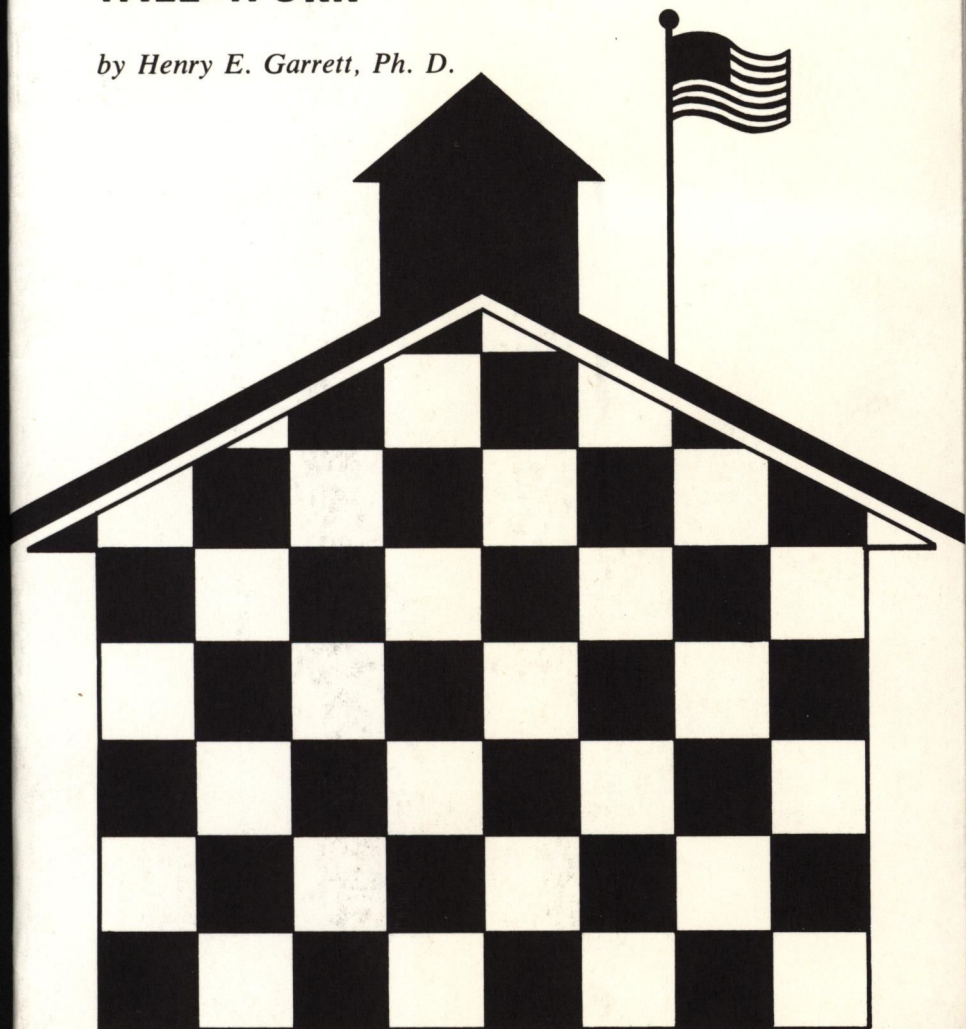


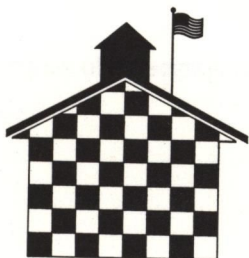
# HOW CLASSROOM DESEGREGATION WILL WORK

*by Henry E. Garrett, Ph. D.*



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## About The Author

Henry E. Garrett received his doctorate (Ph.D.) from Columbia University in 1923, and spent the subsequent years, until his retirement in 1956, as a member of its faculty. For 16 years, Dr. Garrett headed Columbia's Department of Psychology.

At one time or another, Dr. Garrett has been visiting Professor at the University of California; The University of Florida; the University of Hawaii; The University of New Mexico; and The University of Virginia.

Dr. Garrett is Past President of The Eastern Psychological Association; the Psychometric Society; and the American Psychological Association. He is a Fellow, A.A.A.S., and a former member of the National Research Council. He is the author of many books, articles and monographs; he is a member of the editorial board of *Psychometrika* and, for 20 years, was general editor of *The American Psychology Series*.

## Introduction

This booklet is intended to give parents and teachers a clear idea of what they may expect from public-school desegregation.

The first section deals with *The Intelligence of Public School Children*. The second, by example, illustrates *The Results of Classroom Desegregation*. There is, in addition, a *General Summary* and *A Final Word*.

Section I indicates strongly that Negro-White mental differences are chiefly innate and are inherited. It does not minimize the factor of environment in determining achievement, but it holds that heredity is vastly more potent. The daily papers, the slick magazines and various books stridently proclaim the environment to be all important in Negro-White differences. But most of this "evidence" isn't evidence at all, but is wishful thinking. Therefore, it is omitted in this booklet.

Readers who find the tables of figures difficult to interpret should first read page 9 and then refer back to Table I.



## Part I

# THE INTELLIGENCE OF PUBLIC SCHOOL CHILDREN

### The Florida Study

***The Florida Study of the Intelligence of Elementary Negro School Children* (Kennedy, W. A.; van de Riet, V; and White, J. J. "A normative sample of intelligence and achievement of Negro elementary school children in the Southeastern United States." *Society for Research in Child Development*, Monograph No. 90, 1963; Vol. 28, #6).<sup>1</sup>**

*The Florida Study* (Table I) tested the intelligence of 1,800 Negro public-school children, ages five to 14. Children were scored at graduated IQ intervals<sup>2</sup> on the 1960 edition of Stanford-Binet. Intervals ran from high to low. Each interval is given a verbal description in terms of performance.

For purposes of comparison with White children, the findings of *The Florida Study* are matched with similar findings for 3,000 White children made by Drs. Terman<sup>3</sup> and Merrill (*Measuring Intelligence*, Houghton-Mifflin, 1937).

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<sup>1</sup> The research reported herein was supported through the Cooperative Research Program of the Office of Education, U. S. Dept. of Health, Education and Welfare (C.R.P. 954).

<sup>2</sup> The normal or average White child should earn a mental age equal to his life age. Hence, if an eight-year old has a mental age of eight years, his IQ will be  $8/8$  or 1.00 (written 100). The average White American school child should, then, have an IQ of 100.

<sup>3</sup> Dr. Terman was the deviser of the famed Stanford-Binet test used in both studies.

TABLE I

IQ INTERVALS	WHITE	NEGRO	RATING	RATIO	
				WHITE	TO NEGRO
130+	4.45	.1	Very Superior	44 to	1
120-129	8.2	.3	Superior	27 to	1
110-119	18.1	.7	High Average	26 to	1
100-109	23.5	5.0	Average	4.7 to	1
90-99	23.0	14.0		1.64 to	1
80-89	14.5	28.0	Low Average	.5 to	1
70-79	5.6	30.6	Borderline	.2 to	1
Below 70	2.6	21.1	Defective	.125 to	1
AVERAGE IQ	101.8	80.7			

### The Florida Study:

1) The average IQ of the Negro children is 80.7. The average IQ of the White children is 101.8.

2) Five per cent of the Negroes achieved IQs *above* the average White child. Conversely, 89 per cent of the White children achieved IQs above the average Negro child.

3) In the High-Average and Superior groups are found 31 per cent of the White children, and 1.1 per cent of the Negro children. (Many of the Negroes found in this group have White ancestry)<sup>1</sup>.

4) In the Average or Normal group are 46.5 per cent of the White children, and 19 per cent of the Negro children.

5) The Borderline and Defective groups contain 8.2 per cent of the Whites, and 50.2 per cent of the Negroes.

6) The average Negro pupil (whose IQ is 80.7) cannot go beyond a national-standard Seventh grade curriculum; for half the Negro group, the Fifth grade is the maximum.<sup>2</sup>

7) Only one per cent (110 IQ and above) of the Negroes are intellectually equipped to do acceptable college work.<sup>2</sup>

### Summary

Racially mixed classrooms pose for the school administrator a choice between these alternatives:

He can set standards to the Negro level, in which case 75 per cent of the White children will work below their capacity with resultant inferior education. Or he can adjust standards to White intelligence levels, in which case 75 per cent of the Negro children will fail, drop out, or become problems demanding special attention.

<sup>1</sup> In a group of 8,000 Negro children, 103 were gifted (IQs 120+). Of these 103 children, 80 of them (or 78 per cent) reported *some* White ancestry. (Witty, Paul, *Research Upon The American Negro*, 261-269, *Year Book*, National Society for the Study of Education, 1940.

<sup>2</sup> Garrett, Henry E., *Testing for Teachers*, American Book Co., 1965, 2nd Edition, p. 58.



## The Georgia Study

*The Georgia Study of Elementary Negro and White Pupils in Reading and Arithmetic.* (Osborne, R. T.<sup>1</sup>; "Racial Differences in School Achievement"; *Mankind Quarterly*, Monograph #3, 1962).

The intelligence (IQ) results of *The Georgia Study* repeat almost exactly those of *The Florida Study*. *The Florida Study* reported the average IQ of Negroes tested to be 80.7; that of Whites to be 101.8. *The Georgia Study* shows the average IQ of tested Negroes to be 80. For Whites, it is 103.<sup>2</sup>

*The Georgia Study* is in two parts. The first reports the patterns of intellectual and educational growth over a six-year period for more than 800 White and Negro pupils in the State of Georgia. The same children were tested four times: in the Fifth, Sixth, Eighth, and Tenth Grades. Over this six-year period, Negro-White differences in *reading* and *arithmetic* increased from two years at the Sixth-Grade level to three years or more at Grade 10. Both groups improved their scores with age, but the gap between Negro and White children widened with increase in grade standing.

Table II deals with the second part of *The Georgia Study*. It shows the average grade placement<sup>3</sup> for Negro and White pupils in *reading* and *arithmetic* over a nine-year period. Only results for Grades 8 and 10 are shown as the pattern was consistent and regular throughout all grades. The tests included about 1,600 White pupils and about 900 Negro pupils at each year level.

<sup>1</sup>The author of this study, Dr. R. T. Osborne is Director of the Guidance Center, University of Georgia. He is a specialist in mental measurement.

<sup>2</sup>Regularly, the IQ gap between the races in this scale is about a 20 point differential, rarely less than 15 points.

<sup>3</sup>Grade placement is the grade position to which a child's score entitles him. Thus, 7.7 means .7 of the way through the 7th Grade, and 5.6 means .6 of the way through the 5th Grade.

TABLE II

	8TH GRADE		10TH GRADE	
	Reading	Arithmetic	Reading	Arithmetic
White	7.7	8.0	9.6	9.5
Negro	5.6	6.0	6.4	6.4
Grade Gap	2.1	2.0	3.2	3.1

*Note:* Eighth-Grade White children are slightly below the 8th Grade level (7.7) in reading, and 10th Grade White children are slightly below the 10th Grade level (9.6 and 9.5) in both *reading* and *arithmetic*. The Negro children fall two and then three grades behind the White children.<sup>1</sup>

### Summary

It seems clear that lowering the standards to accommodate the Negro pupil would deny the White pupil his maximum potential and would have the effect of nullifying the nationwide attempt to strengthen education at all levels.

The only sensible alternative is to maintain two levels of instruction and apply differential marking systems to the two groups. This would provide the best teaching and learning situation for both Negro and White pupils.

<sup>1</sup>In reading tests administered to 2,000 Negro and White Seventh-Grade pupils of a Virginia city (Garrett, H. E., *Mankind Quarterly*, Vol. 5, #1, 1964) these results were substantiated. The Negro lag in *The Virginia Study* was nearer three grades than two. In *The Virginia Study* the Negro and White teachers had received the same training in how-to-teach-reading and had the same supervisor.



## Project Talent

**Project Talent: Educational Achievement of High School Pupils** (Burket, George R. "Selected Pupil and School Characteristics in Relation to Percentage of Negroes in School Enrollment," Project Talent Office, University of Pittsburgh, Washington, D. C., 1963.)

*Project Talent* is a nationwide comparative survey of the educational achievement of White and Negro children undertaken for the United States government by the University of Pittsburgh.

The data include 773 senior high schools, and some 500,000 students.

The purpose of one part of the survey was to display "differences and similarities among schools having varying proportions of Negro enrollment."

The tests administered in the schools can be classified as both *aptitude* and *achievement* tests. All of these tests are highly related to school grades and hence are predictive of school learning. Scores were *not* published for individual White and Negro students. Scores were released, instead, for *classes* having proportions of Negroes running from zero to 100 per cent. Intermediate steps are 1-9 per cent Negro, 10-19 per cent Negro, 20-29 per cent Negro, and 30-99 per cent Negro.

Thus, the zero classes are *all-White*. The 100 per cent classes are *all-Negro*.

Tables incorporated in *Project Talent* are too voluminous to be fully reproduced but essential trends can be summarized as follows:

1) There is a strong tendency for average test scores to *decrease* as the per cent of Negroes increases. The fall-off holds for schools in the East, North and South and occurs in both non-verbal (that is, *abstract-reasoning*) tests and in verbal

(that is, *reading comprehension*) tests. For instance, in the 12th Grade classes of Southeastern States, results from 19 tests show drops of from 20 per cent to 80 per cent in average score from zero per cent to 100 per cent Negro enrollment. That is, the averages were 20 per cent to 80 per cent below the averages earned by all-White 12th Grade classes. The percentage decrease was in ratio to Negroes enrolled, the more Negroes, the lower the score.

In the mid-East, for the same tests, the drop is only slightly less, from 16 per cent to 60 per cent in the averages.

2) Little difference in test scores was found between schools in low-quality, medium-quality and high-quality housing areas. In all-Negro schools, test means were actually *higher in low-quality housing* than in medium and high-quality housing.

3) The larger the per cent of Negroes in school, the higher the drop-out rate. Drop-out rates were lower in the Southeast than in Eastern and Northern areas. (Author's note: The Southeast, the area with the *lowest* percentage of drop-outs, it is worth noting, historically has maintained segregated public-school systems.)

4) Absenteeism increased as the percentage of Negroes increased; also per-pupil expenditure. It costs more to operate an integrated school than a comparable segregated school.

## Summary

The patrons of a newly-desegregated high school can look forward to lower academic performance, more drop-outs, greater incidence of absenteeism, higher costs, and fewer graduates going to college. These will occur in direct proportion to the number of Negroes enrolled. Delinquency also increases as the percentage of Negroes rises.



## PART II

### THREE EXAMPLES OF DESEGREGATION

#### Washington, D. C.

In 1954, President Eisenhower asked local Washington authorities to make theirs a "model city" and thus provide a showcase displaying the "benefits" of integrated public schools.

Every effort was made (and continues to be made) to comply with this presidential request. Because Washington parents are nearly all government-oriented and therefore of the Liberal persuasion, success was predicted.

Success was not forthcoming; the embarrassing results of this "showcase" are now well known.

From the beginning, there was an exodus of White pupils that, with time, gathered momentum. White parents, despite their public political posture, voted their private convictions by moving to neighboring suburbs. Now, 11 years later, the population of the District of Columbia is preponderately Negro; Washington public schools are nearly 90 per cent Negro and the percentage continues to rise. The schools of the District have, in fact, *resegregated*. Many White teachers, unable to maintain classroom discipline, and unable to educate students to *their* standards, have resigned. Schools have experienced major riots, and vandalism is commonplace. Crime in the nation's capitol has skyrocketed, 85 per cent of it attributed to the Negro population. City streets have grown unsafe, even in daylight.

In a desperate effort to accommodate the slow learners, District school authorities have set up parallel "tracks" within the same grade. In effect, Washington public schools, today, instruct on *various levels* within a *single grade* and thus make

a mockery of the word "equal." Negroes occupy nearly all the bottom tracks and Whites the higher tracks.

During the period of transition from segregated schools, to mixed schools, to *resegregated* schools, interested Negro parents could not understand what was happening to their children. The Negro child who had consistently stood in the upper 25 per cent of his segregated class, barely passed his work when forced to compete against White children on White standards. Why this should be was beyond the comprehension of most Negro parents. They were not told why. They were denied the truth. For such children, even more than for their parents, the "status" loss and the drop in self esteem were heartbreaking, and were the causes of unnumbered drop-outs.

Consequently, such Washington parents have bitterly opposed the maintenance of White scholastic norms and have been tacitly upheld in their opposition. The result is a diminished level of study and the *resegregation* of the District schools. Even the best-intentioned, the warmest-hearted White parents have quietly slipped away to the Virginia and Maryland suburbs.

Washington, the nation's showcase, heartland of the Liberal ideologue, is a sad example—proof positive, as the ad men say—of what forced classroom integration will accomplish wherever it is instituted.

#### Los Angeles:

The Far West was not prepared for the influx of Negroes that swarmed there during World War II and thereafter. However, school authorities dutifully tried to integrate these children into their schools. The result has been anything but happy.

In a recent book (Kendall, R., *White Teacher In A Black School*, Devin-Adair, 1964), Robert Kendall, a young idealistic teacher, tells what happened when he undertook to teach English in a 90-per-cent-Negro Los Angeles public high school.

Kendall came to Los Angeles with full belief in the



equalitarian dogma: He believed the Negro to be equal to the White in learning ability, to differ only in skin color, and to be behind in educational achievement simply because of White oppression, discrimination and prejudice. His disillusionment was pathetic. What he found was a class of semi-literates, with no interest in learning but with high interest in getting "good marks," filthy in speech, obsessed with sex, irresponsible, irrepressible, and defiant in behavior.

Kendall's book is not representative of every desegregated school, to be sure, but it shows clearly to what lengths deterioration can go when there is no effort to face facts.

### New York:

Because of residential segregation, many of New York's public schools are virtually 100 per cent Negro or Puerto Rican. Agitation against this *de facto* segregation has forced New York City school authorities to bus children from one area of the city to another. This is done to achieve racial "balance," to change attendance areas, and to break up neighborhood schools.

A good summary of the results obtained by the policies of the New York City school authorities has been given by Martin Mayer, a student of public schools and of American education. The following are quotations from an article by Mayer that appeared in the *New York Times*, May 2, 1965:<sup>1</sup>

"Public confidence in the (New York City) school system is fearfully low and dropping: White children are leaving the city public schools at a rate of 40,000 a year." (The Allen report, Mr. Mayer says, predicts a rate of 60,000 annually).

"... Normal parents of any color need not be racist to refuse to send their children into classes where the tone is set by the low expectations the schools have derived from their experi-

ences with minority 'groups'. . ." "Indeed, it is difficult to fathom the thought process of people who insist that there will be gains in the racial attitudes of Whites or (gains in) the self-image of Negroes from daily experiences which visibly proclaim that dark-skinned children are 'dumber' than pale-skinned children."

"Not long ago, many of us felt that a large share of the Negro failure in the schools was itself the product of segregation; *but almost nobody whose opinion is worth considering believes it today.*" (Emphasis added)

"A year ago, for example, with a burst of publicity, New York announced the abandonment of the group IQ test, on the grounds that it was culture-biased and discriminated against Negroes. But the reading test that was substituted slots children almost exactly where they were in the abandoned IQ test—and what difference there is works against the Negroes" . . . "The real result of the acclaimed abandonment of the IQ test, then, is that Negro children in 1964-65 are more likely to be in the bottom classes of 'integrated schools' than they were in 1963-64."

"The tradition of success is almost gone—in increasing numbers, teachers and principals live with the expectation of failure and weave a safety net of excuses."

"... The decline will be fairly precipitous but no one will be able to mark the place where the system fell over the cliff and became a custodial institution for children who have no future."

The schools of Chicago and of other great cities are suffering the same integration demoralization as are those of New York City. Several quotations from teachers in recently desegregated schools will bring this out:

1) "Race mixing in the first grade is the quickest way to produce a Negroid culture."

2) "Each race tends to adopt the worst of the customs,

<sup>1</sup> Mayer, Martin, *Close to Midnight For New York Schools*, New York Times Magazine, May 2, 1965.



habits, morals, attitudes and speech of the other race."

3) "We discovered that a six-year-old was not mature enough to change the culture and improve the weaknesses of another race."

4) "The bright pupils of my class are leaving."

5) "Virtually all social activities were abandoned after integration."

6) "A class of mixed ability requires: For one race, a maximum enrollment of 20; and for mixed races, 12."

7) "Integrated schools are proving far more expensive than one-race schools."

### PART III

#### GENERAL SUMMARY

1) Judging the probable future from the known past, wholesale desegregation of public schools will lead, first, to demoralization, next, to disorganization, and eventually to ruin or complete ineffectiveness.

2) It is painfully evident that desegregation and "quality" education are incompatible.

3) The Federal agencies are deliberately sacrificing the country's talent in a futile attempt to accomplish the impossible: To "equalize" the Negro child of 80 IQ with the White child of 100 IQ.

4) Intermarriage, a primary goal of the integrationist, will lead inevitably to a loss in the intellectual and cultural assets of this country. Such loss could make the difference between victory and defeat in any future conflict.

## PART IV

### A FINAL WORD

Contrary to the evidence presented in this booklet, many kindly folk will insist that *nurture* (environment) is the *cause* of the Negro child's lack of achievement and that given an equal chance he will rise to the level of the White child. When pressed on the lack of evidence to support their stated beliefs, environmentalists invariably retreat to an emotional position, and often admit their willingness "to sacrifice the education of a generation or so of White children to help the Negro 'catch up'."

Unfortunately, the sacrifice would be futile. The evidence is overwhelming that desegregation does *not* make the Negro a better student; it makes him a poorer student:<sup>1</sup> The brighter Negro children find themselves less advanced in class (stripped of leadership), and the less able, being unable to compete, grow disillusioned. Many become bitter. (Table II).

Evidence of this inborn nature of the Negro derives from four sources:

- 1) Biology;
- 2) Psychology;
- 3) History; and
- 4) Temperament

#### Biology

There is strong evidence (Coon, Carleton, *The Origin of Races*, 1962) that the Negro race is less advanced in an evolutionary sense than is the White race; perhaps by 200,000 years. Even if we discount this figure, 200,000, by as much as 100,-

<sup>1</sup> *The Evers Opinion* (Evers vs. Jackson School District, 232 Fed. Supp. 241 [S.D. Miss. 1964])

000—cut the evolutionary gap in half—the Negro would still be *immature*, compared to the White. The Negro's brain, on the average, is smaller, lighter, less fissured and more primitive in many respects than the White's brain. (George, W. C., *The Biology of The Race Problem*, 1962). *It is, therefore, manifestly unfair to force the Negro child to compete on White standards against White students. This is the crime the integrationists are committing against the Negro child and it is worth thinking about.*

*It is equally manifest and equally unfair to force White children to forego their opportunity to assimilate quality education.*

Studies of twins (identical twins have the same heredity) have shown that nature contributes *three times* as much as does nurture (environment) to the differences among individuals (Rife, D.C., *Heredity and Human Nature*, 1959). Differences between Negro and White children, then, can be predicted to arise in the ratio of three-to-one from heredity over environment. (Genetic differences do not have to be large to affect, greatly, both physique and behavior. A person's sex, for example, is determined by one chromosome out of a total of 46).

#### Psychology

We have already seen (Table I) that, on the average, the Negro child has an IQ of about 80, to the White child's IQ of 100. Consequently, only the top 10 per cent to 15 per cent of Negroes do as well as the *average* White child on educational tests given in school. Mental tests given in World War I and World War II, and in the Korean War, to both White and Negro soldiers show that in all three wars the percentage of Negroes who performed as well, on the average, as Whites was a constant 15 per cent. There was no "catching up," comparatively, despite the great educational and economic improvements in the Negro's condition during these 30 years. None whatsoever. True, Negroes as Whites, improve as their environment is



improved. Even so, given *equal* improvement in environment, the *gap* between the races widens—it does not narrow.

For all these reasons, it is clear that desegregation will not pull the Negro up to White standards. To the contrary, desegregation will pull down the White child. *Every* item of evidence points this way.

## History

Despite glowing accounts of ancient African achievements, over the past 5,000 years, the history of Black Africa is blank. (Weyl, Nathaniel, *The Negro in American Civilization*, 1950). South of the Sahara Desert, until the arrival of other races, there was *no literate* civilization. The Black African had no written language; no numerals; no calendar or system of measurement. He did not devise a plough or wheel, nor did he domesticate an animal; he built nothing more complex than a mud hut or thatched stockade. The African had no external trade except in slaves of his own race, in ivory, and (on the West Coast) in palm oil and mahogany. His system of cartage was the human head.

Instead of the legend of the happy savage basking in the shade of a friendly tree, what we find is a miserable creature wracked by disease, beset by animal and human enemies. The extreme cruelty of the African to his own kind has often been commented upon by travellers.

## Temperament

Civilized behavior arises almost as much from temperament and personality as from ability to learn. *Differences* between the races is nowhere better illustrated than in these areas. The crime record of the Negro in the U. S. A. is staggering and the cost of policing his unlawful acts is greatly disproportionate to both his numbers and his ratio to our total population. The FBI report, for 1963, shows that *per capita*, the Negro:

Had 10 times as many illegitimate children as White people;

Committed 10 times as many murders;

Committed six times as many robberies; and

Committed seven times as many rapes.

The Negro makes up about 10 per cent of the American population.

The view that the Negro's limitations arise solely from environmental deprivations rather than from inborn traits—or the lack of them—is wishful thinking of the most dangerous sort. Already it has brought a *consistent* pattern of civil disobedience previously unknown in this country. It has created social chaos and has fomented ill feeling between black and white that will last for generations. Particularly has it created chaos in our public-school systems. If school desegregation becomes complete, we can expect demoralization, and then disorganization, in that order (p 16). The rate of deterioration will depend on the rate of integration (the ratio of Negroes to Whites in the classrooms): The greater the number of Negroes assigned to tasks beyond their ability, the greater their frustration, the greater their adverse reaction.

This is understandable. If a child, any child, were given a task beyond his capacity, compassion would force a let up. Yet, those who have the integration bit in their teeth, for all their goodness-of-heart, are bent upon *making* Negro children perform beyond their capabilities. Those who are being forced *down* resent it; those who are being held *up* resent it equally. It is clear, we cannot have complete desegregation of our classrooms and first-class education. Not for either Negro or White. This is so patently true, so obvious, now, to the vast majority of educators as to give rise to a feeling of sympathy for those of them who are caught, as these children are caught, in political coils beyond their undoing. They find they must pursue a "policy" their experience tells them is wrong.

It is the great tragedy of our time.



## HEREDITY VS. ENVIRONMENT

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