: It is, definitely so.

9 BISHOP DOUGHERTY: If the home is in a sort
10 of disjunction, if you will, a social disjunction
11 with the school, I think the child enters, to
12 pursue the ideas that are going on, I think the
13 child enters with a handicap.

14 The question is, do you think so too?

15 THE WITNESS: No, not to that extent, not a
16 very young child. Let me tell you one thing. Human
17 beings can adapt very easily. Just because a child
18 is from a culturally-deprived home, it doesn't
19 necessarily say that doesn't have general intel-
20 ligence. He may have certain techniques that will
21 help him in life, more so than the one that has
22 been covered.

23 ADr. Kate Walford, who is in the State
24 Department of Education, wrote a book here not so
25 long ago. She was comparing the country child with

1 the city child. It is not that one is brighter
2 than the other. The city child can tell you about
3 the subways and the skyscraper and that country
4 child can tell you about the chirping of the
5 frogs and the changing of the frog from the tad-
6 pole into the frog and the different birds and
7 althogether it makes a broad what we call edu-
8 cated person.

9 I think you are putting too much emphasis
10 on this thing, taking them out of here and putting
11 them over here will make them unhappy over here.

12 Like the Montclair thing, they were too
13 concerned with my happiness.

14 BISHOP DOUGHERTY: There is an article
15 in yesterday's Times, the magazine section, in
16 which Margaret Meade was quoted as saying some
17 years ago --

18 THE WITNESS: I have had courses under her.

19 BISHOP DOUGHERTY: she said the pre-school
20 training of the middle-class should not be given
21 to the deprived children, fingerpainting and so
22 forth, because what they need is rudimentary stuff
23 that we gave the immigrant children in the 1890's.

24 THE WITNESS: I said Margaret is crazy and I
25 am going to write her. Fingerprinting?

1 BISHOP DOUGHERTY: No, She discouraged that
2 kind of thing.

3 THE WITNESS: She is crazy. One barefooted
4 came to me so deprived and I went and got him out.

5 MR. LEUCHTER: I think you misunderstand.

6 What Bishop Dougherty is saying is that she
7 said that these children from let's say the urban
8 ghetto are just as capable of having hard solid
9 education put into them at age 3 and 4, in other
10 words, even at the pre-school level, that she
11 says it isn't necessary just to give them middle-
12 class custodial care.

13 THE WITNESS: Start them off like you do
14 anybody else.

15 BISHOP DOUGHERTY: The author of the article
16 made a differentiation between what the middle-aged
17 child learns in the home and what deprived children
18 do not get in the home.

19 Therefore, they bring more to the school
20 than the deprived child. This was the point.

21 MR. LEUCHTER: Aren't we really asking Miss
22 Hargrave what she really thinks in terms of pre-
23 school training? Can we start our discussion there?

24 What do you think ought to be done in Newark,
25 for the sake of the argument, in terms of pre-school

1 education, whether you are talking about Head-
2 start or anything else?

3 THE WITNESS: Same thing as anyplace else,
4 getting good teachers in those schools. Your
5 basic of everything is good-trained teachers.
6 Take politics out.

7 MR. LEUCHTER: Do you think Newark is loaded
8 with politics?

9 THE WITNESS: Are you a Newarker?

10 MR. LEUCHTER: No.

11 THE WITNESS: Well, that's the trouble.

12 MR. LEUCHTER: Can you tell us a little more
13 about it?

14 THE WITNESS: What else is there but politics?

15 MR. LEUCHTER: Do you think politics deter-
16 mines the selection of school teachers and
17 assignments and so forth in the school system?

18 THE WITNESS: Well, it plays a big part.
19 What do you think about this Parker thing last
20 summer? I thought that was one for the books.

21 MR. LEUCHTER: How about down at the school
22 level, the principals?

23 THE WITNESS: What do you think? I will throw
24 it right back at you. You don't have a single
25 Negro principal. Now you can draw your own con-

1 clusion.

2 MR. LEUCHTER: That's what I am trying to
3 draw out of you.

4 THE WITNESS: You don't have a single Negro
5 principal. Now why? Are all your Negroes dumb
6 in Newark?

7 MR. LEUCHTER: In your opinion, there are
8 Negro teachers who are qualified for supervisory
9 posts but aren't getting them?

10 THE WITNESS: Oh, of course. One of my
11 arguments is that Negroes got to get more training
12 but common sense, inviting the population in,
13 when they go through the same schools, they go
14 through the same schools here in the State.
15 They go to Newark State, to Rutgers, Seton Hall,
16 Then they leave and go to NYU, they go as far as
17 California, Chicago, and then they come back here
18 and what happens? I don't want to get on that
19 Board of Education thing. I think that's for the
20 books. It's got to be changed. Something has to
21 be done there.

22 Don't you want to get the kind of Negro
23 that can contribute? He is going to leave. You
24 lost a very good man here, a man by the name of
25 Phil Hogard. He should have been here. He went to

1 Philadelphia, took the examination, made princi-
2 palship right away.

3 Now he is one of the superintendents. We
4 need him here.

5 MR. LEUCHTER: Miss Hargrave, in your recent
6 years in Newark you have had a chance as part of
7 your own work to assess some of the work being
8 done with children in the anti-poverty program?

9 THE WITNESS: Yes.

10 MR. LEUCHTER: Would you give us your
11 assessment on the OEO efforts, the UCC-financed
12 efforts that you have seen, good or bad?

13 THE WITNESS: I think Headstart is excellent.
14 Headstart I think is very good because, in the
15 first place, they got kind of a select group of
16 teachers there. They are doing a splendid job. I
17 think the same requirement should be made with
18 all teachers. Any person that handles a child,
19 I don't think the standards should be lowered.
20 The deprived child needs better teaching. He needs
21 a person with more understanding. He needs a
22 teacher with more skill instead of less. He needs
23 smaller classes. Now that's one thing you talked
24 about.

25 You got smaller classes in these communities.

1 You got to get what you call almost individualized
2 instruction.

3 Mr. Leuchter: Do they need more specialists?

4 THE WITNESS: They will have to have that
5 to come up, not because he is back but because
6 he hasn't been exposed to it, not because he can't.

7 MR. GIBBONS: How much of the total exposure
8 do you think is student to student exposure.
9 rather than teacher to student exposure? How
10 important is it that all of these children in a
11 given class in the Central Ward are from the
12 same cultural background?

13 THE WITNESS: I don't think that's good, no,
14 because the world is too small now to have a thing
15 like that. It is entirely too small. Here he can
16 eat his breakfast here and in a few hours he can
17 eat his lunch in California. No. The more different
18 culture, the more different environments, the more
19 exposure we get give our pupils something better.
20 It is going to break down this biasness.

21 I can remember one time when the teachers
22 called me one morning, an instructor came in very
23 much upset. He said, "My little boy is getting the
24 wrong attitude towards Negroes." He said, "They
25 are full of the idea that all Negro children are

1 bad."

2 Well, you know where Teacher's College in
3 Columbia is, up on top of that hill and you go
4 through that park and they are right across the
5 street and they have that Lincoln School right
6 there. They didn't allow a Negro janitor in there
7 at that time, to say nothing of a Negro child.
8 These Negroes had gotten together right down on
9 the other side of Morningside over there, and
10 every time a little white child or some professor
11 would venture around, when they would catch one
12 they would beat him up to death down there, you
13 know, stand up there like a group of Indians.

14 He said, "What can be done?" So they called
15 a cop in to speak to them and he said break it all
16 down and let them all come together, dirty ones
17 and barefooted ones, What's this up here, that
18 nobody can't come up here? It's got the same ground.
19 You have got to mix people together.

20 What I am trying to say to you is that as
21 long as you have a group over here and one group
22 over here, I want to know what is in here. What
23 have you got over there that I don't have? I want
24 to see. Human nature works like that.

25 BISHOP TAYLOR: Isn't there another problem

1 here too?

2 When you say having children from the same
3 environment, now is there any such thing?

4 THE WITNESS: No. As small as the world is,
5 no.

6 BISHOP TAYLOR: I don't mean that. You take
7 right in the ghetto, here is a family over here
8 that is quite competent. They are forced by
9 circumstances to live here. The parents are good
10 people, they have integrity. They have education.
11 Over here in the same ghetto you have another
12 family with an entirely different attitude toward
13 life, whether they be literate or semi-literate,
14 without integrity. Being in the same community
15 doesn't necessarily say that the people who have
16 the same environment are there.

17 THE WITNESS: There is no such thing as
18 homogeneity.

19 BISHOP DOUGHERTY: Is there not the
20 problem that was brought up the other day, that
21 if the Negro boy does not know a white boy, that
22 he is apt to stereotype the white boy just as the
23 white boy is apt to stereotype the Negro boy?

24 THE WITNESS: Yes. That's what I was saying.

25 BISHOP DOUGHERTY: I think it is relevant th

1 the integrated areas do have some sort of social
2 impact.

3 THE WITNESS: Of course. You know who brought
4 that out clearly? What was her name? She was
5 head of the nursery school at Vassar when she
6 appeared when this trial came up about separate
7 but equal is unconstitutional. I think she won
8 that trial practically. They said a lot about
9 her, the nursery school teacher who changed the
10 law of the Supreme Court.

11 She brought that out, that we will never
12 have a true America with the Negro child being
13 brought up over here and the white child being
14 brought up over here because in between here he
15 is going to form all types of attitudes, which is
16 not true.

17 BISHOP TAYLOR: Do you not have a wider
18 problem? We are talking about the Negro, but
19 don't you also have this impoverished white group
20 who is living out in this community where these
21 youngsters too are going to schools with poor,
22 semi-literate parents? They are going to the same
23 kind of school.

24 Now this young Negro in a ghetto, you may
25 take him out as a particular person and move him to

1 an integrated school and he may be more in his own
2 environment than he would be if you put him in
3 this ghetto school with other Negroes.

4 THE WITNESS: Let's go back to this, a
5 good illustration of that. I get awfully disturbed
6 where they only tell one side of it. They tell
7 about how the Southern Negro rated so far below
8 the white soldier, but you never or you seldom
9 hear this side brought up, that it also showed
10 that the Northern Negro, who had been exposed,
11 far beyond the poor Southerner white.

12 So it wasn't the color of the skin. You
13 have to bring both sides of that in. I got so
14 disgusted once on a committee when we come to
15 talking to this test that showed that the white
16 person is superior. It is not a matter of being
17 superior. It is all environmental. That's what
18 that was, just environmental.

19 Especially a Negro in this country is
20 living in a ghetto, don't think that all of them
21 are on the same level. No, Here's one eating
22 bread and water and saying to him "Son, you go
23 to school. You can't miss a day. You are going
24 to college. You are going to do that." That's

25 works at Western Electric and the other works at

1 different with maybe one over here that's never
2 had that. They are just as much different as
3 white and day. You wouldn't find it as much in
4 your white community but more so in your Negro.

5 MR. LEUCHTER: Can we switch for a moment off
6 education into housing? Are you a landlord?

7 THE WITNESS: Yes. I moved all between whites.

8 MR. LEUCHTER: You said you bought your
9 house 7 years ago or approximately that?

10 THE WITNESS: Yes.

11 MR. LEUCHTER: How many tenants do you have?

12 THE WITNESS: I have three.

13 MR. LEUCHTER: Each have their own apartment?

14 THE WITNESS: Yes.

15 MR. LEUCHTER: Can you tell us something
16 about the problems as a landlord in terms of your
17 taxes? Can you carry that house or make a profit
18 with the tenants and the tax situation?

19 You said your taxes are \$1,700. Can you
20 tell us a little bit about that?

21 THE WITNESS: Yes, I can. I have a very good
22 tenants. One of my tenants is a school teacher
23 and her husband and the other one is a nurse
24 by herself and the other are two sisters and one
25 works at Western Electric and the other works at

1 General Electric. The latest one has been in
2 there about 4 years.

3 MR. LEUCHTER: Do you keep your house in
4 good repair?

5 THE WITNESS: Oh, yes. On the first floor I
6 just had Oak floors put down because I want
7 pretty floors.

8 MR. LEUCHTER: So you feel that you can pay
9 the taxes?

10 THE WITNESS: No. That tax is ridiculous.
11 That's too much. What am I going to do when I stop?
12 Because I am making the maximum salary now. I
13 don't think I should pay that every year. When I
14 first went there the taxes was \$650 and now they
15 have gone up to this.

16 MR. GIBBONS: This is in 7 years?

17 THE WITNESS: Yes. This is a funny thing.
18 The little boy that was living there, Jimmy, they
19 were all white, Jimmy was 8 years old and they say
20 he was born there. I hadn't been in the house 4
21 months before the ceilings got too low. No one can
22 stay here with these ceilings this high. Now Jimmy
23 was born there with those ceilings and all
24 and everything.

25 All right. We fixed that. We went upstairs,
a great big stove. I had to go to court almost

1 to get the man out from upstairs. He was white
2 because I had rented it and I thought they would
3 just leave there but they didn't want to move.
4 I had accepted rent for others to come in. In
5 order to keep a stove up here you got to have
6 this ceiling raised and this taken out.

7 Now the house has been there all this time
8 the people have been living up there. It's those
9 kind of things.

10 Now what would you call that?

11 MR. LEUCHTER: I think I have a pretty good
12 idea but I am curious in terms of the landlord's
13 complaint.

14 What I am trying to drive at is this: Can
15 you pay the taxes in Newark and your home is in
16 Newark, isn't it?

17 THE WITNESS: Yes.

18 MR. LEUCHTER: Can you pay the taxes and keep
19 the home under repair and still come out all right?

20 THE WITNESS: Yes, but you won't make anything
21 off it. If it keeps on going up you will be under.
22 At the same time the taxes keep going up, up, up
23 and I don't know why.

24 Of course, I have asked several times and
25 they say "Well, you got such a large welfare load."

1 That's what they throw right back at you. It's
2 really something. If we all could go to work, it
3 would be all right. Every time I see a young
4 person on welfare, I go to work and try to get
5 them all to change their attitude. I don't think
6 you can make them get off but you have to change
7 the person's attitude to want to get off.

8 MR. LEUCHTER: May I ask you what the rents
9 are in the three apartments that you rent out?

10 THE WITNESS: Well, I don't charge too much,
11 like one of them is \$100 a month, the other one is
12 \$90 and the one on the top floor is \$75.

13 MR. LEUCHTER: Do you think that there are a
14 lot of other landlords down in the central core
15 of Newark who are making a lot of money?

16 THE WITNESS: Oh, yes. They get on me. Some
17 of these slums, what they get and what they are
18 charging people.

19 MR. LEUCHTER: In other words, despite their
20 cries of high taxes you feel that they are not
21 putting any money back into the building and
22 they are making a good profit anyway?

23 THE WITNESS: That's all they are doing. You
24 never find out who the landlords are. They have
25 landlords that you can't find out who they are.

1 MR. LEUCHTER: You only deal with rental agents
2 or agents?

3 THE WITNESS: Yes. It's just a run-around. You
4 never find out who they are. I didn't know such
5 things could exist before.

6 CHAIRMAN LILLEY: I would like to ask you
7 this. You were very cooperative in mentioning the
8 specific rents. Would you rather have those
9 specific figures off the record or on?

10 Do you care about that?

11 MR. LEUCHTER: It is all right with me. It
12 can be off the record as far as I am concerned.

13 THE WITNESS: It doesn't matter.

14 CHAIRMAN LILLEY: We will leave it on then if
15 it doesn't matter.

16 Q For the record, how many Negro pupils were under
17 your jurisdiction when you were a supervisor?

18 A 2,100 at one time, or 10,000 when I was super-
19 visor. Then I was made the first Negro woman principal.

20 Q How many then?

21 A 2,100.

22 BISHOP DOUGHERTY: Was this in Newark?

23 THE WITNESS: No.

24 MR. MEYNER: Do you know of people who are
25 on relief who really could work?

1 THE WITNESS: Is that going to be on the
2 record or off?

3 MR. MEYNER: Anyway you want.

4 (Discussion off the record.)

5 THE WITNESS: I don't like no phase of
6 relief.

7 MR. MEYNER: Some is necessary to prevent
8 children from starving, isn't it?

9 THE WITNESS: Yes, but there is so much. I
10 am so prejudiced against relief. I think I was
11 indoctrinated by my father, too much so, that I
12 am not scientific. I think Governor Bradford
13 was exactly right. No work, no food. This country
14 was founded on that type of thing. I have seen
15 healthy young people and they influence other
16 young people.

17 Sure, an older person, a mother who has been
18 deserted and has children, but if she is pretty
19 good, put the children in a home and let her work
20 some too and let the relief subsidize her. I don't
21 like relief.

22 MR. LEUCHTER: You would encourage her to
23 work? You would not take the relief money away?

24 THE WITNESS: sure. That's my main argument.
25 This summer I got six off. You would be surprised

1 how many will get off when you tell them and try
2 to help them.

3 MR. MEYNER: How did you get them off?

4 THE WITNESS: Talking with them, carrying
5 them down. I got two on at Bamberger's. You know,
6 I hire for Bamberger's too sometimes.

7 MR. LEUCHTER: Do some of the young men
8 that you know say to you, "Miss Hargrave, we have
9 tried to get work but we can't."

10 In how many of these cases do you feel there
11 is an honest attempt to get work and they just
12 can't get work?

13 THE WITNESS: Well, some of them will and
14 some of them won't but very few people -- it
15 may not be what you want but if you get the
16 right type of person, he wants to work and he comes
17 out of a good home, you can't get around a home.
18 A home doesn't have to be rich and doesn't have
19 to be in the middle-class to be stimulated to guide
20 in the right thing. A good Christian home is the
21 basis of all this stuff. He will find something.

22 Whenever you find one who says "I tried to
23 find something and I can't do it," there are any
24 number of good ones that are actually telling the
25 truth, he is rejected because he is a Negro.

1 MR. LEUCHTER: You do feel that this is the
2 case?

3 THE WITNESS: I know that. Oh, yes. Oh,
4 how many times have I seen that? Over and over and
5 over again. It is coming to a time now where the
6 Negro's biggest hope I feel now is staying in
7 school. Everything is becoming like that. I am
8 teaching basic education now at night. The
9 people that I am encouraging, going around,
10 calling up, contacting, going into the files,
11 getting into lists of boys that I knew were good
12 in school, out now working, getting them back into
13 school and by the way, I think one of the biggest
14 contributions that a school can do today, especially
15 in a school like I am working in, for drop-outs,
16 when the boys and girls leave, introduce them into
17 these other educational institutions in the
18 community.

19 MR. LEUCHTER: Vocational training, you
20 mean?

21 THE WITNESS: All kinds, basic education and
22 everything, Central High School. When so many of
23 them are anxious to get jobs, where there are 8,
24 9, 10, and 11 in the family, even the parents are
25 down and out and they will encourage them to go to

1 work but let them leave with an understanding
2 that you are not here in the day but you can go
3 here at night. It is the same education. It is
4 a continuation.

5 CHAIRMAN LILLEY: Miss Hargrave, you have
6 been such an interesting and helpful witness and
7 we have kept you much longer than we wanted to.
8 We do have another witness.

9 Thank you very much. You have been
10 very interesting and very helpful.

11 THE WITNESS: I have enjoyed it very much.

12 Thank you.

13 * * *

14
15 ROBERT H. JOHNSON, Sworn.

16 EXAMINATION BY MR. FORTUNATO:

17 Q Your address, please?

18 A 21 Ruby Street, Springfield, New Jersey.

19 Q Your age?

20 A Forty-four.

21 Q Birth place?

22 A Columbia, South Carolina.

23 Q Are you related to the Reverend Johnson?

24 A Well, he has a standard joke. My wife says that
25 I am his son.