

CHALLENGING SCHOOL SEGREGATION: THE FIGHT OF CHINESE AMERICANS

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GUIDING QUESTION:

How did Chinese Americans challenge the doctrine of separate but equal schools in California and Mississippi?

OVERVIEW

Using an inquiry design model, students will work through a series of supporting questions and formative performance tasks with featured primary and secondary sources. Students will complete a processing assignment that asks them to write or speak about Chinese Americans fighting segregation.

OBJECTIVES

At the conclusion of this activity, students will be able to

- > Interpret the Equal Protection Clause of the Fourteenth Amendment and its implications on citizens;
- > Evaluate primary and secondary sources surrounding Chinese Americans living in the United States in the late nineteenth and early twentieth centuries; and
- > Assess two Chinese American school desegregation cases, *Tape v. Hurley* (1885) and *Gong Lum v. Rice* (1927).

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- > CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CONNECTIONS TO C3 FRAMEWORK

- > D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- > D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- > D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

DOCUMENTS USED

PRIMARY SOURCES

Amendment XIV, U.S. Constitution, July 9, 1868
National Archives and Records Administration
<https://www.ourdocuments.gov/doc.php?flash=false&doc=43>

California Assembly Bill 268, March 12, 1885 (excerpt)
California State Assembly Archives
<https://clerk.assembly.ca.gov/sites/clerk.assembly.ca.gov/files/archive/Statutes/1885/1885.pdf#page=151>

Chief Justice William Howard Taft, *Gong Lum v. Rice*, 1927 (excerpts)
Library of Congress (usrep275078)
<http://cdn.loc.gov/service/ll/usrep/usrep275/usrep275078/usrep275078.pdf>

Newspaper Article, "The Chinese School Problem," *Daily Alta California*, March 5, 1885 (excerpt)
California Digital Newspaper Collection, University of California Riverside
<https://cdnc.ucr.edu/cgi-bin/cdnc?a=d&d=DAC18850305.2.21&e=-----en--20--1--txt-txIN-----1>

Newspaper Article, M. Tape, "Chinese Mother's Letter," *Daily Alta California*, April 16, 1885 (excerpt)
California Digital Newspaper Collection, University of California Riverside
<https://cdnc.ucr.edu/?a=d&d=DAC18850416.2.3&e=-----en--20--1--txt-txIN-----1>

Photograph, *Chinese school students in Indianola, Sunflower County, Mississippi*, 1938
Mississippi Department of Archives and History (Box 12, folder 8, item 1)
<http://www.mshistorynow.mdah.ms.gov/images/191.jpg>

Photograph, Mary Ethel Dismukes, *Students of the only all-Chinese School in Bolivar County, Mississippi*, March 29, 1938
Mississippi Department of Archives and History (Box 24, folder 11, item 12)
<http://www.mshistorynow.mdah.ms.gov/images/190.jpg>

Representative William Higby (California), *The Congressional Globe*, U.S. House of Representatives, 39th Congress, 1866 (excerpt)
Library of Congress

Transcript, Interview of Edward Pang by Jerry Young, May 18, 1977 (excerpt)
Washington County Oral History Project, Mississippi Department of Archives and History (OH 1979.1.119)
http://da.mdah.ms.gov/vault/projects/OHtranscripts/AU411_099288.pdf

Transcript, Interview of James Chow by Jerry Young, February 24, 1977 (excerpt)
Washington County Oral History Project, Mississippi Department of Archives and History (OH 1979.1.032)
http://da.mdah.ms.gov/vault/projects/OHtranscripts/AU331_099212.pdf

Transcript, Interview of Joe Ting by Jerry Young, February 16, 1977 (excerpt)
Washington County Oral History Project, Mississippi Department of Archives and History (OH 1979.1.150)
http://da.mdah.ms.gov/vault/projects/OHtranscripts/AU441_099318.pdf

CONNECTIONS

The quest for equality for all and due process of the law are part of the effort to create a more perfect union. To consider this theme through history, see lessons in the book that focus on civil rights for American Indians, land ownership rights for Japanese Americans, suffrage, abolition, and civil rights.

SECONDARY SOURCES

Joyce Kuo, "Excluded, Segregated, and Forgotten: A Historical View of the Discrimination of Chinese Americans in Public Schools," 1998 (excerpt)
Asian American Law Journal, Volume 5, Issue 1
<https://lawcat.berkeley.edu/record/1116262>

Sarah Begley, "How a Chinese Family's 1927 Lawsuit Set a Precedent for School Segregation," October 18, 2016 (excerpt)
Time
<https://time.com/4533476/lum-v-rice-water-tossing-boulders/>

Sarah Pruitt, "The 8-Year-Old Chinese-American Girl Who Helped Desegregate Schools—in 1885," May 13, 2019 (excerpts)
HISTORY®
<https://www.history.com/news/chinese-american-segregation-san-francisco-mamie-tape-case>

Video Clip, *Golden Spike and the History of Chinese Railroad Workers*, 2019 (9:21)
PBS Video
<https://www.pbs.org/video/golden-spike-ya02ga/>

TEACHER-CREATED MATERIALS

- > Student Activity Packet
- > Product Assignment Choice

ACTIVITY PREPARATION

- > Project the Fourteenth Amendment to the United States Constitution.
- > Organize students into groups of four or five students each.
- > Make one copy of the Student Activity Packet and Product Assignment Choice for each group of four to five students.

PROCEDURE

ACTIVITY ONE (15 MINUTES)

- > Lead a class discussion on citizenship. Questions can include:
 - » *What rights should you have as a citizen of any nation?*
 - » *According to the Constitution, what rights do citizens of the United States possess?*
 - » *Why might citizens' rights change?*
 - » *Why is citizenship important or not important?*
 - » *What responsibilities should people fulfill to become a citizen or maintain their citizenship?*
 - » *What situations or circumstances would make you NOT want to be a citizen of a nation?*
- > Project the Fourteenth Amendment and remind students how the United States Constitution defines citizenship.
- > Conduct a brief class discussion on the equal rights section of the Fourteenth Amendment.
- > Remind students that *Plessy v. Ferguson* (1896) impacted this definition of citizenship with its ruling that "separate but equal" facilities were constitutional.

ACTIVITY TWO (45 MINUTES)

- > Review the role of the Chinese workers who helped to build the American railroads. If desired, show the clip, *Golden Spike and the History of Chinese Railroad Workers* (9:21).
- > Organize students into groups and distribute one Student Activity Packet to each group.
- > Direct students to complete the three inquiry-based tasks using the primary sources in the packet. Encourage students to divide the documents and share what they learned.
- > Monitor students for comprehension, asking them to compare and contrast the experiences of Chinese Americans in California and those in Mississippi.

ASSESSMENT OPTIONS

- > Students can complete the Product Assignment Choice to demonstrate their learning. Remind students whichever format they select, they need to remember that these are the stories of real people, and their experiences should be described and analyzed in a respectful manner.
- > Students can research other school desegregation cases involving Native Alaskans in Ketchikan, Alaska (1929).
- > Students can explore desegregation cases in their local communities.

STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > *Yick Wo v. Hopkins* (1886)
- > *U.S. v. Wong Kim Ark* (1898)
- > School desegregation in Ketchikan, Alaska (1929)
- > *Afriyom v. Rusk* (1967)
- > Chinese Exclusion Act (1882)
- > *Brown v. Board of Education* (1954) or *Brown v. Board of Education II* (1955)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

WWW.NHD.ORG/250

EDSITEment!

RELATED RESOURCES

Lesson Plan: JFK, LBJ, and the Fight for Equal Opportunity in the 1960s

<https://edsitement.neh.gov/lesson-plans/jfk-lbj-and-fight-equal-opportunity-1960s>

Humanities Article: “The Chinese Exclusion Act Raised the Price of Becoming an American”

<https://www.neh.gov/humanities/2015/januaryfebruary/feature/the-chinese-exclusion-act-raised-the-price-becoming-american>

Humanities Feature: “Massive Resistance in a Small Town”

<https://www.neh.gov/humanities/2013/septemberoctober/feature/massive-resistance-in-small-town>

Media Resource: BackStory: To Be a Citizen? The History of Becoming American

<https://edsitement.neh.gov/media-resources/backstory-be-citizen-history-becoming-american>

Media Resource: Thurgood Marshall Before the Court

<https://edsitement.neh.gov/general-resources/thurgood-marshall-court-0>

STUDENT ACTIVITY PACKET

Amendment XIV, U.S. Constitution, July 9, 1868
National Archives and Records Administration
<https://www.ourdocuments.gov/doc.php?flash=false&doc=43>

“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny any person within its jurisdiction the equal protection of the laws.”

Task One: Using Documents A through C, create a graphic organizer detailing the different ways Chinese Americans experienced violence and discrimination.

STUDENT ACTIVITY PACKET (CON'T)

DOCUMENT A

Joyce Kuo, "Excluded, Segregated, and Forgotten: A Historical View of the Discrimination of Chinese Americans in Public Schools," 1998 (excerpt)
Asian American Law Journal, Volume 5, Issue 1
<https://lawcat.berkeley.edu/record/1116262>

"The Chinese were the primary group of Asian immigrants in the United States during the late nineteenth century. Arriving in large numbers in the 1850s, Chinese immigrants were tolerated for their manpower during the rapid westerly expansion of the United States, which included the construction of the transcontinental railroads. However, these same immigrants were quickly viewed as a threat during the economic recession of the 1870s, facing accusations that they had stolen jobs from American workers and that they had caused the economic troubles that had befallen the country. Denounced for their work ethic, appearance, and religion, the Chinese were considered 'inferior and unassimilable.' Such anti-Chinese sentiments were reflected in scholarly writings, judicial opinions, and political statements."

DOCUMENT B

Representative William Higby (California), *The Congressional Globe*, U.S. House of Representatives, 39th Congress, 1866 (excerpt)
Library of Congress

"The Chinese are nothing but a pagan race...You cannot make good citizens of them; they do not learn the language of the country; and you can communicate with them only with the greatest difficulty, as their language is the most difficult of all those spoken.... "

DOCUMENT C

Joyce Kuo, "Excluded, Segregated, and Forgotten: A Historical View of the Discrimination of Chinese Americans in Public Schools," 1998 (excerpt)
Asian American Law Journal, Volume 5, Issue 1
<https://lawcat.berkeley.edu/record/1116262>

"Congress passed laws restricting Chinese immigration, including the Chinese Exclusion Act of 1882, the first immigration law to limit the entry of an ethnic group into the United States...Not only were there limitations on the number of Chinese immigrants permitted to enter the United States...Excluded from land ownership, voting, access to courts, employment, interracial marriages, and naturalization, the Chinese were viewed as foreigners, regardless of their intent to reside permanently in the United States, and were thus denied many of the privileges and rights of Americans."

STUDENT ACTIVITY PACKET (CON'T)

Task Two: Using Documents D through G, complete the chart below to summarize the actions and reactions of administrators, legislators, and parents of Chinese Americans who attended school in California.

Administrators	Legislators	Parents

STUDENT ACTIVITY PACKET

DOCUMENT D

Sarah Pruitt, "The 8-Year-Old Chinese-American Girl Who Helped Desegregate Schools—in 1885," May 13, 2019 (excerpts) HISTORY®

<https://www.history.com/news/chinese-american-segregation-san-francisco-mamie-tape-case>

"Nearly 70 years before Topeka's Linda Brown and others challenged restrictive school laws on behalf of African Americans, sparking the legal battle that resulted in the landmark Supreme Court decision *Brown v. Board of Education*, 8-year-old Mamie Tape of San Francisco, and her persistent parents, did the same for Chinese-American students.

"Their case, *Tape v. Hurley*, resulted in one of the most important civil-rights decisions you've never heard of.

"When Joseph and Mary Tape, a prosperous middle-class Chinese-American couple, tried to enroll their eldest daughter, Mamie, at the all-white Spring Valley Primary School in September 1884, Principal Jennie Hurley refused to admit her, citing the existing school-board policy against admitting Chinese children.

"At the time, anti-Chinese sentiment ran high in California, as many white Americans blamed Chinese immigrants for taking their jobs during tough economic times. Due to their appearance, customs and religious beliefs, people of Chinese background were assumed at the time to be incapable of assimilating to mainstream American culture.

"Faced with this stubborn prejudice, Mamie's parents, who had come to the United States as children and thoroughly Westernized themselves in language, dress and lifestyle, decided to fight back. They filed a lawsuit on behalf of their daughter against both Hurley and the San Francisco Board of Education—and they won...

"In 1882, Congress passed the Chinese Exclusion Act, which banned Chinese immigration for a period of 10 years and prevented all Chinese from becoming naturalized citizens.

"In San Francisco, Chinese children (even American-born) had long been denied access to public schools. Despite a law passed by the California state legislature in 1880 that entitled all children in the state to public education, social custom and local school-board policy still kept Chinese youngsters from attending the city's white schools...

"Having lived among white neighbors for so long, it seemed natural to Mary and Joseph Tape to send their eldest daughter to the primary school in their neighborhood, rather than to the mission-run schools in Chinatown. After Hurley barred Mamie's admission to Spring Valley, the couple turned to the Chinese consulate, which lodged a protest with the school board. The board (despite opposition from some of its members) ruled that the exclusion was lawful, and the Tapes retained a lawyer, William Gibson, to sue Hurley and the San Francisco Board of Education on their daughter's behalf.

"Barring Mamie Tape from Spring Valley not only violated the 1880 California school law, Gibson argued—it also violated Mamie's right to equal protection under the 14th Amendment to the U.S. Constitution..."

STUDENT ACTIVITY PACKET (CON'T)

DOCUMENT E

Newspaper Article, "The Chinese School Problem," *Daily Alta California*, March 5, 1885 (excerpt)
California Digital Newspaper Collection, University of California Riverside
<https://cdnc.ucr.edu/cgi-bin/cdnc?a=d&d=DAC18850305.2.21&e=-----en--20--1--txt-txIN-----1>

"...Superintendent Moulder is of the opinion that all the Chinese care [about] in this matter is to learn the English language, and that evening schools in Chinatown will be all that are required. He sent early yesterday morning the following telegram to Sacramento: San Francisco, March 4, 1885. To Hon. W. B. May, Assembly Chamber, Sacramento: I fear the decision of the Supreme Court admitting Chinese will demoralize our schools. But the one remedy is for the Legislature to declare urgent the passage of bills already introduced by you to establish separate Chinese classes. Without such action I have every reason to believe that some of our classes will be inundated by Mongolians. Trouble will follow. Please answer. Andbew [sic] J. Moulder, Superintendent of Schools"

DOCUMENT F

California Assembly Bill 268, March 12, 1885 (excerpt)
California State Assembly Archives
<https://clerk.assembly.ca.gov/sites/clerk.assembly.ca.gov/files/archive/Statutes/1885/1885.pdf#page=151>

"The people of the State of California...do enact...every school unless otherwise provided by law, must be open for the admission of all children between six and twenty-one years of age residing in the district, and the Board of Trustees, or City Board of Education, have power to admit adults and children not residing in the district whenever good reason exists therefor [sic]. Trustees shall have the power to exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases, and also to establish separate schools for children of Mongolian or Chinese descent. When such separate schools are established, Chinese or Mongolian children must not be admitted into any other schools..."

DOCUMENT G

Newspaper Article, M. Tape, "Chinese Mother's Letter," *Daily Alta California*, April 16, 1885 (excerpt)
California Digital Newspaper Collection, University of California Riverside
<https://cdnc.ucr.edu/?a=d&d=DAC18850416.2.3&e=-----en--20--1--txt-txIN-----1>

"To the Board of Education—Dear Sirs: I see that you are going to make all sorts of excuses to keep my child out of the Public schools. Dear Sirs, Will you please tell me! Is it a disgrace to be Born a Chinese? Didn't God make us all!!! What right have you to bar my child out of the school because she is [of Chinese Descent? There] is no other worldly reason that you could keep her out...You have expended a lot of the Public money foolishly, all because of one poor little Child...I will let the world see sir What justice there is When it is governed by the Race of prejudice men!...I guess she is more of [an] American [than] a good many of you that is going to prevent her being Educated. Mrs. M. Tape"

STUDENT ACTIVITY PACKET (CON'T)

DOCUMENT H

Sarah Begley, "How a Chinese Family's 1927 Lawsuit Set a Precedent for School Segregation," October 18, 2016 (excerpt) *Time*

<https://time.com/4533476/lum-v-rice-water-tossing-boulders/>

"Today, *Brown v. Board of Education*—with its ruling in favor of equality—is known as the definitive Supreme Court case about the segregation of American schools. But three decades earlier, a Chinese family in the Mississippi Delta region brought their own school-segregation case to the Supreme Court—and not only lost, but set a painful precedent in favor of segregation.

"In a new book about on their case, *Water Tossing Boulders: How a Family of Chinese Immigrants Led the First Fight to Desegregate Schools in the Jim Crow South*, author Adrienne Berard explores how the Lum daughters found themselves discriminated against in Rosedale, Miss., and why their attempt to fight the system had unintended consequences.

"When students learn about the Chinese-American experience, the lessons often focus on 'the West Coast, the railroads, the history of the 1882 Immigration Act, the riots,' Berard tells TIME. But the history of Chinese-Americans in the South goes back just as far...

"Jeu Gong Lum was part of a wave of immigrants who tried to get around the 1882 Chinese Exclusion Act... by sneaking across the Canadian border. He fled to the South, where he had a relative, and where he was less likely to be caught by patrol officers. He came to America as an adult, but married a woman who had come over as an indentured servant at age 10 or 11, Berard estimates. That woman, Katherine Wong, grew up thoroughly acclimated to the American South, socializing with white southerners at church, cooking southern food and speaking and writing English fluently.

"After they married, they opened a small grocery store—a popular choice for many Chinese immigrants in the South, as it made them "merchants" and therefore carried special permissions that were prohibited to Chinese laborers. They primarily served an African-American clientele. Their children attended white schools, and when they moved to Rosedale their second daughter, Martha Lum, excelled academically. (She had already been keeping the books for her family's grocery store since she was 5 or 6.) Still, when she and her older sister Berda arrived for the first day of school in 1924, their second year in Rosedale, they were told to leave and attend the black school in town instead—they were now considered colored.

"The Lum family sued to get their daughters back into the white school, making the argument that it was discriminatory to force Asian students to attend a school in which "colored" otherwise meant black...

"The unanimous ruling 'let Mississippi schools regulate themselves however they want, and define race of their students however they want,' Berard says. 'That's the really horrible thing about this decision: the Lum family aside, this created a precedent for segregation that broadens it, gives it more power.'...

"'You want to stand behind the family in one way, because they are making a decision for their children,' says Berard, who interviewed descendants of the Lums for her book. 'But at the same time they are clearly making a racist decision. Whether it's part of what was considered normal at the time or not, I don't think you can let them off the hook for that very obvious fact that they did not want their daughters going to school with black children.'"

STUDENT ACTIVITY PACKET (CON'T)

DOCUMENT I

Chief Justice William Howard Taft, *Gong Lum v. Rice*, 1927 (excerpts)

Library of Congress (usrep275078)

<http://cdn.loc.gov/service/ll/usrep/usrep275/usrep275078/usrep275078.pdf>

“A child of Chinese blood, born in, and a citizen of, the United States, is not denied the equal protection of the laws by being classed by the State among the colored races who are assigned to public schools separate from those provided for the whites, when equal facilities for education are afforded to both classes...

“Gong Lum is a resident of Mississippi, resides in the Rosedale Consolidated High School District, and is the father of Martha Lum. He is engaged in the mercantile business...The petition alleged that she was of good moral character and between the ages of five and twenty-one years, and that, as she was such a citizen and an educable child, it became her father’s duty under the law to send her to school; that she desired to attend the Rosedale Consolidated High School; that at the opening of the school she appeared as a pupil, but at the noon recess she was notified by the superintendent that she would not be allowed to return to the school; that an order had been issued by the Board of Trustees, who are made defendants, excluding her from attending the school solely on the ground that she was of Chinese descent and not a member of the white or Caucasian race...

“The petitioners further show that there is no school maintained in the District for the education of children of Chinese descent, and none established in Bolivar County where she could attend.

“The plaintiff, Gong Lum, the petitioner’s father, is a taxpayer and helps to support and maintain the school; that Martha Lum is an educable child, is entitled to attend the school as a pupil, and that this is the only school conducted in the District available for her as a pupil; that the right to attend it is a valuable right; that she is not a member of the colored race nor is she of mixed blood, but that she is pure Chinese...

“The bill showed on its face that [the] plaintiff is a member of the Mongolian or yellow race, and therefore not entitled to attend the schools provided by law in the State of Mississippi for children of the white or Caucasian race.

“The legislature is not compelled to provide separate schools for each of the colored races, and, unless and until it does provide such schools and provide for segregation of the other races, such races are entitled to have the benefit of the colored public schools. Under our statutes a colored public school exists in every county and in some convenient district in which every colored child is entitled to obtain an education. These schools are within the reach of all the children of the state, and the plaintiff does not show by her petition that she applied for admission to such schools. On the contrary the petitioner takes the position that because there are no separate public schools for Mongolians that she is entitled to enter the white public schools in preference to the colored public schools...

“If the plaintiff desires, she may attend the colored public schools of her district, or, if she does not so desire, she may go to a private school. The compulsory school law of this state does not require the attendance at a public school, and a parent under the decisions of the Supreme Court of the United States has a right to educate his child in a private school if he so desires. But [the] plaintiff is not entitled to attend a white public school.’

“The case then reduces itself to the question whether a state can be said to afford to a child of Chinese ancestry born in this country, and a citizen of the United States, equal protection of the laws by giving her the opportunity for a common school education in a school which receives only colored children of the brown, yellow or black races...

“The question here is whether a Chinese citizen of the United States is denied equal protection of the laws when he is classed among the colored races and furnished facilities for education equal to that offered to all, whether white, brown, yellow or black...

“The decision is within the discretion of the state in regulating its public schools and does not conflict with the Fourteenth Amendment...”

STUDENT ACTIVITY PACKET (CON'T)

DOCUMENT J

Photograph, Mary Ethel Dismukes, *Students of the only all-Chinese School in Bolivar County, Mississippi*, March 29, 1938
Mississippi Department of Archives and History (Box 24, folder 11, item 12)
<http://www.mshistorynow.mdah.ms.gov/images/190.jpg>



STUDENT ACTIVITY PACKET (CON'T)

DOCUMENT K

Photograph, *Chinese school students in Indianola, Sunflower County, Mississippi, 1938*
Mississippi Department of Archives and History (Box 12, folder 8, item 1)
<http://www.mshistorynow.mdah.ms.gov/images/191.jpg>



STUDENT ACTIVITY PACKET (CON'T)

DOCUMENT L

Transcript, Interview of Edward Pang by Jerry Young, May 18, 1977 (excerpt)
Washington County Oral History Project, Mississippi Department of Archives and History (OH 1979.1.119)
http://da.mdah.ms.gov/vault/projects/OHtranscripts/AU411_099288.pdf

YOUNG: But there must have been a difference, too. I know, because, you went to school yourself in Frankfort, but when you came here in 1940, the Chinese couldn't go to Public Schools, could they?

PANG: No.

YOUNG: What did you do to educate the children?

PANG: Well, when I first came down here, I didn't know that. I didn't know that my children could not attend the Public Schools, so when I came down here my oldest children—my boy was only four years old then, and my oldest daughter was two, and my third child was only eight months old. So I said, well, I'll stay here until my children grow up, are old enough, and I'll move to somewhere else where they are able to attend the Public Schools...we had only a one-room school house, and we had one teacher who would teach all the grade levels. At first, my oldest boy went to that school, and also my oldest daughter attended that school.

YOUNG: And when was that school done away with? Do you remember?

PANG: In 1946. We were integrated into the Public School System at the end of World War II, in 1946.

YOUNG: So it was about that time that the Chinese School discontinued?

PANG: Yes...

DOCUMENT M

Transcript, Interview of James Chow by Jerry Young, February 24, 1977 (excerpt)
Washington County Oral History Project, Mississippi Department of Archives and History (OH 1979.1.032)
http://da.mdah.ms.gov/vault/projects/OHtranscripts/AU331_099212.pdf

YOUNG: So you got through the 1927 flood in satisfactory condition. Let me go back...You told me that you were educated both in Memphis and you were tutored in Greenville. What did the other Chinese do for education?

CHOW: Well, of course, at that time—the people in the school they don't admit the Chinese to their school. We feel like we're mistreated so whenever we had a chance we would get out of the state of Mississippi and Greenville and go somewhere else, you know, to get educated, that's why.

YOUNG: So, you were forced to depend on either being tutored or to go out of the state to receive an education.

STUDENT ACTIVITY PACKET (CON'T)

CHOW: Of course, Mrs. Burford, she was very nice. She met me at the church. I went to the Baptist Church. Her husband is a secretary of the YMCA, Washington County YMCA. They were real nice and kind and talked to my uncle and asked if I come to their home and let his wife teach me. So, that's how I did it.

YOUNG: Was the actual teaching done at the church or at her house?

CHOW: They asked me to come to their house so that she could help me and teach me. At her home.

YOUNG: Can you tell me this... I know that the Chinese were not admitted to the schools. How would you say in the early years your relations were with the caucasians in general?

CHOW: Well, at this time we had the feeling that we are not wanted, in a way. But, we tried not to mix, you know, with the caucasians. Not in business, we had to do it in business, but we just don't associate with each other too much. We were afraid, we get the word they don't treat us right, so we just afraid, you know, not feeling too close to them that way.

YOUNG: All right. Now, I want to get back to education also. There was at one time a Chinese school here.

CHOW: Yes.

YOUNG: Can you tell me please when it was organized, who was responsible for opening it?

CHOW: Well, I don't remember that long. We did have one little school on O'Hea and North Theobald, a small house. You know, I imagine they got quite many students at that time, fifteen or twenty. There were some Chinese people who would come from as far as Beulah every day, you know, just to-school, with some children. Of course, at that time we didn't have many families, we didn't have many children—just a very few, so they all came on down here to school.

YOUNG: During the thirties. And, who organized it?

CHOW: Well, I cannot remember. Some of the people older than I tried to get the Board of Education in Greenville to help out. In this way—we told them you don't allow us to go to the white schools and our children don't want to go to black schools so they felt they would give us a little place, little house, for classrooms and this is how it started. I don't remember—it might have been my uncle—in those days...

YOUNG: But it was the Chinese people?

CHOW: Yes. All Chinese there. I think my uncle was a part of it because he was the oldest and had been here longer. Of course, I was young at that time, you know...

YOUNG: There must have been a shortage of Chinese women too.

CHOW: Yes, there are, because they try every way to keep—the law, to try to keep them from coming over here.

STUDENT ACTIVITY PACKET (CON'T)

DOCUMENT N

Transcript, Interview of Joe Ting by Jerry Young, February 16, 1977 (excerpt)
Washington County Oral History Project, Mississippi Department of Archives and History (OH 1979.1.150)
http://da.mdah.ms.gov/vault/projects/OHtranscripts/AU441_099318.pdf

YOUNG: And, during the depression because of the economic arrangements nobody failed and then during the second World War helped even more to bring the Chinese up.

TING: Yes.

YOUNG: Then, the education...schools were opened up so it was a gradual thing that helped out.

TING: Yes. You know what...another thing now, if in my time, during 1930 and 1940, if Greenville allowed the Chinese to go to school probably I would have a college education now, probably I would have gone to Ole Miss or State. I can't go, I had to go to Memphis...too far away and my father was old, you see, so I didn't go so I had to take my short cut.

PRODUCT ASSIGNMENT CHOICE

Guiding Question: How did Chinese Americans challenge the doctrine of separate but equal schools in California and Mississippi?

Assignment: Using the information from the primary and secondary sources, complete one of the following. In developing your answer, be sure to keep these general definitions in mind:

- > **Explain** means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships.
- > **Describe** means to illustrate something in words or tell about it.
- > **Analyze** means to consider how or why something is significant; to find a deeper meaning or significance.
- > **Synthesize** means to make a case using evidence; to find larger trends or patterns among events.

Note: No matter which product you select, please remember these are the stories of real people, and their experiences should be described and analyzed in a respectful manner.

Interview/Discussion	Digital Presentation	Graphic Organizer	Poem/Song/Story
<ul style="list-style-type: none"> > Interview a partner. > Record by voice or video. > Include the information below. > Submit the finished product. 	<ul style="list-style-type: none"> > Create a digital presentation. > Include the information below. > Submit the finished product. 	<ul style="list-style-type: none"> > Create a graphic organizer. > Include the information below. > Submit the finished product. 	<ul style="list-style-type: none"> > Write a poem, song, or story. > Record by voice or video. > Include the information below. > Submit the finished product.

Regardless of format, all assessments should include:

- > **Explain** the Fourteenth Amendment’s Equal Protection Clause in your own words.
- > **Describe** what it was like for Chinese Americans to live in the United States in the late nineteenth and early twentieth centuries.
- > **Analyze** how Chinese Americans fought school segregation.
- > **Synthesize** how these cases challenged the status quo and helped to make the United States a more perfect union.



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