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Volume Title: Race and Schooling in the South, 1880-1950: An Economic History

Volume Author/Editor: Robert A. Margo

Volume Publisher: University of Chicago Press, 1990

Volume ISBN: 0-226-50510-3

Volume URL: <http://www.nber.org/books/marg90-1>

Conference Date: n/a

Publication Date: January 1990

Chapter Title: Front matter, Race and Schooling in the South, 1880-1950: An Economic History

Chapter Author: Robert A. Margo

Chapter URL: <http://www.nber.org/chapters/c8790>

Chapter pages in book: (p. -12 - 0)

R O B E R T A . M A R G O

Race and Schooling in the South, 1880–1950

An Economic History



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Race and Schooling in the South,
1880–1950



Long-term Factors in Economic Development
A National Bureau of Economic Research Series
Edited by Robert W. Fogel and Clayne L. Pope

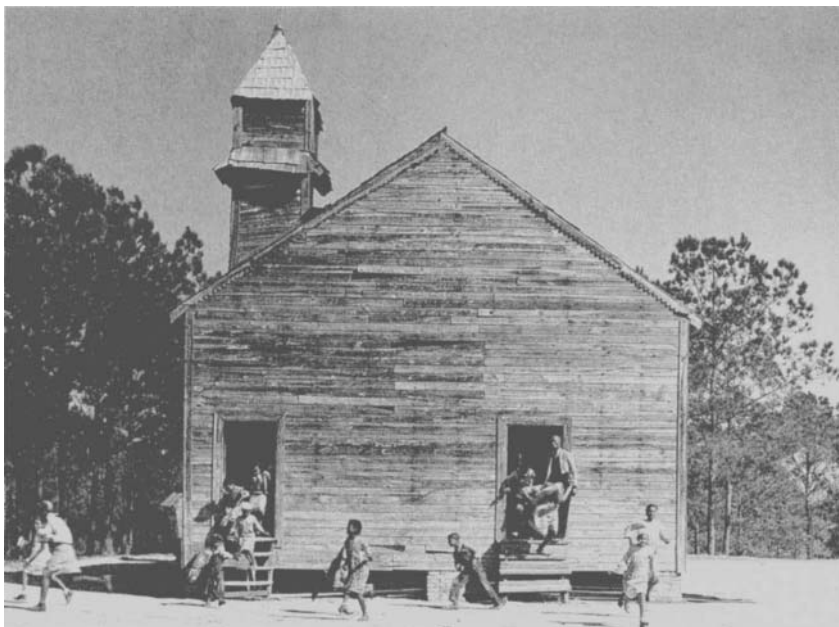


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Race and Schooling in the South, 1880–1950: An Economic History

Robert A. Margo



The University of Chicago Press

Chicago and London

The University of Chicago Press, Chicago 60637
The University of Chicago Press, Ltd., London

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All rights reserved. Published 1990
Paperback edition 1994
Printed in the United States of America
99 98 97 96 95 94 5 4 3 2

Library of Congress Cataloging-in-Publication Data

Margo, Robert A. (Robert Andrew), 1954–
Race and schooling in the South, 1880–1950 : an economic history /
Robert A. Margo.

p. cm.—(Long-term factors in economic development)

Includes bibliographical references and index.

ISBN 0-226-50510-3 (cloth)

ISBN 0-226-50511-1 (pbk.)

1. Education—Economic aspects—Southern States—His-
tory. 2. Discrimination in education—Southern States—
History. 3. Segregation in education—Southern States—His-
tory. 4. Economic development—Effect of education
on. I. Title. II. Series.

LC66.5.S68M37 1990

338.4'7370'975—dc20

90-11249

CIP

∞ The paper used in this publication meets the minimum requirements of
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of Paper for Printed Library Materials, ANSI Z39.48–1984.

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(Resolution adopted October 25, 1926, as revised through September 30, 1974)

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Preface

This book is about the interrelations among race, schooling, and labor market outcomes for men, principally in the American South, from the late nineteenth century to the mid-twentieth. Two decades of quantitative research by social scientists and historians have greatly expanded our knowledge of slavery and its economic consequences for blacks, but the post-slave experience of blacks in the American economy has received less detailed attention. The goal of my book is to deepen our understanding of that experience and the context it provided for changes in racial economic differences after World War Two.

I have been fortunate to have had my work critiqued by colleagues at various stages. For their advice, I would like to especially thank Richard Freeman, David Gray, James J. Heckman, J. Morgan Kousser, Joel Perlmann, Jonathan Pritchett, and Paul Taubman. Many helpful comments were also provided by seminar participants at the American University, Colgate University, Harvard University, Indiana University, the National Bureau of Economic Research, Northwestern University, the University of California at Los Angeles, the University of Chicago, the University of Illinois, the University of Pennsylvania, the University of Massachusetts at Amherst, Vanderbilt University, Washington University at St. Louis, and Yale University.

The empirical research undertaken in this project required immense amounts of computer time and expertise. Most of the computer work was conducted while I was a member of the economics faculty of Colgate University. I am grateful to Colgate University for providing the computer time and to Richard Grant of the Colgate Computer Center for providing the expertise. Some of the data analyzed in Chapter 4 were collected as part of a project with Joel Perlmann on the social and economic history of American teachers, which has been financed by the Spencer Foundation and the National Science Foundation. I am grateful to both foundations for their support.

I owe special thanks to Stanley Engerman and Claudia Goldin, both of

whom commented extensively on the penultimate version of the manuscript. My mentor, Robert Fogel, always encouraged me to turn my research articles into a book. I hope the end product aspires to the ideals and high standards set by these economic historians. I am also grateful to my editor, Julie McCarthy, for her comments on an early draft.

This book is dedicated to my wife, Wendy, and my son, Daniel.

R.A.M.

Nashville, Tennessee, 1990