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RURAL ELEMENTARY EDUCATION AMONG NEGROES UNDER JEANES SUPERVISING TEACHERS

By

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D.C., June 1933.

SIR: The National Survey of Secondary Education shows almost unbelievable results in secondary education for Negroes. This would seem to imply similar results for elementary schools. Our specialist in the education of Negroes, Dr. Ambrose Caliver, here takes the opportunity of investigating those schools which have been under the Jeanes supervisors. The Jeanes Fund has been a most worth while philanthropy extending its benign influence over these underprivileged people in the Southern States.

This study represents 611 schools with a teaching staff of approximately 1,000 teachers and enrolling 44,785 pupils. The schools are located in 76 counties in the 12 Southern States. Some of the schools were almost inaccessible. It was found that more than a third of the children were in the kindergarten and first grade. Only 2.29 percent were in the eighth grade—such is school mortality in these rural schools. Only about 11 percent of the teachers in these schools held college degrees. The teachers and principals had more experience however than white teachers. Meetings attended and reading show great professional interest on their part.

It was found that the Rosenwald Fund had given great impetus to better housing. The report closes with 14 problems listed for further study.

I recommend that this manuscript be published as a bulletin of this office.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

RURAL ELEMENTARY EDUCATION AMONG NEGROES UNDER JEANES SUPERVISING TEACHERS

CHAPTER I : INTRODUCTION

THE NEGRO A RURAL DWELLER

Despite the fact that the past two decades have witnessed the greatest exodus of Negroes from rural sections in the history of the race, the majority still live in the country. According to the 1930 census, more than two thirds of the race reside in farming and nonfarming rural areas. In 15 Southern States it was found [1] that of the 9,420,747 Negro population 67.4 percent were rural dwellers. In 3 of the States the percentages were as high as 79, 81, and 83.

EDUCATION OF RURAL NEGROES

These facts have a real bearing on the education of the Negro, and show that, according to the number of persons involved, the education of colored persons in rural centers is a problem of great importance. That the millions of citizens and potential citizens living in rural sections should receive the fundamentals of education is recognized by practically everyone conversant with the situation. That this ideal is not realized by the majority of Americans so situated, and more particularly for the Negro,[2] is equally well known.

Although the disparities between the education of Negroes and whites in rural communities are still great, reaching enormous proportions in some places,[3] considerable progress has been made in improving conditions during the past 10 or 15 years.

[1] Caliver, Ambrose. Secondary education for Negroes. National Survey of Secondary Education. Washington, Government Printing Office, 1932. (U. S. Office of Education Bulletin, 1932, No. 17, Monograph No. 7.).

[2] Cook, Katherine M. Biennial survey of education in the United States, 1928-30. Washington, Government Printing Office, 1931. (U.S. Office of Education. Bulletin 1931, no. 20, ch. 17, pp. 37, 40, 42, 49.)

[3] Caliver, Ambrose. Some phases of education among Negroes in rural communities, Washington, National Education Association, 1931. (Bulletin of the Department of Rural Education, February 1931.)

THE JEANES WORK

Among the agencies most influential in advancing education of Negroes are the Jeanes supervising teachers. Beginning activities nearly 20 years ago with 1 supervisor, the Jeanes work has grown until at present there are 339 supervising teachers. They have promoted many diverse enterprises, but their most important contribution has been in stimulating and encouraging the colored people to become interested in better schools, and in soliciting and maintaining the cooperation of the local white people in a program of educational development for Negroes.

The Negro Rural School Fund, Anna T. Jeanes Foundation,[4] which initiated and has sponsored the work of the Jeanes supervisors, was incorporated on November 20, 1907. The fund is the result of a million-dollar gift by the late Miss Anna T. Jeanes, of Philadelphia. Speaking to a visitor in regard to making a contribution toward the education of colored children in the South, Miss Jeanes remarked, "Others have given to the large schools; if I could, I should like to help the little country schools." Not long after the expression of this desire Miss Jeanes conferred with Dr. Hollis B. Frissell, principal of Hampton Institute; Dr. Booker T. Washington, founder and principal of Tuskegee Institute, and Mr. George F. Peabody, concerning the contemplated donation. The first regular meeting of the full governing board, which was formed as a result of these conferences, was held on February 29, 1908.[5]

In 1931–32 the Jeanes Fund cooperated with the public-school authorities in employing Jeanes supervising teachers in 339 counties of 15 States as shown by table 1. These supervisors are appointed by the county superintendent, work under his direction, and are considered members of his regular corps of teachers.[6]

Their work includes a wide range of activities, comprising teaching and supervising elementary industrial work; supervision of regular academic instruction; promotion of school and community clubs; and improvement of health and sanitary conditions in schools and homes. Perhaps the largest

[4] It is generally known simply as the Jeanes Fund.

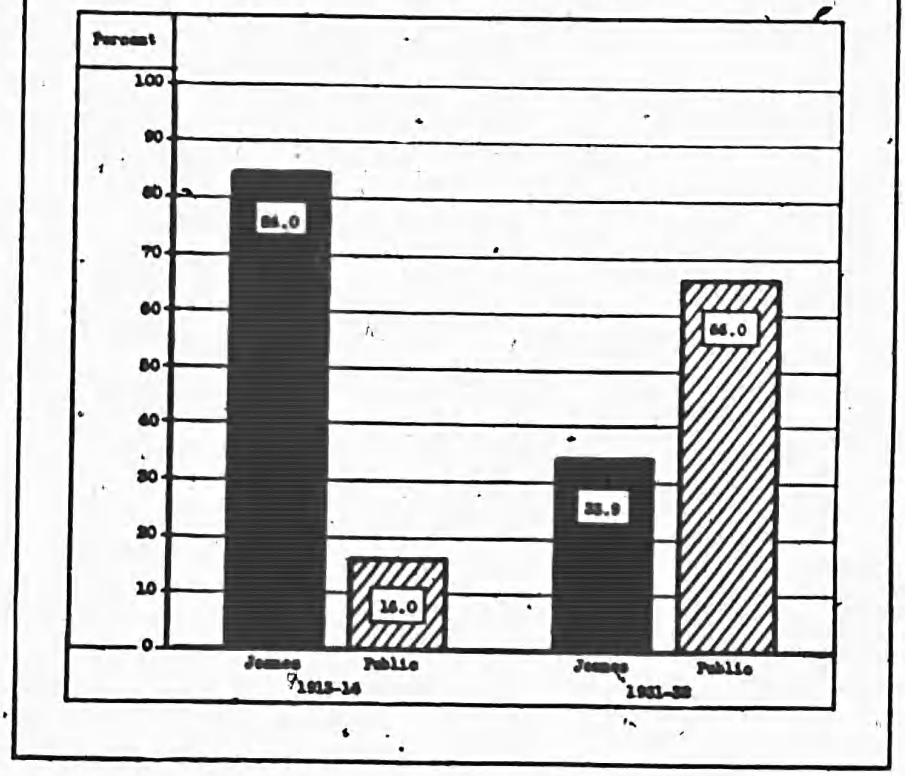
[5] Dillard, James Hardy. Fourteen Years of the Jeanes Fund, 1909–23. Reprint from the South Atlantic Quarterly, vol. XXII, no. 3, July 1923.

[6] Jeanes fund. Report of the president, annual meeting, 1914, Washington, D.C.

proportion of supervisors' time is consumed in raising money for new schoolhouses, school equipment, and extension of the school term. From 1913–14 to 1927–28 these supervisors raised an aggregate sum of approximately $5,000,000.[1]

The purpose of the Jeanes Fund from the beginning has been to stimulate and assist local rural communities to assume their obligation in the education of colored children. One measure of success appears in figure 1 which shows the pro-

FIGURE 1.— PERCENTAGE OF SALARIES OF JEANES TEACHERS PAID BY THE JEANES FUND AND FROM PUBLIC FUNDS IN 1913–14 AND 1931–32



portion of the salaries of Jeanes supervisors paid by the Jeanes Fund and from public funds in 1913–14 and 1931–32. It will be noted that in 1913–14 only 16 percent of the salaries was paid from public funds, while in 1931–32, 66 percent came from this source.

State and county officials and citizens in all walks of life, both colored and white, bear testimony to the fine service

[1] Statement issued from the office of the Jeanes Fund by J. H. Dillard, Charlottesville, Va., and

Liston, Hardy. Work of the Jeanes Supervising Teachers for Negro Rural Schools. Master's thesis. The University of Chicago, Chicago, Ill., 1928. 112 p. ms.

rendered by the Jeanes teachers. Their influence has been effective and far reaching according to persons most familiar with their work.

Contrary to the general opinion, Jeanes teachers are not employed in all the counties of the Southern States where the number of colored schools would warrant their services. This fact is shown by table 1 which lists the number of counties in the various Southern States and the number having Jeanes teachers. It also reveals the number of counties in each State without Jeanes teachers according to the number of Negro teachers employed in the counties. In observing the table it is seen that those counties having 10 Negro teachers or more are suggested as potential fields for the extension of Jeanes work. There is a total of 478 of these counties.

TABLE 1.—*Counties with and without Jeanes teachers. (Data obtained from office of Jeanes Fund)*

State	Total counties	1931-32 counties with Jeanes teachers	1930-31 counties with Jeanes teachers	Counties without Jeanes teachers (1930-31), classified according to number of Negro teachers employed							
				0	1-9	10-19	20-29	30-39	40-49	50	Total
1	2	3	4	5	6	7	8	9	10	11	12
Alabama	67	[1] 35	[1] 36	1	7	4	3	4	1	11	31
Arkansas	75	18	17	23	13	6	9	2	0	5	58
Florida	67	15	15	1	14	22	4	1	3	7	52
Georgia	161	32	29	5	22	35	34	15	9	12	132
Kentucky[4]	120	10	13	12	82	13	0	0	0	0	107
Louisiana	[2] 64	[2] 18	[2] 19	0	5	9	11	5	6	9	45
Maryland [3]	23	[5] 19	[5] 20	1	0	2	0	0	0	0	3
Mississippi	82	27	27	0	2	8	9	6	9	21	55
Missouri	114	4	4	79	28	3	0	0	0	0	110
North Carolina	100	39	42	1	17	9	12	4	4	11	58
Oklahoma	77	5	6	15	34	13	4	1	2	2	71
South Carolina	46	16	18	0	0	0	0	1	1	26	28
Tennessee	95	22	24	8	44	12	2	1	1	3	71
Texas	254	18	19	147	39	15	15	11	3	5	235
Virginia	100	61	59	3	16	12	5	4	1	0	41
Total	1,445	339	348	296	323	163	108	55	40	112	1,097

Potential field for further Jeanes work, 478. (Shown in columns 7-11.)

[1] Includes counties in which workers are wholly paid from public funds.
[2] Parishes instead of counties.
[3] All workers are paid entirely from public funds.
[4] 15 colored and 4 white.
[5] 16 colored and 4 white.

PURPOSE OF THE STUDY

Limited studies have been made of certain factors relating to the education of Negroes in rural communities, but few investigations have been made of sufficient scope to warrant valid conclusions. It is the purpose of this study, therefore, to present rather detailed facts regarding some of the more important phases of elementary education for Negroes in rural communities in a representative number of counties in the Southern States, where Jeanes supervising teachers are employed. Some of the more important phases considered are: (1) Accessibility of schools and transportation of pupils; (2) enrollment; (3) pupil mortality; (4) acceleration and retardation; (5) the staff; (6) administrative and supervisory practices; (7) housing and equipment; and (8) extended services and community relationships.

THE DATA AND THEIR SOURCES

Some of the data for this study were secured from printed reports of the Jeanes Fund; part through personal visits to elementary rural schools under the supervision of Jeanes teachers; some from material obtained in the office of the Jeanes Fund in Washington; and still others by reference to a study of the Jeanes supervising teachers made by Hardy Liston.[1] The major part of the data, however, was gathered by means of a questionnaire distributed to the schools through the Jeanes teachers.

In the initial stages of the study advice and cooperation were secured from Dr. J. H. Dillard, then president of the Anna T. Jeanes Fund. Letters were sent to the State directors of Negro education and to the county superintendents of the Southern States, apprizing them of the study and soliciting their cooperation. Also, a preliminary letter was sent to all Jeanes teachers in the winter of 1931 explaining the nature of the investigation and requesting their assistance in selecting the schools to be included and in distributing the questionnaires. The following directions read in part:

> It will be impracticable to attempt to study all the elementary schools under the supervision of the Jeanes teachers; therefore, we are requesting each supervisor to select 50 percent of the schools under her supervision. You are kindly asked to select approximately one third

[1] Liston, Hardy. Op. cit.

of this number from those schools which are doing very effective work; one third which are not doing effective work; and another third which you consider to be doing average work.

Blanks were forwarded to the Jeanes teachers for distribution to the principals or head teachers of the schools under their supervision. They were requested to distribute the blanks; to instruct the teachers how to fill them in; to collect them and verify the accuracy of the replies; and to return them to the United States Office of Education.

SCOPE OF THE STUDY

A limited number of characteristic features of a representative sampling of elementary schools for Negroes under the supervision of Jeanes teachers will be the extent of the concern of this report. The investigation comprises a study of 611 schools with a teaching staff of approximately 1,000, and enrolling 44,785 pupils. These schools are located in 76 counties of 12 Southern States. Seventy-six Jeanes teachers cooperated with the Office of Education in securing the data. Table 2 presents the detailed facts concerning the data and their sources.

Assuming that the Jeanes teachers selected the schools in the manner suggested to them, it may safely be concluded that the picture here shown is a fair representation of the school situation encountered by Jeanes teachers. In the degree to which they failed to select an approximately equal number of schools according to the three suggested levels, namely, poor, good, and average, to that extent the findings fall short of revealing a representative picture.

TABLE 2.—*Number of supervisors participating and number of schools and pupils included in the study, by States*

State	Number of supervisors returning check list	Number of schools	Number of pupils
1	2	3	4
Alabama	5	63	3,896
Arkansas	7	52	3,918
Florida	5	32	3,064
Georgia	4	33	1,772
Louisiana	6	33	2,341
Mississippi	6	65	5,559
Missouri	3	32	2,434
North Carolina	8	87	7,902
South Carolina	4	48	5,045
Tennessee	6	38	1,906
Texas	5	23	1,390
Virginia	17	105	5,558
Total	76	611	44,785

CHAPTER II : ACCESSIBILITY OF ELEMENTARY SCHOOLS

Among the many factors influencing the accessibility of schools the following may be mentioned as of primary importance: (1) Number of children of school age per school; (2) proximity of schools to the homes of the children; (3) facilities provided for transportation of pupils to and from school; and (4) condition of the roads. Only two of these factors will be discussed in this section, namely, proximity of schools to children of school age and transportation facilities provided by public funds.

DISTANCE CHILDREN LIVE FROM SCHOOL

Because of the variability of the factors involved it has been difficult to establish standards of accessibility of schools. How far children should be expected to walk to school without physical injury to themselves and without deleterious effects on their educational progress is a question that has not been answered conclusively. However, in several studies of accessibility which have been made, a distance of 1½ miles has been suggested as a reasonable maximum.[1] Table 3 shows the distance children live from the school they attend according to the size of the school, and the number of children who are transported in relation to the distance they live. According to the suggested criterion it is clear from this table that the majority of the children comprising the present study are too far removed from the schools they attend.

[1] Blankenship, Albert S. Accessibility of Rural Schoolhouses in Texas. New York, 1926, 61 pp. (Teachers College, Columbia University, Contributions to Education, no. 229.)
Cook, Katherine M., and Gaumnitz, W. H. Availability of Schools in Rural Communities. In The Status of Rural Education. Bloomington, Ill., Public School Publishing Co., 1931. (Thirtieth Yearbook, National Society for the Study of Education, part I.)
Cooper, Richard W., and Cooper, Herman. Negro School Attendance in Delaware. Newark, 1923. (Bureau of Education, Service Citizens of Delaware.)
Drewes, Arnold W. Legal Status of Transportation of School Children in 48 States. (Master's thesis on file in the library at Ohio State University.)
Foote, J. M., and Lewis, A. C. An Administrative and Financial Study of the Tangipahoa Parish School System. Baton Rouge, 1928. (Bulletin of the State Department of Education, Louisiana, no. 133.)
Reavis, George H. Factors Controlling Attendance in Rural Schools. New York, 1920, 69 pp. (Teachers College, Columbia University, Contributions to Education, no. 108.)

TABLE 3.—*Number and percent of children living varying distances from school and number and percent transported at public expense by size of school*

Size	Less than 1 mile	Transported	1–1.9 miles	Transported	2–2.9 miles	Transported	3–3.9 miles	Transported	4–4.9 miles
1-teacher:									
Number	3,602	.....	2,894	.....	2,592	13	878	.....	267
Percent	34.6	.....	27.8	.....	24.9	.....	8.4	.....	2.5
2-teacher:									
Number	4,798	.....	3,317	3	3,598	21	1,913	22	562
Percent	32.9	.....	22.7	.....	24.7	.....	13.1	.....	3.8
3-teacher:									
Number	2,131	.....	1,544	.....	1,052	.....	628	.....	253
Percent	37.3	.....	27.0	.....	18.4	.....	11.0	.....	4.4
4 or more teachers:									
Number	5,135	54	3,480	.....	2,375	.....	1,216	28	642
Percent	37.9	.....	25.7	.....	17.5	.....	8.9	.....	4.7
Total:									
Number	15,666	54	11,235	3	9,617	34	4,635	50	1,724
Percent	35.4	0.3	25.4	0.02	21.7	0.3	10.4	1.07	3.9

Size	Transported	5–5.9 miles	Transported	6–6.9 miles	Transported	7 or more miles	Transported	Total	
								Children	Transported
1-teacher:									
Number	.....	71	.....	23	.....	55	.....	10,382	13
Percent	.....	0.6	.....	0.2	.....	0.5	.....	.....	0.12
2-teacher:									
Number	25	263	4	89	7	25	.....	14,565	82
Percent	.....	1.8	.....	0.6	.....	0.1	.....	.....	0.56
3-teacher:									
Number	.....	63	.....	17	.....	18	16	5,706	16
Percent	.....	1.1	.....	0.2	.....	0.3	.....	.....	0.28
4 or more teachers:									
Number	23	286	26	154	88	246	141	13,534	360
Percent	.....	2.1	.....	1.1	.....	1.8	.....	.....	2.65
Total:									
Number	48	683	30	283	95	344	157	44,187	471
Percent	2.78	1.5	4.39	0.6	33.5	0.7	45.6	.....	1.06

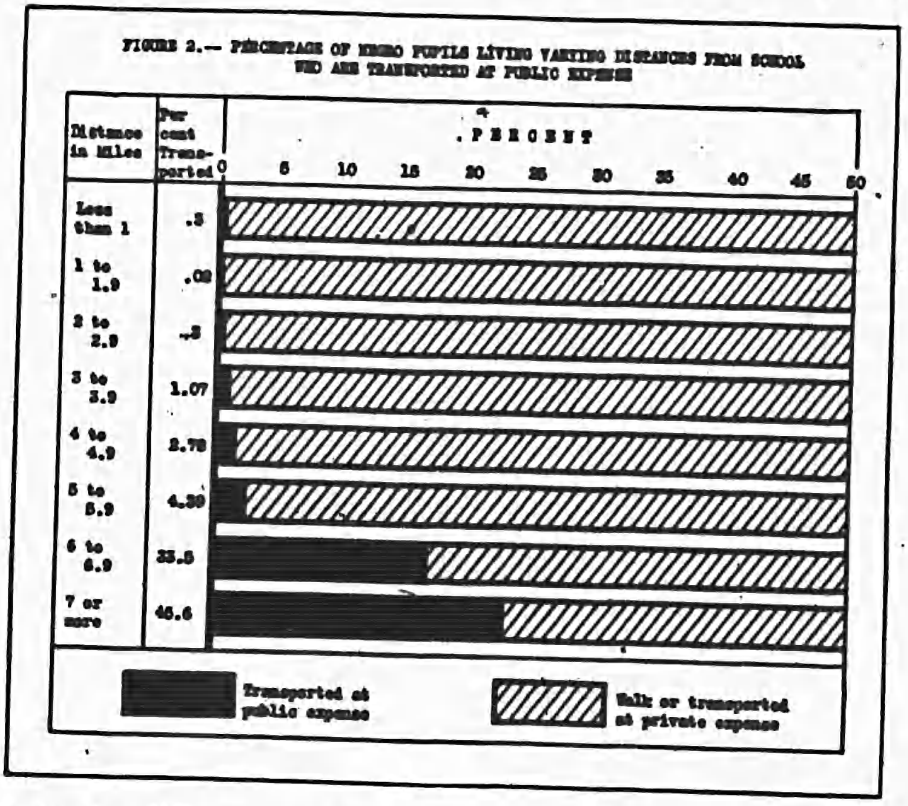
There are several significant features that should be noted about the table. Of the 44,187 pupils concerning whom information was given, 7,669, or 17.1 percent, live 3 miles or more away from the schools they attend. In the 22 counties of the five States studied by Gaumnitz,[2] comprising 41,200 pupils, only 4.3 percent lived 3 miles or more away from the schools they attended. Of the Negro children represented in this study, 39.2 percent live a distance of 2 miles or more from their schools, which means, according to the criterion of 1½ miles, that less than 60 percent are within reasonable walking distance.

[2] Gaumnitz, W. H. Availability of Public-School Education in Rural Communities. Washington, Government Printing Office, 1930. (U.S. Office of Education. Bulletin 1930, no. 34.)

CHILDREN TRANSPORTED AT PUBLIC EXPENSE

The distance children live from schools they attend would not be a matter of such great concern were adequate means provided to transport them to and from school. In many States and communities the transportation facilities are wholly inadequate even for white children, but the disparities which exist between the whites and Negroes in regard to transportation reach enormous proportions. The following figures, taken from one State superintendent's report, illus-

FIGURE 2.— PERCENTAGE OF NEGRO PUPILS LIVING VARYING DISTANCES FROM SCHOOL WHO ARE TRANSPORTED AT PUBLIC EXPENSE



trate the differences that may be found in many places in providing transportation facilities. According to this 1929–30 report, there was spent for the transportation of white pupils the sum of $1,053,649; for the transportation of colored pupils there was spent the sum of $200.

Table 3 shows facts on transportation of pupils in this study. Of the 44,187 pupils, only 471, or 1.06 percent, were transported at public expense. Gaumnitz found 18.8 percent of the pupils in his study to be transported at public expense.

Of the 17,286 pupils in the present study who live 2 miles or more from the schools they attend, only 414, or 2.4 percent, are transported at public expense. Those who live a distance of 5 miles number 1,310, or 2.9 percent of the total. Of this number only 282, or 21.5 percent, are transported at public expense. How the 97.6 percent of those pupils who live a distance of 2 miles or more, who are not transported at public expense, travel to and from school is a matter of conjecture. It may safely be said, however, that the majority of them walk.

Figure 2 shows the percentages of pupils living varying distances from school who are transported at public expense. The seriousness of the problem may be appreciated when it is considered that the lined portion of the bar represents the percentage of pupils who either walk to school or who travel in conveyances provided by themselves or the patrons of the community.

The percentages of the pupils attending the various sizes of schools who are transported at public expense are as follows: 1-teacher, 0.12; 2-teacher, 0.56; 3-teacher, 0.28; 4-or-more teacher, 2.65.

It is probable that inaccessibility of schools is one of the most important factors causing the nonattendance of the more than 1,000,000 Negro children in the United States who are not in school. The Florida Educational Survey Commission claims that one of the reasons that more than 50,000 of the 133,000 Negro children of school age in Florida are not in school is inaccessibility of schools.[3]

In visiting the rural schools of one county the writer was taken to a school which was about as inaccessible as could be imagined. After leaving the highway we drove about a mile over a fairly good gravel road, then about half a mile over an ungraded dirt road which ran alongside a hill and slanted to such an extent that it seemed that the car would turn over any minute. We turned off this road abruptly onto a narrow, steep passageway running between fallen-down fences, which seemed more like a series of gullies and washouts than a road for automobile traffic. At the top of the hill

[3] Educational Survey Commission and Survey Staff Report, State of Florida, April 1929. p. 367.

where the road ended was a clearing in the woods where we left the car, and proceeded on foot several yards down the side of the hill where we found the shack which housed the school.

This school, which was formerly fairly close to the homes of the pupils, was now removed 2 miles from the nearest home, and as far as 3 miles from many, with no transportation facilities. The patrons had moved from the vicinity, but the school had failed to follow them. It was tied to the acre and a half of land which had been donated to the school trustees a generation ago. Although land had been offered for a school site more accessible to the pupils, the trustees argued that it was "cheaper" to maintain this 1-room school on the side of the hill.

CHAPTER III : NEGRO PUPILS IN RURAL ELEMENTARY SCHOOLS

In order to help determine the efficiency of the work done in the schools comprising this investigation, studies of pupil mortality and age-grade distribution were made and are reported in this chapter.

Although certain age-grade studies have heretofore been made of Negro pupils of a local and State-wide nature, few, if any, have appeared which covered the South as a whole or any considerable portion of it. The present study, therefore, was made for the purpose of presenting a picture of the age-grade distribution of Negro pupils in rural elementary schools which are under the supervision of Jeanes teachers. A representative sampling of pupils is taken from 12 Southern States. The total group comprises 39,930 pupils from 501 schools. Table 4 shows the pupil enrollment and the number of schools for each size group represented in this phase of the study.

TABLE 4.—*Number of schools and enrollment, by size of school*

Size of school	Number of schools	Enrollment
1-teacher	260	8,432
2-teacher	164	12,945
3-teacher	30	5,102
4-or-more teacher	47	13,451
Total	501	39,930

PUPIL MORTALITY

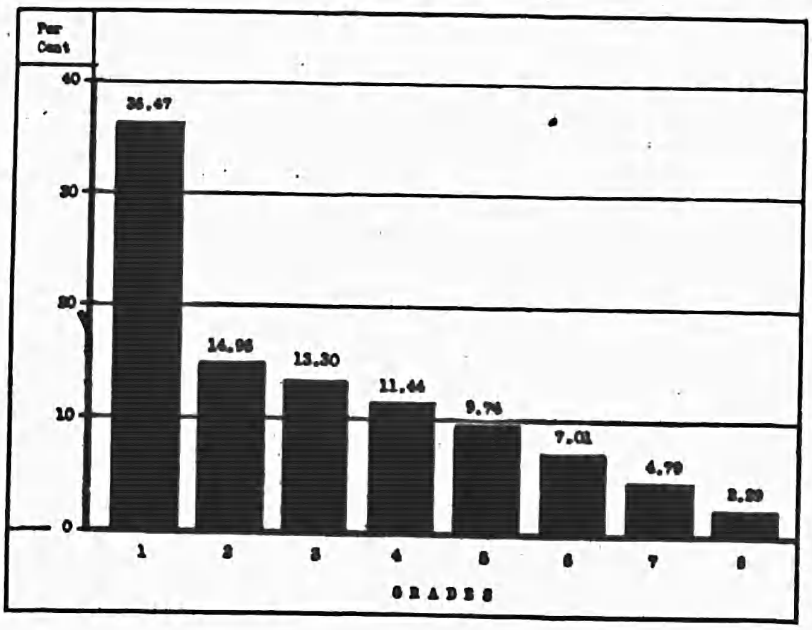
Figure 3 shows the grade distribution of 39,930 Negro pupils in rural elementary schools under Jeanes teachers. Insofar as enrollment for the year under consideration, 1930–31, is representative of a normal situation, to that extent does it show general tendencies.

The accurate way to determine pupil mortality percentages is to take the number of years covering the span of the period under consideration, and, beginning with the lowest grade of the first year, calculate the percentage the enroll-

ment bears to the next highest grade in the succeeding year; then calculate the percentage the enrollment of the second year bears to that of the third, and so on until the entire span is covered. Losses due to emigration will usually be offset by gains resulting from immigration.

Due to our inability to obtain a sufficient quantity of accurate data over a long enough period, it was not possible to determine pupil mortality as described above. However,

FIGURE 3.— PERCENTAGE OF NEGRO PUPILS ENROLLED IN EACH GRADE OF RURAL ELEMENTARY SCHOOLS UNDER JEANES TEACHERS



from the data at hand student mortality trends may be estimated.

As will be noted from the figure, more than a third of the pupils are enrolled in the first grade. The abrupt drop in enrollment from the first to the second grade may be partially accounted for by the large number of older pupils who enter the first grade, then drop out apparently never to return to school. The decline in the third, fourth, and fifth grades is fairly regular, but becomes sharp again in the sixth grade, and continues through the eighth grade. The percentages of pupils in each grade as shown here are not greatly

different from those shown in Blose's study [1] of 1,398,452 pupils in 1928. A comparison of the two studies with the percentage of grade distribution of 25,179,996 pupils for the country at large is shown in table 5.

TABLE 5.—*Percentage distribution of Negro pupils for the first eight grades, in rural elementary schools under Jeanes teachers, compared with the percentage distribution of Negro pupils in public elementary schools in 12 Southern States, and with all pupils in public elementary schools for the country at large*

Grade	Negro children under Jeanes teachers, 1930	Negro children in 12 Southern States, 1928 [1]	All children, 1928 [2]
1	2	3	4
Kindergarten or first grade	36.47	35.69	22.88
2	14.96	15.78	13.24
3	13.30	13.80	12.51
4	11.44	12.18	12.37
5	9.74	9.56	11.45
6	7.01	6.92	10.54
7	4.79	4.54	9.50
8	2.29	1.49	7.47

[1] Blose, David T. Statistics of the Negro Race, 1927–28. Washington, Government Printing Office, 1930. (U. S. Office of Education Pamphlet No. 14.)
[2] Phillips, Frank M. Statistics of State School Systems, 1927–28. Washington, Government Printing Office, 1930. (U. S. Office of Education Bulletin, 1930, No. 5).

There is a tremendous waste of time, energy, and money resulting from pupil mortality. Maladjustments of individuals who leave school prematurely present problems of serious proportions.

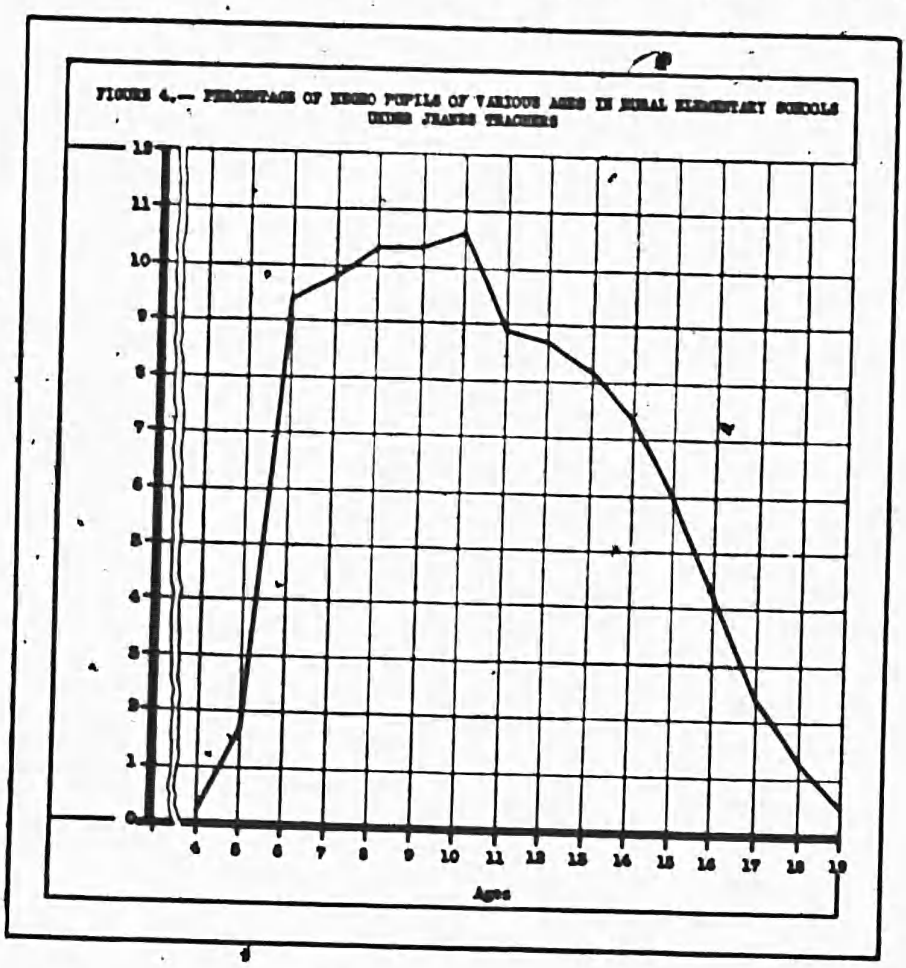
Failure of pupils to remain in school is due to many causes, some of which are inaccessibility of schools, poverty of parents, poor health, unattractiveness of the school, indifference of parents, lack of interest on the part of pupils, and lack of appeal of the program of studies. Whatever the cause may be, pupil mortality is an important consideration in the cost of education and the success of a school in realizing its objectives. Moreover, retention of pupils in school is absolutely essential to the raising of the general educational level of society. This latter point is of vital significance to the Negro. Attention has been called again and again to the enormous Negro pupil mortality and the great disproportion of numbers found in the lower grades.

[1] Blose, David T. Statistics of the Negro Race, 1927–28. Washington, Government Printing Office, 1930. (U. S. Office of Education Pamphlet, No. 14.)

ACCELERATION AND RETARDATION

To what extent do Negro children fall below the normal rate in their progress through school? How do their ages vary? What percent are retarded and accelerated?

These are some of the questions which this section of the study will attempt to answer in terms of the chronological ages of the pupils. Chronological age is recognized to be a



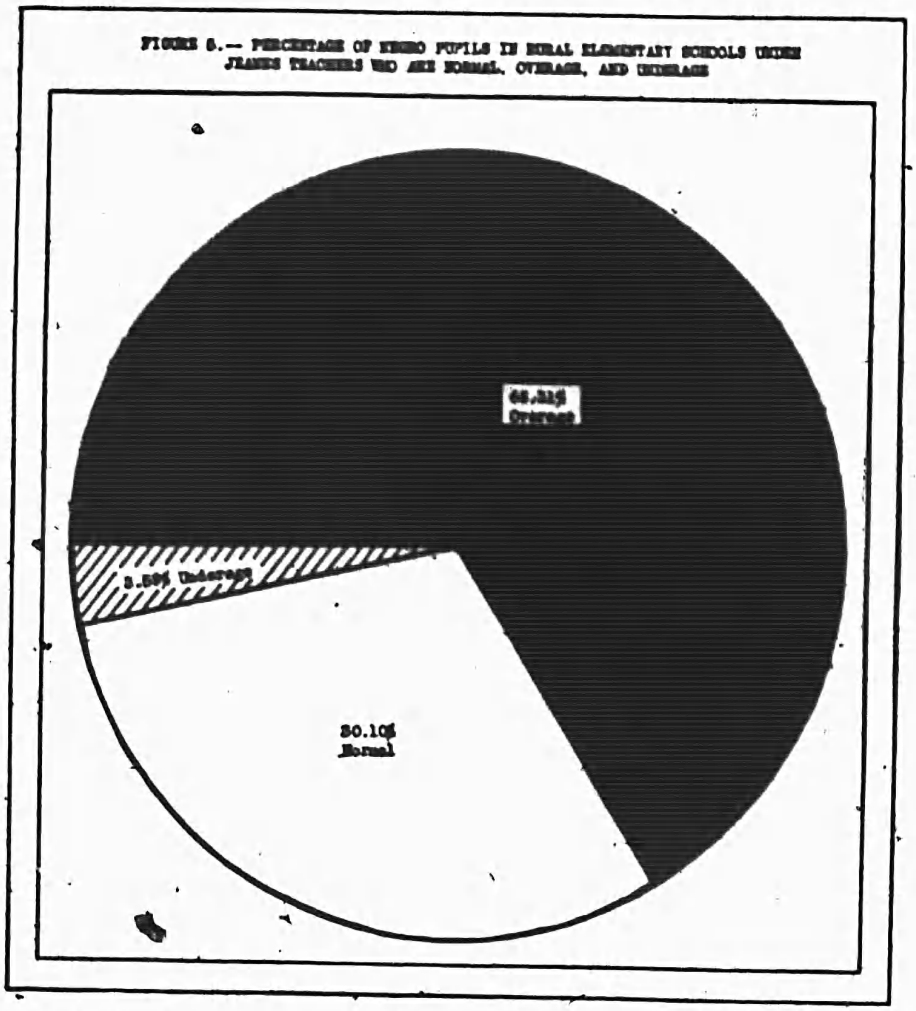
coarse measure of progress, but the scope of the present study did not permit the use of the finer measurements of mental age, educational age, social age, and the special-subject ages.

Data concerning the age-grade distribution of Negro pupils in rural elementary schools under the supervision of Jeanes teachers are presented in table 6 and in figures 4, 5, and 6. Figure 4 shows the percentage of pupils of a given age. The median for the entire group is 9.78 years. One-fifth, or 21.8

percent, of the 39,930 pupils enrolled in the 611 elementary schools are 14 years of age or above. The median age in years of pupils enrolled in each grade is shown below:

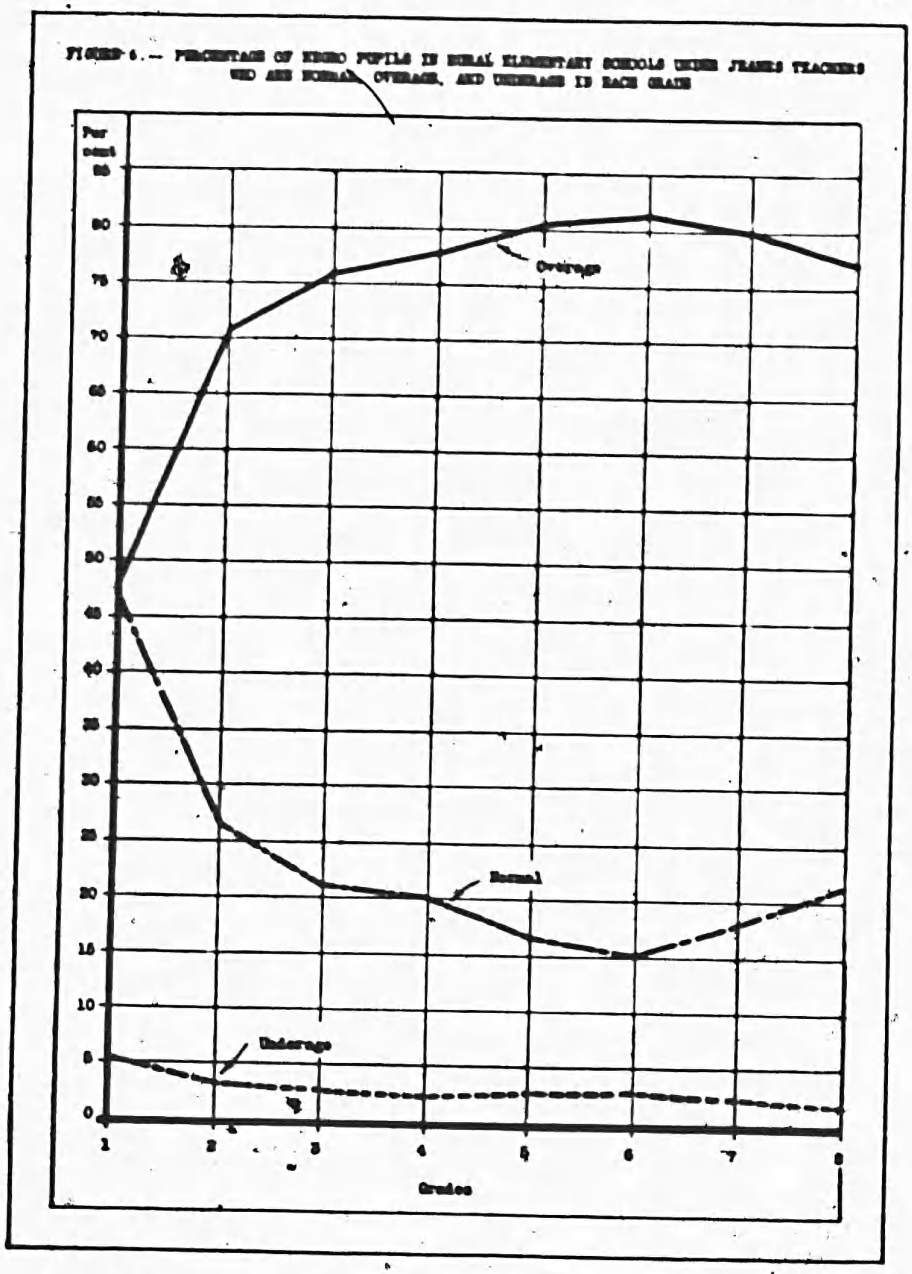
Median ages in eight grades

Grades	1	2	3	4	5	6	7	8
Median ages	6.9	9.02	10.39	11.69	12.87	13.83	14.55	15.33



In table 6 are set forth the ages of pupils in each grade of the elementary school. It will be noted that the proportion of pupils who are of normal age, the ages within the heavy lines, is rather small. There is a sudden drop in the percent who are of normal age in the second grade, and it continues to decrease until the seventh grade is reached, when it begins an upward movement.

Figure 5 shows the percentage of the total group who are normal, over age, and under age. That 66.31 percent are over age presents a problem of serious proportions. Only 30.10 percent are of normal age, while 3.59 percent are underage.



As the proportion of pupils of normal age increases, the proportion of pupils who are over age decreases. These trends are shown in figure 6, as are the percents of pupils in each grade who are under age.

TABLE 6.—*Age-grade distribution of pupils (all schools)*

Age	First grade			Second grade			Third grade			Fourth grade			Fifth grade			Sixth grade			Seventh grade			Eighth grade			Grand total			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
4	42	43	85	1	0	1																			43	43	86	0.22
5	317	364	681	0	5	5																			317	369	686	1.72
6	1,772	1,776	3,548	62	113	175	1	12	13																1,835	1,901	3,736	9.36
7	1,668	1,608	3,276	221	260	481	39	96	135	4	7	11													1,932	1,971	3,903	9.77
8	1,381	1,219	2,600	486	580	1,066	164	204	368	27	58	85	5	[illegible]	10	0	1	1							2,063	2,067	4,130	10.34
9	958	790	1,748	587	633	1,220	340	416	756	119	170	289	37	61	98	4	1	5							2,045	2,071	4,116	10.31
10	716	453	1,169	569	509	1,078	505	531	1,036	258	368	626	71	154	225	35	41	76	1	3	4				2,155	2,059	4,214	10.56
11	403	242	645	402	327	729	423	452	875	340	401	741	165	256	421	52	85	137	13	23	36				1,798	1,786	3,584	8.98
12	245	137	382	292	248	540	387	364	751	364	401	765	278	334	612	125	106	231	54	128	182	5	9	14	1,750	1,727	3,477	8.71
13	159	88	247	200	129	329	316	303	619	334	370	704	313	355	668	188	253	441	67	151	218	24	42	66	1,601	1,691	3,292	8.24
14	70	45	115	114	78	192	213	171	384	313	278	591	321	332	653	233	306	539	135	214	349	42	85	127	1,441	1,509	2,950	7.39
15	31	14	45	62	30	92	127	96	223	219	181	400	269	311	580	190	293	483	161	240	401	65	114	179	1,124	1,279	2,403	6.02
16	9	11	20	20	18	38	54	41	95	119	80	199	184	164	348	179	244	423	141	208	349	84	126	210	790	892	1,682	4.21
17	4	2	6	10	4	14	21	16	37	49	47	96	91	91	182	108	135	243	100	126	226	63	86	149	446	507	953	2.39
18	1	1	2	1	0	1	10	5	15	41	12	53	37	29	66	59	54	113	75	67	142	58	63	121	282	231	513	1.28
19	0	1	1	2	1	3	4	0	4	5	5	10	22	8	30	20	27	47	27	35	62	26	22	48	106	99	205	.51
Total	7,776	6,786	14,562	3,029	2,943	5,972	2,604	2,707	5,311	2,192	2,378	4,570	1,791	2,100	3,891	1,193	1,606	2,799	776	1,135	1,911	367	547	914	19,728	20,202	39,930	
Percent	39.42	33.59	36.47	15.35	14.57	14.96	13.20	13.40	13.30	11.11	11.77	11.44	9.08	10.39	9.74	6.05	7.95	7.01	3.93	5.62	4.79	1.86	2.71	2.29	100.00	100.00	100.00	
Normal	3,440	3,376	6,816	707	848	1,555	504	620	1,124	377	538	915	236	410	646	177	251	428	123	219	342	66	127	193	5,630	6,389	12,019	30.10
Percent	44.24	49.75	46.81	23.34	28.81	26.04	19.35	22.90	21.16	17.20	22.63	20.02	13.18	19.52	16.60	14.84	15.63	15.29	15.85	19.30	17.90	17.98	23.22	21.12	28.54	31.62	30.10	....
Overage	3,977	3,003	6,980	2,259	1,977	4,236	2,060	1,979	4,039	1,784	1,775	3,559	1,513	1,624	3,137	977	1,312	2,289	639	890	1,529	290	411	701	13,505	12,971	26,476	66.31
Percent	51.14	44.25	47.93	74.58	67.18	70.93	79.11	73.11	76.05	81.39	74.64	77.88	84.48	77.33	80.62	81.89	81.69	81.78	82.34	78.41	80.01	[illegible]	75.14	77.35	68.46	64.21	66.31	....
Underage	359	407	766	63	118	181	40	108	148	31	65	96	42	66	108	39	43	82	14	26	40	5	9	14	[illegible]	842	1,435	3.59
Percent	4.62	6.00	5.26	2.08	4.01	3.03	1.54	3.99	2.79	1.41	2.73	2.10	2.34	3.14	2.78	3.27	2.68	2.93	1.81	2.29	2.09	1.36	1.64	1.53	3.00	4.17	3.59	....

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In an effort to compare the acceleration and retardation of Negro pupils with that of white pupils, comparisons were made with the white pupils in a wide sampling of schools in Mississippi, Texas, and Tennessee. The results of this study are shown in table 7.

Considering the table as a whole it is seen that the differences in the percentages of Negro pupils under Jeanes teachers and those in the three States who are normal, overage, and underage are very slight. Similarly, the differences between the corresponding percentages for white pupils of the three States are also slight. But marked differences are found between the whites and Negroes in the percentage of pupils who are normal, overage, and underage.

The differences between Negro pupils in the present study and white pupils of the three States under consideration are: For pupils of normal age, from 21.3 to 22.6 percent; for overage pupils, from 25.01 to 44 percent; and for pupils who are accelerated, from 3.51 to 22.01 percent, the whites, of course, having the advantage to the extent shown by the percents mentioned above.

Observation again of table 6 will indicate that the ages of pupils in each grade vary markedly. Columns 4 and 7 show that every age from 4 to 19 years and above is represented in the first two grades. Not a great many teachers have so wide a distribution of ages, but for the few who have even a range of 4 to 12 years in the first and second grades, serious problems are presented; problems which would tax the ingenuity of the best-trained teachers.

TABLE 7.—*Percentage of Negro pupils of normal age, underage, and overage in rural elementary schools under Jeanes teachers compared with Negro and white pupils in Mississippi, Texas, and Tennessee*

Pupils	Negro pupils under Jeanes teachers	Pupils [1] of Mississippi		Pupils of common-school districts of Texas [2]		Pupils of rural schools of Tennessee [3]	
		White	Negro	White	Negro	White	Negro
1	2	3	4	5	6	7	8
Number	39,930	14,475	3,439	410,720	91,484	325,103	64,830
Normal	30.10	52.1	28.4	52.7	41.0	51.4	34.2
Overage	66.31	22.3	62.2	34.0	53.6	41.3	62.3
Underage	3.59	25.6	9.4	13.3	5.4	7.1	3.3

[1] O'Shea, M. V. A State Educational System at Work. The Bernard B. Jones Fund, 1927. p. 63 ff.

[2] Texas Educational Survey Commission. Texas educational survey report, vol. I, Organization and Administration. Austin, Tex., 1925. p. 226 ff. (Data include elementary and high-school pupils for common-school districts only.)

[3] Tennessee. State Department of Education. Annual report for the scholastic year ending June 30, 1930. Nashville, 1930. pp. 76–77.

Every age from 12 to 19 and above is represented in each grade of some schools. Of the 14,562 pupils enrolled in the first grade, 6,980, or 47.93 percent, are retarded. Two thousand six hundred, or 17.7 percent, are retarded 1 year; 1,748, or 12 percent, are retarded 2 years; 1,162, or 8 percent, are retarded as much as 3 years. Only 766, or 5.26 percent of the pupils in the first grade are accelerated.

Further details for each of the grades and for boys and girls separately may be observed by reference to the table.

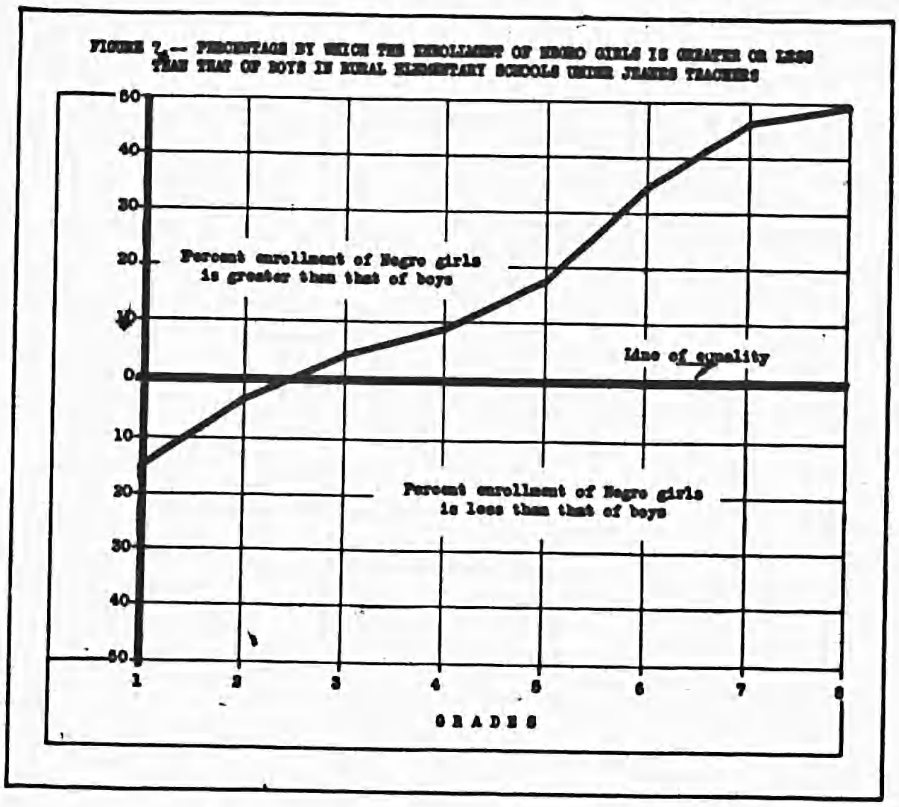
One State school official maintains that much of the retardation of pupils is due to the erroneous idea of some teachers that children should spend 2 years in the first grade. He is urging teachers not to hold pupils back, but rather to pass them on to the next grade. That the official had the support of pupils, at least, was evident in a rural school visited by the writer, who in an address, attempted to develop the idea that subjects, teachers, and materials were merely agencies in the educational process, and that there must be responsiveness and self-activity on the part of pupils. By way of reiteration he asked the question: "What are teachers for?" Quick as a flash, one little, bright-eyed, fourth-grade boy, with a broad grin, replied, "To pass you!"

There are many factors which influence the progress of children through the grades, among the most significant of which are: (1) Intelligence of pupils, (2) length of term, and recitation period, (3) attendance, (4) health, (5) adaptation of the curriculum to pupils' needs and capacities, (6) methods of teaching, (7) preparation of teachers, (8) teaching load of teachers, (9) educational facilities and equipment, and (10) the general scholastic tone of the school. Six of these factors have special pertinence to the education of colored children in the Southern States, namely, length of term and recitations, health of pupils and members of their families, preparation of teachers, teaching load of teachers, equipment and facilities, and attendance. In each of these criteria Negroes fall below the accepted norms.

As in the case of pupil mortality, the problem of retardation of Negro children is one which should be given serious attention and should be considered in light of the various factors involved.

RATIO BETWEEN ENROLLMENT OF BOYS AND GIRLS

Figure 7 shows the percent the enrollment of Negro girls is greater or less than that of boys in rural elementary schools under the Jeanes teachers. Data for the graph were obtained from the age-grade table shown in the previous section, and include 39,930 pupils. It will be noted that the enrollment of boys exceeds that of girls in the first and second grades, but beginning with the third grade the enrollment of girls exceeds



that of boys. This excess continues to grow steadily through the eighth grade.

The problem presented by this disproportion, which does not stop with the elementary school, but continues on into high school [2] and college,[3] is one of the most serious with which persons interested in Negro education must deal.

Since the number of boys and girls of school age is about equally proportioned under normal conditions, one would expect an equal proportion in enrollment. That this is not

[2] Caliver, Ambrose. Secondary education for Negroes. Op. cit.

[3] ———. A Personnel Study of Negro College Students. New York, 1931, 146 pp. Teachers College, Columbia University. (Contributions to education, no. 434.)

the case, however, may be due to several causes, some of which are lack of appeal of school work to boys, necessity for boys to assist on the farm and in the general support of the family, belief that schooling should lead to an academic career, and the attitude of many Negro parents that girls should be educated in preference to boys. Some of these circumstances are within the power of the individual boy to correct; others must be attacked by the parents; while still others must be remedied by employers and leaders of the community. Certainly the disproportion between enrollments of Negro boys and girls is a deficiency which is vitally affecting the social and economic future of the Negro.

CHAPTER IV : STATUS OF TEACHERS OF RURAL SCHOOLS FOR NEGROES

This chapter presents certain facts regarding the teachers of rural schools under the Jeanes supervisors. In all items except salary the data relate to teachers in 1-teacher schools and head teachers in 2-, 3-, and 4-or-more teacher schools. Although in a few instances the head teachers may not be representative of all the teachers in the schools having more than one teacher, in general their status will be about the same. This is particularly true with reference to two of the most important factors—training and experience. A study [1] of 5,000 Negro elementary teachers in the open country and villages revealed a median in years of teaching experience of 6.70 as compared with a median of 8.78 years for 511 teachers in the present study.

In the matter of training the difference between the head teachers of schools larger than 1-teacher schools and the other teachers is very slight. Liston found 4,046 teachers working under Jeanes supervisors to have a median of 4.56 years of training beyond the elementary school, while 583 teachers in the present study, 322 of whom are head teachers in 2-, 3-, and 4-or-more teacher schools, have a median of 5.14 years of training beyond elementary school. It may safely be said, therefore, that the data presented here are fairly representative of all the teachers working under Jeanes supervisors.

The topics to be discussed in this chapter are age, sex and marital status, training, experience, tenure, professional advancement, and salary.

AGE

Table 8 indicates that the teachers of schools comprising this study are relatively mature. The median age for the entire group is 31.66 years. The lower limit of the ranges increases gradually with the increase in size of school, as will be noted from the table. The median ages also increase,

[1] Caliver, Ambrose. Secondary education for Negroes. Op. cit.

but the differences are not particularly significant. According to the data at hand Negro teachers in 1-teacher rural schools appear to be older than white teachers of the same class. Of the 228 Negro teachers replying only 9, or 3.9 percent, are 20 years of age or less; Gaumnitz [2] found that 23.5 per cent of the white teachers in the 1-teacher schools in his study were less than 20 years of age.

SEX AND MARITAL STATUS

Three fourths of the teachers included in the present study are women. Half the women are married. Of the men who replied more than two thirds are married. Table 9 shows that the percentage of married teachers of both sexes increases with the size of school; similarly the proportion of men in schools under observation increases as the size of school increases.[3]

TABLE 8.—*Age of teachers by size of school*

Size of school	Median	Range	Number replying
1	2	3	4
1-teacher schools	29.61	17–65	228
2-teacher schools	31.83	19–60	153
3-teacher schools	32.11	22–62	46
4- or more teacher schools	35.60	24–69	67
Total	31.66	17–69	494

TABLE 9.—*Sex and marital status of teachers by size of school*

Size of school	Male			Female		
	Single	Married	Total	Single	Married	Total
1	2	3	4	5	6	7
1-teacher:						
Number	12	20	32	118	109	227
Percent	37.5	62.5	12.4	52.0	48.0	87.6
2-teacher:						
Number	10	17	27	58	54	112
Percent	37.0	63.0	19.4	51.8	48.2	80.6
3-teacher:						
Number	11	13	24	13	15	28
Percent	45.8	54.2	46.2	46.4	53.6	53.8
4-or-more teacher:						
Number	9	40	49	3	13	16
Percent	18.3	81.7	75.4	18.7	81.3	24.6
Total:						
Number	42	90	132	192	191	383
Percent	31.8	68.2	25.6	50.1	49.9	74.3

[2] Gaumnitz, W. H. Op. cit.

[3] Because many of the teachers reported here are head teachers or principals the ratio between men and women for the 3- and 4-or-more teacher schools will probably not be maintained for the teachers in general.

TRAINING OF TEACHERS

Of the 611 teachers replying to the question on degrees earned, 67, or 10.9 percent, had college degrees, the percent holding such degrees increasing with the size of school. Nineteen and 41 percent, respectively, of the teachers of the 3- and 4-or-more teacher schools hold degrees, as compared with 6 and 3 percent, respectively, of teachers of 1- and 2-teacher schools. One teacher holds a master's degree and two hold degrees other than bachelor's or master's.

Table 10 shows the percent of teachers in schools under Jeanes supervisors having a given amount of training in terms of years of school attendance. Of the 588 teachers replying 29.41 percent had 4 years or less of high-school training, which means that more than two thirds had some college experience. For the white teachers of the 1-teacher schools Gaumnitz found 44.2 percent having 4 years or less of high-school training. He found a corresponding percent for colored teachers to be 75.3 In the present study the percent of teachers in 1-teacher schools with 4 years or less of high-school training more nearly approximates that of the white teachers of the 1-teacher schools in Gaumnitz's study, their respective percentages being: White, 44.2; Negro, 42.1; and their medians in years of training beyond elementary school being 4 years and 2 months for both white and colored. This close correspondence of the training of white and colored teachers in 1-teacher schools is probably an indication that the colored teachers constitute a selected group; or that the small number of teachers involved in the present study may be a factor tending to make the median unreliable.

TABLE 10.—*Highest level of training of teachers*

Level of training	Number	Percent
Less than 4 years of high school	62	10.54
4 years of high school only	111	18.87
6–12 weeks of college	84	14.28
One half year of college	23	3.91
1 year of college	97	16.49
2 years of college	105	17.85
3 years of college	27	4.59
4 years of college	62	10.54
1 year of graduate work	9	1.53
2 years of graduate work	3	.51
3 years or more of graduate work	5	.85
Total	588	
Median	1.14 years of college	

The median years of college training of Negro teachers who are working under the Jeanes teachers included in this study according to size of school is shown in figure 8.

Detailed analysis of the data shows that in the 1-teacher schools, 2 out of 5 of the teachers have 4 years or less of training of high-school grade. The corresponding ratio for 2-teacher schools is 1 out of 4. Of the teachers in the 3-teacher and 4-or-more teacher schools approximately only 1 out of 10 has 4 years or less of high-school training. Seven-

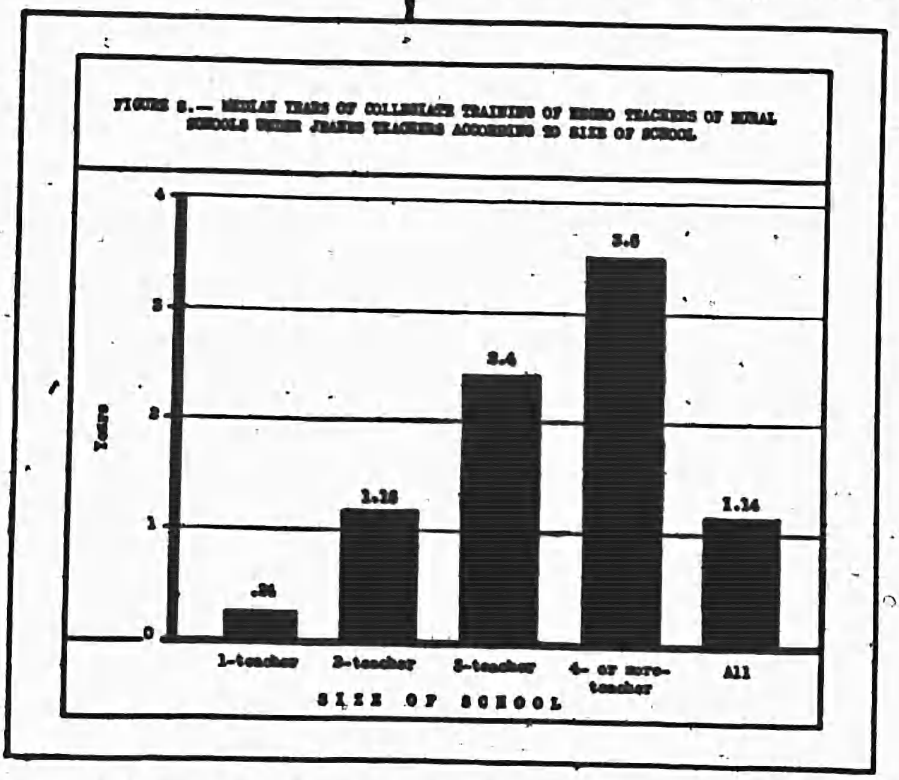


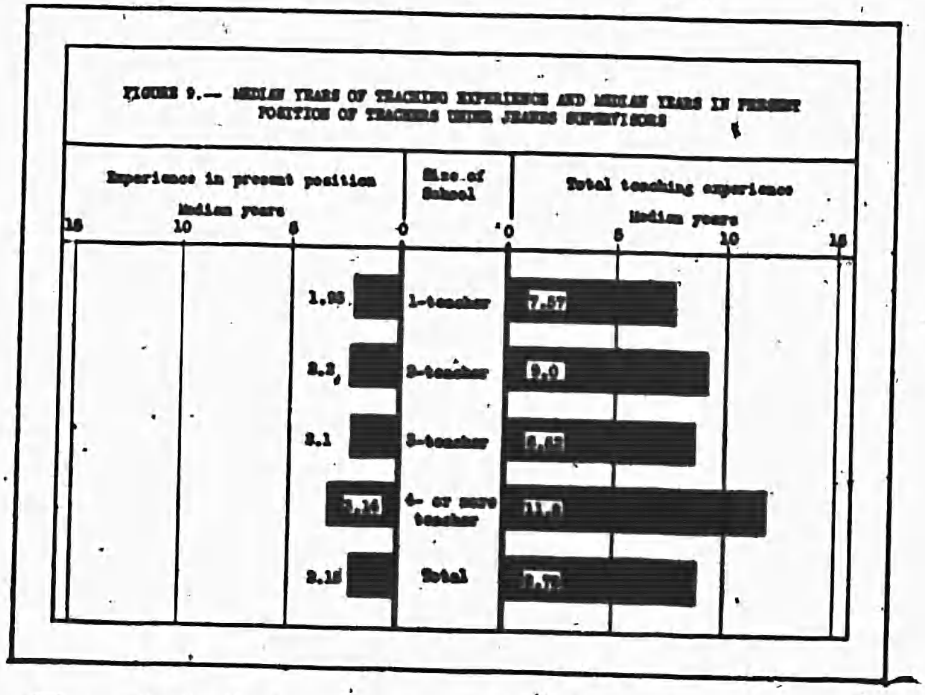
FIGURE 8.— MEDIAN YEARS OF COLLEGIATE TRAINING OF NEGRO TEACHERS OF RURAL SCHOOLS UNDER JEANES TEACHERS ACCORDING TO SIZE OF SCHOOL

teen of the 588 teachers responding have some training on the graduate level.

The problem of upgrading and certification of Negro teachers commands attention. Aside from the mere amount of formal training which a teacher has had, there looms the problem of the actual mastery of the subject matter to be taught. The seriousness of this problem is illustrated by a case which came under the observation of the writer: The teacher, a woman about 50 years of age, had an attendance of approximately 60 pupils distributed over grades 1 to 7. Upon the occasion of our visit she was teaching sixth-grade

arithmetic. A boy was explaining a problem in decimals which he had worked on the blackboard. He was about to straighten out an error which he had made when the teacher interfered, took up the explanation, and went farther astray than had the boy, and became inextricably entangled.

Pupils of this teacher and of others like her will eventually become teachers with very little more training than can be obtained in their local schools. This vicious circle is being perpetuated by the poor preparation and often lax certification of Negro teachers in rural communities.



The principal of a county training school remarked to the writer that one of his greatest difficulties is that of securing teachers with a rural point of view and *a thorough grounding in the fundamentals.*

EXPERIENCE

Facts relating to the median years of experience of teachers according to size of school are shown in figure 9.

Both the present study and the findings of a previous investigation [4] show that Negro teachers and principals have

[4] Caliver, Ambrose. Secondary education for Negroes. Op cit.

a greater amount of educational experience than do white teachers and principals. While experience is an important asset, in considering the apparent favorable position held by Negroes in this regard, it should not be allowed to assume disproportionate weight, for educational growth does not always follow educational experience. One important element which should be considered in this connection is the limited field open to Negroes in the pursuit of a career. This fact tends to keep in the teaching profession many Negroes who, if vocational opportunities were less restricted, might change their occupation.

TENURE

The constant and high turnover of the teaching personnel found in many school systems is a matter which gives the officials much concern. Figure 9 (which also gives data concerning tenure) reveals a situation which may counteract the possible good that accrues from experience. It shows the median number of years teachers have been in their present positions by size of school.

While a few teachers have retained their present positions for a number of years, the majority can claim a tenure not exceeding 3 years. Two head teachers have been in their present positions between 31 and 35 years, while one remained more than 35 years. On the other hand, 258 or 47.7 percent of the 540 replying had been in their present positions 2 years or less. If the facts for the year 1930–31 can be assumed to indicate tendencies it may be said that slightly more than half of the Negro teachers of rural schools under the Jeanes teachers change their positions every 2 years.

PROFESSIONAL INTERESTS

In an effort to secure information concerning the professional interest of teachers they were asked to indicate the number and kind of meetings they had attended during the past three years, and the number and kind of journals they read regularly. Tables 11, 12, and 13 show the results of this inquiry.

TABLE 11.—*Number and percent of meetings attended by teachers*

Number of meetings	Teachers attending	
	Number	Percent
1	154	43.5
2	113	31.9
3	58	16.3
4	8	2.2
5	8	2.2
6 or more	13	3.6
Total	354	[1] 1.9

[1] Average.

TABLE 12.—*Kinds of meetings attended by teachers*

Kinds of meetings attended	Teachers	
	Number	Percent
State	223	68.4
County	178	54.6
National	23	7.0
District	35	10.7
Other	54	16.5
Number replying	326	

TABLE 13.—*Kinds of magazines read by teachers*

Kinds of magazines read	Teachers	
	Number	Percent
Plans and methods—Primary and elementary	444	98.0
Magazines having educational value	270	59.60
Journals and organs of educational associations	127	28.03
Miscellaneous	47	10.59
School life	3	0.66
Number replying	453	

NUMBER OF MEETINGS ATTENDED

Table 11 shows the number and percent of teachers attending a given number of meetings. Detailed analysis of the facts from which this table is drawn shows that the largest percent (54.4) of teachers who attended only *one* meeting were from 1-teacher schools; the smallest percent (18.7) were from 4-or-more teacher schools. The converse is true with reference to the percent of teachers attending two meetings. For the 1-teacher group it is 20.6; and 40.6 for the 4-or-more

teacher group. According to the analysis here presented it is clear that if the number of meetings attended may be taken as a criterion, the teachers of the 4-or-more teacher schools exhibit a more professional attitude than teachers of the smaller schools.

KINDS OF MEETINGS ATTENDED

Frequently the kinds of meetings of educational organizations which one attends are more valuable than the mere number attended. It would be of interest to analyze the nature and character of the meetings reported on by teachers in this study. Since, however, data were not gathered on these points we shall present here only the kinds of meetings in terms of the geographical boundaries which they represent.

As shown in table 12, five kinds of organizations are listed, namely, national, State, district, county, and other. This inquiry was answered by 326 teachers, the largest number of whom attended meetings of State-wide organizations, the next in order of popularity being meetings of county organizations.

Similar to results found in the section just preceding, the teachers of 4-or-more teacher schools surpass those of the other size groups in the percent who attend meetings of the various kinds. This advantage is particularly pronounced in the matter of national meetings.

NUMBER AND KIND OF MAGAZINES READ

Our data show that for the group as a whole, 1 out of every 4 teachers reads only 1 journal; nearly a third read 2; and 1 out of every 4 reads as many as 3. Only 35 percent of the teachers of 1-teacher schools read 3 or more magazines as compared with 60 per cent of those of the 4-or-more teacher schools.

Again, as in the case of the meetings, it may be said that the kind of magazines read is of infinitely greater importance than the number. Table 13 lists the journals read by teachers into five catagories. First, those having to do with methods and plans in primary and elementary education, including such journals as The Instructor, Grade Teacher, and Primary Education; second, journals and organs of educational associations; third, School Life, the official organ of the United States Office of Education; fourth, magazines of a general

nature having some educational bearing, such as Correct English, Good Housekeeping, The Progressive Farmer, and the Pathfinder; and finally a miscellaneous group.

As is to be expected, the journals bearing directly on the technical work of the school are read by the largest number. Ninety-eight percent of the teachers read some journal belonging to group 1. Further details may be observed by reference to the table.

Among the many factors entering into the professional advancement of school teachers and administrators none is of greater importance than the out-of-school interests as revealed by the number and kinds of educational meetings attended and the number and kinds of journals read. No educator can hope to grow professionally and find a continuing appreciation for his vocation year by year unless he enriches his own thinking through contact with others interested in common problems and informs himself on the newer ideas and trends in his work through the literature of the field.

In general, it may be concluded from the evidence here presented that Negro teachers under Jeanes supervisors, when their circumstances are considered, are endeavoring to advance themselves professionally.

SALARY OF TEACHERS

Table 14 and figure 9 present facts on salaries of 1,157 Negro teachers of rural schools under Jeanes supervisors.

There are several important features about the table worthy of note: The extremely low minimum and maximum salary range; the large percent of teachers who receive salaries in the lower ranges; and the small percent who receive salaries in the higher ranges. One out of every four teachers receives an annual salary of $300 or less. Another fourth, approximately, receives between $300 and $400 a year. More than 70 percent are paid a salary of $500 or less; only 7 percent receive as much as $700.

Differences between salaries of teachers of schools of various sizes are not especially great. However, some increase may be noted by reference to table 14, in proceeding from the smaller to the larger schools.

Of the 304 teachers receiving annual salaries of $300 or less, 31 percent belong to the 1-teacher schools and 34 percent belong to the 2-teacher schools. Of those receiving salaries in the higher ranges of $700 and above, all except 9 (89 percent) belong to the 3- and 4-or-more teacher schools.

The Negro teachers of the 1- and 2-teacher schools in the present study receive higher salaries than the Negro teachers in the 1- and 2-teacher schools of the Gaumnitz [5] study, the medians for his 1- and 2-teacher schools, respectively, are $314 and $352 as compared with $346 and $360 for those in the present study.

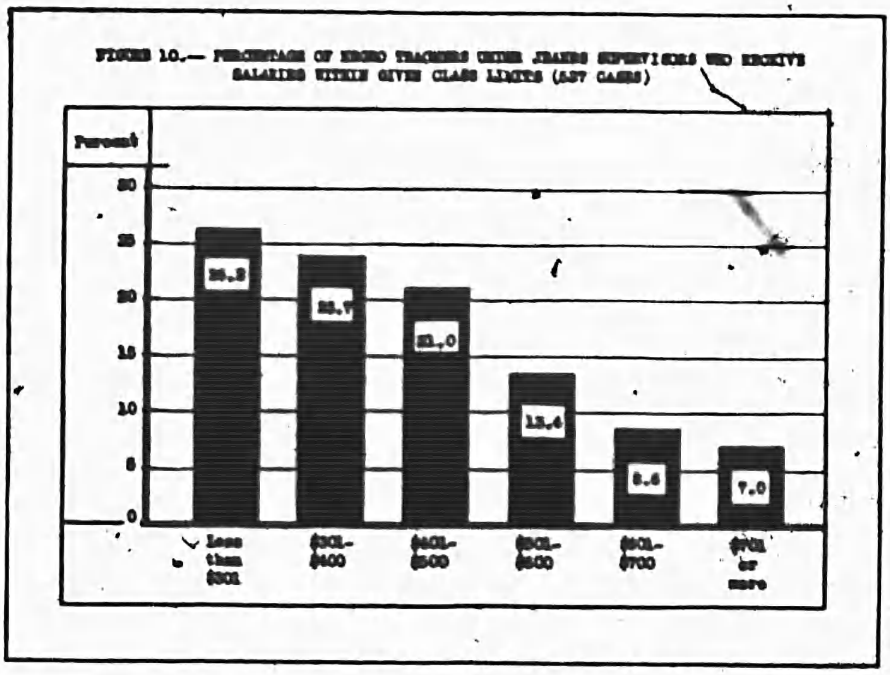


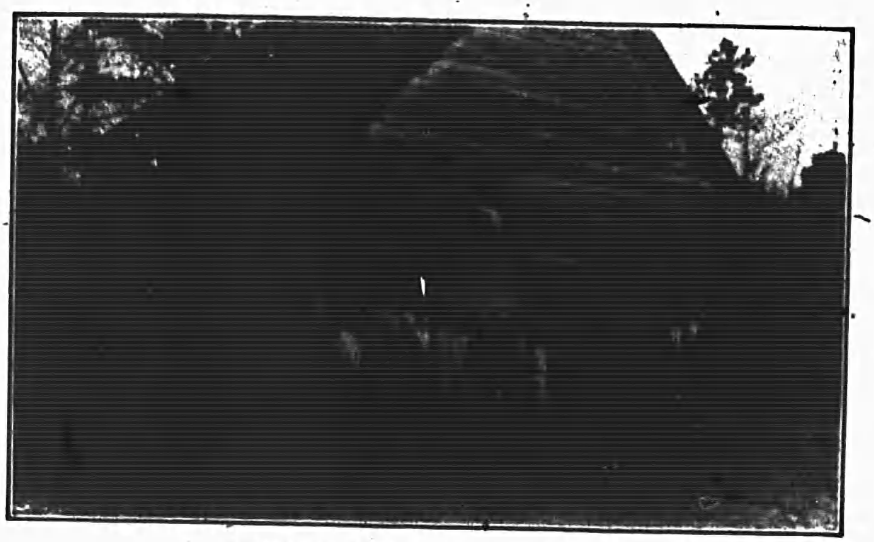
TABLE 14.—*Annual salary of teachers by size of school*

Salary	1-teacher	2-teacher	3-teacher	4- or more teacher	Total	Percent
1	2	3	4	5	6	7
$300 or less	63	53	20	16	152	13.1
$301–$300	32	52	17	51	152	13.1
$301–$400	66	96	30	82	274	23.7
$401–$500	35	79	49	80	243	21.0
$501–$600	30	22	23	80	155	13.4
$601–$700	17	20	14	48	99	8.6
$701 or more	6	8	7	66	82	7.1
Total	249	325	160	423	1,157	100.0
Median	$346	$360	$429	$478	$400	

[5] Gaumnitz, W. H. Op. cit.

Although, according to our evidence, the Negro teachers under Jeanes supervisors are slightly favored in the matter of salaries when compared with Negro rural teachers for the country as a whole, their salaries are still far below those of the white rural teachers. Gaumnitz found a median salary of $883 and $881, respectively, for white teachers of the 1-teacher and 2-teacher schools. This is more than twice the salary received by Negro rural teachers of the same size of schools. The median salaries for white teachers of the 3-or-more teacher schools in the open country and in villages or towns, respectively, are $1,022 and $1,174 (1929–30).

The average Negro rural teacher, after paying her room and board, has a very small balance out of which she must buy her clothes, shoes, books and magazines, and other incidentals, pay her railroad fare, and provide for the 6 or 7 months in which she is not teaching.



TYPICAL 1-TEACHER SCHOOL.

ANNEX FOR THE FOURTH AND FIFTH GRADES.

A ROSENWALD SCHOOL.

TYPICAL OF IMPROVED SCHOOLS RESULTING FROM ACTIVITIES OF JEANES TEACHERS.

CHAPTER V

ADMINISTRATIVE AND SUPERVISORY PRACTICES IN RURAL ELEMENTARY SCHOOLS FOR NEGROES

This section will treat the following topics: Permanent records, promotion, use of psychological and standardized tests, provision for individual differences, supervisory visits, and the library.

PERMANENT RECORDS

Unfortunately data were not available in this study to permit a report on more than the form in which records are kept. The fact that only 287 teachers replied to this inquiry indicates that probably the majority of the remaining 324 teachers kept no permanent records at all. While in no wise condoning this deficiency, in all fairness it should be said that the following factors in the rural educational situation among Negroes make it difficult to improve record keeping: (1) Lack of continuity of tenure of teachers; (2) lack of equipment and facilities for keeping records; and (3) lack of time on the part of teachers due to overcrowded schedules.

TABLE 15.—*Methods used for keeping permanent records*

Method used	Teachers using	
	Number	Percent
Card system	39	13.5
Bound volume	184	64.1
Loose leaf	19	6.8
Other	48	16.7
Total	[1] 287	

[1] 53 percent did not reply.

Table 15 shows the facts regarding this phase of the study. The bound volume seems to be preferred by those keeping permanent records. The differences between schools of the various size groups are not sufficient to mention here in detail.

The writer found one school in a small village which he visited that had a personnel record of its pupils from the first grade through the high school. Plans were being made to install the personnel record card devised by the American Council on Education.

PROMOTION

In addition to scholastic grades there are a number of factors which determine whether or not a pupil passes from one grade or subject to the next higher. The number and influence of these factors vary with different teachers and schools. Among those commonly considered, the following were listed by 379 teachers as conditioning the promotion of their pupils: Age; general ability or average in all subjects; time spent in grade; reviews, tests, and monthly examinations; daily recitations; conduct; daily attendance; effort; and a few miscellaneous factors.

The percentage of teachers reporting each of the factors named may be seen by reference to table 16. Only totals are shown here as the differences between the percent of schools of the various sizes making use of the several factors are very slight.

In order to ascertain the measures provided to assist pupils in making up the work in which they had failed teachers were requested to list such means as they use for the purpose. Table 17 shows the answers to this question. The means most frequently mentioned by the 324 teachers replying was "extra work outside of school hours," which was indicated by 102, or 31.4 percent. The means receiving the next highest frequency of mention was "repeating subject" (29.3 percent).

TABLE 16.—*Factors conditioning passing*

Factor	Number	Percent
Age	34	8.9
General average or ability in all subjects	82	21.6
Time spent in grade	27	7.1
Reviews, tests, monthly examinations	64	16.8
Daily recitation	90	23.7
Conduct	59	15.5
Daily attendance	124	32.7
Miscellaneous	55	14.5
Effort	36	9.4
Number replying	379	

TABLE 17.—*How pupils make up failures*

Method	Number	Percent
Examination	56	17.2
Summer school	35	10.8
Reviews and tests	6	1.8
Night school	4	1.2
Individual instruction	23	7.0
Repeating subject	95	29.3
Extra work outside of school hours	102	31.4
Special classes	13	4.0
Other	28	8.6
Number replying	324	

The only method in which there is a significant difference between the percentage of schools in the various groups using it is in the case of "individual instruction." This method is used by 15.3 percent of the 4-or-more teacher schools as compared with 11.1 for the 3-teacher, 1.8 for the 2-teacher, and 7.2 for the 1-teacher schools.

Perhaps the greatest single waste in our entire school system is due to pupil failures. It has been estimated that for the country as a whole approximately a fourth of the pupils fail each year. While the money and time lost due to these failures, and to the consequent repetition of work are considerable, amounting to millions of dollars, and an aggregate of many years, these are by no means the most disastrous results. The most serious consequences have to do with the less tangible factors, such as "failure complex" on the part of the pupils and its concomitant general maladjustments which diffuse themselves through the whole life of the pupil and frequently result in repercussions in later life.

It is heartening to note the extent to which new techniques and procedures of student personnel research and administration are gaining recognition among school people. It is in this innovation that educators hope to find a remedy for evils entailed in pupil failures.

OBJECTIVE TESTING

Psychological examinations.—A total of 88 teachers reported some use of psychological examinations. Purposes for which results of these examinations are used are shown in table 18. The greatest number used them for grade

assignment, the percent being 34; while 25 percent used them to ascertain the mental ability of pupils. The greatest difference between the schools of the various size groups in the use made of the results of psychological examinations is in the matter of grade assignment; the two larger sized groups of schools surpass the two smaller groups in this regard. Their respective percentages are for the 1- and 2-teacher schools, 25; for the 3-or-more teacher schools, 47.

Standardized tests.—The use of standardized tests was reported by 119 teachers. Uses made of the results of these tests together with the percent of teachers reporting them are shown in table 19. Detailed study of the data from which this table is made shows that only 15 percent of the 1- and 2-teacher schools use the results of standardized tests for remedial work, while this use is employed by 40 percent of the 3-or-more teacher schools.

TABLE 18.—*Use made of results of psychological tests*

Use	Teachers using	
	Number	Percent
Guidance	12	13.6
Assignment of grade	30	34.0
Promotion	5	5.6
To determine general knowledge	3	3.4
Ascertain weak points	6	6.8
To ascertain mental ability	22	25.0
Other	22	25.0
Number replying	88	

TABLE 19.—*Use made of results of standardized tests*

Use	Teachers using	
	Number	Percent
For placement	12	10.0
Subject-matter adaptation	18	15.1
To grade or promote	30	25.2
Comparative purposes	20	16.8
Remedial work	28	23.5
Individual attention	1	.8
Test general ability or knowledge	16	13.4
Other	20	16.8
Number replying	119	

Individual differences.—Objective tests have been most helpful in discovering individual differences among pupils.

One hundred and fifty-five teachers responded to the inquiry concerning individual differences and listed the provisions they made for them. The extent to which the schools included in the present study have made provision for these differences is shown in table 20.

Although the use of quantitative data resulting from objective testing has increased at a very rapid rate during the past decade there is still room for improvement. The lack of knowledge possessed by a few teachers concerning some of the newer educational devices is illustrated by the following reply: In answer to the question on the inquiry form, "Do you have any provisions to take care of individual differences of pupils in your school?" one teacher replied, "Yes; among the trustees, patrons, and pupils we settle all differences." It is encouraging, however, to observe the entrance, even on a small scale, of these modern procedures into the list of administrative practices in use by Negro rural school teachers as shown by our data. It is of particular significance to note the extent to which the larger sized schools surpass the smaller ones in the employment and use of these devices.

TABLE 20.—*Teachers making provisions for individual differences*

Provision	Teachers	
	Number	Percent
Grouping and sectioning	38	24.8
Adapting course and methods	24	15.4
Supervised study	1	.6
Increased load	22	14.1
Extra time	39	25.1
Individual help	27	17.4
Social recognition	3	1.9
Other	15	9.6
Number replying	155	

SUPERVISION

As has frequently been said, the most acute problem in the education of children in rural areas is that of supervision. This problem is accentuated in the case of Negroes. Practically the only supervision received by them comes from the Jeanes supervising teachers. The Florida Educational Survey Commission, in commenting on Negro education, said:

> Outstanding among the conclusions at which one must arrive regarding Negro education in Florida is the fact that conditions are what can

be best termed "spotty." In other words, in one county conditions approaching a somewhat satisfactory state may be found, while in the next county the most backward and deplorable condition will exist. Furthermore, even in the same county two neighboring schools may be almost as different as ratings of good and bad would indicate. One is forced to the conclusion that these "spotty" conditions are in a large measure due to lack of effective supervision, State and local.[1]

In table 21 are contained data for 76 Jeanes teachers who cooperated in this study with regard to the number of visits made to the 611 schools. Information is also included on county superintendents. This table reveals that 326 schools during the school year 1929–30 received a total of 524 visits from Jeanes teachers. It can be easily understood how difficult it would be for Jeanes teachers to visit their schools more frequently when it is remembered that each Jeanes teacher has under her supervision an average of 33 schools, 49 teachers, and 1,737 pupils.[2] Some of them have under their supervision as many as 75 to 90 schools, enrolling more than 10,000 pupils.

TABLE 21.—*Number of visits per month made by Jeanes supervisors and county superintendents*

Schools		Jeanes supervisor			County superintendent		
Size	Number	Schools visited	Percent of total	Number of visits	Schools visited	Percent of total	Number of visits
1	2	3	4	5	6	7	8
1-teacher	278	146	56.11	198	32	11.50	38
2-teacher	193	97	50.25	167	21	10.86	23
3-teacher	59	36	61.01	64	11	18.64	11
4- or more teacher	81	47	58.02	95	16	19.75	20
Total	611	326	53.35	524	80	13.09	92

The average number of visits paid to schools by Jeanes teachers rises as the size of school increases. The most significant feature about table 21 is the fact that only 80 teachers reported any visits from the county or district superintendent. One teacher claimed that the county superintendent had not visited her school in 9 years, while some in other counties reported 2 or 3 visits a year from the superintendent.

[1] Florida. Educational Survey Commission. Official Report. Apr. 2, 1929. Tallahassee. p. 372.

[2] Liston, Hardy. Op. cit.

In a recent study of the supervision of high schools for Negroes [3] it was found that schools in rural areas received fewer visits from supervisory officers than did schools in urban centers. Thus, those schools which need the most supervision, because of the inadequate preparation of their teachers and other disadvantages, received the least.

LIBRARY

On account of recent changes in educational theory and practice, schools are becoming increasingly dependent upon libraries. Table 22 shows that the library facilities for Negro children in rural areas are very meager. However, better prepared teachers, more modern teaching methods, and stimulation and aid from State and other agencies are beginning to have an influence in improving the school library situation for colored children.

TABLE 22.—*Library books*

Size of school	Average volumes per school	Schools replying
1-teacher	69	43
2-teacher	48	50
3-teacher	55	22
4-or-more teacher	117	46
Total	74	170

Table 22 shows the average number of books per school for each size group. The advantage held by the 4-or-more teacher schools over the smaller schools in most of the other school factors considered is maintained in the matter of average number of library books per school.

Two observations should be made with reference to this table. First, these schools, being under Jeanes teachers, probably represent better practices than would be found in the general run of Negro rural schools. Consequently, the showing made here, small though it is, is probably not representative of the general situation. Second, the value of a library lies not so much in the number of books as in the kind and accessibility. A detailed study of these factors, which is beyond the scope of the present study, would yield valuable information. One ingenious principal, unable to

[3] Caliver, Ambrose. Secondary education for Negroes. Op. cit.

secure a library room for his school, solved his problem. In order to make the books the school possessed accessible to the pupils, he converted part of the balcony of his auditorium into a library. This temporary arrangement, with its mezzanine effect, presented a very good appearance.

In this connection it is encouraging to note the aid to the library movement which the Rosenwald Fund has furnished. In the Annual Report of the Foundation for 1929,[4] the president outlined the activities of the fund in furnishing library facilities for rural schools and suggested the type of cooperation which would be given.

[4] Embree, Edwin R., Julius Rosenwald Fund. Report for the year 1929. Chicago, Julius Rosenwald Fund.

CHAPTER VI : BUILDINGS AND EQUIPMENT

Few phases of education of Negroes in rural communities have made greater progress than schoolhouse planning and erection. Receiving impetus from the Rosenwald Fund, the movement has grown until the amount of money spent for the erection of school buildings, while relatively small in comparison with the need, has reached large proportions. Much space could be devoted to the subject of lack of schoolrooms and inadequate buildings and equipment for colored children in rural communities. While quantitative data of a national scope bearing on this situation for the present year are not available, it is generally known that schoolhouses for Negro children in most of the rural areas of the South are in a bad state of repair, to say the least. The extent of aid by the Rosenwald Fund in providing more and better school buildings for Negroes in rural communities can be seen from table 23.

TABLE 23.—*School buildings aided by Rosenwald Fund, 1913–1930, together with pupil capacity and cost* [1]

State	Buildings aided by fund	Pupil capacity	Cost
Alabama	398	38,070	$1,177,636
Arkansas	365	43,650	1,809,953
Florida	116	20,835	1,320,833
Georgia	231	31,635	1,112,404
Kentucky	145	14,760	866,790
Louisiana	427	50,355	1,665,172
Maryland	144	13,140	717,220
Mississippi	598	73,305	2,670,103
North Carolina	790	108,000	4,722,742
Oklahoma	190	16,920	961,173
South Carolina	476	70,290	2,740,210
Tennessee	357	42,075	1,838,695
Texas	475	49,590	2,035,456
Virginia	363	39,870	1,703,885
Total	5,075	612,495	25,342,272

[1] Embree, Edwin R. Julius Rosenwald Fund. Review for the year. Chicago, 1930.

BUILDINGS

Jeanes teachers have been especially active in the building of these Rosenwald schools to which attention has been called. Table 24 shows that of the 587 schools concerning which teachers reported, 230, or 39.1 percent, are Rosenwald schools.

Materials of construction.—Practically all of the teachers reporting on the type of construction indicated that their schools are frame buildings. Out of a total of 589 schools reported, 567, or 96 percent, are of frame construction; 15 are brick; 4, stucco; and 3 are constructed of some other material.

State of repair of buildings.—In an attempt to ascertain the general condition of the buildings which house elementary rural schools for colored children, teachers were asked to express their opinions regarding the state of repair of the building. The items about which information was sought were: Outside paint, inside paint, windows, woodwork, steps, and masonry.

It is acknowledged that these data lack objectivity, inasmuch as no score card was used in an attempt to standardize the judgments of teachers. However, it is believed that the teachers answering have a sufficiently clear idea of what is good, fair, and poor in the matter of the state of repair of their buildings to give some validity to their opinions.

TABLE 24.—*Number and percent of Rosenwald schools by size of school*

Size of schools	Number replying	Number of Rosenwald schools	Percent
1	2	3	4
1-teacher	265	53	20.00
2-teacher	187	90	48.12
3-teacher	58	36	62.06
4-or-more teacher	77	51	66.23
Total	587	230	39.1

Table 25 shows the results of this inquiry.

The teachers of the 4-or-more teacher schools are the only ones who report the condition of any portion of their buildings to be in good repair in as many as 50 percent of the cases. Considering all the schools together, there is no part of the

buildings which is indicated to be in good repair by as many as 50 percent of the teachers; in most cases it approximated more nearly a third. About one fourth of the teachers claimed that the various parts of the buildings listed were in fair condition.

EQUIPMENT

Seating facilities.—Table 26 shows facts relating to student desks in the school buildings under consideration. Of the 532 schools concerning which data on these items were obtained, 19, or 3.57 percent, had no desks at all. Single desks were possessed by 186 schools (34.96 percent); 308 (57.8 percent) had double desks.

TABLE 25.—*Number and percent of schools whose buildings are in the State of repair indicated*

Item	State of repair					
	Good		Fair		Poor	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Outside paint	152	24.8	162	26.5	163	26.6
Inside paint	164	26.8	135	22.0	113	18.4
Windows	266	43.5	169	27.6	99	16.2
Woodwork	231	37.8	180	29.4	84	13.7
Steps	217	35.5	164	26.8	121	19.8
Masonry	201	32.8	105	17.1	77	12.6

TABLE 26.—*Types of desks provided by size of school*

Types of desks	1-teacher		2-teacher		3-teacher		4-or-more teacher		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11
No student desks	16	6.80	3	1.73					19	3.57
Single desks	52	22.12	61	35.26	26	47.20	47	68.11	186	34.96
Double desks	116	49.36	110	63.58	34	61.80	48	69.50	308	57.80
Benches with backs but no desks	118	50.21	54	31.21	21	38.10	15	21.70	208	39.09
Seats with no backs	18	7.65	11	6.35	7	12.72	4	5.79	40	7.51
Heights vary	68	28.95	87	50.28	41	74.50	47	68.11	243	45.72
Same height	43	18.29	21	12.13	7	12.72	5	7.24	76	14.28
Number replying	235		173		55		69		532	

In view of the progress which has been made in seating provision for children,[1] it is unfortunate to find schools still using ancient seating facilities in the form of benches, but they may still be found in many rural schools, and to a considerable extent in the rural schools for colored children. Table 26 indicates that 208 schools (39.09 percent) use benches with backs, but no desks in front, similar to church pews, while 7.5 percent had seats with no backs. Seventy-six (14.28 percent) teachers said that all their seats were the same height. This fact is significant considering the wide variation in the ages of the pupils, as shown in chapter IV. The advantage of the larger-sized schools over the smaller ones is again to be noted in their seating facilities.

Blackboards.—Another essential for the successful prosecution of school work is adequate blackboard facilities. How well are rural schools for Negroes under Jeanes teachers thus provided? Table 27 answers this question. It will be observed that 11 (2.42 percent) of the 454 teachers responding said their schools had no blackboards. Black oilcloth was used in 46 schools (10.13 percent). Beaverboard was used by 69.16 percent. Only 83 (18.28 percent) had slate boards.

TABLE 27.—*Blackboard-facilities by size of school*

Kind of blackboards provided	1-teacher		2-teacher		3-teacher		4 or more teacher		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11
No blackboards	8	4.21	1	0.68	1	2.04	1	1.49	11	2.42
Black oilcloth	28	14.73	14	9.45	2	4.08	2	2.99	46	10.13
Beaverboard	128	67.36	103	69.59	38	77.55	45	67.16	314	69.16
Boards of slate	26	13.68	30	20.27	8	16.32	19	28.36	83	18.28
Total replying	190	.....	148	.....	49	.....	67	.....	454	.....

Other facilities.—The use of a variety of teaching aids in addition to the conventional textbook is rapidly coming into wide use by forward-looking teachers and administrators. They are among the first things for which one looks in attempting to evaluate the ability of a school to do effective work.

[1] In order to provide for the more modern teaching methods many schools are beginning to use chairs and tables of varying heights.

The manner in which the rural schools under consideration here measure up in this regard is shown in table 28. From the picture shown in this table it may be said that there is a paucity of teaching aids and facilities in the rural elementary schools for Negroes under consideration. And insofar as this picture is representative, it reveals a situation having wide educational implications.

TABLE 28.—*Number and percent of schools having additional equipment (teaching aids)*

Type of equipment provided	Number of schools	Percent of schools replying
Maps	256	81.52
Globes	90	28.66
Charts	57	18.15
Illustrative pictures	21	6.69
Sand tray	12	3.82
Stereoscope	1	0.31
Victrola or piano	6	1.91
Bulletin board	1	0.31
Miscellaneous	33	10.50
Number replying	314	

SERVICE FACILITIES

Table 29 reveals facts which have important relationship to the health of the rural Negro population. Data are given on heating and fire protection facilities; provision for drinking water, and washing and bathing; lighting and toilet facilities.

TABLE 29.—*Number and percent of schools having given type of service facilities*

Type of service facilities	Number	Percent
Heating system:		
Stoves (wood or coal)	581	95.09
Heaters (gas)	1	.16
Grates (wood or coal)	12	1.96
Other	5	.81
Fire protection:		
None	410	67.10
Standpipe	15	2.45
Chemical fire extinguisher	51	8.34
Fireproof building	13	2.13
Other	18	2.94
Drinking provisions:		
Shallow well	79	12.92
Deep well	148	24.22
Common cup	47	7.69
Individual cup	400	65.46
Outdoor fountain	31	5.07
Indoor fountain	34	5.56
Other	116	18.98
Washing facilities:		
Hand basins	380	62.19
Common towel	63	10.31
Individual towel	232	37.97
Lighting system:		
None	131	21.44
Lamps	333	54.50
Gaslight	12	1.96
Electricity	64	10.47
Other	2	.32
Toilet facilities:		
None	11	1.80
Outdoor	515	84.28
Outdoor flush	11	1.80
Indoor chemical	3	.49
Indoor flush	13	2.12
Protected	442	72.30
Not protected	85	13.91

Heating and fire protection.—Practically all the schools are heated by stoves. In the 611 schools included in the study, 581 (95 percent) stoves were used. This is important when considered in connection with the fact that 67 percent of the schools have no fire protection facilities, as shown in the table.

Drinking water.—The percentage of schools providing drinking water from deep and shallow wells is 37. From data in hand it may be safely assumed that the water from many of these wells does not get regular inspection and chemical analysis.

Washing facilities.—In view of the importance of clean hands to health it is encouraging to find that 62 percent of the schools possessed washbasins and that 38 percent had individual towels. Doubtless this is a reflection of the influence of Jeanes teachers. While no information is available concerning the use of these facilities, from general observation it is probably correct to say that they are fairly well used.

Lighting facilities.—Of the 611 schools in the study, 131 (21.44 percent) had no artificial lighting facilities; 383 (54.5 percent) had lamps; while electricity was used by 10.5 percent.

Attempt was made to gather information concerning the natural lighting of the schools, but usable data were unobtainable.

Toilet facilities.—Five hundred and fifteen (84.28 percent) of the schools had ordinary outdoor toilets; 11 schools had outdoor flush toilets and 13 had indoor flush toilets.

Two features about this table are worthy of note: First, there are 11 schools that had no toilet facilities at all; and second, 85 (13.91 percent) teachers said their toilets were not well protected nor had sufficient privacy.

In many instances there are only slight differences between schools of various sizes in the percent of their number possessing the facilities discussed above, but wherever the differences are significant in practically every case they are in favor of the larger-sized schools.

SCHOOL GARDEN

Only 61 (10 percent) schools have school gardens, according to the data in hand. The 4-or-more teacher schools greatly surpass the others in this regard, the percentage of schools of this group having school gardens being 27.16 as compared with 5.75 percent of the 1-teacher schools, 9.84 percent of the 2-teacher schools, and 6.7 percent of the 3-teacher schools.

If the small number of schools having gardens reflects the tendency of a shift in emphasis from school gardens to home gardens under the supervision of the school, the small number is not to be deplored. But it is not known to what extent this is true. However, it is generally conceded that the school has an obligation in promoting a greater appreciation for the finer values of rural life by every possible means, whether by school gardens, home gardens, or some other agency.

CHAPTER VII : EXTENDED SCHOOL SERVICES

As has been repeatedly observed, the bringing of the school and community into closer relationship is one of the primary aims of the Jeanes teachers. Considerable activity in this regard, therefore, should be found among the schools under their supervision.

One of the most interesting examples of extended school service observed by the writer was the case of a school building project in one of the black-belt counties. For more than 17 years the Jeanes supervisor had labored in the county in an effort to stimulate interest and encourage cooperation in building more and better schools. This most recent project was to be her crowning achievement. Negro citizens of the community donated more than 60,000 feet of lumber from their farms. They also donated their labor and other services to build the schoolhouse. Men in the community who were not skilled mechanics would go out and work on the farms of men who were skilled, thus releasing the skilled persons for work on the school building. One old gentleman who hauled the first logs from which lumber was obtained for the first Rosenwald school in the county and who had helped on many others was particularly proud of the small assistance which he gave on what he considered his last school project. Although the school board did not contribute a dollar to the erection of this improved 4-room school, all the citizens, colored and white, rejoiced at its completion and dedication, and the supervisor was happiest of all, not merely because her son was made principal, but because of what she considered to be the triumph of an idea—school and community cooperation.

Another example of extended school services is the case of a young agricultural teacher who made a simple social and economic survey of the Negroes in his county and used the information obtained in extension classes for the farmers.

In an effort to ascertain objective data concerning this matter, teachers were asked to describe briefly provisions

made by them to promote good relationship between school and community. A variety of replies was received to this inquiry. The activities named were classified into eight categories as shown in table 30. The teachers responding numbered 482.

There are slight differences between the sizes of schools in the average number of activities sponsored. For the 1-teacher schools the average is 1.6; 2-teacher schools, 1.8; 3-teacher schools, 2; and 4-or-more teacher schools, 1.9.

In the percentage of schools promoting the various kinds of activities listed there are only two activities in which the differences are particularly marked, namely, parent-teacher associations and visitation of homes. In both cases a greater percentage of larger schools promoted them. The percentages of schools of various sizes which sponsor parent-teacher associations are: 1-teacher schools, 50.4; 2-teacher schools, 72.7; 3-teacher schools, 70; and 4-or-more teacher schools, 88.6.

In the matter of home visitation the following percentages prevail: 1-teacher schools, 12.01; 2-teacher schools, 12.33; 3-teacher schools, 16; 4-or-more teacher schools, 21.42.

TABLE 30.—*Number and percent of teachers who named various activities sponsored by their schools, by size of school*

Activity	1-teacher		2-teacher		3-teacher		4-or-more teacher		Total	Percent
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9	10	11
Parent-teacher association	105	50.40	112	72.72	35	70	62	88.57	314	65.14
Community league	16	7.69	8	5.19	5	10			29	6.01
Special programs	65	31.25	29	18.83	12	24	13	18.57	119	24.67
Opportunity school	11	5.28	3	1.94	4	8	5	7.14	23	4.77
Visiting homes	25	12.01	19	12.33	8	16	15	21.42	67	13.90
Cooperation with church	7	3.36	7	4.54	4	8	5	7.14	23	4.77
School visiting days	70	33.65	50	32.46	19	38	21	30.00	160	33.19
Mother's club	7	3.36	4	2.59	2	4	2	2.85	15	3.11
Other	43	20.67	53	34.40	20	40	16	22.85	132	27.39

For the group as a whole the percentages of schools fostering the activities listed are: Parent-teacher associations, 65.14; school visiting days, 33.19; special programs, 24.67; visiting homes, 13.90; community league, 6.01; cooperation

with church, 4.77; opportunity school, 4.77; mothers' clubs, 3.11; and other, 27.39.

These extension activities indicate that the supervisors attempted to attain the goals set for them by Dr. J. H. Dillard when he laid down the following four rules for their guidance (the only specific rules given them): (1) Keep in touch with the county superintendent; (2) keep in touch with the ministers and churches; (3) get some particular work done that will hitch the school to the life of the community; and (4) you are only a helping visitor; it is not your school, so do not be bossy.

The following excerpts from letters and reports from Jeanes teachers illustrate the type and scope of extension work done by them and the nature of the community relationships which are promoted:

1. . . . Through the courtesy of the Home Makers Department, it has been possible to demonstrate lessons in domestic science as well as to acquaint the children with many useful household products. Talks have been made on care of the books, cleanliness, health, and sanitation. All schools are preparing for the Interscholastic League which convenes at Rocky Mound School in this month.

Negro History Week was well conducted and much interest manifested.

Money raised for school purposes, $48.17.

2. . . . Four P.T.A. and one teachers' meeting were held. Quite a few schools observed Negro History Week.

A live-at-home program was discussed and stressed in each adult meeting.

$25.25 reported.

3. . . . A very keen interest is being shown in all school activities—improving and beautifying grounds. Fences are being repaired and new ones built, trees and flowers are planted. Several school gardens deserve special mention. Sugarland has reported $6.50 as the result of the sale of garden plants and vegetables.

The Interscholastic League and County Meet will be held March 25–26, at Sugarland. All hands are busy making preparations for this splendid occasion. Activities of club women and girls will be displayed and its development and possibilities for the future pointed out. The display of the work in sewing, handicraft, home improvement, and canning will demonstrate what has been done.

Rosenwald Day will be observed in —— County generally, but especially in Rosenwald school buildings. What an opportunity to honor the name of one whose liberality has so benefited the Negro.

Visited many homes and in many cases endeavored to relieve the sick.

Money reported raised for school improvement, $122.36.

4. . . . Negro History Week was observed in several of the schools. I feel that the time devoted to the study of the Negro during Negro History Week has done some good toward creating a desire among the students to read what Negro literature they are able to get.

A large number of programs were rendered, also a large number of trees and shrubs were planted, which featured a part of the school programs on February 22.

5. . . . The month of May has surely proved to be all too short a month with so many ideas to be worked out.

The following weeks and special days have been observed by the schools and communities: National Child Health Day, May 1; Mother's Day, May 8; World Good-Will Day, May 18; Music Week, May 1.

The May Queen was crowned in New Town and Central High School. Park School had a pageant representing eight nations of the world in costumes, songs, and dances. Hillside's school closing represented daily activities. There were 361 graduated from the seventh grades and 94 graduated from the high schools in the county.

The work of the clubs and communities is progressing nicely. They have reported 5,000 chickens, 850 turkeys, 500 goslings, 250 pigs; canned 1,000 quarts of berries, 600 pints of jellies and jams, and 975 quarts of vegetables.

The teachers have had an executive committee meeting outlining plans for the summer. I am urging all of them to attend the Bishop-Wiley Summer School to get the information offered by the course in rural school supervision, which is endorsed by our county superintendent. We are proud to have this course taught in our county.

6. . . . The Jeanes work in this county closed May 16, with a very successful year's work. I hope that the work will continue to grow and the literary and industrial work will keep the same keen interest in the future as it has in the past.

During the school year, I have made 169 visits to schools, visited 40 homes, organized 14 clubs, raised $365, and traveled approximately 1,500 miles.

7. . . . At last we are winding up a large brick Rosenwald school built entirely by colored, on colored land, by free colored labor, etc. We purpose dedicating it July 26–28.

We had problems during the depression, but we are through, with only about $2,500 indebtedness on a $20,000 building. This school is 8 miles from three towns and 12 miles from the Training School. Built in a community of 100 square miles of land owned by Negro farmers whose labor has built the brick school 149 by 66 feet.

These letters and reports are typical of the hundreds which have been written by the Jeanes teachers since the beginning of the work, and indicate the importance which has been attached to the matter of extending the services of the schools into the life of the community.

CHAPTER VIII : SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The following are some of the more significant findings and conclusions resulting from the present study:

1. Rural schools for colored children are, in general, far removed from the pupils they serve. Of the 44,187 pupils under investigation, 17 percent live 3 miles or more from the school they attend and 39 percent live a distance of 2 miles or more.
2. Despite the inaccessibility of schools, most Negro pupils in rural areas must either walk to school or provide their own conveyances. Of 44,187 pupils it was reported that only 471, or 1.06 percent, are transported to and from school at public expense.
3. Pupil mortality in Negro rural schools is extremely high. According to data in the present study, out of 100 Negro pupils who start in the first grade only 9 reach the fifth grade, 7 the sixth grade, 4 the seventh grade, and 2 the eighth grade. More than 76 percent of the pupils are enrolled in the first four grades. In other words, more than one third of the Negro pupils never go beyond the first grade and nearly three fourths never advance beyond the fourth grade. This is in close agreement with the situation found among Negroes for the Southern States in general, but is a great deal worse than the situation found among all the children of the country.
4. This study shows that Negro pupils are greatly retarded, the proportion of the pupils who are over age being approximately two thirds. The amount of retardation seems to be related to the size of school. Fewer of the pupils of 4-or-more teacher schools are over age than is true of the smaller schools. It is believed that much of the excessive retardation among Negro pupils is due

to shortness of the school term, poorly prepared and overloaded teachers, lack of equipment, poor health, and inaccessibility of schools.

5. The typical teacher of the 1-, 2-, and 3-teacher Negro elementary rural school under Jeanes teachers is a woman and is approximately 30 years of age; the typical head teacher of the 4- or more-teacher rural school for Negroes is a married man of about 35 years of age. The training of the Negro teachers of rural elementary schools under Jeanes teachers increases markedly with the size of school. The average for the entire group is about one year of college training. The averages for the various sizes of school are: 1-teacher, 0.24; 2-teacher, 1.16; 3-teacher, 2.4; and 4-or-more teacher, 3.5. The typical Negro rural teacher has had nearly 9 years of educational experience, but has been in his present position only 2 years. He attends 2 educational meetings a year, within his State or county, and reads an average of 2 magazines having to do with plans and methods in primary and elementary education. The typical Negro teacher of rural elementary schools receives a salary of $400. One out of every four receives less than $300 a year, while more than 70 percent are paid a salary of $500 or less.
6. Median salaries of teachers by size of schools are: 1-teacher schools, $346; 2-teacher schools, $360; 3-teacher schools, $429; and 4-or-more teacher schools, $478. The corresponding median salaries of white teachers in rural schools are: 1-teacher schools, $883; 2-teacher schools, $881; 3-or-more teacher schools, $1,022; and all classes of schools, $945. Only 1.4 percent of the Negro teachers in the present study receive salaries of $880 or more compared with 72.4 percent for white rural teachers.
7. Aside from the availability of educational facilities, the training and salary of teachers are the two most important problems in the whole rural educational situation of Negroes. They are insep-

arable and form a sort of vicious circle. Nearly a third of the teachers have only four years of high-school training or less, while approximately two thirds are below what is considered to be the accepted standard, two years of college training. It is generally conceded that there must be an improvement of the training of Negro rural teachers, but how a teacher who receives only $500 a year (seven tenths of the Negro rural teachers receive $500 or less) can save enough to advance herself professionally presents a problem of serious proportions.

8. Negro rural teachers are beginning to make use of some of the newer devices in the promotion of the education of their pupils. Psychological examinations and standardized objective tests were used, respectively, by 13 and 19 percent of the schools. Twenty-four percent of the teachers made some provision for individual differences.

9. Although considerable impetus has been given by the Rosenwald Fund to the movement for the improvement of housing conditions of Negro schools, there is still much to be desired. Nearly 40 percent of the schools included in this study are Rosenwald schools. Doubtless the majority of the remaining 60 percent constitute the schools mentioned by teachers as not being in a good state of repair.

10. The equipment of Negro rural schools is, in the main, meager, and inadequate for educational use. Nearly 40 percent of the schools still use benches with no desks. A few schools have no blackboards at all.

11. A large number of the teachers indicated that they had handwashing facilities in the school, the percent being 62.19. Ordinary stoves are used to heat 67.1 percent of the schools, most of which have no fire protection facilities. Only 10.47 percent have electric lights. Most of the schools still use the ordinary outdoor toilets, several of

which were not well protected or sufficiently private. Eleven schools had no toilets at all. Only 10 percent of these rural schools have school gardens.

12. Most of the supervision received by the rural elementary schools under investigation comes from the Jeanes teacher, who, in general, is overloaded and underpaid. Some of them are responsible for as many as 90 schools, enrolling approximately 10,000 pupils, scattered over an entire county. The typical Jeanes teacher has under her supervision 33 schools, 49 teachers, and 1,737 pupils. She has attended school approximately 5 years beyond the elementary grades. She has had 10 years of educational experience, and is employed 8.7 months of the year. In view of the variety of activities in which she engages, including the teaching and supervision of industrial subjects; organization and promotion of school and community clubs and activities; and raising money for teachers' salaries, erection and repair of school buildings, equipment and other sundry purposes, it can hardly be expected that she can devote much time to the actual supervision of regular classroom work.
13. In practically every criterion administered, the 3- and 4-or-more teacher schools have the advantage of the 1- or 2-teacher schools.

RECOMMENDATIONS FOR FURTHER STUDY

During the prosecution of this study several questions continually arose which for their answer would require further investigation. Some of them are:

1. How do the educational results achieved in counties which have Jeanes teachers compare with those that do not have Jeanes teachers?
2. In view of the new conditions and the present development of Jeanes work, what changes, if any, should be made in the objectives, scope, and methods of the work of Jeanes teachers?

3. What steps should be taken to extend supervision of Negro schools into counties which do not have supervisors?
4. What is the relation between availability of schools and the attendance of Negro pupils?
5. What relation is there between the ages of Negro pupils, their school attendance, and pupil mortality?
6. Does the condition of the roads affect the attendance of Negro pupils?
7. Is there any relation between the socio-economic status, the school attendance, and pupil mortality of Negro children?
8. Is pupil mortality, as reported by districts, counties, and States related to the availability of schools to Negroes?
9. What is the relation between the availability and popularization of secondary education among Negroes?
10. Is retardation of Negro pupils influenced by length of school term, preparation of teachers, school equipment, and load which a teacher carries?
11. What is the intelligence of Negro elementary rural pupils as compared with white elementary rural pupils, similarly situated?
12. How do Negro teachers in rural elementary schools supplement the meager salaries which they receive for teaching?
13. To what extent are appointments of Negro rural teachers based on training and certification?
14. What happens to Negro elementary rural pupils who drop out of school?

Because of the importance of many of these questions to the further development of Negro education it is recommended that graduate students, research organizations, and professional associations give them serious consideration in their effort to find problems for investigation and research projects.