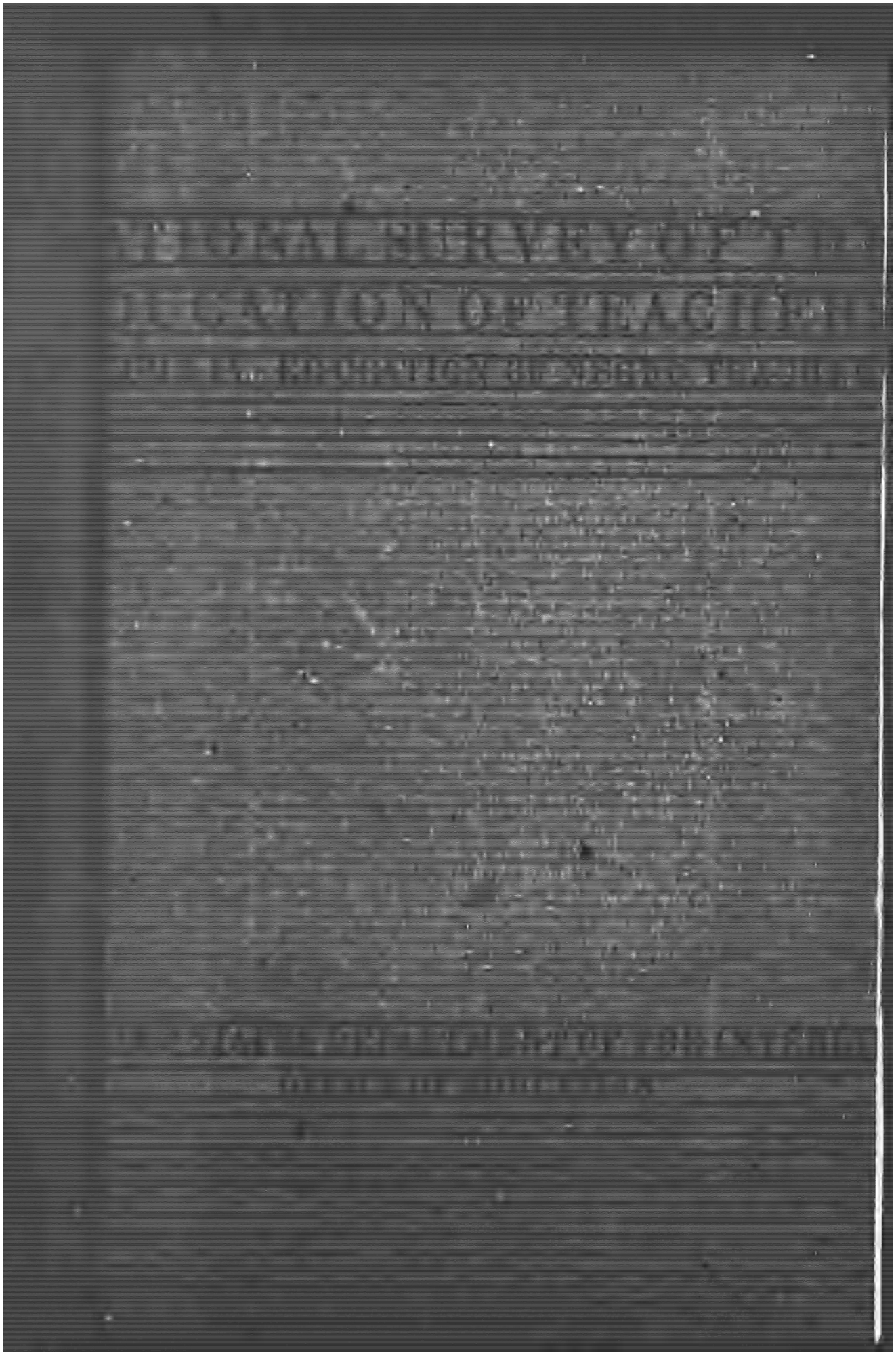

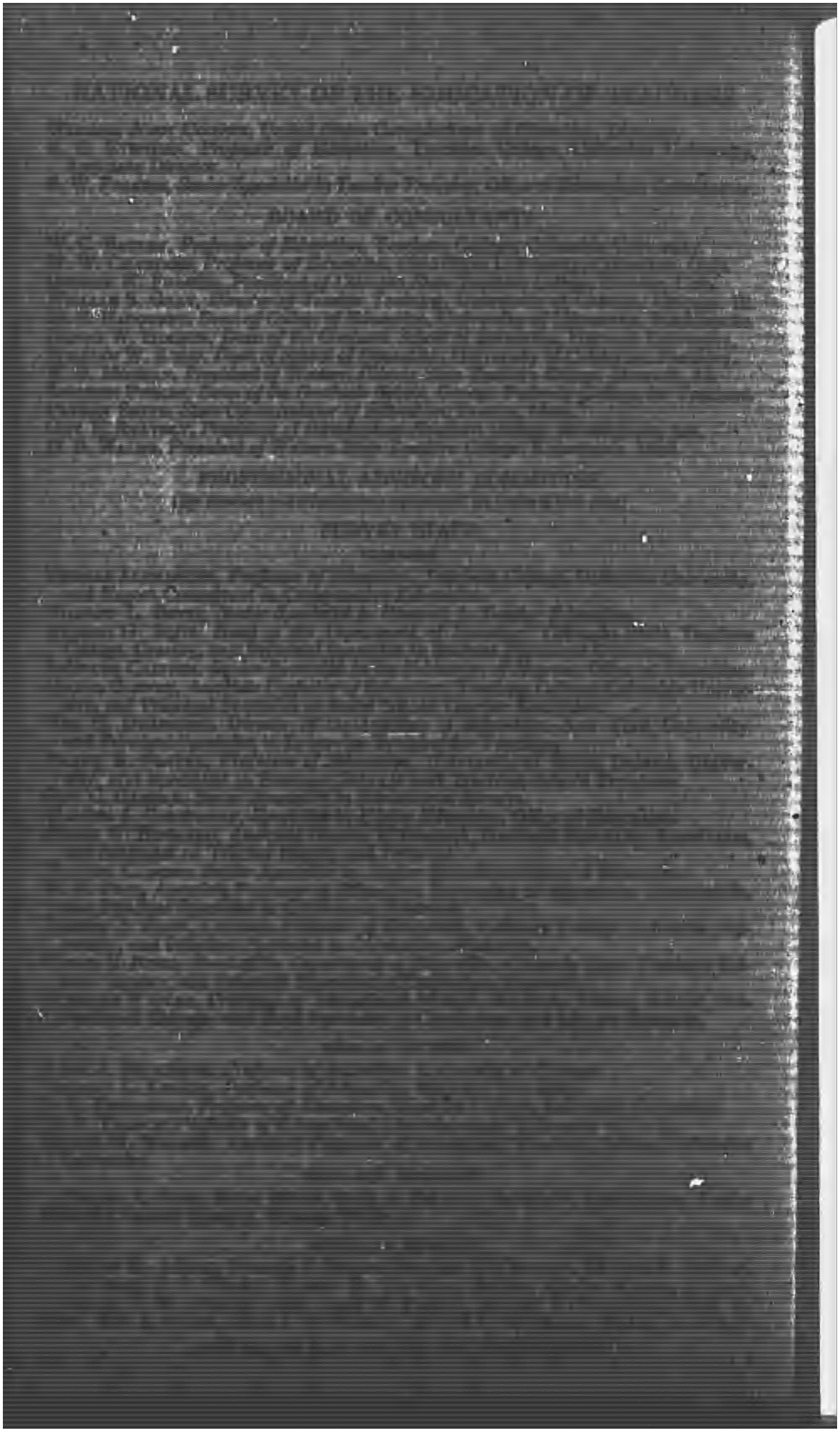

NATIONAL SURVEY

OF THE

EDUCATION OF TEACHERS

Bulletin 1933, No. 10

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IN SIX VOLUMES

Volume IV

EDUCATION OF NEGRO TEACHERS

By

AMBROSE CALIVER

UNITED STATES DEPARTMENT OF THE INTERIOR - - - *Harold L. Ickes*, Secretary
OFFICE OF EDUCATION - - - - - - - - - - *William John Cooper*, Commissioner

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LETTER OF TRANSMITTAL

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

SIR: The first State normal school in America was founded by the colleagues of Horace Mann at Lexington, Mass. It was legally established during the panic of 1837. The law which gave it birth passed in 1838, and the school opened in 1839. Later it was moved to West Newton and still later to Framingham, where it still exists. This, the first State institution especially designed for the preparation of teachers, was a specialized type of secondary school to which pupils who passed an examination in common-school subjects were admitted. A few States still recognize high schools and junior colleges as adequate teacher-preparatory institutions, but it is believed that such arrangements are now passing.

In 1894 Massachusetts again took the lead in making graduation from the high school necessary for admission to the normal schools. This step automatically put these institutions on the college level. The presidents of these schools now undertook to establish the proper standards for teaching. It was logical that they should find themselves preparing teachers for a profession. In the meantime the universities and the liberal arts colleges gave some attention to teaching. Iowa began in 1873, and Michigan founded a chair of pedagogy in 1879. In general, these schools prepared the high-school teachers and the normal schools prepared elementary school teachers.

Since these early beginnings much progress has been made in the preparation of teachers. The majority of the normal schools have increased the length of their curricula and have become degree-granting teachers colleges and nearly all of the colleges and universities have larger numbers of their graduates going into teaching than into any other line of work. It was only natural that such a diversity of teacher-educating agencies should raise a great many controversial issues and that there should be numerous instances of overlapping and unnecessary duplication of effort. This was evident at the 1915 meeting of the National Education Association in Oakland, Calif., when the desirability of a survey was discussed and a committee to investigate its possibility was appointed. Dr. D. B. Waldo, president of the Teachers College at Kalamazoo, was a member of that early committee. At the time of the appointment of the board of consultants on this Survey only he and Dr. Lord were still alive and in active service.

The Seventy-first Congress authorized a survey of the education of teachers on a Nation-wide scope which has been conducted during the last 3 years under the immediate direction of Dr. E. S. Evenden, professor of education, Teachers College, Columbia University, who has served as associate director.

This manuscript on the education of Negro teachers in the United States comprises the fourth in a series of six volumes in which the survey findings are reported. It is the work of Dr. Ambrose Caliver, senior specialist in the education of Negroes, Office of Education. He was assisted in the tabulation of data by Theresa A. Birch, and in some instances by other members of the Survey staff.

The data in this volume present the most recent and the most comprehensive picture of the educational preparation and present status of Negro teachers in public schools in the States in which separate schools for Negroes are maintained. The facts presented should serve as the basis for the development of State programs for the better preparation of Negro teachers with resulting improvement in public-school opportunities for this group. I, therefore, recommend that it be published as one volume in the final report of this investigation.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

THE SECRETARY OF THE INTERIOR.

FOREWORD

The 1930 census enumerated 11,891,143 Negroes in the United States—approximately one tenth of the total population. Four fifths of these live in the 16 States and the District of Columbia in which separate school systems for Negroes are generally maintained. The problems connected with the education of teachers for 3,000,000 Negro boys and girls between the ages of 5 and 17, inclusive, are of major importance. These problems deserve attention not because of the large sums of money which the adequate education of these teachers would involve, but because of the educational, social, economic, and political potentialities of the work of these teachers.

Statesmen as well as educators are responsible for solving these problems since questions of race relations and increased financial support as well as revised educational policies are involved. Furthermore, it is no longer a sectional problem. The large numbers of Negroes who have migrated from the Southern States in recent years make the problems presented in this volume national in scope, for they concern the education of future citizens of every State.

The education of Negroes and of Negro teachers in the United States has been of such a quality as to result in an educationally underprivileged group. This may be partially explained, although not justified, by elements in the history of the Negro in this country. The period of slavery in which education was individual and accidental rather than essential, the mistakes and the misunderstandings of the Reconstruction Period, and the concentration of the largest numbers of Negroes in the agricultural areas of the Southern States were all factors which have affected the education of Negroes and yet were factors over which they have had little or no control.

Many of the first educational opportunities furnished the Negroes were provided by reform groups and philanthropists. In most cases these were modeled after the schools provided for white children in Northern States. This helped to establish and perpetuate a recipient attitude toward education which has so often characterized Negro communities and also helped to establish as the ultimate goal the standard of "identity" of educational offerings with the schools for whites. Both of these elements (the recipient attitude and the identity standard) have been retarding influences.

A few leaders in Negro education have realized that the educational needs of the majority of Negroes are different from those of other groups and that these different needs change as the social and economic status of the Negro changes. (This would be true for any group which because of racial, national, or economic differences remains for several generations relatively isolated and unadjusted.) These leaders believed that the best way to secure equality of educational opportunity is to demonstrate, first to their own group and then to others, that Negroes can make as profitable use of education as can other groups. This naturally meant starting with conditions which existed among various Negro groups and providing educational facilities which would improve those conditions.

In recent years those interested in promoting Negro education have realized that their most effective argument for increased support is the record of their actual achievements. Some States and cities have shown a willingness to increase the support of Negro education as rapidly as the Negro group is prepared to use it wisely and as rapidly as it is prepared to assume responsibility for their educational programs.

The general level of education for this group must be raised. This means that more children must attend school for more years. This in turn would require that more teachers be prepared and that their preparation be more extensive. Teachers cannot be effectively prepared unless it is known rather definitely what they will be expected to teach. This cannot be determined until the leaders in Negro education formulate and agree upon the goals for Negro education and the curriculum content which will best secure those goals. Complicated as these problems are they will undoubtedly become more involved because of financial elements. There are indications that the period of missionary, and philanthropic assistance in Negro education is rapidly coming to a close. The success of future programs will undoubtedly depend very largely upon continuing the development among Negroes of a general desire for education and an accompanying willingness to work for and support their schools.

The complexity of the problem of educating Negro teachers, the encouraging progress which has been made, and the many things which still remain to be done are presented in this volume of the National Survey of the Education of Teachers. The report was prepared by Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes, United States Office of Education, with the assistance of other members of the Survey staff. The Survey planned to study the same phases of the education of Negro teachers as were studied for white teachers (with the exception of special studies done by cooperating individuals). Where this was not done it was either because the necessary data were not available or because too few

responses were received to questionnaires. Enough data were available, however, to present the most complete picture of the education of Negro teachers which has yet been available.

It is hoped that an understanding of the conditions presented in this Survey will serve as a basis for the formulation of State programs for the better education of Negro teachers and as an incentive for greatly increased interest and effort upon the part of Negro groups in the promotion of education.

E. S. EVENDEN,
Associate Director.

EDUCATION OF NEGRO TEACHERS

CHAPTER I

INTRODUCTION

GENERAL STATEMENT

Of the many phases of the history of the American people none is filled with more dramatic experiences and impelling interest than that dealing with the struggles of the Negro to obtain an education. This is a factor of paramount importance in any extended consideration of the education of Negro teachers.

Beginning early in the nineteenth century, during the days of slavery, a few Negroes were given or managed to obtain by stealth or other devious means some measure of the "coveted learning", and it is reported that by 1860, 5 to 10 percent of the Negro population could read and write.

A fuller appreciation of the significance of the educational progress made by the Negro may be gained from a consideration of the following facts: In 1850, 95 percent of the Negroes were illiterate; by 1930 illiteracy had been reduced to 16 percent. In 1865 the percentage of the Negro population of school age enrolled in school was approximately 2; by 1930 the corresponding percentage was 78. During this period the ratio of Negro children of school age to the total Negro population remained almost constant.

Undoubtedly the most important of the many factors influencing this tremendous educational advance has been the teachers. It is appropriate, therefore, that in a general survey of the education of teachers special study should be directed to the education of Negro teachers, to appraise their present status and to plan for their improved future training. It was in order to provide the essential facts for such an appraisal and planning that the investigation here reported was undertaken.

For a clearer understanding of the report which is to follow, certain facts and principles having important educational implications which should be considered are presented here.

Dual school system.—In 17 Southern States and the District of Columbia separate schools are required by law for Negro and white children. This practice has prevailed in both public and private schools with a few exceptions, since emancipation. Where the statutes have been specific on the matter they have proclaimed the

principle of equal provision of educational facilities for the two races. In practice, however, this goal has seldom been reached. Among the many groups of children who are denied equal educational opportunities Negro children are the greatest sufferers.

In practically every phase of educational development in the States maintaining separate schools, Negroes lag far behind the accepted standards. In availability and accessibility of schools, term length, facilities and equipment, curriculum, age-grade progress, and general financial support, the divergences between Negroes and whites are marked.

Teachers.—More important, however, and closely related to certain of the factors already mentioned, are the differences found in the qualifications and salaries of Negro and white teachers; for the extent to which the general educational level of a people may be raised depends in large measure upon the amount and quality of the professional preparation of the teachers. In this respect the Negroes were fortunate during the early days of freedom, for they had the tutelage of some of the best teachers of the Nation. Immediately after emancipation and during reconstruction days, more than a score of religious organizations of white persons became interested in the Negro and established churches and schools for the freedmen. The teachers in these schools were ministers and missionaries; almost all of them were graduates of the best colleges of New England. These first teachers of the newly emancipated colored race were men and women of fine training, culture, and high character and were thoroughly consecrated to their work. Without a doubt the rapid progress made by the Negro in those early days may be largely attributed to their leadership and devotion.

Growth of public education.—Gradually public education of the Negro gained in many localities, and the Negro graduates of the church schools began to supply the demand for teachers, either to start new schools or to replace teachers of the white race. As time went on education of the Negro gained in public favor; the number of schools increased, and the level of instruction was raised. As a consequence there arose a greater demand for teachers. This demand found expression in two new movements: First, the establishment of schools and colleges by Negro religious denominations, the predominant purpose of which was to supply teachers; and second, the acceptance of the Negro graduates of the already established public schools as teachers in those same schools or in new public schools.

The State and the education of Negro teachers.—Eventually through stimulation and encouragement by religious denominations and private philanthropy the States were led to accept some share of responsibility in the training of Negro teachers for the public schools. Evidence of a growing sense of responsibility on the part of States

along this line is shown in the establishment and growth of land-grant colleges and county training schools for Negroes.

Land-grant colleges.—Although in the beginning the States were slow to accept the provisions of the Morrill Acts to establish and develop Negro land-grant colleges, in recent years great progress has been made in their maintenance and expansion. In 1915 the enrollment in the college departments in 16 Negro land-grant colleges was only 12.[1] Virginia State College was not included in figures for 1915. In 1928 the college enrollment (excluding summer-session students) had increased to 3,691. The summer-session enrollment in these same institutions in 1928 was 6,459. The increasing popularity of land-grant colleges is reflected in the recent changes in the relative enrollments of these institutions and private colleges. In 1925–26, 70.1 percent of the students enrolled in 30 colleges were in private institutions and 29.9 percent were in public institutions. Fifty percent of the schools were private and 50 percent public. In 1929–30, however, only 61.3 percent of the students enrolled in the same 30 colleges were in private colleges, as compared with 38.7 percent in public colleges.

In 1915 the total income of 16 land-grant colleges was $544,520. In 1931 it had risen to $4,017,932. The property valuation of 16 land-grant colleges in 1915 was $2,576,142, as compared with $13,808,746 in 1931.

There are not sufficient comparable data to permit definite statements concerning the educational progress of these institutions. Nevertheless, it may be safely inferred that although advancement in the quality of the work has lagged somewhat behind progress in buildings and enrollments, great advance has also been made along this line.

County training schools.—In 1916 Dr. Thomas Jesse Jones stated that "the primary importance of secondary schools for colored people lies in their contribution to the much-needed supply of trained teachers for the elementary schools. * * * One of the most helpful movements toward teacher-training and secondary education is the plan to multiply county training schools. * * *"[2]

The county training schools to which reference is made here are rural high schools, organized and maintained by the cooperative efforts of the John F. Slater Fund and the public-school authorities of certain Southern States. In general they constitute the sole secondary school facilities offered to Negroes in the rural sections. These schools were first begun in 1911,[3] when four schools were established,

[1] Jones, Thomas Jesse. Negro education. Washington, Government Printing Office, 1917. (U.S. Bureau of Education Bulletin, 1916, No. 38.)

[2] Ibid., vol. 1, p. 12.

[3] Favrot, Leo M. A Study of county training schools for Negroes in the South. J. F. Slater Fund, Charlottesville, Va., 1922. (Occasional Papers, No. 22).

one each in Louisiana, Arkansas, Virginia, and Mississippi. Their number has grown until now there are 355.

One of the chief functions of the county training schools was to prepare Negro teachers for the elementary rural schools.[4] Although these schools still serve as the source of supply for many of the Negro teachers in rural elementary schools, the rapid rise in importance of the Negro land-grant college and other State teacher-preparing institutions, and the increasing certification standards are tending to minimize the teacher-preparation function of the county training school and emphasize their general secondary-school program.

As will be shown later, a large percentage of the colored elementary teachers in the rural areas have only a high-school education. Although most of them received their training in the county training schools, their preparation for teaching was largely incidental, as many of these schools did not purport to have a teacher-training program.

Subsequent research will probably show that the county training school has not only made a valuable contribution to the Negro teacher-training program of the rural South, but that it has had a tremendous influence in stimulating the development of public secondary education among Negroes. This in turn has facilitated the beginning of more comprehensive and thorough State-wide teacher-training programs for Negroes in the publicly supported colleges and normal schools of the Southern States.

Popularization of education among Negroes.—The 1870 census reported fewer than 150,000 colored people in the United States who had ever attended school. By 1880 the Negro school attendance had increased to 784,707 in the public schools of the Southern States alone. The next decade witnessed a rise to 1,296,959, and each succeeding decade showed tremendous gains in school attendance. The last census reported 2,081,003 Negro children attending school in the States having separate schools.

The development of high schools for Negroes was rather slow. By 1916 there were only 64 [5] public high schools in the Southern States with an enrollment of 8,707. This tardy development was due to many causes, chief among them being a hostile attitude toward educating the Negro, inadequate financial support, and lack of qualified teachers. In the period following the World War, however, secondary education among Negroes developed rapidly, as a result of a more liberal attitude of white people of the South toward the education of the colored race and an increase in the supply of qualified Negro teachers.

Although the number of qualified Negro teachers for all the school levels has increased, the supply has by no means kept pace with the

[4] Ibid.
[5] Jones, Thomas Jesse. Negro Education. Op. cit.

demand. Moreover, Negro teachers are gradually being taken from under a dual standard of certification and are being held to the same standards of preparation and certification that are imposed upon other teachers. These factors have tended to cause the States to become more aware of their responsibility to assure the Negro public schools a supply of qualified teachers.

State responsibility for Negro education.—To assume this responsibility intelligently it is necessary that the State shall be informed concerning the following elements in the educational situation as it pertains to Negroes: The present status of the Negro teaching personnel; the organization, administration, and curriculum of Negro public schools; the curricula and administrative practices of the Negro teacher-preparing institutions; the administration of certification regulations; and the availability of educational facilities for Negroes. With this information, which the present study seeks in part to supply, the State will be in a position to formulate policies and devise a program for the specialized preparation of its Negro teachers.

THE PRESENT STUDY

Scope of this study.—The preparation of Negro teachers as one of the problems relating to the education of Negroes has merited attention and research on the part of graduate students, philanthropic organizations, and Federal, State, county, and city departments of education or other agencies. Several State-wide studies of Negro education have appeared during the past 5 years. Among these may be mentioned studies in Louisiana,[6] Mississippi,[7] Kentucky,[8] and West Virginia.[9]

The scope of this investigation involves consideration of factors pertaining to the teaching body on a more comprehensive scale than has hitherto been attempted in the studies limited to State or city programs or in certain other studies pertaining to specific phases of the problem.

There are approximately 1,000,000 teachers in the United States, more than 50,000 of whom are Negro teachers. A short personnel questionnaire was sent to all the administrators, supervisors, and teachers in the public schools; 460,000 returns were received. Although returns were received from 13,589 Negro teachers in 44 States, it was not considered feasible to include the total group in the study. Accordingly, the returns from teachers in localities where the dual

[6] McAllister, J. E. The training of Negro teachers in Louisiana. Doctor's thesis, 1929. Teachers college, Columbia University, New York, N.Y. (Contributions to Education, No. 364.)

[7] Mississippi. State superintendent of education. Committee of investigation of the teacher-training facilities for Negroes in Mississippi. (Report.) Jackson, Miss., September 1930.

[8] Russell, H. C. The training of the teachers in the colored high schools of Kentucky. Master's thesis, 1929. University of Cincinnati, Cincinnati, Ohio.

[9] Saundle, H. P. The preparation and professional training of the Negro high-school teachers in West Virginia. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

system does not prevail were excluded. This left a total of 9,659 elementary and 1,915 secondary teachers in the District of Columbia and in 16 Southern States: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The total, 11,574, represents 22.7 percent of all Negro teachers as reported by Blose [10] in 1927–28.

In addition to returns from these elementary and secondary teachers replies were received from 741 college teachers and administrators. The 25 institutions selected for study of curricula offered to prospective teachers were chosen with regard to geographical as well as other criteria, and comprise universities, colleges, and teacher-training schools in Alabama, Arkansas, the District of Columbia, Florida, Georgia, Louisiana, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Aim of the study.—The purpose of this investigation has been to secure data on the supply of and demand for Negro public-school teachers, and on the amount and nature of academic and professional preparation, required of them. Such factors as salary, experience, and tenure are considered in relation to the broader phases of the study.

In addition to problems of the teaching personnel, the study concerns methods, curricula, and certain administrative practices and policies of Negro colleges.

It would be desirable to furnish the essential data for the solution of many other problems arising in connection with the education of teachers; however, because of the limitations of time, assistance, money, and space, only special aspects of the total problem are treated here.

A serious limitation has been placed upon the study by the lack of cooperation received from teachers and administrators of Negro schools and colleges. In several instances returns were too meager to furnish adequate and representative data from which to draw valid conclusions.

Procedure and data.—Several agencies were used in attempting to secure data for this investigation. The personnel questionnaire which was sent out to all public-school teachers was returned by 13,589 [11] Negro teachers in 44 States and the District of Columbia. Of this group 86 percent were in States having segregated schools. The geographical distribution of these teachers is shown in table 1. The inquiry form contained questions relating to grades or subjects

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

[11] While many teachers who received this form failed to return it, it is known that a large number did not receive the blank.

taught, age, sex, marital status, experience, training, reasons explaining supply of and demand for teachers, salary, and duties.

With the assistance of the National Advisory Committee on the Education of Negroes 25 schools, representative of the better practices in the preparation of Negro teachers, were selected for study.[12] Fourteen additional institutions were chosen for participation in other phases of the Survey. The 39 institutions were divided into three groups for different phases of the study. Groups 1 and 2, consisting of the original 25 institutions, were requested to send catalogs. These were used in getting the pattern of the curricula offered in various major fields, in identifying representative courses, and in analyzing the complete offerings by courses, subject-matter fields, and credit. From the catalogs received it was possible to make the analyses for 22 institutions.

TABLE 1.—*Number and percentage of Negro elementary- and high-school teachers returning personnel inquiry, 1930–31*

State	Elementary	Secondary	Total	Percent of total Negro teachers in States, 1928
1	2	3	4	5
Alabama	933	157	1,090	27.99
Arkansas	346	64	410	17.32
District of Columbia	246	76	322	28.98
Florida	386	89	475	21.24
Georgia	269	29	298	5.79
Kentucky	255	118	373	27.85
Louisiana	991	94	1,085	28.43
Maryland	450	74	524	35.59
Mississippi	204	49	253	4.15
Missouri	168	87	255	22.68
North Carolina	2,053	249	2,302	38.85
Oklahoma	106	36	142	10.41
South Carolina	217	33	250	5.61
Tennessee	779	152	931	33.25
Texas	1,002	396	1,398	32.64
Virginia	1,237	198	1,435	37.85
West Virginia	17	14	31	3.94
Total	9,659	1,915	11,574	22.73

It was also planned to make a detailed study of representative courses, involving such items as title, credit, class size, frequency of offering, restrictions on rank, prerequisites, content, aims, methods, assignments, textbooks and references, and extent of professionaliza-

[12] A list of 100 institutions for the training of Negroes was organized into five groups so as to give approximately equal representation to various regions of the country in terms of Negro population, number of teachers, and number of higher institutions. This list was mailed to each of the specialists chosen as judges with the request that he check five in each group which he considered representative of the better practices in the training of Negro teachers. The 25 institutions comprising the completed list represented the composite judgments of these individuals.

tion. The returns, however, were too meager to permit detailed objective study.

From 18 institutions were received returns on questionnaires pertaining to administrative and curricular practices, and institutional aims and attitudes concerning various educational issues.

In addition, personnel inquiry forms similar to the ones mailed to public-school teachers were sent to the faculty members of the 86 institutions listed in the Office of Education educational directory. A total of 741 administrators and teachers from 33 colleges returned these forms.

Hollerith cards were punched for these and other reports and, insofar as practicable, comparable tabulations made. Because of the small numbers involved, however, in many instances it was not expedient to tabulate the data with as much detail as was necessary for the other portions of the Survey. The larger number of returns available from the Southern States was the reason why only the returns from the District of Columbia and the 16 States having separate schools were included in this section of the Survey report.

From the catalogs of institutions selected as being representative of the better practices in the training of Negro teachers, three types of information were secured: First, an analysis of requirements for majors in various subject-matter fields; second, a picture of the entire offerings of the institutions by courses and number of hours; and, third, a selection of the representative courses as indicated by the frequency of offering. A set of questionnaires designed to secure detailed information on representative courses was mailed to the teachers of these courses. It was planned to have the returns on these forms interpreted by graduate students. The small number of returned forms in each subject-matter field did not yield enough information, however, upon which to build theses.

In cooperation with the Survey staff a study of practice teaching [11] in Negro institutions was made under the direction of the School of Education, University of Michigan, by E. C. Russell, principal of the senior high school, State Teachers College, Montgomery, Ala. Questionnaires were sent to 67 institutions, 35 of which replied.

[11] Russell, E. C. The status of practice teaching in Negro teacher-training institutions. Master's thesis, 1932. University of Michigan, Ann Arbor, Mich. 108 p.ms.

CHAPTER II

ELEMENTARY TEACHERS[1]

In the past the needs and work of adults were simple; therefore, little training for participation in adult life was required. Today occupations and needs are manifold, and life is complex, necessitating a higher degree of training, skill, and cooperation. Since the school reflects the ideals and practices of society, it, too, has become more complicated in its scope, organization, and administration.

The Negro can no longer, either in society in general or in education in particular, be exempt from this upgrading movement. He is required to function in the social and economic life with the same degree of skill, speed, and efficiency as is required of others. In consequence, his education must be on a par with that of other citizens if he is to succeed in meeting the demands made upon him. In the consideration of the adequacy of the educational facilities provided for Negroes, the qualifications of teachers, with which chapters II, III, and IV are concerned, emerges as perhaps the most important factor in the whole situation.

PROFESSIONAL PREPARATION

The preparation of elementary teachers should be one of the chief concerns of the State, in view of the large number of children and teachers involved and the predominant emphasis upon elementary education.

Educational levels.—According to the evidence revealed by the survey, more than one fifth of the Negro elementary teachers had not gone beyond high school; 55.7 percent had had only 6 weeks to 2 years of college training. More than three fourths (78 percent) had had no more than 2 years of college work and nearly half (44 percent) of them had had less than 2 years. McCuistion [2] found the corresponding percentage to be 58, on the basis of State reports in 1930.

Analysis of the data shows the percentages of men and women having 4 years or less of high-school training were approximately equal, but of those having had 6 weeks to 2 years of college work, the women far surpassed the men, the respective percentages being 57 and 40. In the higher levels, the men surpassed the women: 35

[1] Since this volume of the National Survey of the Education of Teachers deals with the status and education of Negro teachers, references to teachers will mean Negro teachers unless otherwise specified.

[2] McCuistion, Fred. The South's Negro teaching force. Julius Rosenwald fund, southern office, Nashville, Tenn. March 1931.

percent of the men had had 3 or 4 years of college work, as compared with 20 percent of the women. The larger percentage of the men attaining the higher levels gave them a higher general average as revealed by median years of work beyond high school: For men 2.44, and for women 2.15.

Size of community.—It is generally assumed that longer periods of preparation for teachers assures better-qualified recruits and longer tenure, which in turn results in a better educational product. If this assumption is sound, the problem of upgrading Negro elementary rural teachers is one of the most acute in the whole realm of education. Evidence of the seriousness of this matter is revealed in table 2. A comparison of columns 2, 4, 6, 8, and 10 shows a progressive decline in the percentage of teachers who had only high-school education or less, as the size of the community increases.

The percentage of Negro elementary teachers with 6 weeks to 2 years of college work was practically the same in villages and cities having a population of 2,500 to 9,999, but again the open-country teachers were at considerable disadvantage in comparison with other teachers. In the higher levels, only 12 percent of the Negro teachers in the open country had had 3 to 4 years of college education; the percentage increased successively through each of the larger-sized communities. A more striking picture is shown in table 3, which gives the number and percentage of teachers at the various educational levels, according to the size of the place in which they were teaching. Two thirds of the teachers who had not gone beyond high school were in the open country.

TABLE 2.—*The number and percent of Negro elementary teachers located in places of various size according to level of training compared with white teachers in similar situations, 1930–31*

Educational levels	Open country		Village		City 2,500 to 9,999		City 10,000 to 99,999		City of more than 100,000		Total	
	Negro	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro	White
1	2	3	4	5	6	7	8	9	10	11	12	13
4 years high school or less	35.8	4.5	22.5	4.1	10.4	3.2	10.8	3.5	6.8	3.0	22.5	5.7
6 weeks to 2 years college	51.3	70.9	59.6	70.9	59.4	64.4	56.5	62.1	59.6	53.2	55.7	66.7
3 to 4 years college	12.2	23.6	17.4	24.1	23.8	31.0	30.8	32.7	31.5	38.7	20.7	26.7
1 year or more graduate work	.7	1.0	.5	.9	.4	1.4	1.9	1.7	2.1	5.1	1.1	1.9
Number of cases	3,672	13,550	1,261	51,126	701	26,946	1,256	45,278	1,913	50,449	8,803	[1] 248,648

[1] White total includes 61,200 "rural" cases—no comparable Negro cases in this group.

This table should be read as follows: Of the Negro teachers in the open country 35.8 percent had 4 years of high school or less compared with 4.5 percent of the white teachers in open country.

Comparison of Negro and white elementary teachers.—The contrasts in educational levels between the rural and urban Negro elementary teachers are significant as are also those between Negro and white teachers in similar situations. For example, columns 12 and 13 of table 2 show that only 5.7 percent of the white elementary teachers

had not gone beyond high school, while the corresponding percentage for Negro elementary teachers is 22.5. The proportion of white teachers exceeded the proportion of Negro teachers on all the other levels: 66.7 percent (white) and 55.7 percent (Negro) with 6 weeks to 2 years of college work; 25.7 percent (white) and 20.7 percent (Negro) with 3 to 4 years of college work; and 1.9 percent (white) and 1.1 percent (Negro) who had had graduate work.

TABLE 3.—*Number and percent of Negro elementary teachers of various educational levels according to size of place in which they were teaching, 1930–31*

Educational level	Open country		Village		City 2,500 to 9,999		City 10,000 to 99,999		City of more than 100,000		Total number
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8	9	10	11	12
4 years of high school or less	1,314	66.4	284	14.4	115	5.8	136	6.9	130	6.6	1,979
6 weeks to 2 years of college	1,882	38.4	751	15.3	416	8.5	710	14.5	1,141	23.3	4,900
3 to 4 years of college	448	24.6	220	12.1	167	9.2	387	21.2	602	33.0	1,824
1 year or more of graduate work	28	28.0	6	6.0	3	3.0	23	23.0	40	40.0	100
Total	3,672	41.71	1,261	14.32	701	7.96	1,256	14.26	1,913	21.73	8,803

Table should be read thus: Of the 1,979 teachers with high-school education or less, 1,314, or 66.4 percent, were in the open country; 284, or 14.4 percent, in villages; 115, or 5.8 percent, in cities of 2,500–9,999; 136, or 6.9 percent, in cities of 10,000–99,999; and 130, or 6.6 percent, in cities of more than 100,000.

The most glaring discrepancies are seen in detailed comparisons of teachers in places of various sizes. Only 4.5 percent of the white teachers in the open country had had as little as 4 years or less of high-school work, as contrasted with 35.8 percent of the Negro teachers. Each of the levels of training in the different types of communities revealed similar contrasts.

Grades taught.—The data of table 4 provide still another basis for comparison. Again the rural teachers were at a disadvantage in the percentage who had a higher educational level, as compared with the teachers of the intermediate and upper elementary grades.

TABLE 4.—*Numbers and percentages of Negro elementary teachers and grades taught according to level of training, 1930–31*

Educational level	Grades taught								Total
	1- or 2-teacher rural schools		Kindergarten and primary		Intermediate		Upper elementary		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8	9	10
4 years of high school or less	1,044	52.9	354	17.9	317	16.1	258	13.1	1,973
6 weeks to 2 years of college	1,544	31.4	1,333	27.1	1,234	25.1	804	16.4	4,915
3 to 4 years of college	336	18.5	456	25.1	509	28.0	514	28.3	1,815
1 year or more of graduate work	20	20.0	23	23.0	32	32.0	25	25.0	100
Total	2,944	33.4	2,166	24.6	2,092	23.8	1,601	18.2	8,803

Table should be read thus: Of the 1,973 teachers with high-school education or less, 1,044, or 52.9 percent, taught in the 1- and 2-teacher rural schools; 354, or 17.9 percent, taught in the kindergarten and primary grades; and so on for the other groups.

Field of most preparation.—In general, evidence in the present study reveals that a majority of the Negro elementary teachers had received most of their preparation in the field in which they were teaching. Fifty-seven percent of the teachers in 1- and 2-teacher

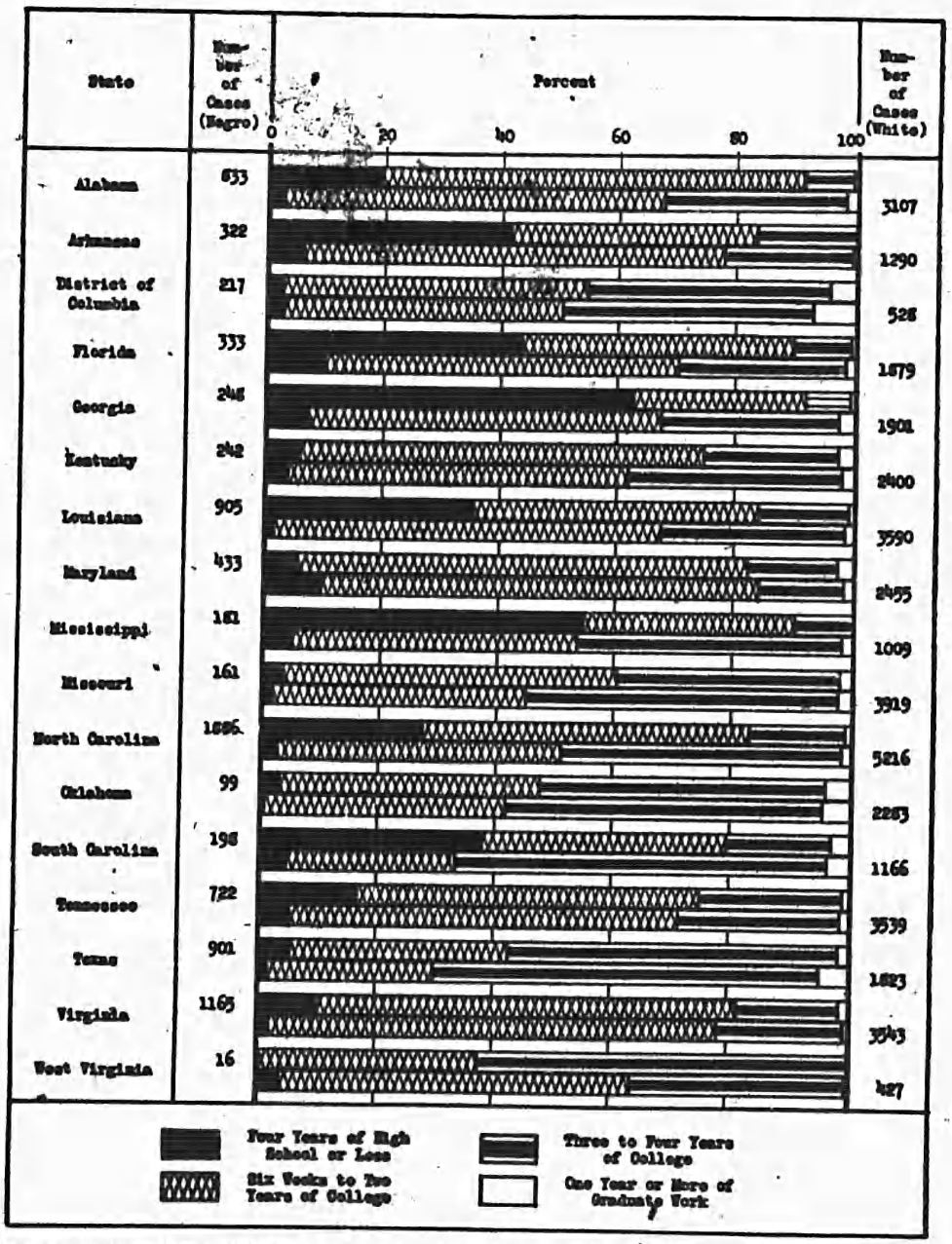

FIGURE 1.—Percentages of Negro and white elementary teachers of various educational levels, by States, 1930–31.

schools received most of their preparation in rural education. Of the kindergarten-primary teachers 77 percent received most of their preparation in this field, while 62 percent each of the intermediate and upper elementary teachers received most of their preparation in those fields.

Eighteen percent of the upper elementary teachers received most of their preparation in junior and senior high school subjects, which is closely related to the work of the upper elementary grades.

Variations among States.—Important questions are raised by the facts presented in figure 1, which shows the preparation of Negro and white elementary teachers in the various States. For example, why did 62 percent of the Negro teachers of Georgia and 54 percent of the Negro teachers in Mississippi have only 4 years or less of high-school training when the corresponding percentages for Alabama and Louisiana were 19 and 36? In Alabama, Kentucky, Maryland, and Virginia more than two thirds of the teachers had 6 weeks to 2 years of college education, while in the District of Columbia, Missouri, Oklahoma, Texas, and West Virginia a third to a half of the teachers had had 3 years or more of college education. What are the reasons for these disparities?

Even more marked were the contrasts between the Negro and white teachers having had only high-school education or less, the respective percentages being 62 and 6.5 in Georgia, 54 and 4.7 in Mississippi, and 37.9 and 4.6 in South Carolina.

There were wide differences between the various States in the median number of years of education attained by Negro elementary teachers, as shown by table 5. The amount of education beyond high-school graduation ranged from a median of 3.36 years in Texas to a median of 0.52 of a year in Georgia.

The percentages of Negro and white elementary teachers of various educational levels by States are shown in table 5A and figure 1.

These facts not only have important suggestions for a program of teacher education in general and for State programs in particular, but they also have significant bearing upon the problem of the equalization of educational opportunity.

TABLE 5.—*Median number of years of preparation above high school attained by Negro elementary teachers, 1930–31*

State	Median number of years above high-school graduation	State	Median number of years above high-school graduation
Alabama	1. 48	Missouri	2. 81
Arkansas	. 87	North Carolina	2. 00
District of Columbia	2. 91	Oklahoma	3. 11
Florida	. 61	South Carolina	1. 55
Georgia	. 52	Texas	3. 36
Kentucky	2. 56	Virginia	2. 21
Louisiana	1. 34	West Virginia	3. 33
Maryland	2. 55		
Mississippi	. 81	Total (8,862)	2. 17

TABLE 5A.—*Percentages of Negro and white elementary teachers of various educational levels, by States*

State	4 years of high school or less		6 weeks to 2 years of college		3 to 4 years of college		1 year or more of graduate work	
	Negro	White	Negro	White	Negro	White	Negro	White
1	2	3	4	5	6	7	8	9
Alabama	19.2	2.3	72.1	65.4	8.4	30.6	0.2	1.7
Arkansas	41.3	5.9	42.2	72.0	16.5	21.6	-------	.4
District of Columbia	2.3	2.5	52.1	47.9	41.5	42.7	4.1	6.9
Florida	43.2	8.7	46.5	61.6	9.6	28.4	.6	1.2
Georgia	62.5	6.5	29.4	60.8	7.2	30.4	.8	2.3
Kentucky	5.8	3.7	69.0	58.0	22.7	36.4	2.5	1.9
Louisiana	35.5	1.2	48.6	66.1	15.2	31.3	.6	1.2
Maryland	5.5	9.8	76.9	74.4	15.2	14.7	2.3	1.1
Mississippi	54.1	4.7	36.5	48.7	9.4	45.4	-------	1.2
Missouri	3.1	1.5	57.1	42.9	37.9	53.1	1.9	2.0
North Carolina	27.5	2.3	55.4	48.7	16.1	47.5	.9	1.5
Oklahoma	3.0	.2	44.4	41.1	48.5	54.2	4.0	4.5
South Carolina	37.9	4.6	41.9	28.5	17.2	63.2	3.0	3.7
Tennessee	16.7	4.9	58.2	66.5	24.2	27.5	.8	1.1
Texas	5.2	1.1	36.9	28.8	50.3	65.2	1.5	4.6
Virginia	9.9	1.6	71.4	76.5	17.4	21.3	1.3	.6
West Virginia [1]	37.5	3.4	62.5	59.9	-------	36.5	-------	.2

[1] Too few cases for reliability.

Academic degrees.—Table 6 shows that 8.7 percent of the Negro elementary teachers replying to the questionnaires reported that they held bachelor's degrees. The percentage of white elementary teachers was 10. The number holding degrees from private institutions was approximately the same as the number holding degrees from State-supported institutions.

The fact that relatively fewer Negro teachers than whites received their bachelor's degrees from State or city teachers colleges is undoubtedly the result of lack of publicly supported teachers colleges for Negroes in the Southern States. Other data show that relatively more Negroes than whites received master's degrees from publicly supported institutions for the education of teachers, but relatively fewer Negroes than whites received master's degrees from private colleges and universities.

TABLE 6.—*Percentage of Negro and white elementary teachers who received their degrees from different sources, 1930–31*

Source of degree	Bachelor's degree		Source of degree	Bachelor's degree	
	Negro	White		Negro	White
State or city teachers college	13.48	23.5	Other State-supported college	2.96	2.0
Private teachers college	1.81	1.5	Private college or university	51.62	35.7
State college for women	.90	5.8			
City college or university	9.59	14.4	Number of cases with degrees	771	24,950
State university or land-grant college	19.58	17.1	Percent of grand total with degrees	8.7	10.0

Professional courses.—In general, Negro elementary teachers had a good amount of professional preparation, as represented by semester hours in Education. The 4,896 teachers answering the question concerning Education credits had earned a median of 28.62 hours. The median for women was 29.29; and for men, 23.02. Teachers in the open country had considerably less professional training, in terms of credit in education courses, than those in villages and cities.

The comparisons between the States in the median number of semester-hours earned and in the percentage of teachers who earned a given number of semester-hours in Education are presented in table 7. Similar divergences were found here as were found in the general training of teachers. Only 1.24 percent of the teachers in Alabama had no credit in Education; 11.73 percent of the teachers in Arkansas had no credit. Another point to be noted in this table is the percentage of teachers from the various States with only 1 to 12 hours of credit in Education; for example, the percentages in Georgia and Mississippi were, respectively, 33.32 and 40 as contrasted with 10.16 for Missouri, 15.23 for Kentucky, and 16.24 for Texas. A large number of the teachers in some of the States appear to have had an excessive amount of professional courses. This point will be discussed more fully later.

TABLE 7.—*Number and percent of elementary teachers who earned a given number of semester-hours and median number of semester-hours in Education, 1930–31*

State	Number of semester-hours in Education										Total number of cases	Median semester-hours
	No credit	1–6	7–12	13–18	19–24	25–30	31–40	41–50	51–60	More than 60		
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama:												
Number	5	46	43	37	40	35	48	32	42	73	401	30.05
Percent	1.24	11.47	10.72	9.22	9.97	8.72	11.97	7.98	10.47	18.20		
Arkansas:												
Number	23	34	34	23	19	11	17	11	8	16	196	14.82
Percent	11.73	17.34	17.34	11.73	9.69	5.61	8.67	5.61	4.08	8.16		
District of Columbia:												
Number	3	12	15	13	5	10	10	6	14	46	134	40.0
Percent	2.23	8.95	11.19	9.70	3.73	7.46	7.46	4.47	10.44	34.32		
Florida:												
Number	1	18	13	19	16	14	13	2	6	12	114	21.25
Percent	.87	15.78	11.40	16.66	14.03	12.28	11.40	1.75	5.26	10.52		
Georgia:												
Number	1	17	10	16	7	8	2	2	1	17	81	17.68
Percent	1.23	20.98	12.34	19.75	8.64	9.87	2.46	2.46	1.23	20.98		
Kentucky:												
Number		8	17	15	11	19	16	14	3	61	164	35.0
Percent		4.87	10.36	9.14	6.70	11.58	9.75	8.53	1.82	37.19		
Louisiana:												
Number	2	54	57	50	27	45	26	28	20	65	374	24.33
Percent	.53	14.43	15.24	13.36	7.21	12.03	6.95	7.48	5.34	17.37		
Maryland:												
Number	5	13	10	14	12	16	18	7	28	136	259	60
Percent	1.93	5.01	3.86	5.40	4.63	6.17	6.94	2.70	10.81	52.50		
Mississippi:												
Number	1	12	8	6	5	4	2	3	9		50	17.0
Percent	2.00	24.00	16.00	12.00	10.00	8.00	4.00	6.00	18.00			
Missouri:												
Number		5	7	14	10	13	7	1	8	53	118	52.5
Percent		4.23	5.93	11.86	8.47	11.01	5.93	.84	6.77	44.91		

TABLE 7.—*Number and percent of elementary teachers who earned a given number of semester-hours and median number of semester-hours in Education, 1930–31*—Continued

State	Number of semester-hours in Education										Total number of cases	Median semester-hours
	No credit	1–6	7–12	13–18	19–24	25–30	31–40	41–50	51–60	More than 60		
1	2	3	4	5	6	7	8	9	10	11	12	13
North Carolina:												
Number	8	77	114	113	102	121	109	91	104	231	1,070	31.0
Percent	.74	7.19	10.65	10.56	9.53	11.30	10.18	8.50	9.71	21.58		
Oklahoma:												
Number		1	8	10	8	5	9	13	9	16	79	36.0
Percent		1.26	10.12	12.65	10.12	6.32	11.39	16.45	11.39	20.25		
South Carolina:												
Number		13	13	2	9	6	8	6	9	24	90	32.5
Percent		14.44	14.44	2.22	10.00	6.66	8.88	6.66	10.00	26.66		
Tennessee:												
Number	2	53	63	77	82	80	46	27	17	38	485	22.42
Percent	.41	10.92	12.98	15.87	16.90	16.49	9.48	5.56	3.50	7.83		
Texas:												
Number	1	44	46	50	46	55	73	51	48	140	554	33.87
Percent	.18	7.94	8.30	9.02	8.30	9.92	13.17	9.20	8.66	25.27		
Virginia:												
Number	12	104	78	102	60	72	84	41	57	106	716	25.16
Percent	1.67	14.52	10.89	14.24	8.37	10.05	11.73	5.72	7.96	14.80		
West Virginia:												
Number			2	1	2	2		2	1	1	11	26.5
Percent			18.18	9.09	18.18	18.18		18.18	9.09	9.09		
Total:												
Number	64	511	538	562	461	516	488	337	384	1,035	4,806	28.62
Percent	1.30	10.43	10.98	11.50	9.40	10.54	9.97	6.87	7.85	21.13		

Directed practice teaching is receiving increasing recognition as an essential factor in the preparation of teachers. Table 8 gives the data reported by the teachers in the present study. It will be noted that only about one third of the total number of elementary teachers answered this question. Of this number 8 percent had earned no credit in practice teaching. If the failure of two thirds of the teachers to reply on this point indicates that they had no practice teaching, it raises a question of serious proportions concerning teacher training and the administration of certification requirements.

TABLE 8.—*Semester-hours of credit in practice teaching earned by elementary teachers, 1930–31*

Semester-hours of credit	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
No credit	33	13.41	214	7.99	247	8.45
1 to 3	44	17.88	423	15.80	467	15.98
4 to 6	51	20.73	517	19.31	568	19.43
7 to 12	42	17.07	459	17.15	501	17.14
13 to 18	22	8.94	379	14.16	401	13.72
More than 18	54	21.95	684	25.56	738	25.25
Total	246		2,676		2,922	
Median [1]	8.64		10.75		10.62	

[1] Medians do not include the "no-credit" groups.

EXPERIENCE AND TENURE

Experience.—Whether or not experience beyond a certain point adds to a teacher's proficiency is questionable. Much depends upon where and under what conditions the experience was gained; and upon its relation to the requirements of particular situations. "Practice does not make perfect unless it is the right kind of practice," claim some authorities.[3] Moreover, there are individual differences in the ability to learn from experience. Nevertheless, it is generally conceded that a certain amount of experience is an important factor in the qualification of teachers.

The median amount of experience of the 8,872 Negro elementary teachers concerned in the present study was slightly more than 8 years. The median for the 836 men included was 11 years, as compared with 8 years for the women. Table 9 shows the educational level and the amount of experience reported by these teachers. The fact that teachers with from 6 weeks to 2 years of college work had had only 7 years of experience probably indicates that they were younger. Of the teachers with only 4 years of high-school work or less, many were no doubt teachers from an earlier day, who received their schooling before the present requirements became effective.

TABLE 9.—*Median experience of elementary teachers in years, according to level of education, 1930–31*

Educational level	Number of cases	Median
4 years of high school or less	1,973	9.17
6 weeks to 2 years of college	4,896	7.29
3 to 4 years of college	1,824	10.00
1 year or more of graduate work	101	10.56
Total	8,794	8.17

In five States—Alabama, Georgia, Louisiana, Maryland, and North Carolina—the median number of years of experience was less than 8 (table 10). These States likewise led in the percentage of teachers having only 1 or 2 years of experience. Alabama, Louisiana, and North Carolina have also the smallest proportion of teachers with more than 20 years of experience.

Tenure.—An important factor in the smooth functioning of a school system is the "turnover" of the teachers. Other things being equal, a school system will run more effectively and the work will be administered more easily and economically if there is a relatively small percentage of new teachers, caused by changes in positions. Table 11 shows the number and percentage of teachers who were employed by a given number of school systems. Practically one fifth of the teachers

[3] Research Bulletin, National Education Association, vol. X, no. 1, January 1932. Part I.

had worked in three or more school systems. This is significant when considered in light of the 8 years' total teaching experience of the group. Those who have worked in three systems changed positions about every 2 years. A large number, as may be inferred by comparing data in tables 10 and 11, changed positions every year they taught.

TABLE 10.—*Number and percent of Negro elementary-school teachers having given amounts of experience and median number of years of experience, by States, 1930–31*

State	Years of experience						Total	Median
	1–2	3–4	5–7	8–10	11–20	More than 20		
1	2	3	4	5	6	7	8	9
Alabama:								
Number	149	171	157	99	177	69	822	6.48
Percent	18.1	20.8	19.1	12.0	21.5	8.4		
Arkansas:								
Number	31	48	42	47	95	56	319	10.59
Percent	9.7	15.1	13.2	14.7	29.8	17.5		
District of Columbia:								
Number	20	22	28	50	46	44	210	9.95
Percent	9.5	10.5	13.3	23.8	21.9	21.0		
Florida:								
Number	59	38	67	51	84	40	339	8.3
Percent	17.4	11.2	19.8	15.0	24.8	11.8		
Georgia:								
Number	59	39	33	25	65	33	254	7.73
Percent	23.2	15.4	13.0	9.8	25.6	13.0		
Kentucky:								
Number	33	38	40	34	59	34	238	8.53
Percent	13.9	16.0	16.8	14.3	24.8	14.3		
Louisiana:								
Number	196	179	165	112	203	59	914	6.09
Percent	21.5	19.6	18.0	12.3	22.2	6.4		
Maryland:								
Number	94	79	70	41	88	58	430	6.78
Percent	21.9	18.4	16.3	9.5	20.5	13.5		
Mississippi:								
Number	23	26	29	26	47	38	189	10.05
Percent	12.2	13.8	15.4	13.8	24.9	20.1		
Missouri:								
Number	8	21	45	29	40	17	160	9.07
Percent	5.0	13.1	28.1	18.1	25.0	10.6		
North Carolina:								
Number	366	321	372	220	433	183	1,895	6.94
Percent	19.3	16.9	19.6	11.6	22.9	9.6		
Oklahoma:								
Number	9	12	17	15	32	14	99	10.41
Percent	9.1	12.1	17.2	15.2	32.3	14.1		
South Carolina:								
Number	22	27	31	34	52	34	200	9.72
Percent	11.0	13.5	15.5	17.0	26.0	17.0		
Tennessee:								
Number	82	96	98	105	197	147	725	10.59
Percent	11.3	13.2	13.5	14.5	27.2	20.3		
Texas:								
Number	99	133	122	104	305	138	901	10.79
Percent	11.0	14.8	13.5	11.5	33.9	15.3		
Virginia:								
Number	182	169	186	159	305	163	1,164	8.84
Percent	15.6	14.5	16.0	13.7	26.2	14.0		
West Virginia:								
Number	3	2	2	2	6	2	17	10.5
Percent	17.6	11.8	11.8	11.8	35.3	11.8		
Total:								
Number	1,435	1,421	1,504	1,153	2,234	1,129	8,876	8.19
Percent	16.2	16.0	16.9	13.0	25.2	12.7		

TABLE 11.—*Number and percent of Negro elementary teachers employed in a given number of school systems, 1930–31*

Teachers	Number of systems by which employed						Total
	1	2	3	4	5–7	8 and more	
1	2	3	4	5	6	7	8
Number	4,803	2,397	999	400	270	77	8,945
Percent	53.7	26.8	11.2	4.5	3.0	0.9	

SALARY

The salary of teachers is generally considered to be one of the important indexes of school efficiency. There is a close relationship between teachers' salaries and their education, location of the school, and length of the school term. According to the evidence in table 12, a teacher's salary increases with his preparation. Teachers with 6 weeks to 2 years of college work received 55 percent more salary than those with only 4 years of high-school education or less. The increase in the salaries of teachers with 3 to 4 years of college work over the salaries of those with 6 weeks to 2 years of college work was 41 percent, while teachers with 1 or more years of graduate work received 129 percent more salary than those with only 3 to 4 years of college work.

Wide differences in annual salaries of persons who taught in the varying sizes of communities are shown in table 12. The percentage of the teachers in the open country who received less than $500 annual salary was 78.8, as contrasted with 1.8 percent for those in cities of more than 100,000 population. The percentage of the open-country teachers who received $1,600 or more per year was only 0.68, as compared with a corresponding percentage of 21.94 for those in cities of more than 100,000 population.

TABLE 12.—*Median annual salary of elementary teachers according to educational level and size of place, 1930–31*

Educational levels and size of communities	Number of cases	Median
Educational level:		
4 years of high school or less	1,944	$365.98
6 weeks to 2 years of college	4,821	568.56
3 to 4 years of college	1,806	803.37
1 year or more of graduate work	99	1,840.90
Total	8,670	555.31
Size of community:		
Open country	3,640	382.37
Village of fewer than 2,500	1,246	491.72
City 2,500 to 9,999	691	588.65
City 10,000 to 99,999	1,230	800.00
City of more than 100,000	1,882	1,214.65
Total	8,689	548.30

It is significant to note in this connection that variations also exist within each size of community. For example, while the majority of the teachers in the open country fell in the lower-salary ranges, some went as high as the highest range for teachers in cities of more than 100,000 population. It should also be remembered that most of the teachers with 4 or more years of training were teaching in high schools where higher salaries are usually paid than in the elementary schools. The same factor enters into the differences between rural areas and cities.

Data on the median salary and the number of months of employment in each of the States are given in table 13. This table offers a fairer and more accurate comparison than would be possible if the data were combined. The table reveals the significant fact that although the teachers of Arkansas had less preparation, according to data shown previously, they received a higher salary than do the teachers of Alabama. This was true for all teachers combined as well as for each group of teachers on the basis of the number of months employed. Again, the teachers of Louisiana, although they had a year of preparation in excess of the teachers of Georgia, received only $45 more.

The annual salaries in the different States for 6 months' employment ranged from $170 in Georgia to $416 in Texas and North Carolina. Georgia was also at the lower end of the range of salaries for 7 months' employment; Kentucky was at the upper end. According to data submitted Mississippi paid $433 for 9 months, which was less than the amount paid by any of the other States; Texas led with a median salary of $980. The median reported for West Virginia was unreliable because of the small number of cases. Of the 1,847 teachers employed 10 to 12 months in all the States, only 51 percent received as much as $1,200 or more a year, while 12 percent received less than $800. Further detailed analysis of this table may be made by the reader.

The differences in salaries of men and women teachers were not great, either in percentage of teachers receiving salaries within a given range or in medians. The median annual salary of 825 men was $531; the median salary of 7,924 women was $552.

Because of the form in which the salary data for white elementary teachers was reported, comparisons of the Negro elementary teachers and white elementary teachers cannot be made in detail. For comparative purposes, therefore, only the salaries of white women elementary teachers in the open country will be considered. In every case, in terms of length of time employed, the white teachers in the open country received less salary than teachers in the larger-sized places, and the women received less than the men. Despite these facts, however, every median salary of the white women elementary

teachers shown in table 14 was greater than the corresponding salary for Negro teachers, both men and women, shown in table 13. For example, in Alabama the median salary for white women teachers employed 1 to 6 months was $425, with a quartile range of $353 to $489. The median for the corresponding Negro group, both men and women, was $253.69. In Georgia the median salary of the white women teachers employed 9 months was $670. Their lowest quartile, which was $575, was greater than the median of $453 for Negroes.

TABLE 13.—*Median salary of elementary teachers by States and number of months employed, 1930–31*

State	Number of months employed					Total
	1–6	7	8	9	10–12	
1	2	3	4	5	6	7
Alabama:						
Number of cases	356	82	34	159	182	813
Median salary	$253.69	$290.90	$470.58	$563.51	$691.29	$402.45
Arkansas:						
Number of cases	128	63	33	85	.....	309
Median salary	$341.26	$501.85	$505.00	$607.81	.....	$444.53
District of Columbia:						
Number of cases	.....	.....	.....	.....	203	203
Median salary	.....	.....	.....	.....	$2,142.62	$2,142.62
Florida:						
Number of cases	66	.....	111	137	.....	314
Median salary	$247.05	.....	$430.64	$552.98	.....	$476.66
Georgia:						
Number of cases	117	41	.....	76	.....	234
Median salary	$169.71	$268.75	.....	$452.94	.....	$303.84
Kentucky:						
Number of cases	.....	21	22	25	167	235
Median salary	.....	$570.60	$700.00	$904.16	$1,312.16	$1,225.33
Louisiana:						
Number of cases	435	98	53	167	152	905
Median salary	$247.93	$340.00	$442.30	$808.33	$1,267.85	$348.19
Maryland:						
Number of cases	.....	.....	152	55	197	404
Median salary	.....	.....	$577.77	$667.50	$1,743.47	$871.42
Mississippi:						
Number of cases	105	.....	.....	34	27	166
Median salary	$187.56	.....	.....	$433.33	$587.50	$271.08
Missouri:						
Number of cases	.....	.....	.....	42	111	153
Median salary	.....	.....	.....	$940.00	$1,928.57	$1,728.57
North Carolina:						
Number of cases	1,011	102	289	308	130	1,840
Median salary	$416.01	$509.37	$643.75	$814.44	$940.62	$489.82
Oklahoma:						
Number of cases	.....	.....	22	59	.....	81
Median salary	.....	.....	$730.00	$903.12	.....	$854.34
South Carolina:						
Number of cases	66	.....	.....	64	32	162
Median salary	$252.94	.....	.....	$573.07	$739.13	$525.00
Tennessee:						
Number of cases	96	20	132	96	354	698
Median salary	$252.72	$290.90	$550.00	$752.94	$1,233.33	$532.75
Texas:						
Number of cases	140	105	60	531	28	864
Median salary	$416.00	$501.66	$605.88	$879.82	$925.00	$687.09
Virginia:						
Number of cases	40	99	476	248	264	1,125
Median salary	$333.33	$359.85	$428.40	$668.00	$965.78	$498.98
West Virginia:						
Number of cases	.....	.....	.....	[1] 11	.....	11
Median salary	.....	.....	.....	$1,225.00	.....	$1,225.00
Total:						
Number of cases	2,560	631	1,384	2,095	1,847	8,517
Median salary	$327.33	$393.87	$499.95	$750.35	$1,204.35	$560.45

[1] Median probably unreliable because of the small number of cases.

TABLE 14.—*Salaries of white elementary-school teachers (women) in the open country, 1930–31*

State	1 to 6 months			7 months			8 months			9 months			10 months		
	Q-1	Median	Q-3	Q-1	Median	Q-3	Q-1	Median	Q-3	Q-1	Median	Q-3	Q-1	Median	Q-3
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Alabama	$353	$425	$489	$452	$508	$566	$546	$620	$676	$687	$781	$930			
Arkansas				514	568	622	617	668	746	808	914	1,025			
District of Columbia															
Florida															
Georgia				400	439	479	446	512	570	575	670	1,100			
Kentucky				545	612	687	667	821	886	888	961	1,039			
Louisiana							620	673	753	721	802	900			
Maryland													$1,126	$1,244	$1,380
Mississippi							546	629	683						
Missouri										696	819	913			
North Carolina	527	586	659				754	826	880						
Oklahoma							654	715	784	789	907	998			
South Carolina							738	798	866	845	891	952			
Tennessee							577	653	734	805	919	1,033			
Texas				581	656	737	735	808	866	893	945	962			
Virginia							530	608	681	677	753	851			
West Virginia															

SUPPLY AND DEMAND

The problem of supply and demand of teachers presents many difficulties. So many elements are involved and any approach to the question has so many ramifications that no conclusive statement can be made concerning the supply and demand of Negro elementary teachers.

Among the divers factors encountered in the consideration of supply and demand of teachers are the following: Variations in different States, counties, and cities; variations in different grades and subject-matter fields; and variations from year to year and from period to period. In addition there is the influence of the differences in the standards respecting the qualifications of teachers, and changes in educational programs. A full survey on particular subjects and, in addition, periodic cumulative studies, would be necessary before satisfactory conclusions could be reached concerning the supply and demand of Negro teachers. For these reasons only certain aspects of the problem will be presented here.

Data having an important bearing on the supply and demand of Negro teachers are given in table 15. Although in a few instances the number of cases was small, it is believed that in general there were sufficient cases of a representative nature to indicate trends.

Of 9,659 teachers replying to questionnaires in this investigation, 1,152 reported that they were "new." For the purposes of this study, a "new" teacher is defined as one "who was not employed in the present school system last year (1929–30)." If the returns are representative of the more than 50,000 Negro teachers, and if the "new"

teachers who were employed in other school systems are deducted from the total number of "new" teachers, it appears that about 6 percent of all teachers were new to the profession that year. This would indicate a yearly demand of approximately 3,000 new Negro elementary teachers in order to maintain Negro schools as at present organized.

However, attention is called to two factors which may operate to render this estimate inadequate. In the first place, because of the inadequacy of school facilities for Negroes any estimate based on present "supply and demand" data would fall far short of the actual needs of the race. Second, the meager returns received from Negro teachers in the personnel inquiry indicates, as suggested in the introduction, that those who did respond are probably a select group, and hence, do not present a complete picture of the situation. This conjecture is supported by the fact that during the year the Survey was conducted the superintendents of education of the Southern States reported to McCuistion [4] a demand of 6,310 new Negro teachers. This figure was based on the requirements for the Negro schools as now organized and operated. However, if schools were made available to all Negro children of school age, and if the compulsory attendance laws were administered more effectively for Negroes, and, if the pupil-teacher ratio were reduced to equal that for whites, even this estimate is entirely too low for the number of Negro teachers needed to conduct the desired educational program during the years which would be required for the up-grading.

A greater demand for "new" teachers was created by predecessors leaving to teach elsewhere than by any other factor; the percentage was 43.2. Thirty-nine percent were changes to other positions in the same State. The next greatest demand factor was the creation of new positions, which accounted for nearly one seventh of the vacancies filled by "new" teachers. Approximately 8 percent of the "openings" were the result of teachers leaving the profession to enter another occupation. It is significant that more teachers left the profession to enter other occupations than entered teaching from other occupations; only 6.9 percent came from other occupations. This fact leads to the conclusion that much of the unemployment among Negro teachers is attributable to conditions within the profession rather than competition from persons leaving other occupations to enter teaching. Eight percent of the teachers left to be married, thus making openings for "new" teachers. This does not include teachers who married but did not leave teaching. Only a few vacancies were caused by death of the predecessor or by his entering college.

More than a third of the "new" teachers came from other teaching positions; two fifths had been in college the preceding year. It

[4] McCuistion, Fred. The South's Negro teaching force. Op. cit.

is interesting to note in this connection that four fifths of the latter group came from colleges in the same State.

Mobility.—An important feature in making any comparisons between different States is the ratio of mobility—the ratio of "new" teachers to the total number of teachers employed. This is shown in column 4 of table 15. Although column 2 does not represent the total number of Negro elementary teachers in the States under consideration and column 3 does not represent all the "new" teachers employed in 1930–31, the numbers are probably sufficiently representative to indicate existing conditions in most of the States.

A comparison of these data shows wide variations among the States. For example, in North Carolina there was 1 "new" teacher to every 6 teachers, and in Missouri the ratio was 1 to 21. Alabama, Arkansas, Georgia, Maryland, North Carolina, Oklahoma, Tennessee, and Virginia all showed a mobility ratio of less than 1 to 10. The District of Columbia had a lower ratio than any of the States—1 "new" teacher to every 35 in the system.

The relatively large number of new positions created in Texas and Maryland is also significant. It would be interesting to know whether these new positions were due to increased enrollments or to reorganization and expansion of school programs; but the data do not reveal these facts.

In the analysis of factors affecting the demand for new teachers in the different States considerable variation was found. For example, 34.8 percent of the new teachers in Kentucky obtained their positions because their predecessors married, as compared with only 4.8 percent for Georgia. However, to secure a true picture of the situation these percentages should be interpreted in light of the mobility ratio for the States concerned. The following is an illustration: In North Carolina 5.8 percent of the new teachers were called to their positions on account of the marriage of their predecessors, while in Mississippi the corresponding percentage was 10. But this does not mean that the difference between the proportion of the total number of Negro teachers of Mississippi and North Carolina who married was as great as indicated by these percentages. For, when the 5.8 percent for North Carolina is multiplied by the mobility ratio for that State (1/6.25), the percentage of the total number of Negro teachers who married was 0.92. When the 10 percent for Mississippi is multiplied by the mobility ratio for that State (1/10.2), the result is 0.98, the percentage of the total number of Negro teachers marrying in Mississippi. These percents do not show the number of women teachers who married, merely those who married and left teaching. State and city regulations on this matter vary widely. The percents in table 15 do not show any differences which may exist between States in the proportion of men and women teachers.

TABLE 15.—*Demand for and supply of teachers in elementary schools for Negroes, 1930–31*

State	Total number of elementary teachers involved	Total number of "new" elementary teachers	Ratio of mobility: Ratio of new teachers to total	Reasons for demand for new elementary teachers									
				Predecessor died	Predecessor retired	Predecessor entered college	Predecessor married	Predecessor left to teach in same State	Predecessor left to teach in another State	Predecessor in another profession	Predecessor on leave, illness, etc.	Newly created position	Other reasons
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama:													
Number	933	116	1- 8.04	2	7	------	13	53	2	11	3	8	17
Percent	------	------	------	1.7	6.0	------	11.2	45.7	1.7	9.5	2.6	6.9	14.7
Arkansas:													
Number	346	46	1- 7.52	------	3	1	4	22	3	3	3	6	1
Percent	------	------	------	------	6.5	2.2	8.7	47.8	6.5	6.5	6.5	13.0	2.2
District of Columbia:													
Number	246	7	1-35.14	1	------	------	------	1	------	------	3	1	1
Per cent	------	------	------	14.3	------	------	------	14.3	------	------	42.9	14.3	14.
Florida:													
Number	386	24	1-16.08	1	1	------	1	13	2	------	2	3	1
Percent	------	------	------	4.2	4.2	------	4.2	54.2	8.3	------	8.3	12.5	4.2
Georgia:													
Number	269	42	1- 6.40	1	8	1	2	15	3	3	1	7	1
Percent	------	------	------	2.4	19.0	2.4	4.8	35.7	7.1	7.1	2.4	16.7	2.4
Kentucky:													
Number	255	23	1-11.08	3	------	2	8	2	------	1	2	2	3
Percent	------	------	------	13.0	------	8.7	34.8	8.7	------	4.4	8.7	8.7	13.0
Louisiana:													
Number	991	78	1-12.70	1	11	------	9	29	4	4	4	7	9
Percent	------	------	------	1.3	14.1	------	11.5	37.2	5.1	5.1	5.1	9.0	11.5
Maryland:													
Number	456	53	1- 8.49	1	1	4	5	18	4	4	2	9	5
Percent	------	------	------	1.9	1.9	7.6	9.4	34.0	7.6	7.6	3.8	17.0	9.4
Mississippi:													
Number	204	20	1-10.20	------	3	------	2	11	------	1	1	------	2
Percent	------	------	------	------	15.0	------	10.0	55.0	------	5.0	5.0	------	10.0
Missouri:													
Number	168	8	1-21.00	------	------	1	2	1	------	1	------	1	2
Percent	------	------	------	------	------	12.5	25.0	12.5	------	12.5	------	12.5	25.0
North Carolina:													
Number	2,053	328	1- 6.25	4	15	13	19	157	14	27	18	43	18
Percent	------	------	------	1.2	4.6	4.0	5.8	47.9	4.3	8.2	5.5	13.1	5.5
Oklahoma:													
Number	106	15	1- 7.06	------	1	------	1	3	1	4	3	1	1
Percent	------	------	------	------	6.7	------	6.7	20.0	6.7	26.7	20.0	6.7	6.7
South Carolina:													
Number	217	12	1-18.08	1	------	1	1	4	1	1	1	2	------
Percent	------	------	------	8.3	------	8.3	8.3	33.3	8.3	8.3	8.3	16.7	------
Tennessee:													
Number	779	106	1- 7.34	4	5	5	6	28	3	6	7	13	29
Percent	------	------	------	3.8	4.7	4.7	5.7	26.4	2.8	5.7	6.6	12.3	27.4
Texas:													
Number	1,002	97	1-10.32	2	6	5	5	31	2	3	4	32	7
Percent	------	------	------	2.1	6.2	5.2	5.2	32.0	2.1	3.1	4.1	33.0	7.2
Virginia:													
Number	1,237	176	1- 7.02	2	13	2	14	62	9	20	12	26	16
Percent	------	------	------	1.1	7.4	1.1	8.0	35.2	5.1	11.4	6.8	14.8	9.1
West Virginia:													
Number	17	1	1-17.00	------	------	------	------	------	------	------	------	1	------
Percent	------	------	------	------	------	------	------	------	------	------	------	100.0	------
Total:													
Number	9,659	1,152	1- 8.38	23	74	35	92	450	48	89	66	162	113
Percent	------	------	------	2.0	6.4	3.0	8.0	39.0	4.2	7.7	5.7	14.0	9.8

The table should be read thus: In Alabama the total number of teachers involved was 933, 116 of whom were "new." The ratio of these "new" teachers to the total number of teachers was 1 to 8.04. The demand for the services of 2 (or 1.7 percent) of the "new" teachers was created on account of the death of the predecessors, while 7 (or 6 percent) obtained their positions because their predecessors retired. Continuing across the page to column 8 it will be noted that 13 (or 11.2 percent) of the "new" teachers were demanded on account of the marriage of their predecessors. If this 11.2 percent is interpreted in terms of the mobility ratio for Alabama (by multiplying 1/8.04 by 11.2) it will be seen that only 1.3 percent of the total number of Negro elementary teachers in Alabama married and left teaching during that year.

TABLE 15.—*Demand for and supply of teachers in elementary schools for Negroes, 1930–31*—Continued

State	Sources of supply meeting demand for new teachers										
	College or university in same State	Teacher-training class, normal, or college in same State	Another school system in same State	College or university in another State	Teacher-training class, normal, or college in another State	Another school system in another State	Position other than educational work	Leave of absence	Returning to teaching after occupation past year	Other sources	Total
1	15	16	17	18	19	20	21	22	23	24	25
Alabama:											
Number	15	19	36	3	4	3	9	3	9	15	116
Percent	12.9	16.4	31.0	2.6	3.4	2.6	7.8	2.6	7.8	12.9	
Arkansas:											
Number	5		22	2	2	5	4	2	1	3	46
Percent	10.9		47.8	4.3	4.3	10.9	8.7	4.3	2.2	6.5	
District of Columbia:											
Number		3	3						1		7
Percent		42.9	42.9						14.3		
Florida:											
Number	2	3	11	1		1	1	1	1	3	24
Percent	8.3	12.5	45.8	4.2		4.2	4.2	4.2	4.2	12.5	
Georgia:											
Number	7	5	14	1	2	3	7			3	42
Percent	16.7	11.9	33.3	2.4	4.8	7.1	16.7			7.1	
Kentucky:											
Number	3	11	7		1			1			23
Percent	13.0	47.8	30.4		4.3			4.3			
Louisiana:											
Number	11	31	15	2	1	1	3	2	6	6	78
Percent	14.1	39.7	19.2	2.6	1.3	1.3	3.8	2.6	7.7	7.7	
Maryland:											
Number	1	23	11	3	9	2		1	2	1	53
Percent	1.9	43.4	20.8	5.7	17.0	3.8		1.9	3.8	1.9	
Mississippi:											
Number	1	2	7	1	1		3		1	4	20
Percent	5.0	10.0	35.0	5.0	5.0		15.0		5.0	20.0	
Missouri:											
Number	1	1	3		2					1	8
Percent	12.5	12.5	37.5		25.0					12.5	
North Carolina:											
Number	29	104	109	12	7	13	17	4	14	19	328
Percent	8.8	31.7	33.2	3.7	2.1	4.0	5.2	1.2	4.3	5.8	
Oklahoma:											
Number	1	1	7				2		3	1	15
Percent	6.7	6.7	46.7				13.3		20.0	6.7	
South Carolina:											
Number	1	6	3			1		1			12
Percent	8.3	50.0	25.0			8.3		8.3			
Tennessee:											
Number	23	12	49			6	4		4	7	106
Percent	21.7	11.3	46.2	.9		5.7	3.8		3.8	6.6	
Texas:											
Number	31	7	25	4	3	1	10	3	5	8	97
Percent	32.0	7.2	25.8	4.1	3.1	1.0	10.3	3.1	5.2	8.2	
Virginia:											
Number	22	24	56	6	8	15	19	3	11	12	176
Percent	12.5	13.6	31.8	3.4	4.5	8.5	10.8	1.7	6.3	6.8	
West Virginia:											
Number			1								1
Percent			100.0								
Total:											
Number	153	252	379	36	40	51	79	21	58	83	1,152
Percent	13.3	21.9	32.9	3.1	3.5	4.4	6.9	1.8	5.0	7.2	

Another illustration of the necessity of interpreting the percentage of new teachers in terms of the mobility ratio is seen by comparing Louisiana and Tennessee in the percentage of new teachers demanded because the predecessor entered another profession. The

respective percentages for these 2 States are 5.1 and 5.7; but when these figures are multiplied by the mobility ratios for these 2 States, respectively, it is found that 0.40 percent of the total number of Negro teachers in Louisiana entered other positions as compared with 0.77 percent for Tennessee.

Sources of supply.—The section of table 15 giving the sources of supply of new teachers raises many questions in the mind of one who is interested in knowing the causes of the wide divergences revealed between certain States. Columns 15, 16, 18, and 19 present facts which have important bearings on the development and maintenance of a State program of teacher education.

As many as 65 percent of the new teachers in Kentucky were in school the previous year; the corresponding percentages for Arkansas and Mississippi were 20 and 25, respectively. In the previous year only 7 percent of the 97 new teachers in Texas attended a teacher-training class, normal school, or college in Texas (presumably the State school); 32 percent of them attended colleges or universities in that State (presumably private colleges). The corresponding percentages for Tennessee were 11 for State teachers college and 22 for other colleges in the same State. In North Carolina 32 percent of the new teachers attended the State normal schools and teachers colleges, and only 9 percent attended colleges and universities in the State.

Of the new teachers who were supplied by schools and colleges from a State other than the one in which they were employed, the largest percentages were in Maryland and Missouri, being, respectively, 22.7 and 25. In no other case were there as many as 10 percent of the new teachers who were supplied by out-of-State institutions. Attention should be called in this connection, however, to the fact that 68 percent of all the new teachers in Maryland were in school the previous year, and that 46 percent were attending institutions in that State.

In a comparison of the different States with respect to the percentage of new teachers who came from various sources, the same kind of interpretation in relation to the mobility ratio should be made in the case of demand for new teachers. North Carolina and South Carolina offer a case in point. In North Carolina 31.7 percent of the new teachers were supplied by teachers colleges in that State; the corresponding percentage for South Carolina was 50. When these percentages are multiplied by the mobility ratios, it is found that the proportion of the total number of Negro elementary teachers who were supplied by teachers colleges in the State was 5 percent for North Carolina as compared with a corresponding percentage of 2.7 for South Carolina.

Arkansas received a relatively larger number of its new teachers from another teaching position in another State than did any other State; Texas received relatively fewer from outside the State.

Size of community.—Table 16 shows the supply and demand of Negro elementary teachers classified according to the size of community. Interesting aspects are revealed here in the relative effect of different sizes of communities in the operation of the factors of supply and demand. It is noticeable that a larger percentage of the new teachers in the open country were called to these positions because their predecessors left to enter another occupation than was true of communities of any other size. A larger percentage of the new teachers in the open country also left positions other than educational work to take their present positions. Whether this high percentage of transfer between rural teaching and some other occupation is closely connected with the low level of preparation and low salary of the teachers in the open country is a question which naturally arises.

TABLE 16.—*Demand for and supply of teachers in elementary schools for Negroes, 1929–30, according to size of community, 1930–31*

Size of community	Total number of teachers	Total number of "new" teachers	Ratio	Reasons for demand									
				Predecessor died	Predecessor retired	Predecessor entered college	Predecessor married	Predecessor left to teach in same State	Predecessor left to teach in another State	Predecessor entered another profession	Predecessor on leave of absence	Newly created position	Other reasons
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Open country:													
Number	3,672	619	1–5.9	8	47	22	45	279	23	69	31	52	43
Percent				1.3	7.6	3.6	7.3	45.1	3.7	11.1	5.0	8.4	6.9
Village of fewer than 2,500:													
Number	1,261	221	1–5.7	5	13	8	16	107	12	9	8	28	15
Percent				2.3	5.9	3.6	7.2	48.4	5.4	4.1	3.6	12.7	6.8
City 2,500 to 9,999:													
Number	701	76	1–9.2	2	5	2	2	29	7	3	8	15	4
Percent				2.6	6.6	2.6	2.6	38.2	9.2	3.9	10.5	19.7	5.9
City 10,000 to 99,999:													
Number	1,256	99	1–12.6	2	6	1	9	19	5	5	11	31	10
Percent				2.0	6.1	1.0	9.1	19.2	5.1	5.1	11.1	31.3	10.1
City more than 100,000:													
Number	1,913	126	1–15.1	5	2	2	19	15	1	1	8	33	40
Percent				4.0	1.6	1.6	15.1	11.9	.8	.8	6.3	26.2	31.7
Total:													
Number		1,141		22	73	35	91	449	48	87	66	159	111
Percent				1.9	6.4	3.1	8.0	39.4	4.2	7.6	5.8	13.9	9.7

TABLE 16.—*Demand for and supply of teachers in elementary schools for Negroes, 1929–30, according to size of community, 1930–31*—Continued

Size of community	Sources of supply									
	College or university in same State	Teacher-training class in same State	Another system in same State	College or university in another State	Teacher-training class in another State	Another system in another State	Position other than educational work	Leave of absence	Return to teaching after other occupation	Other sources
1	15	16	17	18	19	20	21	22	23	24
Open country:										
Number	79	133	193	19	25	28	51	9	33	49
Percent	12.8	21.5	31.2	3.1	4.0	4.5	8.2	1.5	5.3	7.9
Village of fewer than 2,500:										
Number	22	52	65	8	6	11	17	7	13	20
Percent	10.0	23.5	29.4	3.6	2.7	5.0	7.7	3.2	5.9	9.0
City 2,500 to 9,999:										
Number	12	13	33	------	3	2	5	------	5	3
Percent	15.8	17.1	43.4	------	3.9	2.6	6.6	------	6.6	3.9
City 10,000 to 99,999:										
Number	20	14	35	5	4	7	4	3	3	4
Percent	20.2	14.4	35.4	5.1	4.1	7.1	4.0	3.0	3.0	4.0
City of more than 100,000:										
Number	19	35	48	4	------	8	1	2	4	5
Percent	15.1	27.8	38.1	3.2	------	6.3	.8	1.6	3.2	4.0
Total:										
Number	152	247	374	36	38	56	78	21	58	81
Percent	13.3	21.6	32.8	3.2	3.3	4.9	6.8	1.8	5.1	7.1

This table should be read in the same manner as table 15.

Relatively few new positions were created in the open country, demanding the services of new teachers.

Only 7.3 percent of the new teachers in the open country entered positions created by the marriage of their predecessors, as compared with 15.1 percent of the new teachers in cities of more than 100,000 population. However, when these percentages are interpreted in terms of the mobility ratios of the respective States, the proportion of Negro elementary teachers who marry and leave teaching to the total number of Negro elementary teachers was 1.2 percent for the open country and 1 percent for cities of more than 100,000.

CHAPTER III

SECONDARY SCHOOL TEACHERS

The American high school reflects much of the real progress of the Nation. The changes taking place in economic and social life are reflected in the expanded program of studies; the spread of universal free education on the secondary level and the cosmopolitan nature of the high-school population.

Some of the problems arising from the rapid development of secondary education for Negroes are the result of individual and group differences in the high-school population, and the varying degrees of ability of States and communities to provide an adequate educational program.

These are some of the problems which every State faces in an attempt to develop an adequate program for the education of high-school teachers. The present status of Negro high-school teachers should be of distinct value in the planning of any such program. This chapter presents the findings of the Survey for this group of teachers.

In view of the extensive popularization of secondary education among Negroes the problem of preparing Negro high-school teachers is becoming increasingly important. There are now approximately 1,200 public high schools for Negroes in the Southern States; practically all of them have been begun since 1915;[1] the Negro high-school enrollment has increased 506 percent since 1920; two thirds of all the accredited high schools for Negroes have been accredited during the past 5 or 6 years; expansion and increased standardization have taken place at an unprecedented rate. This progress has come so rapidly and with such force that the institutions for the preparation of Negro teachers have found it difficult to make the necessary adaptations in their programs. Moreover, along with the growth which has taken place in Negro secondary education there has been a concomitant movement in the whole field of teacher preparation, namely, the demand for greater professionalization of secondary school teaching.

Because of the recency of this movement, the dependence of the States on private colleges for Negroes for their supply of Negro secondary school teachers, the extent to which these private colleges have been wedded to the "classical" curriculum, and the relatively

[1] Caliver, Ambrose. Secondary education for Negroes. Washington, Government Printing Office, 1933. (U.S. Office of Education Bulletin, 1932, no. 17. National survey of secondary education, Monograph No. 7.)

limited scope and uncertainty of the aims of the programs of the Negro land-grant colleges, the specialized problem of preparing Negro secondary school teachers has been slow to emerge, with the result that a concerted and coordinated approach to its solution has been greatly delayed.

PROFESSIONAL PREPARATION

Highest level of education.—From figure 2 it will be seen that in 1930–31 there were less marked differences in the amount of educational preparation between the Negro high-school teachers and the white high-school teachers than was found in the case of elementary

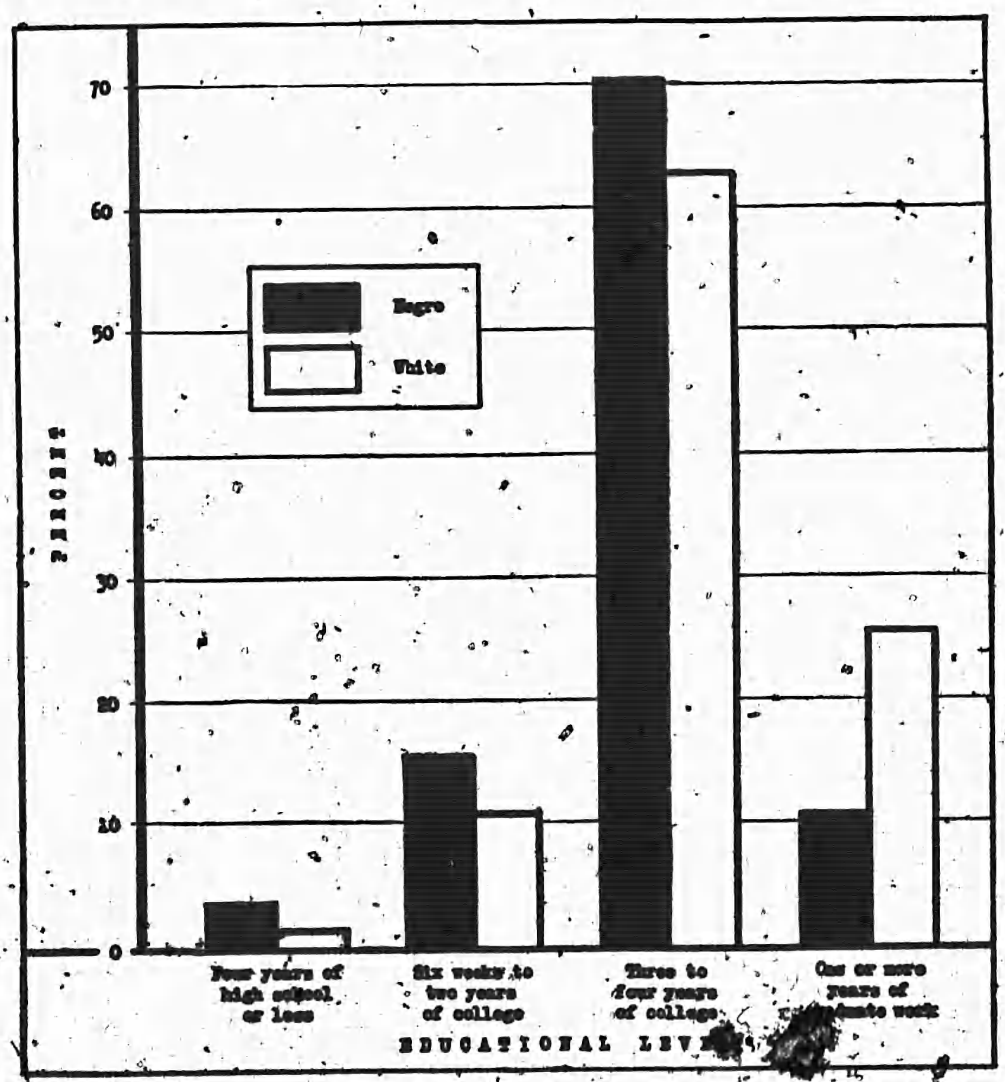

FIGURE 2.—Percentage of Negro and white secondary teachers in 17 Southern States who had attained various educational levels, 1930–31.

teachers. The percentage of Negro high-school teachers who had not gone beyond high school was 3.6; the percentage of white teachers was 1.2. A larger percentage of the Negro teachers had had from 6 weeks to 4 years of college work, but a smaller percentage of them

had had 4 years of college work, the accepted standard for high-school teachers; 27.5 percent of the Negroes failed to attain this standard as against only 21 percent of the whites. (Not shown in figure.)

In the proportion who had had graduate work the white teachers far surpassed the Negro teachers, their respective percentages being 25.3 and 10.6. In the number of years of education beyond high-school graduation the median for white high-school teachers was 4.53; for Negroes 4.36.

Mere attendance upon college, however, is not evidence of qualification. An individual may attend college for 4 years or more, and yet, for any number of reasons, fail to graduate. One advantage in the requirement of college graduation (or the M.A. degree in some places) for high-school teaching is that it attempts to assure a general preparation based on a well-planned, coordinated, and continued program. Other things being equal, therefore, a person with a degree should have received better preparation than one who may have spent the same amount of time in college, but whose program lacked coordination, definiteness, and continuity.

If these assumptions are correct the data of table 17 show Negro high-school teachers were at a greater disadvantage than was indicated by the data of figure 2. For example, 10.6 percent of the Negro teachers had had one or more years of graduate work but only 4.3 had received the master's degree. Although some of the teachers represented by the differences in these two percentages probably had undergraduate deficiencies which lengthened the time required to receive the degree, it is believed that many did not pursue a definitely planned course leading to a higher degree.

TABLE 17.—*Number and percentage of Negro high-school teachers who received degrees from various sources, 1930–31*

Source of degree	Bachelor's degree		Master's degree		Doctor's degree	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
State or city teachers college	41	4.0	2	3.0		
Private teachers college	10	1.0	2	3.0		
State college for women						
City college or university	43	4.0	5	7.0	1	20.0
State university or land-grant college	204	21.0	17	27.0	3	60.0
Other State-supported institution	24	2.4			1	20.0
Private college or university	672	68.0	37	59.0		
Total	994	99.3	63	4.3	5	.3

Source of earned degree.—The need of a unified cooperative program for the preparation of high-school teachers is evident from the data of table 17, showing the types of colleges in which the Negro high-

school teachers earned their degrees. The obligation of the State to consider the work of the private colleges, which are supplying more than two thirds of the Negro high-school teachers, is no less than is that of the private colleges to adapt their programs to the needs of the public high schools.

Proportion of men and women.—Although the education of men teachers in terms of the median number of years of college work was only slightly greater than that of the women teachers, their respective medians being 4.5 and 4.2, considerable variation was found in the proportion of men teachers and women teachers on the various educational levels. For example, only 1 percent of the men had not gone beyond high school, as compared with 5 percent of the women. The proportion of women who had less than the accepted standard of 4 years of college preparation was four times as great as that for the men, the percentages were respectively, 48 and 12.

The respective percentages of Negro men and women high-school teachers who had attained the standard of 4 years of college work were 72 and 56; 16 percent of the men and only 7 percent of the women had had graduate work.

Size of community.—As in the case of elementary teachers, the Negro high-school teachers in the rural sections had far less preparation than teachers in villages and cities. From table 18 it will be seen that the proportion of high-school teachers who had not had more than high-school education was more than six times as great in the open country as in any other type of community. One fifth of the Negro high-school teachers in the open country had themselves not had more than a 4-year high-school education, and a few had had even less.

TABLE 18.—*Number and percentage of Negro high-school teachers with various amounts of education, by size of community, 1930–31*

Educational level	Size of community										Total	
	Open country		Village		City 2,500 to 9,999		City 10,000 to 99,999		City of more than 100,000			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
4 years of high school or less	22	20.2	5	3.1	8	3.9	12	3.0	4	0.7	51	3.6
6 weeks to 2 years of college	35	32.1	28	17.6	45	22.0	51	12.7	58	10.6	217	15.3
3 to 4 years of college	49	44.9	118	74.2	139	67.8	307	76.8	386	70.8	999	70.5
1 year or more of graduate work	3	2.8	8	5.0	13	6.3	30	7.5	97	17.8	151	10.6
Total	109	.....	159	.....	205	.....	400	.....	545	.....	1,418	.....
Median number of years of college work[1]	2.8	.....	4.27	.....	4.26	.....	4.36	.....	4.49	.....	4.36	.....

[1] Median computed on a wider distribution than is reported in the table.

Fewer than one half of the open-country teachers had had 3 or 4 years of college work, as compared with from two thirds to three fourths of the teachers in the other communities. In general, the differences in preparation between the teachers in the villages and the teachers in cities of various sizes were not great except in the case of the teachers in cities of 100,000 population. A smaller percentage of this group had had 6 weeks to 2 years of college work, but this fact was in their favor, since nearly 18 percent of the group had had 1 year or more of graduate work.

Preparation in principal field of teaching.—In view of the departmentalization of high-school work and the growing tendency to have teachers teach specialized fields of subject matter, special training in the subject to be taught is increasingly becoming a desirable prerequisite to certification for high-school teaching. In fact, accrediting agencies are demanding, as a condition for accreditment, that high-school teachers teach in their major or minor fields of concentration.[2] That is, teachers may not be assigned to teach subjects for which they have not had special preparation.

Twenty-six semester hours is the average amount of work that the colleges concerned in this study ordinarily require to be done by students in the major field of concentration, and 14 semester hours in the first minor field.

The Negro high-school teachers were asked, in this investigation, to report the number of semester hours they earned at college in the subject-matter field in which they were teaching principally. A total of 780 teachers responded to this question. Table 19 shows the results of this inquiry. Medians and percentages were computed for only those subjects having a sufficient number of teachers to yield reliable results.

In the median number of semester hours earned in their principal fields of teaching, teachers of the classical languages were lowest, with a median of 21; teachers of the modern languages were highest, with a median of 31.

An analysis of the data shows that 45 percent of all the teachers had had fewer than 25 semester hours of preparation in their principal field of teaching; 17 percent had had 12 or fewer. One fourth of the teachers of the classical languages had had only 12 or fewer semester hours in their special field, as contrasted with slightly more than one sixteenth of the teachers of the physical sciences.

That so large a number of Negro high-school teachers had had so little preparation in their principal field of teaching, as shown by further analysis of the data in the table, presents a problem of serious proportions, and indicates that a large number of Negro adolescents

[2] Accredited secondary schools in the United States. Washington, Government Printing Office, 1930. (U.S. Office of Education Bulletin, 1930, No. 24, pp. 126, 180.)

are being denied adequate high-school instruction under thoroughly competent teachers. This topic will be discussed further in chapter V.

TABLE 19.—*Number and percent of Negro high-school teachers who reported a given number of semester hours, in their principal field of teaching, 1930–31*

Field of teaching	Semester hours										Median	Total number replying
	1–6	7–12	13–18	19–24	25–30	31–40	41–50	51–60	61–70	Over 70		
1	2	3	4	5	6	7	8	9	10	11	12	13
Agriculture					1			1		1		3
Art	1	1			1				1	1		5
Biology:												
Number	4	10	7	6	13	9	7	6	4	5	28.9	71
Percent	5.6	14.1	9.9	8.5	18.3	12.6	9.9	8.5	5.6	7.0		
Business administration						1		1				2
Education	1	1			1	4		2				9
English:												
Number	14	17	24	54	44	41	19	13	1	10	26.3	237
Percent	5.9	7.2	10.1	22.8	18.6	17.3	8.0	5.5	.4	4.2		
Classical languages:												
Number	2	9	10	3	6	6	3	3	1	1	21.0	44
Percent	4.5	20.5	22.7	6.8	13.6	13.6	6.8	6.8	2.3	2.3		
Modern languages:												
Number	1	2	1	3	9	7	6	1		2	31.0	32
Percent	3.1	6.3	3.1	9.3	28.1	21.8	18.8	3.1		6.3		
Hygiene and physical education		1		1	2	2						6
Home economics			1	1		1		2				5
Physical sciences:												
Number	1	3	7	13	12	12	11	1	1	4	29.25	65
Percent	1.5	4.6	10.8	20.0	18.5	18.5	16.9	1.5	1.5	6.2		
Mathematics:												
Number	7	27	37	20	26	20	13	7	1	4	22.0	162
Percent	4.3	16.6	22.8	12.4	16.1	12.4	8.0	4.3	.6	2.5		
Music	1	1										2
Social sciences:												
Number	9	15	9	21	28	27	12	4	4	8	28.1	122
Percent	6.8	11.4	6.8	15.9	17.4	20.5	9.1	3.0	3.0	6.1		
Others		1	2	1					1			5
Total:												
Number	41	88	98	123	136	130	71	41	14	36	25.7	769
Percent	5.2	11.3	12.6	15.8	17.7	16.7	9.1	5.2	1.8	4.6		

"Education" credit.—A minimum amount of professional preparation in terms of credit in "education" courses is almost universally demanded for certification of all kinds of teachers. Moreover, there is noticeable a definite tendency on the part of certification bodies [3] not only to specify the amount of professional preparation, but to control the kind as well, by naming the exact "education" courses that must be completed by the prospective teacher.

The data of this investigation do not show what specific courses in "education" were studied by the Negro high-school teachers.[4] The amounts, in terms of semester hours, reported by the 1,208 teachers who replied to the question concerning "education" courses, ranged from no credit to more than 50 semester hours. The median number

[3] Bachman, Frank P. Training and certification of high-school teachers. Nashville, Tenn., Division of surveys and field studies, George Peabody college for teachers, 1930.

Cook, K. M. State laws and regulations governing teachers' certificates. Washington, Government printing office, 1928. (U.S. Office of Education Bulletin, 1927, No. 19.)

[4] The professional work offered by the Negro teacher-preparing institutions will be shown in chapter V.

of semester hours was 26.8. Seven teachers had had no credit in "education," while 13 percent had had 12 hours or less. Several teachers had had an apparently excessive amount of "education" credit; for example, 18 percent had had more than 50 semester hours, and 16 percent had had between 31 and 40 semester hours credit.

Practice teaching.—In the matter of practice teaching, it may be said in general that only about half the Negro high-school teachers included in this study had adequate practice teaching credit. Only 852 answered the question concerning practice teaching. Of that number 111, or 13 percent, reported that they had had no practice teaching. If it is assumed that those who did not answer had had no practice teaching, the total becomes 677, or 48 percent, of the whole group (1,418) who were deficient in that phase of their preparation.

The median number of semester hours in practice teaching earned by those who replied was 6.3.

EXPERIENCE

The amount of teaching experience reported by 1,393 Negro high-school teachers is shown in table 20. The fact that the median number of years of experience of teachers having had 3 to 4 years of college work was much lower than that of teachers of the other educational levels may mean that they were young college graduates. Of the 377 teachers who had had 3 years or less of teaching experience, 334, or 89 percent, belonged to the group who had had 3 to 4 years of college training.

To what extent this lack of experience was compensated for by practice teaching is not shown by the data. If these inexperienced teachers were located in the urban schools where they were likely to have received good supervision, the problem would not be so acute; but the chances are that most of them were in the open country and small villages where supervision was either nil or a negligible factor.[5]

TABLE 20.—*Median number of years of experience of high-school teachers according to educational level; 1930–31*

Educational level	Median number of years of experience	Number of cases
Four years of high school or less	8.62	51
Six weeks to two years of college	10.33	212
Three to four years of college	5.96	979
One year or more of graduate work	9.58	151
Total	7.00	1,393

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

TEACHING LOAD AND SUBJECTS TAUGHT

Teaching load.—Many factors enter into the teaching load of high-school teachers, such as, number of clock hours, pupil-teacher ratio, kind of subject taught and number of subjects taught, year placement of the subject, and experience of the teacher in teaching the particular work. The only phase of the teaching load investigated in this Survey was the number of clock hours per week in relation to the field of teaching, the size of community, and the educational levels and sex of the teachers. The variation in the median number of clock hours in these comparisons was in no case more than 3, and in most cases it was less than 1. In other words, there was very little difference in teaching load, as measured by the number of clock hours per week, between teachers of different subjects—English, mathematics, biology, etc.; or between teachers located in the communities of various sizes; or between teachers of different educational levels; or between men and women teachers. The median number of clock hours taught per week by all teachers combined was 29. In a study of small unselected high schools of the country as a whole it was found that the white teachers carried a median teaching load of 20 clock hours per week.[6]

Subjects taught.—As mentioned in the preceding section, the number of subject fields in which teaching is done is a factor in determining teaching load. The excessive pupil-teacher ratio of Negro elementary teachers is a matter of common knowledge, and a recent study [7] revealed the fact that the pupil-teacher ratio of Negro high-school teachers is also higher than the accepted standard, but information on a wide scale concerning the number of subject fields taught by Negro high-school teachers has not been available until the present survey.

Figure 3 compares the Negro and white [8] high-school teachers according to the percentage of each group teaching in a given number of subject fields. Data on 1,282 Negro and 1,553 white high-school teachers were gathered in this study. Nearly twice as many white teachers as Negroes taught in only one subject field. Considerably more Negroes than whites taught in two subject fields. Although the white teachers surpassed the colored teachers in the percentage teaching in three subject fields, a fifth more Negro teachers than whites taught in four or more subject fields.

Since the prevailing practice is two subject fields for high-school teachers, the foregoing data do not reveal serious divergences between Negro and white teachers, except in the teaching of four or more subjects, where the Negro teachers were at a disadvantage. This

[6] Ferriss, Emery N., Gaumnitz, Walter H., and Brammell, P. R. The smaller secondary schools. Washington, Government Printing Office, 1933. (U.S. Office of Education Bulletin, 1932, No. 17. National survey of secondary education Monograph No. 6.)

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

[8] Ferriss, E. N., Gaumnitz, W. H., and Brammell, P. R. Op. cit.

situation prevails predominantly in the small high school, where a more ambitious program of high-school subjects is offered than can be effectively handled by a limited staff.

Major and minor fields of teaching.—Information concerning the kind of subject combinations which prospective high-school teachers may be expected or required to teach is of vital importance in the planning of curricula for the preparation of secondary teachers. More will be said on this point later, but suffice it to say here that those teaching combinations which are actually operative in high

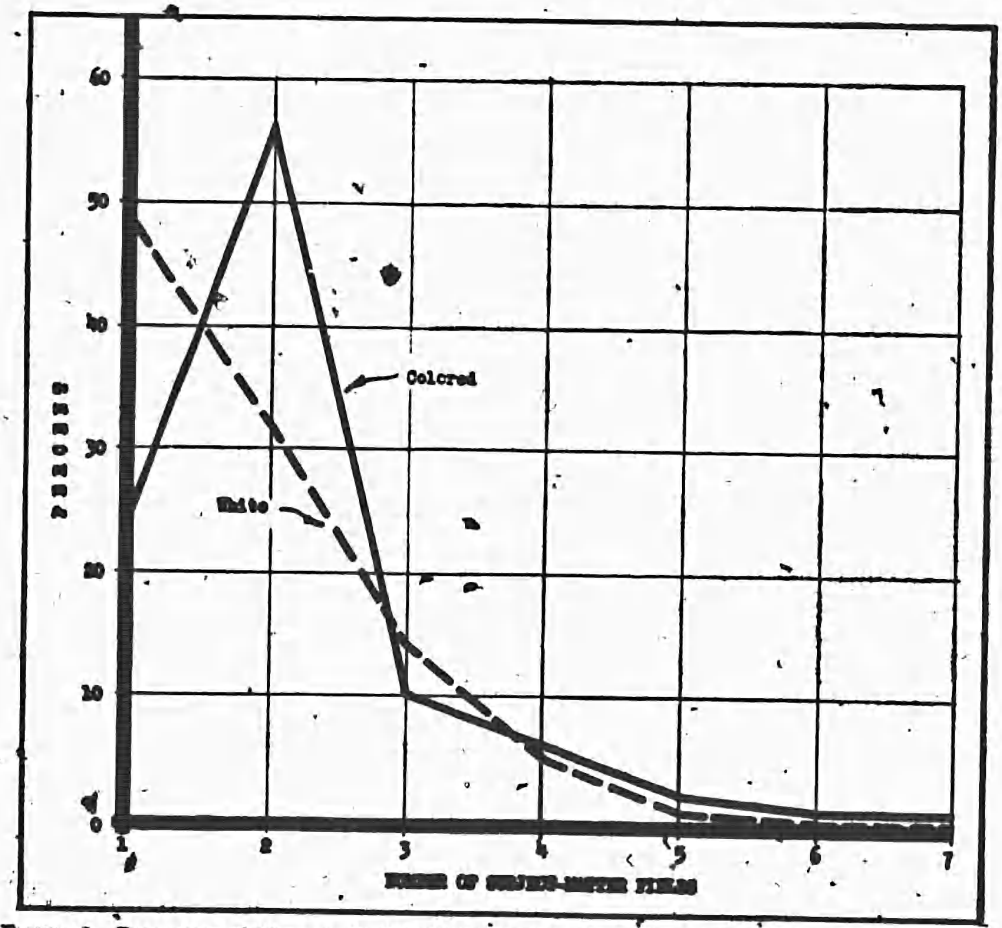

FIGURE 3.—Percentage of Negro and white high-school teachers who teach in a given number of subject-matter fields, 1930–31.

schools are too frequently ignored by curriculum and schedule makers, student advisers, and students themselves.

Table 21 shows the first and second principal field of teaching of 949 Negro high-school teachers. If the data presented here were representative, and there is reason to believe that they were, certain conditions are indicated which have wide significance in the preparation of Negro high-school teachers. By observing the bottom row of figures it is seen that the social sciences led as the second or minor field of teaching, with 24 percent of the teachers naming it, and English was next with 14.2 percent of the teachers naming it. The

social sciences was the minor field of teaching most frequently mentioned for teachers whose main field of teaching was health and physical education, and English was the predominant second subject in the case of art teachers.

The most striking feature in this table is the large number of teaching combinations of unrelated subject fields, for example, agriculture and English, modern languages and physical sciences. This kind of combination is rightfully ignored by institutions for the preparation of teachers; to attempt to prepare teachers adequately in such unrelated fields is, first of all, frequently to attempt the impossible and next, to perpetuate ineffective school organization.

TABLE 21.—*Percentage distributions of major and minor teaching combinations of Negro high-school teachers instructing in two or more fields, 1930–31*

Major teaching field	Minor teaching field															
	Agriculture	Art	Biology	Business	Education	English	Classical languages	Modern languages	Health and physical education	Home economics	Physical sciences	Mathematics	Music	Social sciences	Trades and industries	Others
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Agriculture	----	----	16.7	----	----	25.0	----	----	8.3	----	----	8.3	----	33.3	8.3	----
Art	----	----	----	----	----	40.0	----	----	10.0	----	----	10.0	10.0	30.0	----	----
Biology	2.2	----	----	2.2	2.2	10.0	4.4	2.2	6.7	1.1	28.9	15.6	1.1	20.0	3.3	----
Business	----	----	----	----	----	14.3	14.3	----	14.3	----	----	42.8	----	14.3	----	----
Education	----	7.1	14.3	----	----	14.3	7.1	7.1	----	----	7.1	14.3	7.1	14.3	7.1	----
English	.3	.6	3.5	.6	7.8	----	7.1	10.1	2.9	2.0	2.0	18.2	4.9	39.4	----	0.3
Classical languages	----	1.7	1.7	----	1.7	29.8	----	17.5	3.5	----	1.7	14.0	5.3	22.8	----	----
Modern languages	----	2.4	2.4	2.4	----	34.1	12.2	----	9.8	----	7.3	4.9	----	21.9	2.4	----
Health and physical education	----	----	11.7	----	5.9	5.9	----	----	----	11.7	5.9	11.7	5.9	41.2	----	----
Home economics	----	----	----	----	16.6	33.3	----	----	----	----	----	----	16.6	16.6	16.6	----
Physical sciences	----	----	39.5	1.3	6.6	2.6	----	5.2	2.6	1.3	----	27.6	----	13.1	----	----
Mathematics	2.2	.5	10.4	1.1	7.1	14.9	6.6	4.9	5.5	----	18.8	----	4.4	20.4	1.1	1.6
Music	----	----	----	----	20.0	20.0	20.0	20.0	----	----	----	20.0	----	----	----	----
Social sciences	.8	----	11.4	4.1	4.9	42.3	4.9	3.2	6.5	.8	8.1	5.6	3.2	----	.8	3.2
Trades and industries	----	----	----	----	----	----	----	----	----	----	100	----	----	----	----	----
Other	----	----	----	----	----	----	----	----	----	----	----	----	----	100	----	----
Total	.8	.6	8.6	1.4	5.7	14.2	5.5	6.5	4.6	1.2	8.7	12.4	3.7	24.0	1.0	.8

The table should be read thus: Of the teachers whose major teaching field is agriculture, and who are teaching in 2 or more fields, 16.7 percent are also teaching biology; 25 percent are teaching English; 8.3 percent are teaching health and physical education; and so on.

Another finding presented in this table which should be helpful in guiding prospective teachers in selecting majors and minors is the fact that the major and minor fields of teaching did not usually bear the same relation when their positions were reversed; that is, biology was an important minor field for those whose main field of teaching was agriculture, but agriculture was not an important minor field for those whose main field of teaching was biology. Similarly, business teachers were likely to be called upon to teach mathematics—in 42.8 percent of the cases—but mathematics teachers were seldom required to teach business—in only 1.1 percent of the cases.

On the other hand, a biology teacher was as likely to teach physical sciences as was the physical science teacher to teach biology; the same was true of mathematics and physical science teachers.

Data obtained by the survey (vol. II) show that a large percentage of the white teachers in senior high schools, whose major fields were English, also taught foreign languages. Another important difference between white teachers in senior high schools and Negro high-school teachers was found in the case of art teachers—only 7.6 percent of the former had English as a minor field of teaching, as compared with 40 percent of the latter. The figure for the Negro high-school teachers was in closer agreement with the white teachers in junior high schools—41.8 percent of the white art teachers in junior high schools taught English as a minor. In general there was a closer correspondence between the teaching combinations of all Negro high-school teachers and white junior high school teachers than between Negro high-school teachers and white senior high school teachers. Fewer teaching combinations of unrelated subject fields were found among white senior high-school teachers than among all Negro high-school teachers.

High-school programs of study.—Other factors which should be taken into consideration in the selection of majors and minors for prospective high-school teachers are the offerings of Negro high schools and the trend of student enrollments in the various subject-matter fields. These are particularly important in light of the fact that frequently a prospective teacher majors or minors in a subject that either is not offered in the schools in which he is likely to teach or is in process of gradual elimination.

Accurate data on the subjects taught in high schools in any area should be available to all institutions which prepare teachers in order that better advice may be given to prospective teachers in the selection of their fields of major and minor specialization. Such data for the year 1930–31 are available in the study on secondary education for Negroes.[9] These data showed the number of schools which require courses in different subjects for each of the 4 years of the high-school period. For example, in the field of English, 100 percent of 291 schools required English in the first year, 95.5 percent in the second year, 82.1 percent in the third year, 71.8 percent in the fourth year. The data also showed that the four most frequently required fields were English, mathematics, social science, and science in that order. In contrast to the requirements in English are those in a number of the special subjects. For example, music was required in only 7.9

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

percent of the schools in the first year, 5.5 percent in the second year, 5.1 percent in the third year, and 4.8 percent in the fourth year.

As a check against conditions such as those just reported, data assembled in a study of the anticipated majors of 1,175 freshmen students in 35 Negro institutions preparing teachers,[10] it was found that 15.5 percent were preparing to major in education, 11 percent in home economics, 9.2 percent in English, 8.5 percent in chemistry, 7.1 percent in biology. It is clear from these data that with the possible exception of the number majoring in home economics the students in general were majoring in the more frequently required subjects.

Further evidence is presented on the supply of prospective high-school teachers in the comparison between the percentage of white and Negro students enrolled in various curricula of high schools of different sizes.[11] These data showed a definite tendency for students to enroll in the more specialized curricula, such as commercial, manual training, home economics, and industrial arts, in the larger high schools. This may be accounted for both by the increased possibilities of having such courses offered in the larger schools and also by the increased opportunities for placement in the larger communities in which those high schools are found. This study also showed a slightly greater tendency on the part of the Negro students to take the academic and general curricula than was true for the white students, particularly in the larger schools. A careful study of such data as have been assembled on high-school offerings and the choices of major fields by college students will undoubtedly result in a better adjustment between the supply and demand for secondary teachers.

SALARIES OF NEGRO HIGH-SCHOOL TEACHERS

Data relating to the salaries of Negro high-school teachers in 1929–30 are given in table 22. Of the 1,384 teachers who supplied the information concerning salary, more than half received less than $1,000 a year, and four fifths received less than $1,500. The median salary for the entire group was $954. The amount of salary received appears to be definitely related to the amount of educational preparation.

The salaries of Negro high-school teachers according to sex are shown in table 23. The fact that the total median differs slightly from the one given in table 22 is due to the difference in the number of cases. Only 44 percent of the men received salaries below $1,000 as compared with 60 percent of the women. One third of the women received salaries between $1,000 and $2,000, as compared with nearly

[10] Caliver, Ambrose. A background study of Negro college students. Washington, Government Printing Office, 1933. (U.S. Office of Education Bulletin, 1933, No. 8.)

[11] —— Secondary education for Negroes. Op. cit.

one half of the men. Seven percent of the women received $2,000 or more as compared with 10 percent for the men.

Because of the arrangement of the data, direct comparison cannot be made with the salaries of white high-school teachers. However, the following facts on salaries of white high-school teachers in the Southern States [12] are suggestive of the divergences which might be expected if the data were more comparable.

TABLE 22.—*Salaries of Negro junior and senior high-school teachers according to educational levels, 1929–30*

Educational level	Number teachers in group	Number reporting on salary	Number and percent receiving given salary										Median salary
			$100 to $499	$500 to $999	$1,000 to $1,499	$1,500 to $1,999	$2,000 to $2,499	$2,500 to $2,999	$3,000 to $3,499	$3,500 to $3,999	$4,000 to $4,499	$5,000 or more	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
4 years of high school or less	51	50	26	17	2	3	1			1			$480.76
6 weeks to 2 years of college	217	209	67	84	41	11	4	1				1	723.21
3 to 4 years of college	999	978	31	493	282	115	33	16	4	2	1	1	964.50
1 year or more of graduate work	151	146	1	30	42	26	25	14	7	1			1,500.00
Total	1,418	1,383	125	624	367	155	63	31	11	4	1	2	964.32
Percent receiving given salary		100	9.0	45.0	26.5	11.2	4.5	2.2	0.7	0.2	0.08	0.1	

TABLE 23.—*Number and percentage of Negro men and women high-school teachers receiving a given salary, 1930–31*

Salary	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
0 to $499	220	8.9	107	12.2	127	9.1
$500 to $999	210	40.6	419	47.8	629	45.2
$1,000 to $1,499	166	32.1	204	23.3	370	26.6
$1,500 to $1,999	70	13.5	85	9.5	155	11.1
$2,000 to $2,499	23	4.5	40	4.6	63	4.5
$2,500 to $2,999	17	3.3	14	1.6	31	2.2
$3,000 to $3,499	9	1.7	2	.2	11	.8
$3,500 to $3,999	2	.4	2	.2	4	.3
$4,000 to $4,999			1	.1	1	
$5,000 to $5,999			1	.1	1	
$6,000 and more			1	.1	1	
Total	517		876		1,393	
Median		$1,085.84		$894.98		$962.70

Salaries of white teachers in senior high schools.—The range of median salaries of white men teachers in senior high schools in the Southern States was from $1,342 for Missouri and Virginia to $1,988 for West

[12] Gamble, Guy C. The teaching personnel in the United States. National survey of the education of teachers, vol. II. Washington, Government Printing Office, 1933. (U.S. Office of Education Bulletin, 1933. No 10.)

Virginia. For women the range was from $1,057 for Alabama to $1,814 for West Virginia. These medians are based on 9 months' employment. The ranges of median salaries of those employed 10 months were: Men, $1,963 in Delaware to $2,943 in Missouri; women, $1,707 in Alabama to $2,808 in the District of Columbia.

Salaries of white teachers in junior high schools.—The lowest median salary for white men teachers on a 9-month basis in the Southern States was $1,120 in Alabama, and for women in the same State, $921; the highest median salary for men on a 9-month basis was $1,975 in Georgia, and $1,400 for women in Virginia. Men employed for 10

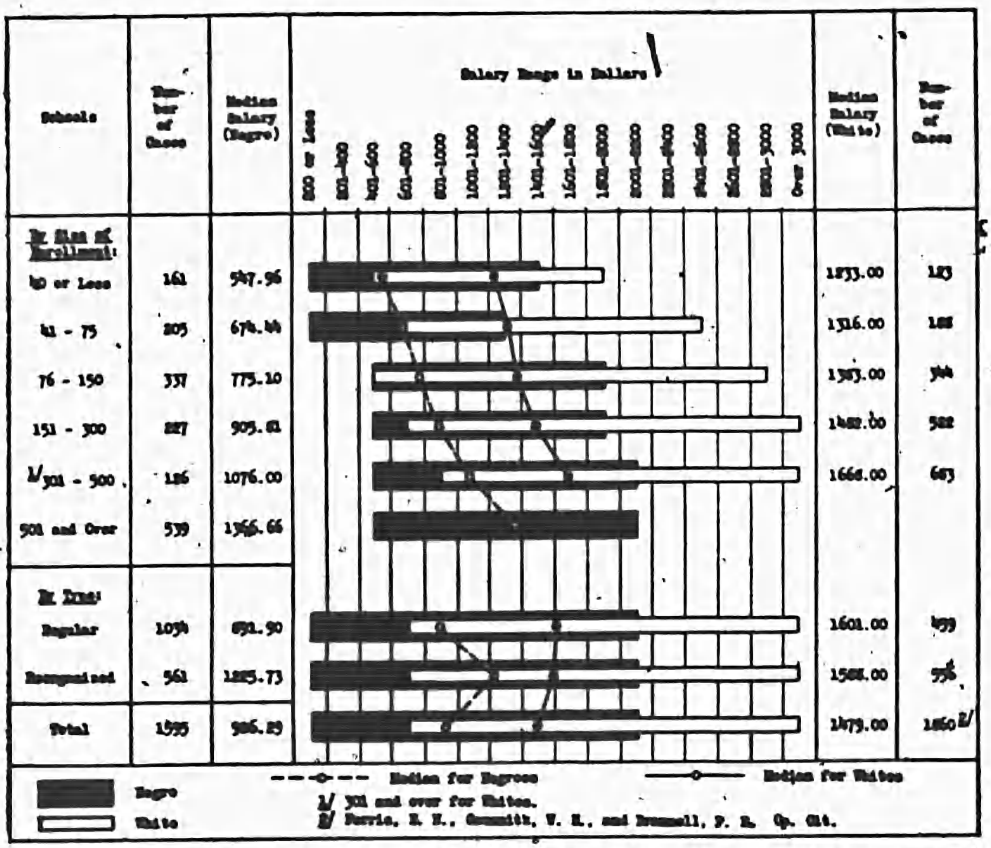

FIGURE 4.—Median and range of salaries of Negro high-school teachers for 1929–30 and for white high-school teachers for 1930–31 by size and type of school.

months received salaries ranging from $1,563 in Delaware to $2,300 in the District of Columbia. The median salaries for women ranged from $1,475 in Oklahoma to $2,422 in the District of Columbia.

From the foregoing data it is seen that the median salary of white senior high school teachers in the States having the lowest median exceeded the median salary of all Negro high-school teachers by more than $100.

Figure 4 shows a comparison of the salaries of Negro and White high school teachers according to the size and type of school.

CHAPTER IV

THE COLLEGE STAFF

The status of Negro elementary and high-school teachers was presented in chapters II and III. It is appropriate here that some attention be given to the teachers who are largely responsible for their education—the Negro college teachers.

As was stated in the introduction, it is only recently that the States have assumed any responsibility for preparing teachers for the publicly supported schools for Negroes. In the beginning this task was left almost wholly to the private Negro colleges, which were under many different denominational boards and were consequently dominated by varying motives. Obviously, such a situation was likely to result in considerable heterogeneity in the educational programs of these institutions.

With the advent of the Negro land-grant colleges and publicly supported normal schools and colleges, a more unified and coordinated educational program was made possible. If this possibility has not been realized, the failure may be attributable to several causes, chief among them being: Continued conservatism in the attitude of some leaders in the South toward educating the Negro; lack of funds for the employment of qualified teachers; too few students thoroughly grounded in the fundamentals and prepared to continue their education on the college level; lack of vision on the part of some persons having charge of these institutions; inadequate preparation and "subject-mindedness" on the part of many of the teachers; and the short time which these colleges have been operating.

Many of these same factors have operated in the older private colleges for Negroes. But in general there are sufficient differences in the background and in many other features of the two types of institutions to suggest the importance and desirability of treating the college teachers on the basis of the type of institution in which they are employed. Therefore, frequently in this report, institutions will be classified as public or private schools.

EDUCATIONAL LEVEL

Data in table 24 lead to the conclusion that considerable upgrading of teachers is required in the average Negro college, as was found to be true in the elementary school and high school. The median number of years of college work for the teachers in the colleges included

in this study was 5.28. There was a difference of almost a year between the education of teachers in public colleges and those in private colleges, in favor of the latter.

The teachers of the public institutions also compared unfavorably with those of the private colleges in the percentage who had not had any advanced work beyond 4 years of college. One half of the public college and normal school teachers as compared with slightly more than one fourth of the private college teachers had not had advanced work.

TABLE 24.—*Number and percentage of Negro college teachers with given amounts of education distributed according to kind of institution, 1931–32*

Educational level	Private institutions		Public institutions		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
High-school graduate			3	1.09	3	0.62
Less than 1 year of college work	2	0.97	4	1.46	6	1.25
1 year college or normal school	1	.48	2	.73	3	.62
2 years' college or normal school	2	.97	9	3.29	11	2.29
3 years' college or normal school	2	.97	11	4.02	13	2.71
4 years' college or normal school	49	23.78	110	40.29	159	33.19
1 year of graduate work	61	29.61	94	34.43	155	32.35
2 years of graduate work	43	20.87	30	10.98	73	15.24
3 or more years of graduate work	46	22.33	10	3.66	56	11.69
Total	206		273		479	
Median	5.77		4.97		5.28	

Although the public college and normal-school teachers surpassed those of the private college in the percentage of their numbers having 1 year of graduate work, they were at a considerable disadvantage in the percentage having 2 or more years of graduate work. Two fifths of the former had master's degrees, in comparison with nearly two thirds of the latter.

Source of degrees.—Table 25 shows that of the 196 teachers in private colleges who held bachelor's degrees, 84 percent received their degrees from private colleges, universities, and teachers colleges, as compared with 54 percent of the 241 teachers in public colleges who received their bachelor's degrees from private colleges, universities, and teachers colleges. Of the 128 teachers in private colleges who held master's degrees, 77 percent received their degrees from private colleges, universities, and teachers colleges, as compared with 57 percent of the 110 teachers in public colleges.

The sources of the degrees of 764 faculty members in 32 Negro colleges rated by the Southern Association of Colleges and Secondary Schools in 1932 are shown in table 26.[1]

[1] McCuistion, Fred. Higher education of Negroes. Southern association of colleges and secondary schools, 1933.

TABLE 25.—*Number and percentage of Negro college teachers in private and public institutions who earned their degrees from different sources, 1931–32*

Source of degrees	Bachelor's degree				Master's degree				Doctor's degree			
	Private		Public		Private		Public		Private		Public	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	2	3	4	5	6	7	8	9	10	11	12	13
State university or land-grant college	23	11.73	95	39.41	24	18.75	41	37.27				
State teachers college	6	3.06	10	4.14	1	.78	2	1.81	4	22.22	5	100.00
Municipal college or university	2	1.02	4	1.65	4	3.12	3	2.72				
Municipal teachers college							1	.90				
Denominational college or university	96	48.97	51	21.16	17	13.28	8	7.27				
Private nondenominational college or university	65	33.16	74	30.70	77	60.15	46	41.81	14	77.77		
Private teachers college	3	1.53	3	1.24	5	3.90	7	6.36				
Foreign college or university			2	.82								
Other type	1	.51	2	.82			2	1.81				
Total	196		241		128		110		18		5	

The table should be read thus: Of the 196 teachers in private institutions who have earned bachelor's degrees, 23, or 11.73 percent, receive them from State universities or land-grant colleges; and 6, or 3.06 percent, received them from State teachers colleges. Of the 241 teachers in public institutions who earned bachelor's degrees, 95, or 39.41 percent, received them from State universities or land-grant colleges; 10 or 4.14 percent, received them from State teachers colleges.

TABLE 26.—*Institutions where teachers of Negro colleges were educated. (Report from colleges rated by Southern Association, 1932)*[1]

Institution	For less than degree	Bachelor's degree	Master's degree	Doctor's degree	Other degree	Other graduate work	Total having attended
1	2	3	4	5	6	7	8
Columbia University	1	15	76	4	0	25	121
Chicago University	0	4	31	4	4	38	81
Howard University	0	46	12	0	5	1	64
Iowa University	0	19	20	0	0	8	47
Michigan University	1	11	21	1	1	10	45
Fisk University	0	28	6	0	0	0	34
Oberlin College	3	29	8	0	1	0	41
Cornell University	0	2	25	1	1	3	32
Hampton Institute	5	23	0	0	0	2	30
Harvard University	1	8	17	0	3	0	29
Virginia Union	0	24	0	1	1	0	26
Atlanta University	2	22	0	0	1	0	25
Boston University	1	7	7	1	1	2	19
Northwestern University	1	2	16	1	2	3	25
Ohio State University	0	6	14	1	0	4	25
Wisconsin University	1	4	7	1	2	9	24
Morehouse College	0	21	4	0	1	0	26
Kansas University	2	13	2	0	0	2	19
Pittsburgh University	0	7	5	0	0	5	17
Lincoln University	0	12	2	1	1	0	16
New York University	0	2	6	1	6	1	16
Tuskegee Institute	8	7	0	0	1	0	16
Indiana University	0	9	1	0	1	4	15
Illinois University	1	2	7	2	0	2	14
Minnesota University	0	8	2	0	0	4	14
Cincinnati University	0	6	6	0	0	1	13
Talladega College	1	12	0	0	0	0	13
Western Reserve University	0	4	6	2	1	0	13
Yale University	0	4	2	2	0	4	12
Syracuse University	0	8	1	0	0	1	10
South Carolina State College	0	9	0	0	1	0	10
81 other colleges	29	247	63	6	31	18	395
Total	49	633	364	27	71	148	1,292

[1] McCuistion, Fred. Higher education of Negroes. Southern association of college and secondary schools, 1933.

Sex and marital status.—Taking the group as a whole, the men teachers surpassed the women in amount of education. The median number of years of college work for men was 5.48; for women it was 4.97. Married teachers had nearly a fifth of a year more work than single teachers, the respective medians being 5.38 and 5.19.

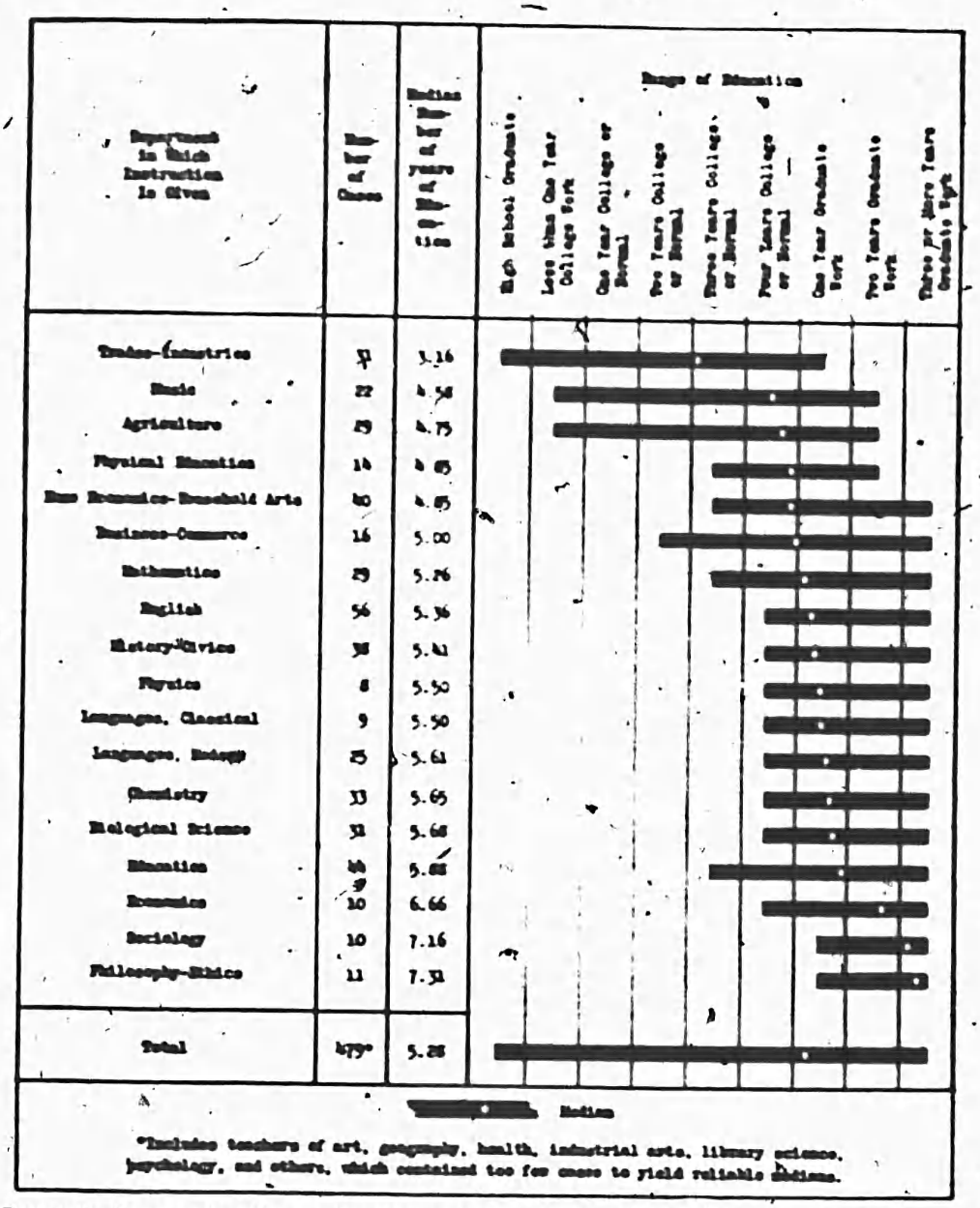

FIGURE 5.—Range and median number of years of education above high-school graduation of Negro college teachers, by department in which instruction is given, 1931–32.

Department of instruction.—Figure 5 shows the median amount of education according to the department in which instruction was given. It will be noted that in general teachers of the social sciences had the highest ranking.

EXPERIENCE AND TENURE

Experience.—The median number of years of educational experience of all teachers combined was 7.71, as shown in table 27. This is not greatly different from the median amount of experience shown for Negro elementary and high-school teachers.

Tenure in present institution.—The typical teacher in Negro colleges remained through only one college generation, according to the data in table 28. More than one third left after a period of 1 or 2 years' service.

The high turnover of the teaching personnel in most of the Negro colleges presents a serious problem. No continuity of effort, interests, or ideals can be sustained where a large percentage of the teachers are new each year. Lack of coordination in the curricula and departmental arrangements may often be directly traceable to a high teacher turnover. No program of student counseling that involves members of the teaching staff can be built upon a shifting teaching personnel. Until this defect in the Negro colleges is remedied, there can be little hope for effective attacks upon the problems involved in the education of teachers.

TABLE 27.—*Number and percentage of Negro college teachers having a given number of years of experience, 1931–32*

Teachers	Total years of educational experience									
	1	2	3 to 5	6 to 10	11 to 15	16 to 30	31 to 40	41 or more	Total	Median
1	2	3	4	5	6	7	8	9	10	11
Number	34	27	138	121	70	70	17	4	481	7.71
Percent	7.1	5.6	28.7	25.2	14.5	14.5	3.5	0.8		

TABLE 28.—*Number and percentage of Negro college teachers employed a given number of years by the institutions in which they are now working, 1931–32*

Teachers	Number of years employed in present institution							
	1	2	3 to 5	6 to 10	11 to 15	16 to 30	31 or more	Total
1	2	3	4	5	6	7	8	9
Number	88	88	142	83	40	37	3	481
Percent	18.29	18.29	29.52	17.25	8.31	7.69	0.62	

Median number of years employed, 4.36.

TEACHING DUTIES

Departments of instruction.—A serious problem faced by teachers in many Negro colleges is the number of departments in which they must give instruction. The extent of this problem may be inferred from the data of table 29.

In chapter III it was suggested that it is not too much to expect high-school teachers to give instruction in two subject-matter fields, and that teacher-preparation programs might be constructed on that basis. This is not generally considered desirable, however, in college teaching where a higher degree of specialization is demanded than for high-school teachers. To find, therefore, that more than a fourth of the teachers in Negro colleges were teaching in two or more departments of instruction raises questions concerning the adequacy of their preparation in two or more fields and also concerning their ability to keep up with the advances in those fields.

TABLE 29.—*Number and percentage of teachers in Negro colleges giving instruction in a given number of departments, 1931–32*

Teachers	Number of departments				
	1	2	3	4	Total
1	2	3	4	5	6
Number	341	100	20	4	465
Percent	73.33	21.50	4.30	0.86	

Distribution of teachers by departments.—Table 30 shows the proportion of teachers in the various subject-matter departments according to type of college. Of the 17 teachers of agriculture reporting, 16 were in public institutions. All the teachers of philosophy were in private colleges. The teachers of economics and mathematics were equally divided between public and private institutions. For a large number of the subject fields, the percentage distribution shown here may be taken to represent current practice, but for certain fields, because of limited numbers, the picture probably is inadequate, as, for example, in the case of psychology, industrial arts, geography, library science, and philosophy.

Distinct differences in emphasis are shown by the two types of schools in the percentage of teachers who taught agriculture, business and commerce, education, home economics, and trades and industries. The small percentage of teachers in public colleges who taught education probably does not arise from fewer departments of education, but rather from fewer teachers in each department

TABLE 30.—*Number and percentage of Negro teachers in public and in private institutions giving instruction in various departments, 1931–32*

Department in which instruction is given	Public institutions		Private institutions		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Agriculture	16	8.33	1	0.64	17	4.89
Art and drawing	3	1.56	1	.64	4	1.15
Biological sciences	8	4.16	11	7.09	19	5.47
Business and commerce	3	1.56	8	5.16	11	3.17
Chemistry	10	5.20	12	7.74	22	6.34
Economics	3	1.56	3	1.93	6	1.72
Education	9	4.68	25	16.12	34	9.79
English	24	12.49	22	14.19	46	13.25
Geography	1	.52			1	.28
Health	2	1.04	1	.64	3	.86
History—Civics	18	9.37	14	9.03	32	9.22
Home economics—Household arts	24	24.49	5	3.22	29	8.35
Industrial arts	4	2.08			4	1.15
Languages, classical	2	1.04	5	3.22	7	2.01
Languages, modern	9	4.68	10	6.45	19	5.47
Library science			3	1.93	3	.86
Mathematics	11	5.72	11	7.09	22	6.34
Music	9	4.68	3	1.93	12	3.45
Philosophy—Ethics			6	3.87	6	1.72
Physical education	8	4.16	5	3.22	13	3.74
Physics	5	2.60	2	1.29	7	2.01
Psychology	2	1.04			2	.57
Sociology	3	1.56	5	3.22	8	2.30
Trades—Industries	17	8.85			17	4.89
Other	1	.52	2	1.29	3	.86
Total	192		155		347	

The table should be read thus: Of the 192 teachers employed in public institutions, 16, or 8.33 percent, were giving instruction in agriculture, while only 1, or 0.64 percent, of the 155 employed in private institutions was giving instruction in this department, and so on.

Teaching load.—According to tables 31 and 32 the typical teacher in Negro colleges did not carry an excessive teaching load in terms of clock-hours per week or "student-program units." However, these are only two measures of the teaching load. The number of departments in which instruction is carried on and the number and extent of other duties required of teachers have an important bearing on the teaching load. Although the data presented here indicate that Negro teachers did not teach an excessive number of hours per week, it is shown that a large number did teach in two or more departments.

In this discussion the clock-hour represents a period of from 50 to 60 minutes. The student-program unit represents the sum of the products of the number of students enrolled in each section taught times the number of credits carried by the section.

The teaching load in clock-hours for teachers in the publicly supported institutions was slightly in excess of the accepted standard of 16 hours per week. The teaching load of teachers concerned in the present study was not greatly different from that found by McCuistion in his study of the faculties of 26 Negro colleges applying to the Southern Association of Colleges and Secondary Schools for accreditment. [2]

[2] Ibid.

TABLE 31.—*Number and percentage of Negro college teachers teaching a given number of hours per week by kind of institution, 1931–32*

Clock-hours of teaching per week	Private institutions		Public institutions		Clock-hours of teaching per week	Private institutions		Public institutions	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
1	2	3	4	5	1	2	3	4	5
0			1	0.36	25 to 29	12	5.82	25	9.09
1 to 9	20	9.70	16	5.81	30–34	4	1.94	14	5.09
10 to 14	34	16.51	43	15.63	35 and more	3	1.45	10	3.63
15	61	29.61	45	16.36					
16	10	4.85	27	9.81	Total	206		275	
17 to 19	35	16.99	40	14.54	Median number of clock-hours	15.8		17.45	
20 to 24	27	13.10	54	19.63					

TABLE 32.—*Number and percentage of Negro college teachers having a given student-program unit, according to kind of institution, 1931–32*

Student-program unit [1]	Public institutions		Private institutions		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
10 to 59	27	11.6	17	10.6	44	11.2
60 to 109	36	15.5	17	10.6	53	13.5
110 to 159	33	14.2	26	16.1	59	15.0
160 to 209	30	12.9	17	10.6	47	11.9
210 to 259	21	9.1	23	14.3	44	11.2
260 to 309	21	9.1	19	11.8	40	10.2
310 to 359	15	6.5	20	12.4	35	8.9
360 to 409	18	7.8	13	8.1	31	7.9
410 to 459	15	6.5	2	1.2	17	4.3
460 to 509	4	1.7	3	1.9	7	1.8
510 to 559	4	1.7			4	1.0
560 to 609	1	.4	2	1.2	3	.8
610 to 659	3	1.3	1	.6	4	1.0
660 and more	4	1.7	1	.6	5	1.3
Total	232		161		393	
Median	193.33		217.60		203.29	

[1] The student-program unit represents the sum of the products of the number of students enrolled in each section taught times the number of credits carried by the section.

COMMUNITY CONTACTS

One index of the influence of a college is the connection of faculty members with professional and civic organizations and the offices held and honors won. Table 33 furnishes data on these items.

It is worthy of note that approximately two thirds of the teachers of both types of institutions failed to participate in any of the activities mentioned. Many of the present unreasonable demands for retrenchment in the educational work of colleges arise from the lack of understanding, on the part of the public, of the aims and methods of the college. There is no better way to interpret the college to its supporting public than through participation of its faculty members in the life of the community.

Furthermore, the college cannot render the largest educational service except as it understands the needs of the community. Here again the faculty members may act as interpreters. Certainly, there is yet much to be desired in the way of adapting the college program to the practical and cultural necessities of contemporary life. Anything, therefore, which can be done to facilitate the interchange of ideas between college and community should be welcomed.

PUBLICATIONS

One of the most important measures of intellectual advancement in a college faculty is the number and quality of contributions which its members make to the store of human knowledge.

TABLE 33.—*Number and percentage of Negro college teachers who have engaged in extracollege activities between July 1926 and May 1932*

Extracollege activities since July 1926	Private institutions		Public institutions		Total
	Number	Percent	Number	Percent	
1	2	3	4	5	6
Elected member of honorary professional association	31	15.04	24	8.72	55
Participated in State or city survey	17	8.25	19	6.90	36
Member of National or State committee (professional)	9	4.36	16	5.81	25
Member of National or State committee (civic, fraternal, social)	10	4.85	22	8.00	32
Office in State, civic, etc., organization	4	1.94	3	1.09	7
Office in State professional organization	4	1.94	8	2.90	12
Office in National civic, etc., organization	1	.48	2	.72	3
Office in National professional organization	7	3.39	2	.72	9
Won honorary citation or recognition from a Government organization or from a professional or civic organization	8	3.88	6	2.18	14
Editor of magazine or journal	5	2.42	4	1.45	9
Other	10	4.85	4	1.45	14
Did not participate in above activities	128	62.13	191	69.45	319
Total number of activities	106	.....	110	.....	216
Total number of participants	78	.....	84	.....	162
Total number of cases	206	.....	275	.....	481

The percentage of teachers in each type of institution who during the 5 years preceding 1932 published any books or articles is shown in table 34. It is realized that there are many excellent teachers who never wrote a book or an article, and also that there are those who are prolific writers but poor teachers. Fortunate is the student who has the advantage of a teacher who is proficient in both.

Among the factors present in many of the Negro colleges which tend to restrict scholarly production on the part of faculty members were: (1) Too many extra duties frequently coupled with full teaching loads; (2) irregularity of program; (3) poor administrative organization; (4) lack of funds and low salaries; (5) lack of encouragement and incentives; and (6) lack of library facilities.

These conditions are not peculiar to Negro colleges but to the extent that they can be improved in any college, the probability of improved teaching service and greater scholastic productivity is increased.

TABLE 34.—*Number and percentage of Negro college teachers who have published books or magazine articles between July 1926 and May 1932*

Publications	Public institutions		Private institutions	
	Number	Percent	Number	Percent
1	2	3	4	5
Books				
0	255	96.71	189	91.74
1	6	3.18	13	6.31
2 or 3	2	.72	4	1.94
4 or more	1	.36		
Total number of teachers replying	274		206	
Magazine articles				
0	242	88.00	169	82.03
1 to 3	26	9.45	29	14.07
4 to 9	5	1.81	5	2.42
10 to 19	2	.72	2	.97
20 or more			1	.48
Total number of teachers replying	275		206	
Median number of magazine articles published	2.9		2.9	

SALARY

In the preceding section one reason given for the lack of scholarly productions on the part of teachers in Negro colleges was low salaries. Certainly economic worries and a sense of insecurity are not conducive to research and productive scholarship.

In 1931–32 the median salary of all Negro college teachers combined was $1,733. For men it was $1,854, and for women, $1,537.

Table 35 shows for 1930–31 and 1931–32 the median salaries and the percentage of teachers receiving salaries within given ranges according to type of institution. The fact that the salaries of teachers of the public colleges compare unfavorably with those of private colleges is not wholly due to the large salaries received in a few schools. This is shown by the differences between public and private institutions in the percentage of teachers receiving salaries of less than $2,000, their respective percentages being 75 and 49.

Not only are the salaries of teachers in private colleges greater than those of teachers in public colleges, but the latter are employed a greater number of months, as shown by table 36. In 1931–32 nearly two thirds of the public college and normal school teachers were employed for 12 months, while more than two thirds of the private college teachers were employed for 9 months only.

TABLE 35.—*Number and percentage of Negro college teachers receiving salaries within given ranges, according to number of months employed*

Period of employment	$500 to $999		$1,000 to $1,499		$1,500 to $1,999		$2,000 to $2,499		$2,500 to $2,999		$3,000 and more		Total	Median[1]
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1930–31														
9 months:														
Public	5	15.2	14	42.4	6	18.2	3	9.1	4	12.1	1	3.0	33	$1,375.00
Private	13	10.7	29	24.0	32	26.4	22	18.2	18	14.9	7	5.8	121	1,805.55
10 months:														
Public			14	46.7	11	36.6	3	10.0	2	6.7			30	1,600.00
Private			2	8.0	4	16.0	6	24.0	4	16.0	9	36.0	25	2,550.00
11 months:														
Public			2	25.0	3	37.5	2	25.0	1	12.5			8	1,900.00
Private														
12 months:														
Public	1	.7	41	28.5	62	43.0	28	19.4	7	4.9	5	3.5	144	1,661.11
Private					1	4.3	8	34.8	5	21.7	9	39.1	23	2,566.66
Total:														
Public	6	2.8	71	33.0	82	38.1	36	16.7	14	6.5	6	2.8	215	1,638.66
Private	13	7.7	31	18.5	37	22.0	36	21.4	27	16.1	24	14.3	168	2,030.00
1931–32														
9 months:														
Public	6	14.0	17	39.5	10	23.3	5	11.6	4	9.3	1	2.3	43	1,391.66
Private	18	12.9	30	21.6	39	28.1	27	19.4	17	12.2	8	5.8	139	1,750.00
10 months:														
Public			10	25.6	17	43.6	10	25.6	2	5.1			39	1,675.00
Private			1	3.3	6	20.0	8	26.7	4	13.3	11	36.7	30	2,500.00
11 months:														
Public			5	62.5	2	25.0	1	12.5					8	1,350.00
Private														
12 months:														
Public	3	1.8	47	27.8	78	46.2	27	16.0	7	4.1	7	4.1	169	1,654.12
Private			1	3.7	1	3.7	8	29.6	6	22.2	11	40.7	27	2,650.00
Total:														
Public	9	3.5	79	30.5	107	41.3	43	16.6	13	5.0	8	3.1	259	1,602.50
Private	18	9.2	32	16.3	46	23.5	43	21.9	27	13.8	30	15.3	196	2,013.33

[1] Medians computed on distribution in class intervals of $100.

TABLE 36.—*Number and percentage of Negro college teachers employed a given number of months during 1930–31 and 1931–32*

Period of employment	1930–31				1931–32			
	Public institutions		Private institutions		Public institutions		Private institutions	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9
Not employed in present institution	41	15.64	27	13.30				
1 to 6 months	3	1.14	1	1.49	6	2.28		
7 months								
8 months	3	1.14	2	.98	3	1.12	2	.97
9 months	33	12.50	122	60.09	43	16.04	140	68.29
10 months	30	11.45	26	12.81	39	14.55	30	14.63
11 months	8	3.05	3	1.47	8	2.97	4	1.95
12 months	144	54.98	23	11.33	169	63.05	28	13.65
Total	262		203		268		205	

Figure 6 gives the median salary of teachers according to the department in which instruction is given. Although certain exceptions are to be noted, in a comparison of figure 6 and figure 5, there is evident a general tendency for the higher salaries to be found in those depart-

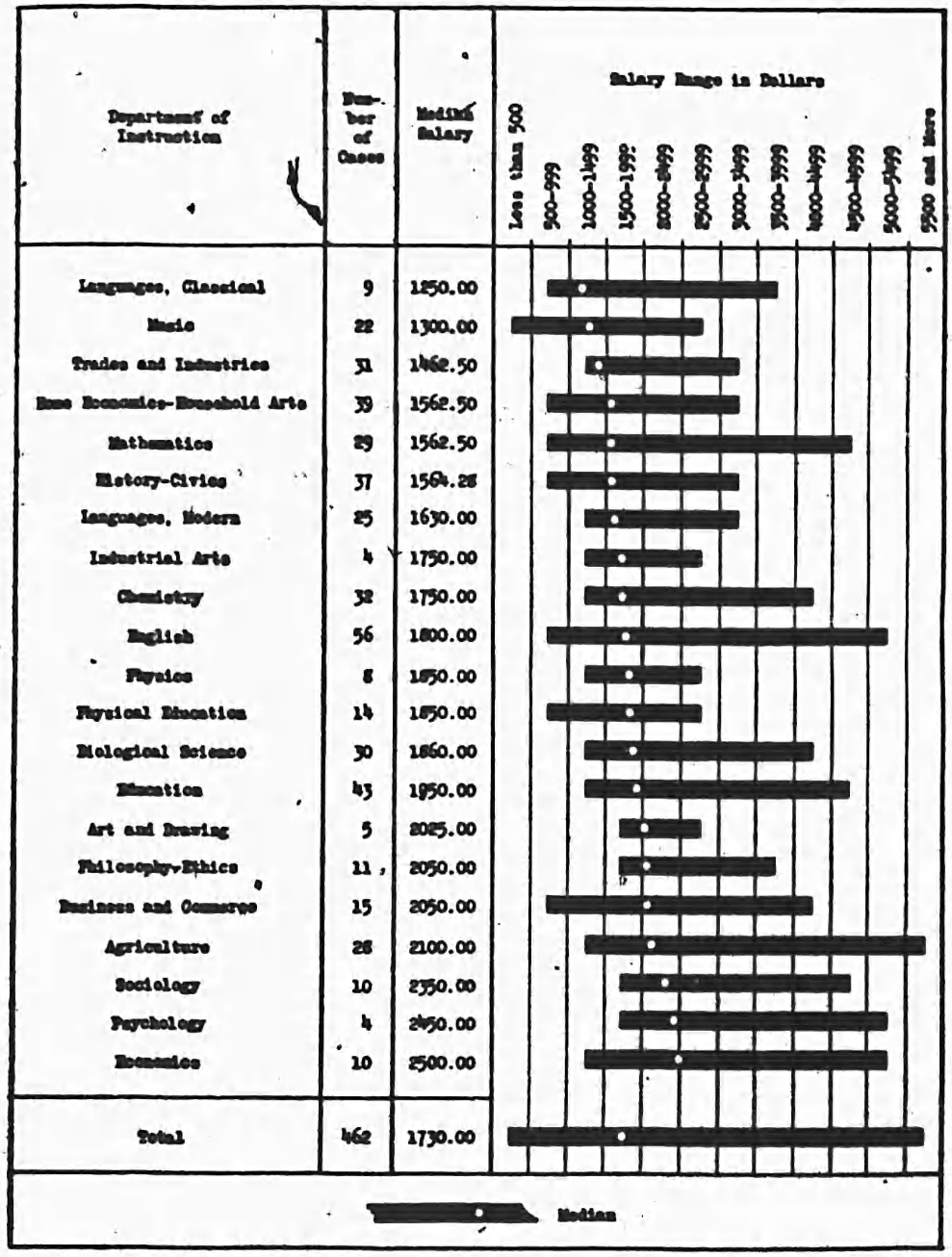

FIGURE 6.—Range and median salaries of teachers in Negro colleges, according to department of instruction, 1932.

ments where the educational levels of the teachers are higher. (See p. 47.) The salaries of 695 teachers according to professorial rank in 26 4-year Negro colleges rated by the Southern Association of

Colleges and Secondary Schools in 1932,[3] showed median salary for 262 professors to be $2,150; 100 associate professors, $1,880; 78 assistant professors, $1,900; and 255 instructors, $1,455. The variation between different academic ranks in a given college was not as great as it was between the same ranks in different colleges. For example, the median salary for professors in one college was $1,560, while in another it was $4,000. In one college the median salary of instructors was $675, and in another it was $2,400.

ADMINISTRATIVE OFFICERS

The data presented in table 37 show that a larger percentage of staff members in public colleges had administrative responsibilities as their chief function than was true of those in private colleges. For both types of colleges, however, the percentage of persons whose chief duty is teaching was small. The two groups had relatively the same number of college deans, directors of athletics, and directors of extension.

TABLE 37.—*Number and percentage of staff members in Negro colleges, with given chief function, 1932*

Chief function	Public institutions		Private institutions		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Business manager	4	0.83	1	0.37	5	0.66
Bursar	5	1.04	8	2.96	13	1.74
Dean of the college	9	1.88	8	2.96	17	2.27
Dean of men	5	1.04	2	.74	7	.93
Dean of women	8	1.67	2	.74	10	1.33
Director of athletics	7	1.46	6	2.22	13	1.74
Director of extension	2	.41	2	.74	4	.53
Director of health service	5	1.04	1	.37	6	.80
Director of instruction	7	1.46	2	.74	9	1.20
Director of training schools	3	.62			3	.40
Elementary school principal, practice school	8	1.67			8	1.07
Head of department	83	17.40	51	18.88	134	17.93
High-school principal, practice school	3	.62	2	.74	5	.66
Librarian	12	2.51	3	1.11	15	2.00
President	7	1.46	5	1.85	12	1.60
Registrar	13	2.72	3	1.11	16	2.14
Superintendent of buildings and grounds	3	.62	1	.37	4	.53
Teaching staff (college or university)	194	40.67	161	59.63	355	47.52
Teaching staff of practice-demonstration school (supervisor, critic, or room teacher)	63	13.20	7	2.59	70	9.37
Vice president			1	.37	1	.13
Others	36	7.54	4	1.48	40	5.35
Total	477		270		[1] 747	

[1] Includes administrative officers and teachers.

Education and teaching load.—Table 38 shows the amount of education of 92 administrative officers. In general the data indicate that they had slightly less education than the college teachers. One third (35.9 percent) of them had had 4 years of college or normal school

[3] Ibid.

work, while more than half (56.51 percent) had had 1 or more years of graduate work. Forty-seven percent held master's degrees. While only 5 officers had doctor's degrees, 8 had had 3 or more years of graduate work.

Forty percent of the administrative officers had no teaching duties. Practically a third (30 percent) taught from 1 to 9 clock-hours a week. The median number of hours per week devoted to teaching by administrative officers in Negro colleges were as follows: 17 deans of colleges, 8 hours; 10 deans of women, 8.9 hours; 13 directors of athletics, 18 hours; 9 directors of instruction, 14.5 hours; 15 librarians, 7.8 hours; 12 presidents, 7 hours; and 16 registrars, 6.3 hours. The median for the 92 officers was 10 hours of teaching.

TABLE 38.—*Number and percentage of administrative officers in Negro colleges having various levels of education, 1931–32*

Educational level	Number	Percent
High-school graduate	1	1.08
Less than 1 year of college work	1	1.08
1 year of college or normal work	2	2.17
2 years of college or normal work	1	1.08
3 years of college or normal work	2	2.17
4 years of college or normal work	33	35.86
1 year of graduate work	29	31.52
2 years of graduate work	15	16.30
3 years or more of graduate work	8	8.69
Total number of staff members	92	
Median (in years above high school)		5.2

TABLE 39.—*Number and percentage of administrative officers in Negro colleges receiving salaries within given ranges*

Salary	Title of staff member							Number	Percent
	Dean of the college	Dean of women	Director of athletics	Director of instruction	Librarian	President	Registrar		
1	2	3	4	5	6	7	8	9	10
No reply	1		1					2	
$600 to $999			3	1	1		1	6	6.66
$1,000 to $1,499	1	3	3		9		9	25	27.77
$1,500 to $1,999	5	2	5		4		4	21	23.33
$2,000 to $2,499	3	2	1	5		1		12	13.33
$2,500 to $2,999	3			1			1	5	5.55
$3,000 to $3,499	2	1		1	1			5	5.55
$3,500 to $3,999	1	1		1		2	1	6	6.66
$4,000 to $4,499						3		3	3.33
$4,500 to $4,999	1					4		5	5.55
$5,000 and more						2		2	2.22
Total	17	10	13	9	15	12	16	92	
Median [1]	$2,150.00	$1,800.00	$1,500.00	$2,250.00	$1,416.66	$4,400.00	$1,300.00	$1,855.55	

[1] Medians computed on a distribution having class intervals of $100.

Salary.—The median salaries for these same groups of administrative officers, as shown by table 39, were: Deans of colleges, $2,150; deans of women, $1,800; director of athletics, $1,500; director of instruction, $2,250; librarian, $1,416.66; president, $4,400, and registrar $1,300. The median salary for this total group was $1,855.55.

Publications.—The data show that 3 presidents, 2 college deans, and 1 registrar had written 1 or more books between July 1926 and May 1932. Fourteen officers, including one or more from each class except that of librarian and registrar, had written one or more articles.

SUMMARY

In summation of the findings concerning the teaching personnel it has seemed valuable to compare the three kinds of teachers on as many items as possible. These comparisons are presented in table 40. A difference of nearly 2¼ years of preparation is found between the elementary teachers and secondary teachers, in favor of the latter; the college teachers surpass the secondary teachers by approximately 1 year. Greater differences in the preparation of the teachers are shown by a comparison of the proportion of teachers in each group who hold the bachelor's, the master's, and the doctor's degrees.

There are very slight variations in the amount of experience possessed by the three groups of teachers. In the matter of salaries, however, wide differences are found.

TABLE 40.—*Summary comparison of Negro elementary, secondary, and college teachers, 1930–31*

Item	Elementary teachers	Secondary teachers	College teachers
1	2	3	4
Median educational level (years above high-school graduation)	2.17	4.36	5.28
Percent with bachelor's degrees	8.7	69.3	90.9
Percent with master's degrees	.2	4.4	49.5
Percent with doctor's degrees	.....	.3	4.8
Median semester hours in education	28.6	26.8	.....
Median semester hours in practice teaching	10.6	6.3	.....
Median years of experience	8.17	7.0	7.71
Median age	29.13	.....	31.84
Median salary	$548	$954	$1,730

Under normal conditions the number of available positions may be accepted as a measure of demand. This is not a reliable index as far as the Negro is concerned. An even more important factor is the number of positions that would be available if educational opportunities for Negroes were increased until they were comparable to those provided for other groups. Among the conditions upon which such an equalization depends the following three have a prominent place: (1) Making schools available to all Negro children of school age; (2) increasing school enrollment and attendance through enforcement of compulsory attendance laws; and (3) reduction of pupil-teacher ratio. If these improvements should take place the demand for Negro teachers would be considerably more than is shown by the mobility ratio in table 15.

CHAPTER V

CURRICULUM OFFERINGS AND PRACTICES IN THE PREPARATION OF NEGRO TEACHERS

A curriculum should reflect the aims of a school and its efforts to provide an educational program to suit the demands of society on the one hand and the needs and desires of the students on the other. It should assure to the students educational progress with unity and sequence, which will eventuate in the development of a healthful and happy citizen, functioning efficiently in the occupation for which the school helped him to prepare.

The purpose of chapter V is to ascertain to what extent the curricula of Negro teacher-preparation institutions achieve these objectives.

SEMESTER CREDITS[1]

The number and amount of subject offerings in colleges whose predominant function is the education of Negro teachers are shown in table 41. The total number of semester credits offered by the 20 institutions included in this part of the study is given in column 2, and the amount of work offered in the various subject-matter fields is given in columns 3 to 11. The wide range of offerings is particularly to be noted. In total offerings by the public institutions (with the exception of two institutions furnishing inadequate information), the college which offered the greatest amount offered three times as many semester hours of credit as the college which offered the smallest amount. Yet they had practically the same enrollment and in general the same objectives. Among the private institutions the college which offered the greatest amount offered four times as many semester credits as the college which offered the smallest amount.

Considerable variation was also found between the different colleges in the amount of work offered in the various subject-matter fields. In agriculture, home economics, and industrial arts the range

[1] In this section both semester hours and quarter hours are considered. In the beginning it was proposed to analyze the offerings of the colleges simply for the purpose of discovering representative courses. The semester hour was used as the unit of computation in order that the data might be comparable with the section of the Survey conducted by Rugg and Peik (vol. III). It was found to be more feasible to use the quarter hour in the analysis of requirements of various curricula for prospective teachers in view of the fact that most of the schools studied were organized on the quarter system. Semester hours may be converted into quarter hours by multiplying by 1½, and quarter hours may be converted into semester hours by multiplying by two thirds.

was from 0 to 265 semester hours of credit. In education and psychology, subjects in which one would ordinarily expect the greatest agreement, the range was, for private colleges, 50.7 to 243.3. and for public colleges, 26 to 122.

TABLE 41.—*Number of semester hours offered in 20 institutions for the education of Negro teachers, 1931–32*

Institution	Total number of semester-credits offered	Agriculture, home economics, industrial arts	Education and psychology	English and literature	Foreign language	Music and art	Science and mathematics	Social sciences	Philosophy and religion	Other
1	2	3	4	5	6	7	8	9	10	11
Public:										
No. 1	1,087	186	96	87	128	49	217	218	21	35
No. 2	845.3	264.7	103.7	55.3	63.3	36.7	158	116.7	6.7	40.3
No. 3	686	201	68	42	54	61.5	140.5	75	18	28
No. 4	592.7	142	57.3	42.7	40	12	160	117.3	6.7	14.7
No. 5	808	184	122	54	39	24	270	125	21	20
No. 6	658	246	54	48	41	19	115	117	6	12
No. 7	453	52	44	42	72	37	111	79	.....	16
No. 8	309.3	36	58	38	36	14	66	48	.....	13.3
No. 9	554	228	48	58	24	28	108	34	10	6
No. 10	[1] 352	.....	105.7	40	60	6	93.3	40	.....	4
No. 11	[1] 232	120	28	18	.....	.....	68	.....	.....	.....
No. 12	406	.....	61	68	54	26	126	57	.....	14
Private:										
No. 1	1,179.2	251.3	104	77.3	36	229.3	154	261.3	6	59.8
No. 2	593.3	.....	66.7	73.3	96.7	63.3	153.3	96.5	43.3	3.3
No. 3	841.3	.....	125.7	93.3	93.3	97.3	180.7	173.3	60	16.7
No. 4	545	57	54	57	102	19	106	120	15	16
No. 5	692	6	69	53	125	40	163	202	22	12
No. 6	633.3	16.7	56.7	76.7	80	16.7	140	186.7	30	20
No. 7	2,125.3	83.3	243.3	203.3	263.3	367.3	393.3	393.3	166	.....
No. 8	730	220.3	80.7	76	60	14	156	118	6	20
Total, all institutions	14,325.6	2,203.3	1,615.7	1,308	1,487.7	1,162.2	3,079.2	2,575	439.7	360.2
Total, public institutions	6,905.3	1,539.7	844.7	598	611.3	325.2	1,632.8	1,027	89.3	212.3
Total, private institutions	7,330.3	643.7	771	710	876.3	837	1,446.3	1,548	350.3	147.8

[1] Information incomplete.

Variations are more vividly shown in table 42, which gives the percentage distribution of the offerings in the various subject fields in each of the 20 colleges. In one land-grant college, which is the only publicly supported college for Negroes in the State, the offering in agriculture, home economics, and industrial arts amounted to 41.1 percent of the total offerings, while in another land-grant college, which likewise is the only publicly supported college for Negroes in that State, the offerings in agriculture, home economics, and industrial arts amounted to only 24 percent of the total offerings. The offerings in English and literature showed wide variations also. The offering in foreign language was 15.6 percent of the total offering in one land-grant college as compared with a corresponding percentage of 6.7 in another land-grant college.

TABLE 42.—*Percentage distribution of total offerings in 20 institutions for the education of Negro teachers, 1931–32*

Institution	Total number of semester credits offered	Agriculture, home economics, industrial arts	Education and psychology	English and literature	Foreign language	Music and art	Science and mathematics	Social sciences	Philosophy and religion	Other
1	2	3	4	5	6	7	8	9	10	11
Public:										
No. 1	1,037	17.9	9.3	8.4	12.3	4.7	20.9	21.0	2.0	3.4
No. 2	845.3	31.3	12.3	6.5	7.5	4.3	18.7	13.8	.7	4.8
No. 3	668	29.2	9.9	6.1	7.8	8.9	20.4	10.9	2.6	4.1
No. 4	592.7	34.0	9.7	7.2	6.7	2.0	26.9	19.8	1.1	2.5
No. 5	568	21.2	14.1	6.2	4.5	2.8	31.1	14.4	2.4	3.3
No. 6	558	37.4	8.2	7.3	6.2	2.9	17.5	17.8	.9	1.8
No. 7	453	11.5	9.7	9.3	15.9	8.2	24.5	17.4	.....	3.5
No. 8	309.3	11.6	18.8	12.3	11.6	4.5	21.3	15.5	.....	4.3
No. 9	554	41.1	8.7	10.5	4.3	6.9	19.5	6.1	1.8	1.1
No. 10	[1] 352	.....	20.3	11.4	17.0	2.3	26.5	11.4	.....	1.1
No. 11	[1] 232	51.7	11.2	7.8	.....	.....	29.3	.....	.....	.....
No. 12	406	.....	15.0	16.7	13.3	6.4	31.0	14.0	.....	3.4
Private:										
No. 1	1,179.2	21.3	8.7	6.6	3.1	19.4	13.1	22.2	.5	5.1
No. 2	893.3	.....	15.8	12.4	16.3	10.7	25.8	15.7	7.3	.6
No. 3	841.3	.....	15.1	11.1	11.1	11.5	21.5	20.6	7.1	2.0
No. 4	546	10.4	10.0	10.4	18.7	3.5	19.4	22.0	2.7	2.9
No. 5	602	.9	9.9	7.7	18.1	5.8	23.5	29.2	3.2	1.7
No. 6	623.3	2.7	9.1	12.3	12.8	2.7	22.5	29.9	4.8	3.2
No. 7	2,125.3	3.9	11.4	9.6	13.3	16.8	18.5	18.5	7.9	.....
No. 8	720	31.4	6.9	10.4	8.2	1.9	21.4	16.2	.8	2.7
Total, all institutions	14,325.8	16.1	11.3	9.1	10.4	8.1	21.5	17.9	3.1	2.5
Total, public institutions	6,995.3	23.7	12.1	8.5	8.7	4.6	23.3	14.7	1.3	3.0
Total, private institutions	7,330.5	8.8	10.5	9.7	12.0	11.4	19.7	21.1	4.8	2.0

[1] Information incomplete.

The table should be read thus: Institution no. 1 offers a total of 1,037 semester hours, 17.9 percent of which are in agriculture, home economics, and industrial arts; 9.3 percent are in education and psychology, etc.

Among the private colleges similar variations were found. Of two colleges of practically the same size and doing the same general type of work, the offering in music and art in one comprised 10.7 percent of the total offerings; in the other only 2.7. In these two colleges the offering in social science in one was 15.7 percent of the total and in the other 29.9 percent.

Variation and overexpansion.—The variation between the two types of institutions in the emphasis placed on different subject-matter fields is revealed in table 43.

The data seem to point to overexpansion in some directions and to limited offerings in others. For example, the private colleges appeared to be offering an excessive amount of work in Latin, while the public colleges offered little in social and biological sciences, and music and art. In view of the tendency in some sections of the country to keep the amount of professional preparation during the undergraduate period at a minimum,[2] the offering in education and

[2] Edchman, Frank P. Training and certification of high-school teachers. Nashville, Tenn., Division of surveys and field studies, George Peabody college for teachers, 1930.

psychology is probably overexpanded in both types of institutions. Of course, the students do not take all that is offered, but the offering reflects the emphasis which the institution places on the subject, which in turn influences the students in scheduling their elective and prescribed programs. The median requirement in education and psychology is shown in table 47, to have been 34.1 quarter credits. This requirement is considerably higher than certification requirements in most States.

TABLE 43.—*Number, percentage, and median of semester hours offered in various subject-matter fields in 12 public institutions and 8 private institutions for the education of Negro teachers* [1]

Subject-matter field	Public institutions			Private institutions			Total		
	Number of semester hours	Percent	Median semester hours	Number of semester hours	Percent	Median semester hours	Number of semester hours	Percent	Median semester hours
1	2	3	4	5	6	7	8	9	10
Agriculture, home economics, industrial arts	1,659.7	23.7	185.0	643.7	8.8	72.5	2,303.3	16.1	162.5
Agriculture	747.0	10.7	77.5	199.3	2.7	------	946.3	6.6	80.6
Home economics	470.7	6.7	48.0	265.0	3.6	55.0	735.7	5.1	51.0
Industrial arts	442.0	6.3	62.7	179.3	2.4	------	621.3	4.3	60.0
Education and psychology	844.7	12.1	66.0	771.0	10.5	68.7	1,615.7	11.3	67.7
Elementary education	92.7	1.3	8.0	77.7	1.4	6.3	170.3	1.2	7.5
General education	140.7	2.0	12.2	132.3	1.8	13.0	273.0	1.9	12.5
General survey, education	19.0	.2	2.8	19.3	.3	3.5	38.3	.3	3.1
Higher education	------	------	------	3.3	------	------	3.3	------	------
Professionalized education	267.3	3.8	16.0	243.3	3.3	27.7	510.7	3.6	21.0
Psychology, applied	24.0	.3	------	70.0	1.0	------	94.0	.6	13.3
Psychology, educational	164.0	2.3	14.5	102.0	1.4	13.7	266.0	1.9	14.1
Psychology, general	28.7	.4	3.4	24.7	.3	3.5	53.3	.4	3.5
Research	8.0	.1	------	4.7	------	------	12.7	.1	------
Rural education	21.0	.3	------	11.3	.2	------	32.3	.2	3.5
Secondary education	79.3	1.1	6.7	82.3	1.1	9.0	161.7	1.1	7.5
English	593.0	8.5	48.0	710	9.7	75.0	1,303.0	9.1	56.0
Composition and grammar	121.7	1.7	10.5	120.0	1.6	15.0	241.7	1.6	12.0
Debate	14.3	.2	3.4	19.7	.3	3.8	34.0	.2	3.6
Dramatics, general	10.0	.1	------	24.7	.3	------	34.7	.2	4.5
General survey, English	5.3	.1	------	------	------	------	5.3	------	------
Journalism	27.7	.4	3.6	28.7	.4	------	56.3	.4	3.7
Language	10.0	.1	------	32.3	.4	------	42.3	.3	3.6
Literature	303.3	4.3	23.8	416.3	5.7	38.5	719.7	5.0	28.5
Speech	37.7	.5	3.5	43.3	.6	5.0	81.0	.6	3.6
Miscellaneous	63.0	.9	5.0	25.0	.3	4.0	88.0	.6	4.6
Foreign languages	611.3	8.7	52.5	876.3	11.9	95.0	1,487.7	10.4	65.0
French	288.3	4.1	24.0	313.7	4.3	33.0	602.0	4.2	30.0
German	166.0	2.4	20	202.7	2.8	21.0	370.7	2.6	20.5
Latin	50.0	.7	------	202.7	2.8	------	252.7	1.8	------
Spanish	94.0	1.3	------	134.0	1.8	------	228.0	1.6	------
Other language	8.0	.1	------	23.3	.3	------	31.3	.2	------
Professionalized language	3.0	------	------	------	------	------	3.0	------	------
Music and art	325.2	4.7	27.5	837.0	11.4	55.0	1,162.2	8.1	35.8
Music	273.8	3.9	22.2	623.3	8.5	50.0	897.2	6.3	25.0
Art	51.3	.7	12.5	213.7	2.9	25.0	265.0	1.8	14.0

[1] 12 institutions, with an enrollment of 4,972, are publicly supported; 8, with an enrollment of 7,330, are private colleges.

TABLE 43.—*Number, percentage, and median of semester hours offered in various subject-matter fields in 12 public institutions and 8 private institutions for the education of Negro teachers*—Continued

Subject-matter field	Public institutions			Private institutions			Total		
	Number of semester hours	Percent	Median semester hours	Number of semester hours	Percent	Median semester hours	Number of semester hours	Percent	Median semester hours
1	2	3	4	5	6	7	8	9	10
Science and mathematics	1,632.8	23.4	120.0	1,446.3	19.7	156.6	3,079.2	21.5	[illegible]
Biological sciences	324.7	4.6	25.5	379.3	5.2	38.0	704.0	4.9	29.8
Physical sciences	853.7	12.2	67.3	628.3	8.5	74.0	1,482.0	10.3	70.0
General and other sciences	108.0	1.5	8.0	47.0	.6	7.0	155.0	1.1	7.5
Mathematics	346.5	4.9	31.0	391.7	5.3	44.0	738.2	5.1	35.0
Social sciences	1,027.0	14.7	125.0	1,548.0	21.1	162.5	2,575.0	17.9	150.0
History	371.0	5.3	36.6	444.0	6.0	51.0	815.0	5.7	39.1
Sociology	137.3	1.9	10.3	280.0	3.8	32.0	417.3	2.9	18.6
Political science	109.3	1.6	6.4	152.0	2.1	19.0	261.3	1.8	6.8
Business administration and economics	276.3	3.9	18.3	540.7	7.4	50.0	817.0	5.7	37.0
Secretarial training	129.7	1.9	-------	131.3	1.8	-------	261.0	1.8	-------
Philosophy and religion	89.3	1.3	10.0	350.3	4.8	25.0	439.7	3.1	17.5
Philosophy	83.3	1.2	11.0	143.0	1.9	19.0	226.3	1.6	12.0
Religion	6.0	.1	-------	207.3	2.8	-------	213.3	1.5	-------
Other subjects	212.3	3.0	15.3	147.8	2.0	17.8	360.2	2.5	17.0
Library science	10.0	.1	-------	50.0	.7	-------	60.0	.4	-------
Physical education	202.3	2.9	15.3	97.8	1.3	-------	300.2	2.1	18.0
Grand total	6,995.3	100.0	551.0	7,330.5	100.0	734.3	14,325.8	100.0	641.0

The table should be read thus: All publicly supported institutions offered a total of 1,659.7 semester of credit in agriculture, home economics, and industrial arts, which is 23.7 percent of the total number of semester hours (6,995.3) offered in all subject fields by these 12 institutions. The median number of semester hours offered in agriculture, home economics, and industrial arts was 185. The private institutions offered 643.7 semester hours in these fields, which is 8.8 percent of their total offerings (7,330.5 semester hours); the median for all institutions was 72.5.

Another indication of extreme variations in and possible overexpansion of curricular offerings is shown in the number of courses offered in various fields by all institutions combined. Table 44 gives the education and psychology courses listed in the 1930 catalogs of 20 institutions, with frequencies of mention.

It is obvious that such overexpansion as is represented in these 20 institutions by 70 distinct course titles, which are mentioned 601 times, cannot but result in small classes, uneconomical educational organization and operation, too large or overloaded faculties, shallowness rather than depth of training; or catalog padding. Table 45 shows the particular situation regarding English.

The colleges should adopt a policy of gradual curriculum reconstruction and avoid if possible any hurried and unplanned revision in the reorganization which may soon be forced upon them by economic pressure.

TABLE 44.—*Number and percentage of 20 institutions which offered certain courses in education and psychology, the number of courses offered, and the total number of semester hours offered in each course, 1930–31*

Title of course	Institutions		Number of courses offered	Total semester hours of credit
	Number	Percent		
1	2	3	4	5
Elementary education	17	85.0	63	170.3
Administration (general)	2	10.0	4	8.0
Curriculum, elementary	4	20.0	6	14.3
Curriculum, kindergarten	1	5.0	2	6.7
History of elementary education	2	10.0	2	6.0
Preschool	1	5.0	1	3.0
Principles of elementary education	6	30.0	10	27.0
Psychology of elementary education	4	20.0	4	11.3
Supervision, elementary	5	25.0	7	17.7
Technics, elementary	10	50.0	21	59.7
Technics, intermediate	1	5.0	1	3.0
Technics, kindergarten-primary	2	10.0	2	4.3
Technics, primary	2	10.0	2	6.3
Tests and measurements, elementary	1	5.0	1	3.0
General education	20	100.0	107	273.0
Administration (general)	5	25.0	7	19.0
Administration, city	1	5.0	1	3.3
Administration, school buildings	1	5.0	1	3.3
Adult education	1	5.0	1	2.0
Character	1	5.0	1	2.0
Classroom management	7	35.0	8	15.0
Comparative	3	15.0	3	9.7
Curriculum (general)	1	5.0	1	2.0
Educational sociology	12	60.0	12	33.7
Extracurricular activities (general)	2	10.0	2	5.3
Guidance	7	35.0	11	15.3
History of education (general)	13	65.0	17	49.7
Methods (general—technics)	7	35.0	7	20.0
Philosophy of education	4	20.0	4	9.3
Principles and problems	8	40.0	12	29.0
Religious education	2	10.0	4	12.7
Supervised study	1	5.0	1	3.3
Supervision	6	30.0	6	15.7
Visual education	1	5.0	1	2.0
Vocational education	5	25.0	7	20.7
General survey	14	70.0	18	38.3
Higher education	1	5.0	1	3.3
Professional education of teachers	1	5.0	1	3.3
Junior-high-school principles	4	20.0	5	15.7
Administration	1	5.0	1	3.3
Curriculum	1	5.0	1	3.0
General survey	2	10.0	2	6.0
Technics, methods	1	5.0	1	3.3
Psychology, applied	6	30.0	30	94.0
Psychology, educational	19	95.0	105	266.0
Atypical children	2	10.0	4	11.0
Child development, elementary	11	55.0	13	34.0
Child development, adolescence	9	45.0	9	25.3
General educational psychology	19	95.0	33	90.0
General educational psychology, individual differences	2	10.0	2	6.3
General educational psychology, learning	1	5.0	1	
Mental hygiene	3	15.0	3	5.0
Research	1	5.0	1	3.3
Special subjects	1	5.0	2	
Statistics	6	30.0	7	17.0
Tests and measurements (general)	14	70.0	22	53.7
Tests and measurements, educational	4	20.0	4	11.3
Tests and measurements, mental	3	15.0	4	9.0
Psychology, survey	17	85.0	19	53.3

TABLE 44.—*Number and percentage of 20 institutions which offered certain courses in education and psychology, the number of courses offered, and the total number of semester hours offered in each course, 1930–31*—Continued

Title of course	Institutions		Number of courses offered	Total semester hours of credit
	Number	Percent		
1	2	3	4	5
Research	4	20.0	6	13.7
Rural	12	60.0	13	22.3
General survey	9	45.0	10	24.7
Principles and problems	2	10.0	2	4.7
Technics, methods	1	5.0	1	3.0
Secondary education	18	90.0	57	148.0
Administration	6	30.0	6	15.3
Curriculum	2	10.0	2	6.7
Extracurriculum activities	1	5.0	1	2.0
General survey, principles	15	75.0	21	57.7
Psychology of secondary education	3	15.0	3	8.7
Research	1	5.0	1	2.0
Supervision	2	10.0	2	2.0
Technics, method	14	70.0	19	48.7
Tests and measurements	2	10.0	2	3.0
Professionalized education	20	100.0	177	510.7
Methods in special subjects	14	70.0	105	299.0
Observation and practice teaching	20	100.0	67	204.0
Other	5	25.0	5	7.7
Grand total	20	100.0	601	1,615.7

The table should be read thus: 17, or 85 percent, of the 20 institutions replying offered 63 courses totaling 170.3 semester hours in elementary education; 2, or 10 percent, offered 4 courses totaling 8 semester hours in administration of elementary education; and 4, or 20 percent, offered 6 courses amounting to 14.3 semester hours in the elementary curriculum.

TABLE 45.—*Number and percentage of institutions which offered certain courses in English, and number of semester hours offered in each course*

Title of course	Institutions		Frequency of mention	Semester credits
	Number	Percent		
1	2	3	4	5
Composition, grammar, and rhetoric	20	100.0	92	241.7
Composition and grammar	15	75.0	52	126.7
Composition (general), written	9	45.0	21	65.3
Special types	6	30.0	11	25.7
Argumentation	1	5.0	1	3.3
Essay	3	15.0	3	9.3
Narration (story writing)	1	5.0	1	3.0
Versification	1	5.0	1	3.0
Grammar	2	10.0	2	5.3
Debate	11	55.0	16	34.0
Dramatics	7	35.0	13	34.7
General	2	10.0	2	7.0
Play writing	2	10.0	3	10.0
Play production	6	30.0	8	17.7
General survey	2	10.0	2	5.3

TABLE 45.—*Number and percentage of institutions which offered certain courses in English, and number of semester hours offered in each course*—Continued

Title of course	Institutions		Frequency of mention	Semester credits
	Number	Percent		
1	2	3	4	5
Journalism	12	60.0	23	56.3
Language	9	45.0	15	42.3
Language (general)	6	30.0	7	21.3
History of language	6	30.0	6	14.3
Philology	2	10.0	2	6.7
Literature	20	100.0	267	719.7
American	5	25.0	7	15.0
Survey	14	70.0	18	49.7
Bible as literature	2	10.0	2	6.3
Contemporary (general), all types	4	20.0	5	12.0
Comparative, all types combined	6	30.0	10	20.7
English	3	15.0	6	15.0
Survey	14	70.0	30	83.3
Periods	10	50.0	31	94.3
Authors	10	50.0	24	69.7
Types (poetry, prose)	9	45.0	17	48.0
Shakespeare	15	75.0	20	50.0
General survey	4	20.0	7	17.3
Literary criticism	5	25.0	7	21.7
Literary types undifferentiated	3	15.0	5	5.0
Prose, essay	6	30.0	6	13.3
Novel	17	85.0	27	71.0
Short story	8	40.0	8	23.3
Drama	16	80.0	28	76.0
Biography	2	10.0	2	6.3
Poetry	5	25.0	5	15.0
Research	2	10.0	2	6.7
Speech (excluding debating and dramatics)	19	95.0	34	81.0
General	4	20.0	4	9.3
Oral reading	4	20.0	7	13.3
Public speaking	15	75.0	22	55.0
Voice training and speech correction	1	5.0	1	3.3
Miscellaneous	16	80.0	45	88.0
Children's literature	9	45.0	12	28.0
English fundamentals	9	45.0	10	2.0
Negro literature	5	25.0	5	13.3
Professionalized English	8	40.0	16	44.7
Silent reading	2	10.0	2	.....
Grand total	20	100.0	507	1,303

Reorganization should take the direction of limiting the kind of specialized curricula offered: For example, curricula or majors for supervisors, superintendents, deans, and counselors, and many others listed in table 46. Of course, where certain special curricula are offered, such as rural education or music, all the courses essential to the preparation of teachers in those particular subjects must be provided but the small enrollments in most Negro colleges, together with insufficient funds and facilities, suggests the wisdom of eliminating many of the curricula and specialized courses now being offered and of emphasizing those which are essential to the needs of the greatest number of prospective teachers.

THE CURRICULA

Length of curricula.—The different curricula offered by the 33 Negro colleges which supplied data on the staff inquiry, vary in length from 1 year of undergraduate work to 2 years of graduate work. Only 1 institution offered a 1-year undergraduate curriculum, 5 offered 2-year curricula, 1 offered a 3-year curriculum, and 23 offered 4-year undergraduate curricula. Two institutions offered 1-year graduate curricula and one institution offered 2-year graduate curricula. The most frequently offered curricula are 4 years in length; and the second most frequently offered are 2 years in length.

Kinds of curricula.—Table 46 shows for 18 colleges which answered inquiry no. 12, (administrative policies and practices) the distribution of 291 curricula in three main groups as follows: Academic subjects, 160; special subjects, 52; and education, 79.

One especially encouraging feature to be noted about the academic curricula is the prevalence of general science and general social science curricula. This would seem to indicate that the teacher-preparation institutions are giving some recognition to the teaching combinations found in the high schools. The curriculum in general social science is offered more frequently than the curriculum in any of the specialized social sciences. These colleges, in response to the demands in the teaching field, may be expected soon to introduce a general language curriculum.

TABLE 46.—*Distribution of curricula of varying lengths according to subject-matter fields in 33 colleges for the education of Negro teachers*

Subject	Less than 1 year	1 year	2 years	3 years	4 years	5 years	Number of curricula
1	2	3	4	5	6	7	8
Academic subjects:							
English		1	1		12	1	15
Foreign language		1	1		6		8
French	1				9		10
German				1	3		4
Greek		1					1
Latin		1	1		2		4
Spanish		1			3		4
Geography		2			2		4
Mathematics		2	1	1	11	1	16
Philosophy					1		1
Psychology	1			1	2		4
Religion					1		1
Science, general	1	1			5		7
Science, biology	1	1		1	9	1	13
Science, botany				1	2		3
Science, chemistry	1	1		1	9	1	13
Science, zoology					3		3
Science, geology		1					1
Science, physics					7	1	8
Social science (general)	1			1	9		11
Economics				2	3	1	6
History	1		1	1	8	1	12
Political science					3	1	4
Sociology			1	1	4	1	7
Total	7	13	6	12	113	9	

TABLE 46.—*Distribution of curricula of varying lengths according to subject-matter fields in 33 colleges for the education of Negro teachers*—Continued

Subject	Less than 1 year	1 year	2 years	3 years	4 years	5 years	Number of curricula
1	2	3	4	5	6	7	8
Special subjects and supervision:							
Agriculture					7		7
Art					3		3
Commercial education			2		6		8
Home economics			3				3
Industrial arts					2		2
Trades and industries			1	1	5		7
Music					6		6
Physical education (men)					6		6
Physical education (women)					6		6
Guidance, deans and counselors						1	1
School librarians		1			2		3
Total		1	6	1	43	1	
Education:							
General		1		1	5	1	8
Educational psychology		2		1	2		5
Elementary (general)		2	5		4		11
Intermediate (4–6)			3		3		6
Kindergarten, primary			5	1	4		10
Nursery, preschool			1		1		2
Principals, elementary			1		7		8
Principals, secondary			1		7	2	10
Rural		1	2				3
Supervisors (general)					5	1	6
Superintendents					2		2
Upper grades (7–8)			2	1	5		8
Total		6	20	4	45	4	
Grand total	7	20	32	17	201	14	

The small number of curricula in special subjects was in marked contrast to the prevalence of other curricula, especially in the academic subjects.

The data on the education curricula reveal two significant findings. First is the infrequency with which rural education curricula were offered. More than half (56.03 percent) of the elementary teachers included in this study were from small villages and rural areas. Two thirds of the Negro population of the South still live in the country. At present the responsibility of preparing Negro teachers for the rural schools is largely assumed by high schools. In 1930–31 more than a third (35.8 percent) of the teachers in the open country and nearly a fourth (22.5 percent) of the teachers in small villages had not advanced beyond a 4-year high-school education. These facts should be recognized by the institutions for the education of Negro teachers, and more attention should be given to the adequate preparation of Negro rural teachers.

A second finding revealed by the education curricula was the noticeable emphasis placed on the preparation of administrative and supervisory officers. As a rule such officers are recruited from the ranks of experienced teachers and not from recent graduates. It would, therefore, seem to be uneconomical to offer undergraduate curricula in these fields for the young and inexperienced students.

In time there will be an increased demand for persons with special preparation in these fields but at present it is not enough to justify the number of curricula which are offered.

Majors.—A summary of the major requirements in 4-year curricula offered in 22 representative institutions for the education of Negro teachers is presented in table 47. The length of the typical major for all 4-year curricula was 39.3 quarter hours. The variations between institutions in the major requirements of the 14 curricula, and the differences between major requirements within the same institutions are shown in table 48.

The median number of quarter hours required in the various fields of concentration as shown in table 48 ranged from 36.3 in English to 78.8 in industrial arts. The proportion of the major requirement to the total graduation requirement for any given major ranged from 10.6 percent for science to 66.6 percent for music. As will be noted from the table, the institution which had the least requirement in the science major required only 21 quarter hours, while the one which had the highest requirement in that particular major required 55. In music the range of major requirements for the different institutions was from 27 to 120 quarter hours, and in industrial arts, from 42 to 160 quarter hours.

TABLE 47.—*Summary of major and other requirements in 4-year curricula offered in 22 representative institutions for the preparation of Negro teachers*

Requirements	Range in median number of quarter hours	Median number of quarter hours	Number of curricula [1]
1	2	3	4
Quarter hours required:			
For graduation	183.9–207.5	190.0	14
In major field	36.3– 78.8	39.3	[2] 10
In first minor field	19.1– 25.0	21.7	8
In second minor field	16.5– 22.5	17.5	7
In education and psychology	26.7– 51.3	34.1	14
In special education	10.0– 22.5	12.7	14
In restricted electives	2.5– 27.5	9.8	13
Quarter hours offered in free electives	12.5– 35.0	22.1	13
Required contacts outside major field:			
English	15.0– 26.3	17.8	14
Fine arts	2.5– 13.1	8.1	12
Language	18.1– 20.6	19.1	13
Mathematics	7.5– 17.2	8.4	14
Philosophy	7.5– 8.3	7.8	9
Physical education	5.0– 12.5	7.7	12
Psychology (general)	2.5– 6.3	4.6	13
Religion	7.5– 8.0	7.6	11
Science	9.4– 35.0	18.1	14
Social studies	15.0– 28.8	16.7	12
Special subjects	2.5– 22.5	4.4	14
Others	3.8– 8.1	5.7	14

[1] These curricula, with a detailed analysis of requirements therein, are given in table 48.
[2] 4 education curricula require no major.

The table should be read thus: The median number of quarter hours of credit required for graduation by 22 colleges in 14 different curricula was 190, with a range of 183.9 to 207.5. The median number of quarter hours required in the major for 10 curricula was 39.3 with a range of 36.3 to 78.8. A first minor is required in 8 curricula, with a median requirement of 21.7 quarter hours, and a range of 16.5 to 25. In 14 curricula the median requirement in English, in addition to requirements of the major, was 17.8 median quarter hours, with a range of 15 to 26.3. The corresponding requirement in fine arts in 12 curricula was 8.1 quarter hours with a range of 2.5 to 13.1.

TABLE 48.—*General requirements in majors, minors, and other fields in 15 curricula of 22 representative institutions for the education of Negro teachers*

Requirements	Science	English	Foreign language	Social studies	Mathematics	Agriculture	Commerce and economics	Home economics	Industrial arts	Music	Education, administration	Education, 4-year elementary	Education, general	Education, secondary	Education, 2-year elementary
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Major:															
Median quarter hours	37.2	36.3	36.6	37.8	35.8	70.0	50.8	63.3	78.8	60.0			32.5		
Range quarter hours	21–55	25–55	20–55	27–55	24–40	30–98	27–78	36–90.3	42–160	27–120			27–36		
Total percent	19.7	18.9	18.5	20.1	17.6	34.2	27.2	32.1	37.6	33.4			6.5	3.7	
Range percent	10.6–30.5	13.0–25.0	13.4–28.6	13.0–29.1	12.5–22.2	18.8–46.0	14.5–41.4	18.5–41.3	21.8–60.9	15.0–66.6			14.7–20.0		
First minor:															
Median quarter hours	20.0	23.0	26.0	19.1	20.0	22.5	22.5			19.3			22.5		
Range quarter hours	9–36	18–40.5	18–36	18–36	18–36		18–36			18–27			18–31.5		
Total percent	8.5	10.6	8.9	8.3	10.3	1.0	5.4	1.0		5.8			4.4	2.8	
Range percent	4.5–18.7	8.0–18.5	8.0–20.0	8.6–18.5	8.6–20.0		9.6–20.0			10.0–15.0			9.3–17.5		
Second minor:															
Median quarter hours	16.5	16.5	18.0	16.5	18.0		18.0			22.5			15.8		
Range quarter hours	13.5–18	13.5–18		13.5–18						18–27			13.5–18		
Total percent	1.4	1.5	1.2	1.3	1.0	1.2	.7	.4		2.2			2.0		
Range percent	5.0–9.6	5.0–9.6	9.3–9.6	5.0–9.6	9.3–9.6								7.5–9.6		
Total, major and minors:															
Median quarter hours	55.8	57.5	57.5	55.8	55.8	70.0	63.1	64.2	78.8	67.5					
Range quarter hours	30–90	36–90	27–90	36–81	30–72	30–98	35–82.5	36–90.3	42–160	54–120					
Total percent	29.2	30.0	28.5	29.6	28.8	36.5	33.4	33.4	37.6	41.4			12.5	6.5	
Range percent	15.2–40.6	28.5–40.0	16.6–40.0	18.5–42.1	16.6–40.0	18.8–47.5	19.4–42.9	18.5–41.3	21.8–60.9	30.0–66.6			28.1–40.0		
Education:															
Median quarter hours	33.8	36.0	35.0	35.5	35.5	26.7	30.8	28.1	30.0	36.7		50.8	45.0	51.3	28.1
Range quarter hours	13.5–63	13.5–63	13.5–63	13.5–63	13.5–63	12–30	9–36	9–63	13.5–45	16–72.5	48–75	39–66	24–72	39–63	19.5–46
Total percent	12.8	17.6	17.8	16.4	16.3	11.4	7.6	15.8	12.9	14.5	34.1	25.6	18.1	25.9	22.3
Range percent	2.5–18.3	7.5–31.7	7.5–33.3	7.5–33.3	7.5–33.3	5.7–18.6	5.0–18.7	7.8–24.5	6.5–21.2	8.8–40.2	26.6–41.6	19.1–35.2	11.9–37.1	18.8–33.8	19.4–47.0
English:															
Median quarter hours	18.2	17.8	18.9	18.6	17.8	15.0	16.8	17.8	15.6	17.5		26.3	18.8	22.6	18.4
Range quarter hours	10–45	9–45	10–45	10–45	10–45	9–21	3–22.5	2–19.5	10–33	10–27	10–15	13.5–45	13.5–36	13.5–45	12–27
Total percent	10.3	9.7	11.0	10.5	9.8	6.9	5.1	9.5	7.7	9.2	5.5	12.7	10.7	12.3	17.8
Range percent	5.5–21.7	4.7–21.7	5.5–21.7	5.1–21.7	5.5–21.7	4.1–12.2	1.4–12.5	4.6–10.0	5.4–12.9	5.5–13.9	5.5–6.3	7.7–21.1	7.0–12.5	7.2–21.7	11.6–28.0
Social studies:															
Median quarter hours	16.2	15.8	17.1	15.5	15.6	13.2	17.1	17.8	17.5	15.0		28.8	20.0		15.0
Range quarter hours	9–30	9–30	9–42	9–30	9–27	9–22.5	9–45	9–45	5–36	9–27		20–45	9–40.5	9–30	4.5–20
Total percent	8.0	7.6	8.1	7.4	7.2	6.3	9.4	9.6	8.8	8.1	5.5	15.3	12.3	8.4	11.8
Range percent	4.5–16.6	4.6–16.6	4.8–21.2	4.5–16.6	4.8–13.6	1.6–12.6	4.6–25.0	4.2–20.0	1.9–14.1	4.6–15.0		10.9–23.4	4.6–22.5	4.8–15.6	4.4–19.0

Science:															
Median quarter hours	15.8	15.8	15.8	16.8	16.3	35.0	12.5	20.0	27.6	9.4		22.5	20.8	17.5	17.0
Range quarter hours	4.5–30	4.5–21	4.5–21	4.5–20	4.5–45	3–27	9–18	9–36	15.8–42	6–18	6–7.5	15–30	9–42	4.5–30	6–27
Total percent	8.5	6.8	6.7	6.9	7.5	19.5	3.1	15.6	12.3	3.9	3.4	11.3	9.8	11.3	13.9
Range percent	2.4–20.3	2.4–11.1	2.4–10.9	2.4–11.1	2.4–25.0	10.0–28.4	4.7–10.0	6.1–23.8	7.0–20.2	2.9–10.0	2.7–4.1	7.7–14.7	4.5–21.8	2.4–15.6	6.5–21.6
Language:															
Median quarter hours	19.3	19.4	18.1	20.0	20.4		20.6			18.5			20.0		
Range quarter hours	15–24	4.5–30	15–21	7.5–30	7.5–22.5		15–21			15–21	7.5–15		9–21		
Total percent	6.1	6.0	4.0	5.2	5.6	.8	5.4	.6		6.1	6.2	1.1	7.0	1.8	1.8
Range percent	7.8–13.3	2.3–16.6	4.1–11.2	3.8–15.8	4.1–12.5		8.3–11.2			8.3–11.6	4.1–6.3		5.0–11.2		10.6–18.4
Mathematics:															
Median quarter hours	8.6	7.9	7.9	7.8	9.3	7.5	9.4		17.2			8.8			5.5
Range quarter hours	5–20	3.5–18	5–10	3.8–18	5–20	4.5–10	9–20		5–30	7.5–9		3–22.5			3–9
Total percent	4.5	2.5	2.0	2.4	3.6	2.6	3.3	.7	7.6	1.4	2.2	5.0	3.0	1.5	3.1
Range percent	2.6–11.1	1.9–9.3	2.6–5.3	2.0–9.3	2.6–10.5	2.4–5.0	4.6–10.5	2.5–5.0	2.5–11.4	4.1–5.0		1.4–13.3	4.6–5.3		2.5–10.0
Fine arts:															
Median quarter hours	4.0	3.8	7.5	6.3	6.3			3.8	2.5			13.1	12.5	6.3	10.7
Range quarter hours	3–6	3–6	3–15	3–15	3–15			3–10		5–6		5.5–21	4–18	3–6	4–15
Total percent	.5	.4	1.0	.5	.9	.2		.5	.2	.5		6.4	2.8	1.4	3.2
Range percent	1.6–3.1	1.6–3.1	1.6–7.8	1.6–7.7	1.6–7.7			1.5–5.4		2.7–3.3		2.8–10.9	1.9–9.4	1.6–3.1	3.8–12.7
Philosophy:															
Median quarter hours	7.5	7.5	7.5	7.5	8.3										
Range quarter hours	5–9	5–9	5–9	5–9	5–10										
Total percent	.7	.5	.4	.5	.5	.2				.6			1.5		
Range percent	2.7–5.3	2.6–4.8	2.6–4.8	2.6–4.8	2.6–5.5								2.4–4.8		
Religion:															
Median quarter hours	7.5	7.5	7.5	8.0	8.0										
Range quarter hours	5–9	5–9	5–9	5–10	5–10					5–6					
Total percent	.9	1.0	1.2	1.2	1.2	.4	.4			.5	1.2	.5	.7		
Range percent	2.7–5.3	2.6–5.0	2.6–5.0	2.6–5.5	2.6–5.5		2.7–3.2			2.7–3.2			2.6–3.2		
General psychology:															
Median quarter hours	3.8	3.8	4.1	5.0	6.3	2.5	5.0	5.0	6.2	5.0					
Range quarter hours	4.5–9	4.5–5	4.5–5	3–9	4.5–9	3.5–4.5	4.5–9	4.5–9	4.5–9	4.5–5					
Total percent	.7	.7	.8	1.1	1.0	.5	.9	.4	.9	.6		.5	1.4	.5	.7
Range percent	1.5–2.7	2.4–2.7	2.4–2.7	1.5–4.6	2.4–5.0	1.4–2.5	2.4–4.6	2.5–4.6	2.1–4.5	2.5–2.7		2.3–2.6	1.5–2.6		3.1–5.0
Physical education:															
Median quarter hours	6.8	6.8	7.1	8.1	7.5	7.5	5.5	7.5	9.0	5.0		12.5	9.4		8.4
Range quarter hours	6–12	6–15	7–12	6–15	6–14	3–12	1.5–12	3–12	6–22.5	3–12		3–12.5	6–20	6–12	6–14
Total percent	2.9	3.3	2.8	3.5	3.3	2.4	2.1	2.8	3.3	2.5		5.6	4.5	4.6	5.3
Range percent	3.0–7.4	3.1–7.7	3.1–6.4	3.1–7.7	3.1–7.4	1.4–6.2	.8–6.2	1.6–6.2	2.3–8.5	1.5–6.6		1.6–8.0	3.2–9.9	3.1–6.4	4.7–12.3
Restricted electives:															
Median quarter hours	7.5	5.0	7.5	7.5	2.5	12.5	19.2							27.5	
Range quarter hours	4.5–45	1–15	4.5–18	4.5–60		9–18	9–35							4.5–60	
Total percent	1.8	.9	1.1	1.7		1.2	5.9	.6	.3	.4		2.0	4.3	9.9	1.8
Range percent	2.4–25.0	.5–6.3	2.4–9.5	2.4–27.7		5.0–8.3	5.0–19.4	4.7–5.0					5.0–15.6	2.4–21.1	
Free electives:															
Median quarter hours	23.8	23.8	23.8	23.8	23.8	16.3	35.0	16.9	12.5	15.0		20.0	17.5	23.5	
Range quarter hours	15–40	6–57.5	6–67.5	12–47.5	5–63	6–19.5	16.5–70	1.5–33	4.5–39	1–54	57–67.5	9–40.5	4.5–55	10–72	4.5–11
Total percent	9.7	9.7	11.6	9.9	10.8	3.8	16.0	5.7	4.6	7.6	34.5	10.5	8.9	13.2	1.5
Range percent	3.1–22.2	4.4–29.4	3.1–37.5	6.8–24.3	2.6–34.7	3.2–10.4	8.8–33.8	.8–17.4	2.2–20.3	.5–26.4	31.7–37.5	4.6–19.5	2.5–27.3	5.2–34.7	4.3–10.6

TABLE 48.—*General requirements in majors, minors, and other fields in 15 curricula of 22 representative institutions for the education of Negro teachers*—Continued

Requirements	Science	English	Foreign language	Social studies	Mathematics	Agriculture	Commerce and economics	Home economics	Industrial arts	Music	Education, administration	Education, 4-year elementary	Education, general	Education, secondary	Education, 2-year elementary
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Other subjects:															
Median quarter hours	4.6	5.0	5.5	5.5	5.0	5.5	8.1	7.5	4.2				3.8		
Range quarter hours	2–10.5	2–10	2–10	2–10	2–9	2–23.5	3–13.5	3–21	3–9	3–23			3–10		6–10
Total percent	3.4	3.8	3.8	3.8	3.7	6.7	3.6	4.9	2.2	5.5	5.5	2.4	3.5	4.5	2.7
Range percent	1.5–11.6	1.6–11.5	2.3–11.5	1.6–11.5	1.5–11.5	2.3–15.0	2.3–8.3	2.5–19.5	1.1–15.7	1.4–21.1	2.7–8.3	2.4–7.8	1.5–7.7	2.4–11.5	1.4–15.7
Grand total:															
Median quarter hours	187.5	189.2	189.2	189.4	188.1	207.5	185.8	191.8	208.8	183.9	180	191.9	190.0	189.2	104.4
Range quarter hours	180–207	180–207	180–207	180–207	180–207	180–219	180–208	180–225	192–262.5	180–204		182–213	180–201	186–207	90–126

The table should be read thus: Beginning with the science major and reading down the median quarter hours required in the major by all institutions was 37.2, the range in requirement was from 21 to 55 quarter hours. The percentage which this major requirement is of the total graduation requirements for students majoring in science was 19.7, with a range for all institutions of 10.6 to 30.5 percent. Science majors must have also had a first minor, requiring a median of 20.0 quarter hours and a range of 9 to 36. Science majors in the 22 institutions were required to have 18.3 median quarter hours of work in English, with a range of 10 to 45 quarter hours for the different colleges. The percentage which this median quarter-hour requirement of 18.3 is of the total graduation requirement (187.5 median quarter hours) for all science majors was 10.3, with a range for all colleges of 5.5 to 21.7 percent.

The major requirements in the special subjects were considerably higher than those in the regular academic subjects; this was also true with reference to the proportion of the total graduation requirements comprising the special majors. The proportion of the academic majors to the total requirements ranged from 17.6 percent for mathematics to 20.1 percent for social science. The corresponding range for the special subjects showed greater variation—27.2 percent in commerce and economics to 37.6 percent in industrial arts.

Minors.—The typical first minor was 21.7 quarter hours with a considerably narrower range than was found in the major—19.1 to 25 (table 47). Table 48 shows that the requirements in the first minor for all major fields ranged from 4.5 percent to 20 percent of the total requirements for graduation. The corresponding percentages for the second minor were 5 to 9.6. The proportion of the second minor to the total graduation requirements in each of the majors for all schools combined was much less than that of the first minor. First and second minors were more prevalent in the academic subjects than in the special subjects. This is probably a result of the greater amount of major work required in these specialized fields.

When the majors and minors are combined, the requirements more nearly approximate the requirements in the special subjects, both in median number of quarter credits and in their ratio to the total graduation requirements.

Education courses.—The education courses comprise work in education, psychology, practice teaching, observation, and special methods. The median number of quarter hours required in these fields ranged from 26.7 to 51.3. The extreme ranges indicate an uncertainty among the colleges regarding the optimum amount of work in education and specialized subject-matter courses that should be required of prospective teachers. If the variation existed only between the different majors, the problem, though significant, would not be so serious, but when great variations are found between the different institutions in the education courses required for any given major, then the matter demands serious consideration. For example, table 48 shows that the requirement in education courses for science majors in the 22 colleges included in this phase of the study ranged from 13.5 to 63 quarter credits. More agreement was found among the different institutions in the requirements for the agriculture and commerce majors than in any others; the range in the former field was from 12 to 30 quarter hours and in the latter 9 to 36.

The agriculture major appeared to require the least amount of work in education, the median requirement being 26.7, as shown by table 48. The science major had the narrowest range in terms of the percentage which the education requirement was of the total graduation requirement (2.5 percent to 18.3 percent). The greatest amount

of professional education outside the strictly education majors, was required in music, the median being 36.7 quarter hours, with a range of 16 to 72.5. Among the music majors the range in the proportion of the requirements in education to the total graduation requirements was from 8.8 percent to 40.2 percent.

A consideration of the data presented here raises the question of why one institution should have required its science majors to have professional work amounting to only 2.5 percent of the total quarter hours required for graduation while another required that 18.3 percent of the total units required for the science major be in education. Again, why should there have been a difference of 7.5 percent to 33.3 percent in the education requirements for the foreign language, social studies, and mathematics majors?

TABLE 49.—*Requirements in education courses in 15 major curricula in 20 institutions for the education of Negro teachers, 1932*

Subject	(a) Special methods		(b) Observation		(c) Practice teaching		Combination of (a), (b), (c)		Combination of (b) and (c)		Total	
	Number of schools	Range in quarter hours	Number of schools	Range in quarter hours	Number of schools	Range in quarter hours	Number of schools	Range in quarter hours	Number of schools	Range in quarter hours	Number of schools	Range in quarter hours
1	2	3	4	5	6	7	8	9	10	11	12	13
Science	11	3 -18	2	1 - 1½	7	4½-18	....	.....	7	3 -12	14	4½-36
English	10	3 -18	2	1 - 1½	8	4½-18	....	.....	8	3 -12	16	4½-36
Foreign language	9	3 -18	2	1 - 1½	9	4½-18	....	.....	4	3 -12	14	4½-36
Social studies	10	3 -9	2	1 - 1½	8	4½-10	....	.....	8	3 -12	17	3 -18
Mathematics	9	3 -18	3	1 - 6	8	4½-18	....	.....	8	3 -12	16	4½-36
Agriculture	10	3 -13	....	.....	4	4½ -8	1	10½	6	4½-11	11	9 -21
Commerce and economics	5	3 -9	1	1½	2	4½	....	.....	4	3 -12	6	3 -18
Home economics	12	3 -9	2	11	11	3 -9	....	.....	5	3 -9	14	3 -19½
Industrial arts	6	4½ -9	....	.....	3	7½ -9	....	.....	6	3 -15	10	3 -21
Music	4	5 -10	....	.....	5	5 -12	2	10½-15	1	9	7	10½-23
Education, administration	1	8	....	.....	1	5	....	.....	1	5	2	5 -13
Education, elementary, 4-year	8	3 -9	1	5	7	6 -21	....	.....	1	6	8	9 -25½
Education, general	4	4½-18	....	.....	3	4½-18	1	6	2	5 -14	5	10½-38
Education, secondary	4	9 -18	2	1 - 5	4	5 -18	....	.....	1	3	5	6 -36
Education, elementary, 2-year	10	4½-18	3	1½- 9	10	3 -18	1	4½	4	4½-16	14	3 -33

The table should be read thus: 11 institutions required students majoring in science to take special methods courses as a part of their professional education. This requirement ranged from 3 to 18 quarter hours. Continuing across, it is found that 2 colleges required the science majors to take courses in observation. This requirement ranged from 1 to 1½ quarter hours. The corresponding requirement of 7 colleges in practice teaching ranged from 4½ to 18 quarter hours; and 7 colleges required the science majors to take both observation and practice teaching, this combined requirement ranged from 3 to 12 quarter hours. The total column shows that 14 colleges required the science majors to earn some credit in education courses, the range for the total requirement being from 4½ to 36 quarter hours.

The number of schools which required work in special professional education courses in the various majors and the range in quarter hours required are shown in table 49. Variations similar to those as were found in other requirements exist here. For special methods the

requirement in all schools and all majors combined ranged from 3 to 18 quarter hours; for observation the range was from 1 to 11 quarter hours; and for practice teaching the range was from 3 to 21 quarter hours. Very few schools had a combination requirement of all three special courses, but a combination requirement in observation and practice teaching was quite prevalent. The total requirement in all special education courses by all colleges combined ranged from 3 to 36 quarter hours.

General requirements.—In an endeavor to assure to each teacher an adequate cultural background and to widen his interest and intellectual horizon most colleges require a definite amount of contact with various bodies of human knowledge outside the major and minor fields. Table 47 indicates the extent of contact required with 12 fields of knowledge, and table 48 shows the amount of variation between different institutions and within the same institution.

According to table 47, the subjects most generally required were the languages, science, English, and the social studies. The narrow range in median number of credits required in the languages (18.1 to 20.6) indicates a uniform emphasis upon this field of work. It is a requirement in 13 of the 15 curricula studied. There is also consistency in requiring English in the different majors, but there is less agreement as to the emphasis which it should receive, as evidenced by the wider range in the median number of credits required.

The variations in requirements of and emphasis on these extramajor and minor subjects are more apparent in table 48. For example, the median number of quarter hours of English required in the various majors ranged from 14.5 in the agriculture major to 26.3 in the 4-year elementary education major. The number of quarter hours required ranged from 3 to 45, and the proportion of the requirement in English to the total graduation requirement ranged from 1.4 percent in the commerce and economics major to 26 percent in the 2-year curriculum for elementary teachers. It is noted that the proportional requirement in English was greater in the 2-year elementary education major (17.8 percent) than in the 4-year elementary education curriculum (12.7 percent).

Although there were great differences in the social, economic, and cultural backgrounds of the individuals who entered institutions for the preparation of teachers, and in the educational program of the preparatory schools from which they came, the variations found were probably not the result of endeavors to adjust the prescriptions to the individual needs of students, but rather were due to a lack of constructive planning of curricula. Greater unanimity ought to be manifested in emphasizing so fundamental a matter as the general cultural background with which a teacher should enter upon his duties.

Electives.—Further analysis of tables 47 and 48 shows that in restricted electives for all majors combined, the median requirement was 9.79 median quarter hours; the range was from 2.5 median quarter hours in the mathematics major to 27.5 in the secondary education major. The social-science majors showed the widest variations in restricted electives; the range was from 4.5 to 50 quarter hours. The least variation is found in the English major where the range was from 1 to 15 quarter hours. Only 0.9 percent of the total graduation requirements in the English major was comprised of restricted electives.

Among the academic subjects, the social-science major offered the greatest opportunity for free electives—28.8 quarter hours. Among the special subject majors, the commerce and economics major led with 35 quarter hours.

PROBLEMS AND ISSUES

The data discussed above on the total offerings, the types of curricula, majors and minors, other requirements and electives reveal the maze of opportunities and possibilities confronting the average student. In order to help him orient himself and to direct his development so as to produce a satisfactorily prepared teacher, the colleges should provide an effective guidance program. In no other way can the prospective teacher hope to take the major for which he is best suited, study the courses required in the proper proportion and sequence, and make that combination of majors and minors which will prepare him for existing teaching positions.

Credits required.—One of the issues which arises from a study of the major and minor prescriptions concerns the number of credits which should be required. At present there is no agreement among the institutions as to what should constitute the average or the minimum or the maximum requirement. This was shown by the wide variations in practices. Certainly all will agree that the students should study a subject sufficiently long to assure proficiency in teaching it, but if one college claims to accomplish the task with 21 quarter hours while another institution demands 55 quarter hours, serious doubt is cast either upon the standards of proficiency or upon the efficiency of the educational organization.

The same types of divergence in practice were found concerning minors selected, the kind and amount of contact with general fields of knowledge outside the major, and electives.

A more serious problem than the divergences just mentioned, however, is the fact that so many teachers are certified to teach subjects for which they have not even had the minimum major requirements. There is usually greater danger that a teacher will have too little preparation than that he will have too much.

In a recent survey of land-grant colleges Dr. Klein found that of the 13 causes of failures of graduates of those colleges who became teachers, wrong or improper placement ranked fifth in frequency of mention. This indicates a lack of correlation between the subjects in which students majored while in college and the subjects taught after graduation.[1]

What does it mean to be qualified to teach a high-school specialty? Among some of the factors which should be considered as influencing the quality of preparation are: The general background of academic culture, work taken in high school, quantity of work taken in college, specific courses taken, sequence of these courses, and methods of teaching. The present survey approached the problem merely from the standpoint of quantity in terms of the semester hours.

One expects that the amount of credit earned in a student's major or minor subject should be an approximate index of his ability to teach in those fields. If this hypothesis is accepted, a large number of Negro high-school teachers, as shown by table 19 in chapter III, were inadequately prepared for the tasks they were attempting to perform. If the fact that 45 percent of the high-school teachers included in this study had less than a major requirement in the subject they were teaching, and that nearly a fifth had less than a minor requirement, is indicative, as is believed, of general practice, then the responsibility facing the teacher-preparation institutions and the certification agencies is clear and impelling.

Concerning certification, it is interesting to note the attitude expressed by administrators in regard to the issue on "blanket" certificates. The college administrators were asked to state the extent of their agreement with the statement, "'Blanket' certificates, permitting teachers to teach all subjects or grades should be eliminated; each certificate should, on the other hand, specify the level and fields of subject matter that the teacher is equipped to teach." More than three fourths expressed absolute agreement and the others agreed with reservations. These votes show a strong sentiment on the part of the presidents in favor of more specific certification of high-school teachers.

Subject combinations and teaching combinations.—Another issue growing out of a consideration of the major and minor requirements concerns the teaching combinations and the preparation of teachers for the specialized work they must teach. The colleges cannot advise and prospective teachers cannot select major and minor combinations with any assurance that teaching positions for those combinations will be available in high schools. Even where desirable teaching combinations are found in a given school one year, they

[1] Klein, A. J. Survey of land-grant colleges and universities. Washington, Government Printing Office, 1930. (U. S. Office of Education Bulletin, 1930, No. 9.)

may change entirely in another year because of change of personnel, or other factors. This continual shifting is particularly to be noted in the smaller Negro high schools.

Teacher-preparation programs cannot be based upon the kinds and functions of the teaching positions that may be available, especially with respect to the combinations of subjects, until there is more regularity of practice in the high schools. Allowing for the necessary changes and revisions or reorganizations brought about in the ordinary course of progress, prospective teachers should be able to anticipate the continuance of such teaching positions or combinations with a reasonable degree of confidence. It is, of course, assumed that the aforesaid positions shall be decided upon the basis of scientific investigation and careful long-range planning.

Overexpansion.—Another difficulty which teacher-preparing institutions face comes from the tendency to expand curricular offerings beyond their ability to administer them economically. Among the various reasons why colleges tend to overexpand their curricula the following are worthy of mention: (1) To imitate other colleges; (2) to hold students by satisfying their personal interests in subjects; (3) and to gratify personal desires of teachers, heads of departments, directors, deans, and others.

Because of limited student bodies, many of the highly technical courses offered by colleges either are not elected at all or the enrollments in them are extremely small (see ch. VII). The multiplication of such courses when actually offered tends to overload teachers with many different subjects and with small classes. Such courses are, therefore, usually expensive.

One solution of this problem would be for certain colleges to form a cooperative arrangement whereby different specialties would be emphasized in different institutions. Thus, if a student attending X college wished to specialize in certain phases of a subject he would be advised to transfer to Y college, where facilities for such specialization exist. Reciprocally, Y college would send to X college the students who wished to specialize in technical courses provided by X college.[4]

It is assumed, of course, that each college would have a common central core of subjects to serve as a foundation for such major specializations, which probably in most cases would not begin before the junior year. This would naturally require greater unanimity in aims, general curricula, methods, and prescriptions in that period preparatory to specialization. Every teacher-preparation institution would thus be enabled to maintain its individuality and at the same time help eliminate overexpansion, duplication, extreme variations, and promote a more unified, integrated, and economical education for prospective teachers.

[4] This plan is already in operation on a limited scale in a few places, and is being contemplated in others.

Authorities responsible for public-school curriculum organization and administration, the officers having charge of certification requirements and administration, and persons who formulate and direct the teacher-preparation programs must cooperate before any real improvement in the education of Negro teachers may be expected.

SUMMARY

The institutions in general appeared to have overexpanded curricula. The differences between the public and private colleges in the number of semester hours offered per student were very slight, being, respectively, 1.4 and 1.2.

A typical illustration of overexpansion was the offering of a total of 70 courses in education and psychology by 20 institutions, comprising a total of 1,615.7 semester hours of credit, an average of more than 80 hours per institution.

The predominant length of curricula offered was 4 years. The curricula are principally in academic subjects.

The most noteworthy feature about the curricula of Negro colleges was the extreme variations among institutions in the work offered. In education and psychology, for example, the number of semester credits offered ranged from 26 to 250. In English and literature the range was from 18 to 203.3. The range in median quarter hours required for graduation was from 183.9 to 207.5; the range for the typical major subject was from 35.8 to 78.8. Restricted electives ranged from 2.5 to 27.5 quarter hours; for free electives the range was from 12.5 to 35.

It may safely be inferred that the cause of much of the variation and overexpansion in curricula discussed in this chapter was due to extreme departmentalism. This, of course, has also been a fault of institutions for whites, but this fact does not excuse the Negro colleges. Sources of revenue for these institutions are too scarce and the need of retrenchment too pressing for these schools to overlook or ignore the possibility of effecting economies through eliminating duplication and restricting their educational program to the essential and fundamental core subjects and a few specialties.

Evidence is also seen in the data here presented of a tendency to accept the regular liberal arts college curriculum as an adequate program for the preparation of teachers. As suggested and inferred frequently throughout this chapter, teaching is becoming an increasingly highly specialized task, and consequently requires highly specialized preparation. Two years of general college work and even 4 years are not sufficient preparation for effective teaching today and will be even less so in the future.

The need of adjustment to present-day demands was evident from the data. For example, in view of the low educational level of many

Negro elementary teachers, more 2-year unified curricula should be offered. In chapter II mention was made of the need for a gradual upgrading of Negro elementary teachers until all have attained the minimum standard of 2 years of college work. But it should be emphasized here that simply 2 years of general college work will not suffice. What is needed is 2 years of preparation in a unified curriculum, planned to attain certain definite goals and to prepare prospective teachers to teach in particular situations.

Another need that may be inferred from the data presented in this chapter and in chapter III is that of coordination and integration within secondary education. This refers not only to teaching combinations found in high schools but also to the secondary school work taken by the prospective teacher. Attention to the latter will prevent unnecessary duplication of work and will permit the prospective teacher to do advanced work on the basis of his high-school preparation.

Other studies [5] have found that when students are given freedom to elect college subjects, unless they are properly guided, there is too frequently a tendency to take in college the same subjects they had in high school, and to neglect such subjects as art, music, political science, and sociology.

Negro institutions should not hesitate to take their places in the vanguard of the modern educational movements. They need not and cannot afford to lag behind in adopting modern practices in the preparation of teachers. Although to effect such a progressive program as here suggested requires the approval, support, and encouragement of many outside forces, in the main the major part of the responsibility lies within the institutions themselves. Much of the task is an internal one. Unless there is an awakening, a new point of view, and an aggressive and courageous determination on the part of administrators and teachers in Negro institutions with respect to this whole matter of the professional preparation of Negro teachers for a new social and economic order, additional support, however generous it may be, will be ineffectual.

[5] Peik, W. E. *and* Rugg, Earle U. Teacher-education curricula. National survey of the education of teachers. Washington, Government Printing Office, 1933. (U.S. Office of Education Bulletin, 1933, no. 10, vol. III).

CHAPTER VI

CONTENT OF AND METHODS OF TEACHING REPRESENTATIVE COURSES

In order to determine what courses were the most representative in the education of Negro teachers, the programs of studies as outlined in the catalogs of 20 representative institutions were analyzed. The basis used in ascertaining representative courses was the following: In each field the 8 courses with the highest frequency, if that frequency was more than 7, were chosen as representative of that field. Some exceptions were made in certain departments of instruction because of the small number of schools offering courses or because of the small number of courses offered. The list of representative courses thus selected, ranked according to the median number of semester hours of credit offered in the course, is given in table 50. Inquiry forms were sent to the instructors of these representative courses for the purpose of ascertaining facts concerning the content and methods of teaching used in the courses.

As stated in the introduction, it was hoped that information could be secured from a sufficient number of instructors to yield significant findings concerning the extent of variation or agreement in the content of certain courses and the methods of teaching them. The major part of this important section of the analysis of curricula for the education of Negro teachers had to be omitted because the instructors of these representative courses failed to cooperate in supplying the data requested. Table 50 would indicate that a number of the courses were offered in all 20 of the institutions and that many others were offered in 15 or more of them. It would have been possible, then, to have received as many as 20 analyses of some of these courses. Unfortunately, no more than four instructors of any representative course returned the data blanks. (Four answers were received in only two cases—both in education.) For most of the courses, only one reply was received and for many others no answers. More as a record of the information which was requested and of the kind of treatment which could have been given if there had been better cooperation the 4 replies from teachers of educational psychology and the 3 from teachers of general botany will be discussed in this chapter. The reader must be cautioned that the material presented must not be taken as representative even of these 2 courses.

TABLE 50.—*Median number and range of semester-hour credits offered in 112 representative courses in 20 institutions for the education of Negro teachers, 1932*

Course	Median number of semester credits	Range in semester credits	Number of institutions
1	2	3	4
Latin literature	28.33	3.3–43.3	8
Building construction	19.33	9–52.0	7
English literature	16.50	4–70.0	19
French literature	12.00	3–43.3	16
Organic chemistry	10.71	2–23.3	19
Harmony	10.50	6–20.0	13
Animal husbandry	10.50	3–28.0	11
General physics	10.41	6–20.0	20
General chemistry	10.37	6.7–16.7	20
Composition and rhetoric	9.75	4–16.7	20
Public school music	9.50	2.7–50.0	11
Principles of accounting	8.50	3–28.0	12
Invertebrate zoology	8.33	2–10.0	8
Crops and crop management	8.10	3–26.0	11
Shorthand	8.00	2.5–16.0	9
Elementary Latin	8.00	0–10.0	9
Ear training and sight singing	8.00	2–20.0	8
Principles of economics	7.83	3–13.3	16
Art appreciation, history, and criticism	7.66	1–39.3	6
Design (art)	7.66	1–39.5	6
Farm mechanics	7.50	4–16.0	9
Specialized physics: Heat, light, sound, mechanics, electricity	7.33	2.7–19.0	12
General biology	7.28	3–10.0	12
Poultry	7.00	1.3–17.3	10
Elementary French	6.80	2–10.0	20
Mechanical drawing	6.75	2–8.0	7
Elementary German	6.70	6–10.0	15
Horticulture	6.67	3–37.5	11
General survey, woodworking	6.66	6–10.0	5
Calculus, differential and integral	6.66	6–10.0	9
Intermediate French	6.63	2–10.0	18
Elementary Spanish	6.58	4–10.0	9
Theoretical industrial arts	6.50	4–11.0	8
Automotive mechanics	6.50	2–24.0	7
Electricity and communicative engineering	6.50	2–26.0	6
Intermediate German	6.45	2–8.0	14
History of music	6.37	3–10.0	7
Advanced French	6.35	2–10.0	14
General American history	6.33	3–13.3	16
Special institutions (sociology)	6.33	2–10.0	12
Quantitative analysis	6.33	3–16.7	16
Qualitative analysis	6.25	3–10.0	17
The family (home economics)	6.12	2–15.0	13
English history	6.08	2–10.0	14
Freehand techniques (art)	6.00	1–40.0	10
Comparative anatomy and physiology	6.00	3–10.0	10
Architectural drawing	6.00	2–12.0	7
Advanced German	5.50	2–10.0	9
Banking	5.40	3–10.0	11
Modern European history	5.28	3–21.0	18
Dairy husbandry and dairy products	5.00	2–17.3	10
Vertebrate zoology	5.00	2–10.0	8
Drama	5.00	2–13.3	15
Physiology and hygiene	4.85	1–16.0	17
Clothing construction and dressmaking	4.83	2–13.3	13
Rural education	4.78	2–26.7	14
Typewriting	4.66	2–12.0	9
Soils	4.60	2–8.0	11
Elementary methods	4.60	3–16.7	10
Labor problems	4.50	3–9.0	10
Insurance	4.50	2–16.7	9
Household management	4.50	2–8.0	13
Educational psychology	4.44	3–8.0	19
General bacteriology	4.42	2–8.0	13
Nutrition and dietetics	4.37	2–13.3	15
General zoology	4.25	2–12.0	11
Advanced and higher algebra	4.12	3–10.0	18
Embryology	4.00	2–6.0	11
The novel	4.00	2–13.3	17
Business and commercial law	3.83	2–15.3	12
Foods and cooking (general)	3.83	0–6.7	10
Educational tests and measurements	3.75	1.3–10.0	14
Journalism	3.70	2–13.3	12
Survey, secondary education	3.66	2–6.0	15

TABLE 50.—*Median number and range of semester-hour credits offered in 112 representative courses in 80 institutions for the education of Negro teachers, 1932*—Continued

Course	Median number of semester credits	Range in semester credits	Number of institutions
1	2	3	4
General botany	3.66	2- 6.7	12
Composition, special types	3.66	2-12.0	10
American literature	3.65	2- 6.0	19
Secondary methods	3.64	2- 6.7	15
Speech	3.63	2-13.3	19
Music appreciation	3.63	3-10.0	7
Rural sociology	3.60	2- 8.0	13
General sociology	3.59	2- 6.0	20
Shakespeare	3.58	2- 6.0	15
Argumentation and debate	3.57	2- 6.0	11
Theory of equations	3.56	2- 6.7	12
Comparative government	3.55	3- 8.0	11
Plane analytical geometry	3.55	2- 6.0	14
Educational sociology	3.50	2- 6.7	12
Principles and problems of education	3.50	2- 6.7	8
Child development	3.50	1.3-10.0	12
Negro history	3.50	2-13.3	13
Calculus, differential	3.50	2- 5.0	9
Clothing and textiles	3.37	0- 6.0	10
Differential equations	3.26	2- 3.3	8
Foods, planning and serving	3.25	1.3- 4.0	12
Solid geometry	3.22	0- 3.3	9
History of education	3.18	2-13.3	13
Adolescent psychology	3.16	2- 3.3	9
Calculus, integral	3.16	2- 3.3	9
General psychology	3.15	2- 6.7	17
Genetics	3.00	2- 3.3	7
Business organization	3.00	2- 3.3	8
School hygiene	3.00	7- 8.7	9
General survey of education	2.88	2- 4.0	14
Children's literature	2.75	2-10.0	9
Plane trigonometry	2.70	1.5- 4.0	18
General gymnastics	2.41	7- 4.0	10
Fundamental activity	2.00	7-16.0	11
Corrective gymnastics	2.00	1- 6.7	6
Health and hygiene	1.82	7- 3.0	10
Plays and games (general)	1.66	7- 3.0	9
English fundamentals		0- 2.0	9

Aims of the courses.—The items by which instructors were requested to check the aims of their courses are as follows:

1. To have students acquire facts or meanings concerning the subject through textbooks, lectures by the instructor, classroom discussion, and laboratory activities.
2. To give students a knowledge of the principles of the subject.
3. To make students familiar with the aims and the problems of the subject.
4. To make students familiar with the methods of teaching the subject.
5. To supply students with the necessary background of subject matter for teaching purposes.
6. To give a review of the subject matter previously studied.
7. To give practice in desirable habits basic to teaching this subject.
8. To attain a certain standard of skill in subjects where skill is demanded.

9. To train in right methods of study, including training in the location and use of reference and source material relating to the subject.

10. To train in research methods (this includes training in the more specialized techniques of discovering new truth in the field).

11. To give practice in teaching including lesson planning and other types of teaching activities.

12. To discipline the mind; to develop greater mental capacity; to develop perspective, judgment, and mastery.

13. To provide for variations in the interests and abilities of students.

14. To give specialized attention to uncovering and directing special talent and interests of individual students.

15. To provide students with many opportunities to express orally the concepts, principles, and relationships involved in the field.

16. To give students much written practice (e.g., papers, exercises, theses) in discussing the basic implications of the field.

17. To develop proper appreciations (valuations) of the significance of the subject for its own sake—its place in the social heritage.

18. To develop proper appreciations (valuations) of the significance of the subject for its contributions to present-day living.

19. To promote civic-social responsibility; to teach students to adjust themselves to civic-social life.

20. To supply some mastery of this field as part of the cultural education for all.

21. To give moral training in the development of worthy character traits, such as cooperation, courtesy, honesty, and industry.

22. To train social leaders, motivating them to assume a measure of responsibility for the progress of humanity.

23. To inculcate interests which will insure continuous study of the field throughout life, particularly in the recreative contributions of the subject matter.

24. To contribute to the wise choice of vocation or a major field of interest within a vocation.

25. To supply prevocational training for those who need this subject for later vocational training other than teaching.

26. To give direct vocational training other than teaching.

27. To arouse the emotional life of the students and hence promote richer and deeper insight into the experiences of the race.

28. To prepare students for subsequent needs in the courses for which this is a prerequisite.

29. To promote the health of the student.

30. To promote the worthy home membership of the student.

31. To promote the leisure activities of the student.

32. To promote the religious life of the student.

33. To promote the breadth of view of the student.
34. To promote a scientific attitude toward life.
35. Other aims of the course not mentioned above.

In 1 institution the course in educational psychology was required of all freshman students; in 2 institutions it was required of students majoring in education at the junior college level (freshmen and sophomores); and in the fourth institution it was required of all education students but was open only to juniors and seniors. In three of the institutions general psychology is a prerequisite for this course.

Of the 35 possible aims one instructor of educational psychology checked 19, two 16, and one 7. Complete agreement among the 4 instructors was found on only 1 aim, namely, to have students acquire facts and meanings concerning the subject through textbooks, lectures by the instructor, classroom discussion, and laboratory activities. Three of the instructors agreed on 9 aims; two agreed on 4; and 14 aims had a frequency of mention of only one.

One would expect some degree of unanimity of aims and objectives in a subject as well established as botany; but of three instructors of general botany, one named 10 aims, one 25, and one 28. One said that the aim of his course in general botany was to "give moral training in the development of worthy character traits," and another instructor aimed to "arouse the emotional life of the students."

Assignments.—Textbooks, references, and term papers were the bases upon which work was assigned by two instructors of educational psychology. One used only references and term papers; the fourth did not mention the bases used. All four instructors of educational psychology gave directions for readings in textbooks or reference books, and required notebooks. Two used syllabi and mimeographed materials and exercises to be studied. One dictated exercises to be done outside.

Tests.—Rather complete agreement was found among the educational-psychology teachers on the types of test questions used, but agreement was not so complete in the naming of principles governing the selection of test questions. For example, of 7 possible items, 3 instructors agreed on 3; 2 agreed on 1 item; on 2 other items the frequency of mention was only 1.

In determining a student's grade the 2 methods used by all 4 instructors of educational psychology were class participation in discussion and final examination. Three instructors reported the use of oral quizzes, series of examinations, and term papers; 2 used series of marks based on "recitation responses", and "general impression of quality of student's work." "Laboratory exercises", "written papers or projects", and "regular attendance" were each mentioned once.

Textbooks and references.—While no 2 of the 4 instructors reporting used the same textbook, some agreement was found in reference books

used. Two used Readings in Educational Psychology by Skinner, Gast, and Skinner; and 2 used Thorndike's Educational Psychology, Educational Psychology by Trow, Educational Psychology by Sandiford, and Psychology for Students of Education by Gates were each used as references by two instructors. One instructor used two textbooks in social psychology and Thorndike's Original Nature of Man as references.

The following course outlines give some indication of variations found in the major topics covered by three instructors of general botany:

I	II	III
The plant kingdom	Introduction	The plant defined
Living matter-protoplasm	Cell	Kinds of plants
The plant cell	Stem	Structure of plants
The root	Leaf	One-celled plants
The stem	Root	Complex plants
Leaves	Flower	The leaf
Physiology of the vegetative system	Fruit	The flower
Algæ and fungi	Seed	The stem
Blue-green algæ	Seed germination	The root
Bacteria (Schizomycetes)	Summary	The fruit
Green algæ (Chlorophyceæ)	Economics of each topic studied	How plants breathe
Brown algæ (Phæophyceæ)		Methods of securing food
Red algæ (Rhodophyceæ)		Methods of utilizing food
Fungi		Climate and plants
Parasitic and saprophytic		Soil and plants
True mosses		Moisture and plants
The ferns		Diseases of plants
Spermatophytes		Insect enemies of plants
Angiosperms		Other enemies of plants
		Relations between animals and plants
		Distribution of plants
		Habits of plants
		Desert plants
		Water plants
		Mountain plants
		Development of plants
		Botanical sciences
		Care of plants

Classroom methods.—The instructors were asked to indicate the type of classroom methods which they used and the approximate proportion of the time devoted to each. The following check-list of methods was used:

1. Recitation (quizzing class on assigned readings, etc.).
2. Discussion (exchange of opinion in class).
3. Lecture; interpretative talk by instructors.
4. Special reports by students.
5. Problem-project method.
6. Laboratory work.

7. Observation in training schools.
8. Term papers.
9. Examinations, written.
10. Oral review quizzes.
11. Honors course for superior students.
12. Other techniques.

The two methods most commonly used by teachers of educational psychology were discussion and lecture. Discussion method was used from 20 to 29 percent of the time by 2 teachers and from 30 to 39 percent by the other 2. The lecture method was used from 20 to 29 percent of the time by 3 teachers and from 30 to 39 percent by the other.

The botany teachers spent the greatest amount of time in laboratory work; with lectures, special reports by students, and recitations ranking second, third, and fourth, respectively. Variations in methods used in general botany are shown by the fact that the 3 instructors devoted, respectively, from 20 to 29, 30 to 39, and 60 to 69 percent of the time to "laboratory work."

The information contained on the few forms analyzed, indicated a lack of agreement in the aims and objectives of the courses for the preparation of Negro teachers in those courses and an equal lack of unanimity in the materials and methods used for instructional purposes. If the conditions revealed are typical of what would be found in the other representative courses, there would be need for more agreement upon the desirable equipment of prospective teachers.

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CHAPTER VII

CERTAIN ADMINISTRATIVE PRACTICES AND POLICIES IN INSTITUTIONS FOR THE EDUCATION OF NEGRO TEACHERS

SIZE, ADMISSIONS, AND ENROLLMENTS

Size of institutions.—Information relating to certain administrative practices and policies was furnished by 33 colleges out of a possible 86. Table 51 shows their classification and enrollment ranges. Eighteen of the institutions are publicly supported and 15 are denominational or private colleges. More than a third are very small colleges, having fewer than 250 college students enrolled. In a study of higher education of Negroes [1] McCuistion found 44 small colleges having a total enrollment of 2,007 "or an average of 45 to the school."

The excessive number of small colleges is again shown in the range of enrollments in the institutions employing the 481 teachers who submitted personnel data to the survey. One hundred and twenty-six (26.2 percent) taught in colleges with fewer than 250 students; 195 (40.5 percent) in colleges with 250 to 499 students; 98 (20.4 percent) in colleges with 500 to 749 students; 42 (8.7 percent) in colleges with 1,000 to 1,499 students; and 20 (4.2 percent) in colleges with 1,500 to 2,499 students.

TABLE 51.—*Distribution of 33 institutions for the education of Negro teachers according to type of institution and size of enrollment*

Enrollment	Classification of institution							Total
	State university or land-grant college	State teachers college or normal school	State junior college	Municipal teachers college	Denominational university or college	Private nondenominational university or college	Denominational junior college	
1	2	3	4	5	6	7	8	9
Fewer than 250 students	3	4	1	1	2	.....	1	12
250 to 499 students	4	2	.....	.....	8	2	.....	16
500 to 749 students	3	.....	.....	.....	.....	.....	.....	3
750 to 999 students	.....	.....	.....	.....	.....	1	.....	1
1,000 to 1,499 students	.....	.....	.....	.....	.....	1	.....	1
Total	10	6	1	1	10	4	1	33

[1] McCuistion, Fred. Higher Education of Negroes (a summary). Southern association of colleges and secondary schools, 1933. Nashville, Tenn.

The implications of these findings are far-reaching in view of the extreme difficulties of maintaining an effective educational program in a very small college.

Admissions policies.—Although no specific data on admissions were obtained in this survey, it is commonly known that the policies and practices with respect to admissions are a weak point in the educational program of Negro colleges. "A great many colleges do not consider seriously the records of entering students. In too many cases students are allowed to register and pursue regular courses without having satisfied these [admissions] requirements. This is particularly true in regard to transcripts of high-school records."[2] This factor more than any other is responsible for the failure of many Negro colleges to secure accreditment from the Southern Association of Colleges and Secondary Schools.

In the admission of students the teacher-preparing institutions should consider especially the general needs of the State and community, the supply of qualified teachers,[3] and the qualifications, characteristics, and promise of applicants. The scholastic aptitude of an applicant is particularly important. The extent to which students in Negro colleges vary in scholastic aptitude has been shown in a recent study made by the Office of Education.[4] In a group of 1,987 Negro freshmen from 27 representative colleges the median psychological scores for the 27 institutions ranged from 26.33 to 131. Even more significant is the fact that of the freshmen who indicated a preference for a college major those choosing education had a lower median psychological score than those expressing preferences for other majors.

It does not seem too much to ask that teacher-preparing institutions safeguard the profession against recruits who, because of mental or scholastic deficiencies, do not give promise of becoming effective teachers. It is also the responsibility of the teacher-education institution or department to attract and guide the more intelligent students by furnishing information concerning the opportunities which the teaching profession offers.

In this connection the socio-economic background of students is particularly important. Indeed, a knowledge of many of the factors which have had a vital influence in shaping the personality of the student, and which may influence his future career, is essential to any purposeful, intelligent program of admissions and guidance. It is encouraging to note that administrative officers of Negro colleges recognize this fact. Of those replying to the inquiry on issues relating to the education of teachers, nearly three fourths expressed absolute

[2] Ibid., p. 37.

[3] Charters, W. W., and Waples, Douglas. The commonwealth teacher-training study. Chicago, The University of Chicago Press, 1929.

[4] Caliver, Ambrose. A background study of Negro college students. Washington, Government Printing Office, 1933. (U.S. Office of Education Bulletin, 1933, no. 8.)

agreement with the statement, "Institutions educating teachers should obtain objective personnel evidence by means of various types of standardized tests concerning the abilities, cultural background, attitudes, aptitudes, and traits of prospective teachers." Practically all of those who did not express absolute agreement did agree, though with reservations.

The following quotation further emphasizes the need of guidance:

> Until such time as States find it possible to place all their problems of teacher preparation under a responsible head with authority to set up admission criteria and enforce standards, there will be no surer way of effecting the wise selection of candidates to enter teacher preparation than a State-wide high-school guidance program sponsored by cooperative agreement between teacher-employing and teacher-preparing agencies. A State association of teachers college and public school administrators, working toward this end, could set up acceptable criteria for evaluating teacher potentialities among high-school students and accomplish much in discouraging the undesirable from looking toward teaching. At the same time, it would be possible to recruit those of greatest potentialities, through well-organized vocational guidance and counseling. Such a plan would circumvent the blighting effect of legislation which has made other types of intelligent selection impossible, and could even be made, within limits, to regulate the numbers by suggesting quotas required to supply probable demand.
>
> Research studies of teacher failure indicate that more emphasis than the present practice shows should be placed on the evaluation of character and citizenship qualities in the selection of students. To be of greatest value this evaluation of the student's potentialities should be made at least once during each year of high-school attendance by teachers and principals intimately acquainted with the student and his work and the cumulative records used in the final estimate. Analysis of the data gathered in the study showed that practically no attempt is made to evaluate such qualities in connection with the application of selective criteria. A complete set of personnel-evaluating criteria is proposed for use in rating high-school students as a regular part of the school's record system.[5]

Prospective teachers.—Of 18 representative institutions for the education of Negro teachers that returned the inquiry form pertaining to administrative practices, aims, and attitudes (table 52), 16 reported a total of 8,195 students enrolled; and 15 reported 3,340 prospective teachers enrolled. Thirteen of the institutions reported a total of 5,480 students enrolled, 3,106 or 56.7 percent of whom were prospective teachers. McCuistion found that of 3,509 4- year and 2-year college graduates in 17 Southern States and the District of Columbia and Pennsylvania for the year 1930–31, 68 percent were certified to teach.[6] This higher percentage probably indicates that, while many students do not plan to teach when they enter college, they change their objectives either during progress through school or immediately upon graduation. General observation supports this inference.

This situation has a direct bearing on the teacher-preparation program and the supply of teachers qualified for specific teaching

[5] Hagie, C. E. Selective admission to teacher preparation. Washington, Government Printing Office, 1923. (U.S. Office of Education Leaflet No. 39.)

[6] McCuistion, Fred. Higher education of Negroes. Op. cit., p. 16.

positions. It is gradually coming to be recognized, as suggested in chapter V, that graduation from college alone is not sufficient proof of qualification to teach. As this view is more generally accepted, fewer persons will delay their decision to teach until their senior year or after graduation. At present many persons are teaching or are certified to teach who gave no indication of such interest while in college, and, in consequence, the college had very little opportunity to direct their preparation for the work they are doing and expect to do. This is another defect to correct which requires the cooperation of the certification officials and the teacher-preparing institutions.

TABLE 52.—*Total enrollment and enrollment of prospective teachers in 17 institutions for the education of Negro teachers during academic year of 1930–31 and summer of 1931*

TOTAL ENROLLMENT

Institution	Academic year 1930–31						Summer 1931					
	Undergraduate			Graduate			Undergraduate			Graduate		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
1	60	294	354				25	260	285			
2	193	307	500	3	1	4						
3	342	437	779				145	862	1,007	29	21	50
4	780	874	1,654	33	45	78	121	211	332	10	17	27
5	101	166	267				27	442	469			
6	42	91	133									
7	65	343	408									
8	115	153	268				14	154	168			
9	230	477	707				206	880	1,086			
10	158	94	252				82	268	350			
11	207	218	425				75	98	173			
12	41	59	100									
13	299	549	848				159	855	1,014			
14	211	317	528				48	611	659			
15	217	156	373				47	256	303			
16	283	316	599				96	341	437			
Total	3,344	4,851	8,195	36	46	82	1,045	5,238	6,283	39	38	77

PROSPECTIVE TEACHERS ENROLLED

2	3	39	42									
3	147	378	525				145	862	1,007	29	21	50
5	76	151	227				24	401	425			
6	42	91	133									
7	65	343	408									
8	12	22	34				14	154	168			
9									[1] 683			
10	2	58	60				82	268	350			
11	1	8	9				7	70	77			
12		11	11									
13	299	549	848				159	855	1,014			
14	191	317	508									
15	60	128	188				47	256	303			
16	32	81	113				82	306	388			
17	82	152	234				27	190	217			
Total	1,012	2,328	3,340				587	3,362	4,632	29	21	50

[1] Not reported by sex.

Summer school.—The summer school has been a factor of paramount importance in the education of all teachers, as evidenced by the tremendous increase in summer school enrollments in all kinds of institutions throughout the country. It has made a special contribution to the improvement of Negro teachers in service. The number of Negro teachers attending summer school has mounted from year to year.

That the majority of persons attending the summer schools of the institutions included in this study are at present teachers or are prospective teachers is shown in table 52. Of the 5,007 students enrolled in the summer schools of nine institutions in 1931, 4,415, or 88.2 percent, were prospective or actual teachers.

Most of the work done toward graduate degrees by Negro teachers has been done during the summers. The qualification of Negro teachers undoubtedly would have been far inferior to what it is at present had it not been possible for them to improve themselves by attending summer school.

Other data relating to prospective teachers and summer session enrollment may be observed in table 53. Eighty-six institutions reported an enrollment of 25,280 for the regular session and 12,787 for summer session, extension, and correspondence courses. Sixty-five of the institutions reported 3,447 graduates, of which number 2,509 were 4-year graduates. In 1925–26, 54 institutions granted 963 bachelor's degrees, which number was 94 percent greater than the number of first degrees granted in 1921–22.[7]

Assuming that all the 2,509 4-year graduates were granted first degrees, the number is 160 percent greater than the first-degree graduates in 1925–26.

If the estimated annual need of approximately 3,000 new Negro teachers, suggested in chapter II, is valid, it appears that the number of 2- and 4-year graduates of the Negro colleges is adequate to meet the annual demand for Negro teachers. However, there are at least two reasons why such a conclusion would be incorrect. In the first place, not all the graduates will be certified to teach, nor will all teach who are certified. This automatically reduces the number of available teachers. Second, the reader is reminded again of the impossibility of obtaining an accurate accounting of the need for new Negro teachers solely on the basis of present supply and demand data.

From what has been stated here and elsewhere in this report, it may be inferred that, the apparent oversupply of Negro teachers at present notwithstanding, there is a need in many communities for better and more specifically prepared Negro teachers at most of the levels of education. The main problems are those of distribution and

[7] Klein, Arthur J. Survey of land-grant colleges and universities. Washington, Government Printing Office, 1930. (U.S. Office of Education Bulletin, 1930. No. 9.)

of making teaching conditions sufficiently interesting to attract and hold good teachers.

TABLE 53.—*Total college enrollment and enrollment of graduates in institutions of higher learning for Negroes (1929–30)* [1]

Type of institutions	Total enrollment			Enrollment of graduates					
	Number of institutions	Regular session	Summer session, extension or correspondence courses	Number of institutions	4-year	3-year	2-year	1-year	Graduate degree
1	2	3	4	5	6	7	8	9	10
State teachers colleges	8	6,577	1,552	8	311	4	320	1	.....
State normal schools	11	2,540	2,433	11	.....	9	546	43	.....
Private teacher-preparation institutions	2	577	.....	2	388	.....	.....	.....	.....
Public universities	2	697	583	2	73	.....	.....	.....	.....
City teachers colleges	4	864	.....	3	174	.....	.....	.....	.....
Private colleges and universities	59	14,025	8,219	39	1,563	.....	.....	.....	15
Total	86	25,280	12,787	65	2,509	13	866	44	15

[1] Statistical summary of education. *In* Biennial survey of education, 1928–30. Washington, Government Printing Office, 1932. (U.S. Office of Education Bulletin 1931, No. 20.) In a few cases data were obtained from the school catalogs for 1930–31.

Class enrollment.—The problem of small classes was mentioned in chapter V. Table 54 gives the data on class size, furnished by the college teachers who returned the personnel blanks. They were asked to indicate the size of their classes on the junior college level (first 2 years of undergraduate work) and on the senior college level (last 2 years of undergraduate work). It will be noted that the problem of small classes was more acute at the senior college level than at the junior college level. Twenty-seven percent of the teachers of junior college classes had an average of less than 15 students, while the corresponding percentage for the teachers of senior college classes was 61. The median class size reported by 344 teachers at the junior college level was 21.7; by 298 teachers at the senior college level, 12.8.

TABLE 54.—*Number and percentage of teachers having classes of given average sizes according to junior and senior college level, 1932*

Average class size	Teachers of junior college classes		Teachers of senior college classes		Average class size	Teachers of junior college classes		Teachers of senior college classes	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
1	2	3	4	5	1	2	3	4	5
Fewer than 5	11	3.2	32	10.7	40 to 44	6	1.7	2	.7
5 to 9	33	9.6	77	25.8	45 to 49	3	.9	.....	.....
10 to 14	49	14.2	72	24.2	50 to 54	3	.9	1	.3
15 to 19	57	16.6	51	17.1	60 to 64	.....	.....	1	.3
20 to 24	65	18.9	34	11.4	70 to 74	1	.3	.....	.....
25 to 29	53	15.4	17	5.7					
30 to 34	40	11.6	7	2.3	Total	344	.....	298	.....
35 to 39	23	6.7	4	1.3	Median class size	.....	21.7	.....	12.8

Enrollment in major and minor departments.—That an excessive number of major departments had too few students is shown in table 55. Of the 68 departments reported, three fourths had fewer than 10 major students of senior rank and 41 percent had fewer than 5 major students of senior rank. Of 46 departments reported as having senior students doing minor work, 65 percent had fewer than 10 such students. The typical department had only 5.85 major students of senior rank and only 6.6 minor students.

If the foregoing facts are representative of the general conditions, and there is reason to believe they are, a problem of serious proportions faces the Negro colleges. These data further support the suggestion made in chapter V that overexpansion in curricular organization be curtailed and that more cooperation be practiced between different institutions in the matter of offering highly specialized courses and maintaining specialized major departments.

In addition, the necessity for a constructive program of consolidation of institutions and concentration on specific levels and on certain functions is implied in the facts cited above. For example, both educational and financial economy would be effected if some of the colleges should merge, others change from regular 4-year colleges to junior colleges,[8] and still others emphasize specific functions, such as preparing science teachers, or foreign language teachers, or primary teachers. This trend has been emphasized by Palmer [9] and more recently by Hill and Kelly.[10]

TABLE 55.—*Number of departments with a given number of seniors majoring and minoring during 1930–31*

Number of seniors majoring or minoring	Number of departments with seniors		Number of seniors majoring or minoring	Number of departments with seniors	
	Majoring	Minoring		Majoring	Minoring
1	5	3	19	1	
2	9	5	20	1	
3	4	4	21		1
4	10	5	23	1	
5	7	3	25	1	1
6	4	5	30		1
7	1	3	38	1	
8	4	2	40		1
9	7		47		1
10	6	5	64	1	
11	1	1			
12		3	Total number of departments	68	46
14	1	1	Median number of seniors majoring or minoring	5.9	6.6
15	1				
16		1			
18	2				

Table should be read thus: Five departments had only 1 senior doing major work, and 3 departments had only 1 senior doing minor work; while the number of departments having seniors doing major and minor work were 9 and 5, respectively.

[8] McCuistion, Fred. Higher education of Negroes. Op. cit.

[9] Palmer, Archie M. Mergers, consolidations, and closures. *In* Bulletin of the Association of American Colleges, November 1932.

[10] Hill, David S., and Kelly, Fred J. Economy in higher education, New York. Carnegie Foundation for the Advancement of Teaching, 1933.

CURRICULUM POLICIES AND PRACTICES

Extension work.—Of 18 institutions (2 of which are junior colleges) furnishing information concerning curriculum policies and practices, only 1 reported the acceptance of work done by correspondence. The amount which it accepted in a 4-year curriculum was 16 semester hours. Seven institutions accepted extension work done in group classes—5 accepted as much as 30 semester hours; 1, 28 semester hours; and 1, 16 semester hours. None accepted more than 32 semester hours.

Scholarship standards.—Of the 18 institutions replying, only 1 indicated no scholarship standard (a rule requiring a certain scholastic attainment). Only 1 required a *B* average; 3 an average of *C+*; 10 an average of *C*; and 2 an average of *C−*. Nine institutions required that a higher standard be made in the major than in the regular college work. Three institutions gave extra credit for superior work. All the 4-year institutions required at least 1 year of residence work for any diploma, certificate, or degree.

Restriction on level of courses.—Institutions were asked whether they allow students to enroll for credit in courses two or more years in advance of their class rank in college. Practically all replied in the negative. Only 1 reported that freshmen may take junior courses and that sophomores may take senior courses; 3 reported that seniors may take graduate courses. Not as much agreement was found among the institutions in the matter of excluding students from courses below their class rank in college. Nearly half the colleges permit juniors and seniors to take freshman and sophomore courses. Of the two practices the latter is perhaps the more questionable.

Progressive colleges are giving increasing attention to the problem of proper sequence and articulation of courses. If the trends indicated above are representative, the extent to which colleges preparing Negro teachers are disregarding the approved practice of excluding upper-class students from courses on lower levels demands the attention of those in authority.

SPECIAL CURRICULUM FEATURES

Orientation courses.—Information was obtained concerning the extent to which institutions for the education of Negro teachers employ some of the newer educational procedures. Ten institutions had orientation courses. These courses were given in 10 subject-matter fields, with frequencies ranging from 1 to 5. Although the data do not so specify, it is known that a few institutions offer general orientation courses for freshmen which cut across the several subject-matter departments and attempt to integrate various fields of knowledge.

It is interesting to note here the attitude toward orientation courses of a representative group of teachers in colleges whose predominant function is the education of Negro teachers. In the list of issues on which the reactions of teachers were sought the following issue was listed: "All curricula should provide for a certain minimum number of orientation courses in order that every prospective teacher may be given a broad view on the college level of the socially valuable aspects of the major fields of knowledge." Of the teachers returning the inquiry on representative courses, nearly three fourths agreed to the foregoing statement without qualification; most of the remainder agreed with reservations.

Honors courses, comprehensive examinations, and tutorial plan.—Two institutions offered honors courses and 10 required comprehensive examinations. In this connection it is pertinent to observe that only three schools employed the tutorial plan.

PRACTICE TEACHING

The section of the Survey on practice teaching is very largely the contribution of E. C. Russell.[11] This study was made as one of the "cooperative studies" for which the Survey supplied data. Only a portion of the introduction and summary of this study will be given here.

In any program or system for preparing competent teachers, practice teaching is considered essential for many reasons.

The purpose of this section is to determine the status and trend of practice teaching for secondary and elementary academic teachers as conducted in institutions for the education of Negro teachers. It seeks (1) to discover existing procedures and practices relating to the organization, administration, and supervision of this phase of teacher preparation; and (2) as far as possible to compare these practices, particularly those in the secondary curricula, with (*a*) standards set by national and State teacher-preparing and accrediting agencies, (*b*) findings and recommendations of previous studies, (*c*) pronouncements of accepted authorities in the field of teacher education, and (*d*) similar procedures in other representative institutions for the education of teachers.

Practice facilities.—Forty-three percent of the institutions preparing secondary teachers had campus training schools and 40 percent utilized cooperating training schools. Of the institutions preparing elementary teachers, 41.2 percent owned campus training schools and 41.2 percent utilized cooperating schools.

The data show that in the institutions using cooperative schools, the majority of the institutions exerted no control over these practice

[11] Russell, Ellis C. The status of practice teaching in Negro teacher-training institutions. Master's thesis. University of Michigan, Ann Arbor, Mich., 1932.

facilities, whereas almost one third of the training schools for elementary teachers were jointly controlled. A greater number of student teachers were securing practice teaching in elementary training schools than in secondary schools. More were enrolled in campus schools than in cooperating schools. In general, the colleges had fewer than 25 student teachers for whom to provide practice facilities.

Of the 30 institutions offering curricula for teachers of secondary schools, 27 offered a distinct course in supervised student teaching. Thirty-one of the thirty-four institutions preparing elementary teachers offered practice teaching. Twenty-six out of thirty of the curricula for secondary teachers, and 33 out of 34 of the curricula for elementary teachers had practice teaching as a requirement for graduation.

Fourteen different titles were reported for courses in practice teaching. The three ranking titles were Practice Teaching, Directed Teaching, and Student Teaching.

With one exception, 37 institutions placed practice teaching in the last semester, or term, of the last year of the curriculum.

Teaching activities required.—As a group the institutions studied tended to stress those teaching activities that are academic in nature; that is, preparation of lesson plans, organization of subject matter, handling routines, coaching individual students, etc. It appears that practice in extracurricular activities was not given much emphasis.

Observation, when provided, was offered in connection with courses in educational theory, the course in supervised student teaching, or, in nine cases, as a separate course. It precedes practice teaching more often than it parallels or follows it.

Amount of practice teaching required.—There is evident need of more uniformity in the amount of practice teaching required. The range was from 10 to 360 clock hours for all types of institutions. The tendency centers around the standard recommended by the American Association of Teachers Colleges—90 clock hours. Eighteen weeks was the usual period during which practice teaching was done. In the cooperating schools the time varied from 12 to 20 weeks.

Prerequisites.—Practice teachers usually had had courses in educational psychology, introduction to education, and general and special methods of teaching before they were permitted to begin practice teaching. Perhaps in no phase of this inquiry did the institutions show so wide a variation as they did in regard to the courses prerequisite for practice teaching.

In a major subject the student teacher was required to present a minimum of 21.8 (median) semester hours of credit; in a minor 15 semester hours were required.

Selection of student teachers.—Grades made in general college work, especially in subjects to be taught, and in courses in education con-

stituted the chief selective factor in the assignment of student teachers. The questionnaire of this Survey limited itself, however, to academic and professional bases. The returns indicated few attempts to use such selective means as mental ability tests and comprehensive examinations.

Grades in which practice teaching is done.—In general, institutions that prepare teachers for the elementary schools required or allowed the practice teaching of students to cover the first 6 grades or the first 8 grades. Practice teaching in the kindergarten was required in two teachers colleges. For secondary teachers the tendency was to require practice teaching in the student's major and minor subjects.

Exemption.—Exemptions from practice teaching were granted for the following reasons: Previous teaching experience, lack of adequate facilities, and conflict of practice teaching with academic classes. The data show that the granting of exemptions exceeded the recommendations of authorities in the field as well as the practices of some of the best teacher-preparing institutions.

Responsibilities of the director.—Thirty-six directors of practice teaching reported that they devote from 5 to 87.5 percent of their school time to the practice-teaching program; 44.4 percent of the institutions reported that less than 40 percent of the director's time was spent in this manner.

Qualifications of critic teachers.—More than three fourths of the institutions required the critic teacher to have the bachelor's degree. Only two institutions required the master's degree.

The median number of semester hours of credits required of critic teachers in the subject supervised was approximately 22.7 for the college group and approximately 21 for the teachers colleges. This is less than the standard of 30 hours fixed by standardizing organizations.

The average number of years of experience required of critic teachers ranges from 2 to 3.

Cooperative practice teaching facilities.—A number of colleges educating Negro teachers have established with local school systems satisfactory cooperative arrangements for practice teaching in the public elementary and secondary schools. While none of these represent ideal conditions some of them have supplied practice facilities approaching those which can be supplied by colleges which have both college controlled campus training schools and cooperative arrangements with local schools.

An interesting example of a cooperatively controlled practice-teaching situation was recently found in a southern city. The Negro college in this community is a liberal arts college, but is attempting to develop a strong department for the preparation of secondary school teachers. An arrangement has been effected whereby the students at

the college do practice teaching in the city high school for colored pupils.

The head of the department of education at the college is the liaison officer between the two institutions. The regular high-school teachers are sympathetic toward the plan. They are called together periodically by the principal to discuss common problems arising in connection with the work of practice teachers. They make weekly reports to the principal on the practice teachers under their supervision. These reports are passed on to the college authorities. The principal of the high school also observes the work of the practice teachers and makes a report to the college. The following are some of the articles of agreement entered into by the high school and the college:

1. A critic teacher from the college is to be present in the high-school building in order to supervise during the time any practice teaching is being done by the students.

2. As far as practicable, each critic teacher is to supervise in his or her field.

3. After proper observation the practice teacher begins to teach.

4. By agreement between the college and the high school the high-school teacher who has a practice teacher in charge is to direct and assist the practice teacher liberally in whatever way deemed advisable.

5. In order to provide a real situation for experience, other opportunities for practice and observation are offered by the high school, such as attending faculty meetings; receiving principal's bulletins and other materials and forms of the school; visiting and observing other classes and clubs; and making contacts with the work of the school in general.

6. The rating sheet, which is used as a means of stimulating interest and otherwise helping the practice teachers, is to be revised and arranged jointly by the college and the high school.

The initiative in this cooperative practice-teaching arrangement was taken by the superintendent of schools. It has been in operation two years, and all concerned are pleased with the results thus far

In summation of practice-teaching facilities, it may be pertinent to point out some of the respective advantages of the campus-controlled and cooperatively controlled training schools.

In addition to permitting complete control of the factors and conditions of practice on the part of the college authorities, the campus-controlled training school gives opportunity for experimentation and the introduction of innovations and modern practices which might not be permitted in an outside school.

On the other hand, the cooperatively controlled schools have certain advantages. In the first place, when an institution is allowed to use the regular public schools for student teaching, it usually saves money for the college. Second, the public schools present the actual con-

ditions which will confront the individuals later when they are teaching.

It is apparent that both plans have advantages and disadvantages. The one used should be determined on the basis of local needs and after careful consideration of all factors involved. The important thing is that practice facilities of some kind be provided. Data presented in this study and in other studies indicate that a large percentage of the Negro teacher-preparing institutions, including regular colleges whose predominant purpose is the training of teachers, have no practice-school facilities.

EXTRACURRICULAR ACTIVITIES

Information was received from 18 institutions concerning various phases of their programs of extracurricular activities. The data included the number and types of activities sponsored, the extent to which students participated, and the manner in which the activity is controlled. Only the findings concerning the types and number of activities are reported here.

According to data shown in table 56 the average number of activities of the various types sponsored by each institution ranged from 1 to 45.5. If assemblies, which are daily activities in many institutions, are excluded the range per school was from 1 to 6. Those activities which were sponsored by 12 or more colleges are: Athletics, debate, dramatics, glee clubs, choruses, school paper, religious organizations, class organizations, and subject-matter clubs.

Some idea of the extent to which opportunities for participation in activities were provided is shown by the average and range of activities sponsored by the institutions. Excluding assemblies, dances and parties were the most popular, the average for 11 schools being 8.2, with a range of from 1 to 25 a year. If class orgnizations are omitted, intramural athletics for men appear to be next, with an average of 3.7 for 15 schools, and a range of from 1 to 7.

In view of the increasing importance being attached to extracurricular activities in public schools and the consequent need of sympathetic and intelligent guidance from teachers, institutions for the education of teachers can ill afford to overlook the place of this work in any program for the preparation of teachers. The extent to which the educational values accruing from the extracurricular activities sponsored by these institutions are incidental or definitely planned is not known. However, from data at hand and knowledge obtained from visits to the institutions, it may be concluded that the extracurricular programs of Negro teacher-preparing institutions are lacking both in variety and educational direction. This conclusion is substantiated by data obtained in two previous studies of

the social, economic, cultural, academic and intellectual background factors of Negro college students.[12] [13]

TABLE 56.—*Total number, range, and average number of extracurricular activities offered in 18 institutions for the education of Negro teachers, 1931–32*

Type of activities	Number of activities	Range	Number of schools	Average per school
1	4	3	4	5
Athletics:				
Men:				
Intercollegiate	54	1–6	17	3.2
Intramural	55	1–7	15	3.7
Women:				
Intercollegiate	11	1–2	10	1.1
Intramural	38	1–6	13	2.9
All college gatherings:				
Assemblies	455	1–180	10	45.5
Dances, parties	90	1–25	11	8.2
Debate	28	1–6	15	1.9
Dramatics	44	1–10	15	2.9
Fraternities (men)	23	1–4	9	2.6
Sororities (women)	15	1–3	6	2.5
Honorary societies	9	1–2	6	1.5
Literary societies	20	1–4	11	1.8
Music:				
Glee clubs	27	1–2	17	1.6
Bands	6	1	6	1.0
Orchestras	11	1	11	1.0
Choruses	16	1–2	13	1.2
Religious organizations	34	1–5	13	2.6
College publications:				
Annual	4	1	4	4.0
Magazine	3	1–2	2	1.5
Paper	21	1–5	14	1.5
Student government:				
General association	6	1	6	6.0
Student council	9	1–3	7	1.3
Class organizations	60	2–6	14	4.3
Subject-matter clubs	45	2–9	12	3.7
Social and miscellaneous clubs	46	3–15	8	5.7

EDUCATIONAL AIMS AND ISSUES

Aims of institutions.—Administrators of a selected number of Negro colleges were requested to express their judgments concerning the extent to which provision is made in their institutions for certain educational aims [14] and objectives. Eighteen institutions sent in usable answers to this questionnaire. A check-list of 25 aims was provided and the respondent was requested to check in the appropriate column to indicate if the aim was (1) directly and specifically provided for throughout the institution, (2) directly and specifically provided for in some departments, (3) indirectly or incidentally provided for, or (4) not considered.

In order to obtain a composite index of emphasis on the aims by all the institutions, the percentages of schools reporting the various

[12] Caliver, Ambrose. A Personnel Study of Negro College Students. New York City, Teachers College, Columbia University, 1931. 146 p. (Contributions to Education No. 494.)

[13] ———. A Background Study of Negro College Students. Op. cit.

[14] Aims adapted from Koos, L. V., and Crawford, C. C., College aims, past and present. School and Society, 14: 489–500, Dec. 3, 1921.

levels of emphasis were computed. Thus, it was found that the aim, "attention to individual differences", was provided for directly and specifically throughout the institution by 38.9 percent of the schools; in some departments by 27.8 percent; indirectly and incidentally by 27.8 percent; and not at all by 5.5 percent. The percentage representing the first level of emphasis was multiplied by 3, the second by 2, the third by 1, and the fourth by 0. The sum of these products was considered a measure of the index of emphasis for that particular aim. This index has a maximum value of 300 and a minimum value of 0. The composite evaluations are shown in figure 7.

It is significant that among the 25 aims and objectives of this group of 18 institutions, comprising liberal arts colleges, land-grant institutions, and junior colleges, as well as teachers colleges, the education of teachers ranked third. This is further substantiation of the hypothesis that the predominant aim of institutions for the higher education of Negroes is to prepare teachers.

The three other highest ranking aims are also of significance in view of their importance to teachers, namely, (1) knowledge of subject matter, (2) command of the fundamental processes, and (4) morality and character training.

The next two ranking aims, (5) training for life needs (the more practical subjects), and (6) scholarly and scientific attitudes, are probably reflections of the predominant features characterizing modern civilization—scientific discovery and technological development. These are essential assets in the equipment of teachers. The cultural aim (liberal education) shares seventh rank with (*a*) training for physical efficiency and health, and (*b*) attention to individual differences. The ranks of the other objectives may be seen by reference to figure 7.

It is hoped that the practices of these institutions are designed with a view to attaining the goals set forth in these aims.

> An interesting but probably impracticable undertaking would be to ascertain just what philosophy, if any, motivates each one of the hundreds of colleges and universities of this country, and to what extent this philosophy is understood or followed by those charged with administration. . . . The clarification and the acceptance of suitable aims, both immediate and ultimate, by those entrusted with the conduct of institutions are useful preliminaries in making our colleges and universities efficient in the midst of adversity.[18]

While it is true that practices frequently fall far short of attaining the ideals established, if the Negro colleges would strive persistently to overcome the common fault of inertia, and would continually revise their practices in light of available knowledge, the next generation would have the benefit of a Negro teaching body infinitely superior to the present one.

[18] Hill, David S., and Kelly, Fred J. Economy in higher education. Op. cit.

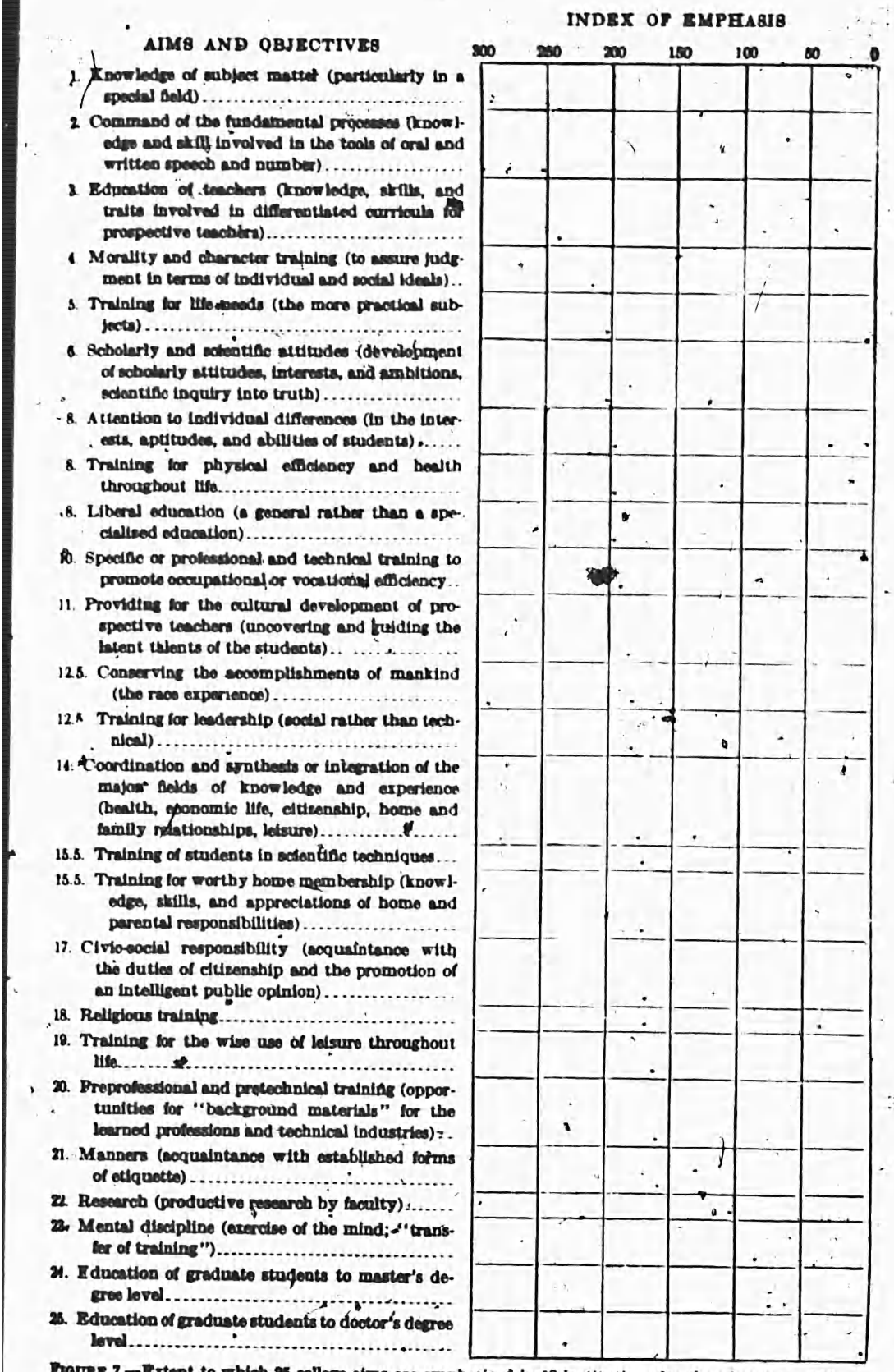

FIGURE 7.—Extent to which 25 college aims are emphasized in 18 institutions for the education of Negro teachers.

(For explanation of index, see page 101)

Issues relating to the education of teachers.—In order to ascertain institutional attitudes concerning certain issues relating to the education of Negro teachers, administrators were requested to indicate the extent to which they agreed with a list of statements involving certain problems and issues pertaining to the education of teachers. They were asked to indicate their agreement with the statements in 1 of 4 ways: (1) "Yes, without qualifications", (2) "Yes, but with reservations", (3) "No, but with reservations", and (4) "No, without qualification." A composite index of agreement was obtained by multiplying the first level of agreement by +3, the second by +1, the third by −1, and the fourth by −3. The algebraic sum of these products was considered a measure of the extent of agreement.

The 50 issues have been arranged in the order of the extent to which administrators in Negro colleges agree with them. Both the list and the index of agreement should be of value to those working with curricula for the education of Negro teachers.

ISSUES RELATING TO THE EDUCATION OF TEACHERS

	Index of agreement
1. Teacher education has a dual task—to provide for the culture of the prospective teacher as well as to give him the knowledge, techniques, and appreciations essential to his profession	+300.00
3. A broad grasp of human behavior—social as well as individual—is important in the education of a teacher	+288.88
3. Any adequate program for the education of teachers should provide in proper balance for the cultivation of physical, social, and æsthetic experiences as well as for the intellectual experience	+288.88
3. The education of teachers should increasingly develop a capacity for independent and self-directive activity upon the part of prospective teachers	+288.88
5. There should be opportunity for students in all college courses for prospective teachers to observe good teaching in the training schools	+288.24
6. Any curriculum for prospective teachers should not only equip them to teach the implications of the social heritage but also it should equip them to teach contemporary modes of living and problems	+275.00
7. Prospective teachers should be introduced to varying current theories of school organization and control; for example, creative education, adjustment to environment, and preparation for adult life	+266.66
8. "Blanket" certificates, permitting teachers to teach all subjects or grades should be eliminated; each certificate should, on the other hand, specify the level and fields of subject matter that the teacher is equipped to teach	+264.70
9. The education of teachers should at least make prospective teachers critical of new philosophies of organization, curriculum construction, and methods such as are reflected in the platoon school organization, individual instruction, general science, general social science, creative education, the project method, and similar movements	+255.54

	Index of agreement
11. Courses of the review type implying subcollegiate work, for example, grammar, penmanship, arithmetic and the like, should not be given college credit; students deficient in these types of subject matter should be required to take such work without college credit until they meet recognized standards of attainment.	+241. 18
11. The program for the education of teachers should provide specific training designed to develop desirable social and individual traits of personality in prospective teachers	+241. 18
11. A minimum of 90 clock hours (1 hour daily for 18 weeks) of supervised practice teaching should be required of prospective teachers	+241. 18
13. Institutions educating teachers should obtain objective personnel evidence by means of various types of standardized tests concerning the abilities, cultural background, attitudes, aptitudes, and traits of prospective teachers	+237. 50
14. Most professional education of teachers should take place in residence; correspondence or group extension courses should be accepted very sparingly towards any certificate or degree	+229. 42
15. Achievements comparable to attainment of high-school seniors should be insisted upon as a prerequisite for granting college credit in fields of subject matter essential in the teacher's education	+225. 00
16. All curricula should provide for a certain minimum number of orientation courses in order that every prospective teacher may be given a broad view on the college level of the socially valuable aspects of the major fields of knowledge	+222. 23
17. Each curriculum designed to educate teachers should definitely provide for the development of latent abilities and aptitudes of prospective teachers in addition to giving them the essential professional equipment of the field of specialization	+222. 22
18. It is desirable where several State-supported educational institutions exist that each should specialize its curricular offerings to types of teacher education most feasible for that type of institution	+220. 01
19. The program of studies designed to educate teachers should be based largely upon the results of scientific educational research	+217. 64
20. Programs for the education of teachers should be differentiated; there should be different curricula for specific types of teaching positions such as the intermediate grades, English, art, and similar fields	+211. 10
21. All teachers, irrespective of their possible location in rural or urban communities, should be introduced to the problems and modes of living of both agrarian and urban communities	+205. 88
22. Institutions engaged in the education of teachers should lead rather than follow programs which attempt to modify the public-school curriculum	+194. 12
23. The techniques for guidance and direction of the creative abilities and activities of children should be stressed as much in the preparation of prospective teachers as the techniques of the tool and content studies	+182. 36
24.5. The program of teacher education, at least for the secondary school, should equip the prospective teacher to teach several fields of subject matter	+182. 35

	Index of agreement
24.5. The education of teachers should be under the direct control of that group who have prepared themselves to train teachers—the professors of education and psychology	+182.35
26. Electives should be included in each curriculum designed to educate prospective teachers in order to provide for varying interests and aptitudes	+177.79
27. There should be a limited amount of training in the general theory and practices of teaching and learning; that is, work in education and psychology	+166.68
28. Much of the education of teachers may well take place after the pre-service period of education is completed, in the form of travel, graduate study, original investigation and study, and the like	+166.65
29. Every teaching position implies the need of a definitely outlined curriculum (a sequence of courses) designed to equip students who desire to fit themselves for that type of educational work	+158.83
30. A considerable portion of any curriculum for the education of teachers should consist of general (nonspecialized) courses in various fields of subject matter	+147.07
31. Each curriculum should give students preparing to teach essential knowledges and skills which will enable them to meet all types of teaching situations and difficulties, such as sponsorship of extra-curricular activities, public relations, professional study and research, and similar fields of activity	+147.05
32.5. Practically every course in each curriculum should be professionalized; that is, taught in terms of its possible contribution and application in the subsequent teaching activity of the students preparing to teach	+135.30
32.5. Each curriculum for the education of teachers should demand as a condition of admission the attainment of high standards of achievement in the fields of knowledge already studied by prospective teachers in their elementary and secondary school experience	+135.30
34. Practice teaching should be given in schools typical of those in the region served by the institution	+111.76
35. The various curricula provided for the education of teachers should be based upon what is taught in the various school subjects in the better public schools	+111.11
36. The conventional college organization has led to extreme specialization in study of subject matter; to counterbalance this tendency prospective teachers need few specialized courses and many integrating synthetic courses; for example, the subjects of study which cut across departmental lines as in courses called contemporary civilization	+100.00
37. Attitudes, appreciations, and ideals are by-products or outcomes resulting from attention to the knowledges and skills in the major fields of knowledge	+99.99
38. Any curriculum for the education of a teacher should be largely prescribed; few elective studies should be permitted	+88.88
39. In determining what the education of prospective teachers should be, the techniques of job analysis as worked out in industry can be applied; specifications and "job" sheets for various types of teachers can be drawn up to serve as a basis of curriculum making in institutions for the education of teachers	+88.23

	Index of agreement
40. Any curriculum for the education of a teacher should be largely the subject matter in the student's field of specialization	+75.00
41 Instructors in all college departments should frequently teach demonstration lessons in their subjects to children in the training schools	+73.32
42. Curricula designed to educate teachers for rural schools should be different from those designed to prepare teachers for urban communities	+64.70
43. The educational program for any given institution engaged in educating teachers should be modified to fit the social economic background of that group	+62.50
44. Separate method courses (how to teach the subject) should be provided in addition to the essential content courses in the field of the student's major	+29.42
45. Courses in how to teach a subject should be eliminated and instead each course should combine the problems of what and how to teach in one unified presentation	+17.72
46. There is, in terms of the greater variety and complexity of content on the elementary level, a more valid basis for requiring 4 years of preparation for elementary teachers than for high-school teachers	+12.50
47. The main consideration in the education of teachers is to provide the essential knowledge and skill which will tend to emphasize the teaching of the minimum essentials of the public-school curriculum	−87.50
48. The program of teacher education should be general rather than specialized; teachers should be prepared with but slight attention to specific positions or levels—in other words, we should educate teachers, not specialists such as primary teachers, physical education teachers, or mathematics teachers	−88.90
49. Provision for a modicum of skill in teaching will be obtained more effectively by constant supervised observation of good teaching than by the conventional separate supervised courses in practice teaching	−150.00
50. Any institution, irrespective of its specific functions, may properly undertake to educate teachers	−229.42

The only issue upon which there was complete agreement was (1) "Teacher education has a dual task—to provide for the culture of the prospective teacher, as well as give him the knowledge, techniques, and appreciations essential to his profession." The three next ranking issues, all of which have an equal index value, are—(3) importance of broad grasp of human behavior; (3) teachers need cultivation of physical, social, and aesthetic experiences, as well as intellectual experiences; and (3) development in prospective teachers of independent and self-directive capacity.

The issue having the highest index of disagreement was (50) "Any institution, irrespective of its specific function, may properly undertake to educate teachers." This fact is of particular interest in light of the practices of many institutions and the evaluation given the aim, "education of teachers," in the discussion just preceding.

Although certain conflicting opinions may be observed in the foregoing list, the agreement indicated, when taken with the aims which are being emphasized, reveals certain philosophies and attitudes concerning the education of teachers. The next important task before all school officials concerned with the preparation of Negro teachers is to effect organizations that will put these philosophies into practice in order that their validity for Negro education may be tested.

SUMMARY

The small enrollment of many of the colleges for Negroes makes it difficult to carry on an effective educational program. The prevalence of small classes, partially resulting from the small enrollment, is also a deterrent, both to efficiency and to quality of work. Negro colleges are weak in their admission policies and practices and they have lagged far behind other colleges in adopting such modern procedures and innovations as orientation and honors courses, comprehensive examinations, and student guidance and counseling.

One of the most important problems facing these schools, however, is that of practice-teaching facilities. A relatively small number have practice schools, and of those that do have practice schools many do not exercise control over them. Considerable variation is found among the different institutions in the kind and amount of requirements in practice teaching, the methods used, and the qualifications and responsibilities of the critic teacher.

The extracurricular program provided for prospective teachers is inadequate, as shown by the small variety of activities sponsored and the limited number of schools sponsoring certain activities.

The predominant aim of Negro colleges is to prepare teachers. To provide knowledge of subject matter, to give command of the fundamental processes, and to develop character are the aims receiving the next greatest emphasis.

CHAPTER VIII

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The education of teachers is becoming an increasingly important and pressing obligation of the State. The growing popularization of education, the rapid reduction of child labor, compulsory school attendance, the ever-expanding nature and complexity of the demands which modern civilization makes upon its citizens, and the lack of unity and coordination in teacher-preparation and certification programs are all elements in a situation requiring a united and courageous attack which can only be made by organized society as represented by the State.

There was a time when the term "teacher" had broad applications, and preparation for the work of teaching consisted of a relatively brief period of unspecialized and general training. Today, however, the profession demands preparation of a higher technical nature and of considerable duration. As work becomes more specialized, greater specialization of preparation for the task is necessary. Important as knowledge is, more than mere knowledge is now required of teachers if education is to rank with such professions as law, medicine, or the ministry.

Some educators believe that too much emphasis is often placed on the so-called professional subjects as such in the preparation of teachers. Granting that this has been true in certain institutions, it would be worse than folly to swing back to the other extreme of overemphasis of subject matter and the exclusion of nearly all professional education courses.

Society's self-protection and perpetuation can best be accomplished through adequate schools, manned by efficient and understanding teachers. It is, therefore, a matter of enlightened self-interest for the country as a whole to provide more and better educational opportunities for Negroes, especially in the States maintaining separate schools for the white and colored races. This Survey and other studies have shown that educational facilities for Negro children are inferior to those for white children, and that Negro teachers as a rule are less well prepared than white teachers.

Much progress has been made in Negro education, especially since the World War. Indeed, in some instances the rate of progress for Negroes has surpassed that for whites. It should be remembered,

however, that though the progress has been great, the status of Negro education was originally and still is low. The education of the colored race still lags far behind that for the country as a whole and for the whites in those States having separate schools for the two groups. Without doubt, one of the most important means of correcting the existing defects lies in the improvement of the preparation of Negro teachers.

The purpose of this study has been to present a picture of some of the more important aspects of the education of Negro teachers in the United States. Only certain features of the total problem have been treated, but it is believed that sufficient data have been revealed to furnish the background for a clearer understanding of the problems and issues involved and a basis for drawing conclusions and formulating effective policies and practices. The possibility of error in some of the conclusions may exist due to the fact that the supporting data probably represent conditions which are better than those which actually prevail.

FINDINGS AND CONCLUSIONS CONCERNING THE TEACHING PERSONNEL

1. In view of the increased demands on the profession and the growing complexity of modern society, the deficiencies which exist in the qualifications of Negro teachers are disquieting. In 1930–31 more than one fifth of the Negro elementary teachers had not progressed beyond 4 years of high-school education; three fourths had not gone beyond the accepted minimum standard of 2 years of college work, and 44 percent had not reached that standard. Only 5.7 percent of the white elementary teachers failed to advance beyond high school, as compared with 22.5 percent of the Negro elementary teachers.

Although the divergences between Negro and white secondary school teachers were not as great as those between Negro and white elementary teachers, some upgrading of Negro teachers on the secondary level is desirable. The respective percentages of Negro and white high-school teachers who had failed to reach the accepted standard of 4 years of college work were 27.5 and 21. The percentages of high-school teachers who had pursued graduate work were white, 25.3; Negro, 10.6.

Nearly one half the Negro women high-school teachers had less than the accepted standard of 4 years of college preparation, as contrasted with only one eighth of the men. The total education of Negro high-school teachers was fairly high, though the meager amount possessed by some in their principal field of teaching is serious. Approximately 17 percent had 12 semester hours or less in their principal field of teaching. The average amount of work required by colleges in this study in the major field was 26 semester hours.

Nearly one half (45 percent) of the Negro high-school teachers concerned in the present study had less than 25 semester hours in their principal field of teaching.

The median number of years of college work reported by the college teachers included in this Survey was 5.28. The medians for teachers in the public and private colleges, respectively, were 4.97 and 5.77 years. Less than half had master's degrees. Teachers of the social sciences had the greatest amount of education. Special-subject teachers had the smallest amount.

2. Considerable variation existed between the different States in the amount of education reported by Negro elementary teachers, which means that the problem of upgrading is more acute in some States than in others.

In 2 States more than 50 percent of the Negro elementary teachers had not advanced beyond high school; in 5 States the percentage ranged from 25 to 50; in 8 States the percentage was less than 10. The difference in amount of preparation beyond high school between the Negro elementary teachers of the State in which the median was lowest and the teachers of the State in which the median was highest was approximately 3 years. In Georgia 62 percent of the Negro elementary teachers had not progressed beyond high school. The corresponding percentage for white elementary teachers in that State was 6.5. In Mississippi the percentages for Negro and white elementary teachers, respectively, were 54 and 4.7.

3. Negro elementary teachers on the average appeared to have a fair amount of professional preparation as represented by credit in education. This seemed to be due to an excessive amount of credit earned by relatively few teachers. Considerable variation by States was found. In 9 of the 16 States and the District of Columbia, which were studied, more than a fifth of the Negro elementary teachers had 12 semester hours or less in education.

4. More than two thirds of the elementary teachers included in this Survey and approximately one half of the high-school teachers had no credit in practice teaching.

5. Negro elementary teachers have had rather long teaching experience. The median for the entire group under consideration was 8 years. The medians for the men and women, respectively, were 11 and 8 years. The medians for teachers from the various States ranged from 6 to 10.79 years. The median teaching experience of high-school teachers was 7 years and that of college teachers was nearly 8 years.

6. Although Negro teachers had had considerable experience, they did not remain long in one position. Nearly one fifth of the elementary teachers had worked in three or more school systems. The typical teacher in the Negro college remained through only one college generation. More than one third left after a period of 1 or 2

years of service. A large number of all Negro teachers changed positions each year.

7. The salary of the average Negro teacher is hardly sufficient to maintain the standard of living expected of teachers. The median annual salary of Negro elementary teachers was $548. They ranged from a median of $366 for teachers having high-school education or less to a median of $1,841 for those who had had 1 year or more of graduate work. According to size of community, the range of medians was from $382 for teachers in the open country to $1,215 for those in cities of more than 100,000 population. According to States, the median salary ranged from $304 for Georgia to $1,729 for Missouri. The median salary of all Negro elementary teachers (men and women) was, on the average, $100 less than the lowest median salary of white women elementary teachers.

Approximately one half of the Negro high-school teachers received less than $1,000 a year, and four fifths received less than $1,500. The median salary of all Negro high-school teachers included in the study was $954.

The median salary of all Negro college teachers combined, included in this study, was $1,733. For men it was $1,854, and for women, $1,537. Teachers in private colleges received higher salaries, on the average, than those in public colleges. In general, teachers of the social sciences and agriculture received higher salaries, while teachers of the special subjects and classical languages received lower.

8. The actual demand for Negro elementary teachers was greater than the apparent demand. The evidence in this Survey and other studies indicates that approximately 3,000 new Negro elementary teachers are required annually. However, if the demand were calculated on the optimum need resulting from an equalization of educational opportunity, it would be considerably greater. In that case the greatest source of demand for the services of new Negro teachers would be "creation of new positions." As a matter of fact, this demand factor accounted for less than one seventh of the vacancies filled by new teachers as reported in this Survey. The greatest demand for the services of new teachers resulted from teacher turnover, the percentage being nearly 50. Great variation was found among the different States in the ratio of new teachers to the total teaching group and in the factors causing the demand for new teachers. The highest mobility ratio was 1 to 6, the lowest, 1 to 35.

9. Inasmuch as they are the source of supply for so large a number of Negro teachers, private schools and colleges have had and still have a tremendous influence in the development of public education for Negroes. Fifty-three percent of the Negro elementary teachers, 69 percent of the secondary-school teachers, and 54 percent of the public-college teachers were graduates of private schools and colleges.

10. Although there is considerable migration from State to State by Negro teachers, a given State should be responsible for supplying and training the majority of the Negro teachers in that State. In no case did more than 11 percent of the "new" teachers of a State come from a school system of another State. More than four fifths of the new elementary teachers who were in school the previous year attended colleges in the same State.

11. In terms of the number of different subjects taught and the unrelated combinations of subjects taught, a disproportionate number of Negro high-school teachers carried an excessive teaching load. The percentage of teachers who taught only one subject was nearly twice as great for white teachers as for Negroes. A larger percentage of Negroes than whites taught in two or more subject fields. A larger percentage of Negroes than whites taught combinations of unrelated subjects.

12. Because of their small teaching staffs and the over-ambitious programs attempted by most of them, the small high schools most frequently face the conditions described above. One way of correcting these deficiencies is through consolidation, which would eliminate the small high school. However, where consolidation is effected, care should be taken to provide transportation facilities so that children in the distant areas will not be deprived of high-school opportunities.

13. A large number of college teachers in institutions for the training of Negroes also carried heavy loads in terms of the number of departments in which teaching was done. More than one fourth gave instruction in more than 1 department; 5 percent taught in 3 or more departments.

14. The relationship between the college and the community would be improved if college teachers took a more active interest in professional and civic organizations of the community. More than two thirds of the college teachers included in the present study failed to participate in any community or professional activity. In no case did as many as 10 percent of the teachers participate in any given activity except as honorary members of professional associations.

15. The paucity of scholarly production among teachers of Negro colleges was deplorable. This was probably a result of (1) too many extra school duties, coupled with heavy teaching loads; (2) irregularity of programs; (3) poor administrative organization; (4) lack of funds and low salaries; (5) lack of encouragement and incentives; and (6) lack of library facilities. Only 8 percent of the teachers in private colleges and 4 percent of the teachers in public colleges published any books in the period from 1926 to 1932. Magazine articles were published in that period by 17 percent of the teachers in private colleges and by 11 percent of the teachers in public colleges.

16. Only slight differences were found in the education of administrative officers and teachers of colleges for Negroes. One third (35.9 percent) of the administrative officers had had 4 years of college or normal-school work; more than half (56.6 percent) had had 1 or more years of graduate work; 47 percent held master's degrees; and 5 of the 8 who had had 3 or more years of graduate work had doctor's degrees. Nearly two thirds had teaching duties.

17. One of the most serious problems in the whole realm of the education of Negro teachers relates to rural teachers. By every criterion used they were found to have inferior qualifications. Thirty-five percent of the elementary rural teachers had not gone beyond high school, as compared with 22.5 percent for those in villages, 16.4 percent in cities of 2,500 to 9,999 population, 10.8 percent in cities of 10,000 to 99,999, and 6.8 percent in cities of more than 100,000 population. Of all the teachers having 4 years or less of high-school work, two thirds were in the open country.

One fifth of the high-school teachers in the open country had not gone beyond high school. Only 45 percent of them had 3 to 4 years of college work, as compared with 74 percent of the teachers in villages; 68 percent in cities of 2,500 to 9,999 population; 77 percent in cities of 10,000 to 99,999; and 71 percent in cities of more than 100,000.

The transfer from other occupations to teaching and vice versa was more prevalent among rural teachers than any others. Relatively fewer new positions are created in the rural areas than elsewhere.

The median salary of Negro elementary rural teachers was $382.37; the medians for teachers in larger communities ranged from $491.72 to $1,214.65.

FINDINGS AND CONCLUSIONS CONCERNING CURRICULUM OFFERINGS AND PRACTICES

1. Wide variations existed in the amount of work and kinds of courses offered in colleges the predominant aim of which was the preparation of Negro teachers. For example, in education and psychology the number of semester hours of work offered ranged from 50.7 to 243 (76 to 364.5 quarter hours) in private colleges, and from 26 to 122 (39 to 183 quarter hours) in public colleges. Seventy different courses were offered in education and psychology, 21 of which were offered by only 1 institution and 12 by 2 institutions. Only 12 courses in education and psychology were offered by as many as 10 or more colleges.

2. More serious than variations in curriculum offerings among colleges for Negroes are the variations in curriculum prescriptions. The requirement of the major for all 4-year curricula was 39.3 quarter hours; the range in medians was from 36.3 to 78.8 quarter hours.

The proportion of the major requirement to the total requirement for graduation ranged from 10.6 percent to 66.6 percent. The variation between institutions in the major requirement was illustrated by the fact that in 1 institution only 21 quarter hours of credit are required in science compared to a requirement of 55 quarter hours in another institution. The major requirements in music ranged from 27 to 120 quarter credits, and in industrial arts, from 42 to 160 hours. Similar variations were found in the minor requirements.

The percentages which the education prescriptions of the various academic majors were of the total graduation requirements ranged from 2.5 to 33.3.

Variations in the amount of contact required with various bodies of human knowledge outside the major and minor fields were shown by the ranges of 18.1 to 20.6 quarter hours in languages and 9.4 to 35 quarter hours in science.

Requirements in restricted electives in the various majors ranged from 2.5 to 27.5 median quarter hours for all colleges, and in free electives from 12.5 to 35 quarter hours. The percentages which the free electives in the different majors were of the total graduation requirements varied from 2.6 to 38.8.

3. Many colleges for Negroes appear to have greatly overexpanded curricula. Nine institutions offered 252.7 semester hours in Latin, an average of 28 hours per institution. One institution with an enrollment of 465 offered 39 different courses carrying 117 semester hours of credits in education and psychology, and another with an enrollment of 439 offered 37 different courses carrying 58 semester hours of credit in English. This overexpansion is further shown by the large number of specialized curricula which are offered, such as those for deans, counselors, supervisors, and superintendents.

4. In spite of the overexpansion in professional offerings, many teachers have a minimum of preparation in the professional subjects, as shown in conclusion 3 concerning the teaching personnel (page 111).

5. The teacher-preparing institutions are seriously neglecting the assumption of their responsibility for preparing Negro teachers for the rural areas. Although more than two thirds of the Negro population of the South live in the country, and more than half the teachers included in this study were from small villages and rural areas, only three of the institutions studied had rural education curricula.

6. Variations similar to those in curriculum offerings prevailed in the content and methods of teaching the various courses of the curricula. In any given course the sampled data indicated wide variations in aims and objectives, bases and techniques for assigning work, tests, textbooks and references, topics covered, and classroom methods.

FINDINGS AND CONCLUSIONS CONCERNING ADMINISTRATIVE PRACTICES AND POLICIES

1. The preponderance of small colleges for Negroes tends to retard greatly the development of effective and comprehensive programs of teacher education. More than a third of the colleges studied had enrollments of fewer than 250. Nearly half of the Negro colleges had an average enrollment of 45 college students in 1932.

2. A better program of selective admission is needed by colleges for the preparation of Negro teachers. This was shown by the failure of many colleges to secure rating by the Southern Association of Colleges and Secondary Schools and by the great variation and low scholastic aptitude of freshmen in many of the colleges.

3. A better program of guidance for prospective teachers is greatly needed in colleges for Negroes. This is made necessary by the extreme variation in offerings and prescriptions both among different institutions and within the same institution, the present lack of coordination among teacher-preparing programs and teaching positions, and the tardiness with which prospective teachers decide to become teachers.

4. The preponderance of small classes and departments in Negro colleges is a matter of grave concern. Sixty-one percent of the teachers on the senior college level had an average of fewer than 15 students in their classes; the corresponding percentage for teachers of the junior college classes was 27. The median class size in the senior college classes was 12.8; in junior college classes, 21.7. Three fourths of the department heads reported fewer than 10 senior students majoring, and 41 percent had fewer than 5.

5. A woeful lack of the newer educational procedures is noticeable in Negro colleges. The small number which had selective admission, orientation, and honors courses, comprehensive examinations, and the tutorial plan is indicative of this lack.

6. A greater need of practice-teaching facilities is evident among Negro teacher-preparing institutions. Not a large number of the institutions had practice schools, and only a small percentage of those had campus training schools. Few of the institutions preparing secondary teachers exerted any control over the cooperating (off-campus) schools in which their students do practice teaching, and only one third of the institutions preparing elementary teachers participated in the joint control of their cooperating training school. A lack of practice-teaching facilities was also indicated by the fact that more than two thirds of the elementary teachers included in this Survey and approximately one half of the high-school teachers had no credit in practice teaching.

7. The extracurricular programs of Negro teacher-preparing institutions appeared to be lacking in both variety and educational values. This was shown by the limited variety of activities sponsored, the

small number of schools sponsoring certain activities, and the range in the number of certain types of activities sponsored.

8. A serious lack of relationship exists between the philosophies underlying the education of Negro teachers and the practices of the teacher-preparing institutions. Although some unanimity prevailed in the opinions and attitudes expressed by administrators concerning the aims of the institutions and certain issues relating to the education of teachers, the unanimity was not translated into the curriculum practices, as was shown by the variations existing in the offerings and prescriptions of those institutions.

RECOMMENDATIONS

In light of the data presented on the education of Negro teachers, the following recommendations are made:

1. Teacher-preparing institutions for Negroes should raise their entrance requirements, making them more selective, and should improve their admission procedures in order to assure to the teaching profession recruits with better background and preparation.

2. Teacher-preparing institutions for Negroes should immediately inaugurate definite programs of student personnel research and administration, including: Recruiting; admissions; induction; and personal, educational, and vocational guidance. The lack of intelligent decisions on the part of students concerning the choice of their life careers and the heterogeneity of teacher-education programs, certification of teachers, and conditions of employment in the teaching profession suggest the need of this.

3. More uniformity should exist in curricula for the education of Negro teachers in the amount of work required, the courses prescribed, and their sequence, content, and methods.

4. School officials and administrative officers should strive to attain a situation calculated to shift the emphasis of Negro teachers and students from units, credits, certificates, and degrees to effective learning and the pleasure of intellectual pursuits. At present too much emphasis is placed on the quantitative side of education almost to the exclusion of the qualitative side.

5. Concurrently with the tendency mentioned in the preceding recommendation should go a movement to raise the certification requirements for Negro teachers. In many States a dual system of certification exists which permits the holding of certificates by Negro teachers with less training than is required of white teachers. Provision for raising these requirements should be made gradually but by definite dates which will permit the necessary upgrading program to be inaugurated.

6. Rural teaching should be made more attractive to Negro teachers with high qualifications. At present it is used merely as a stepping stone by the more ambitious and worthy teachers. With modern methods of communication and transportation and new teaching devices, neither the rural school nor the rural community need be isolated or backward.

7. Teacher-preparing institutions for Negroes should more vigorously address themselves to the selection and special preparation of rural teachers. All prospective teachers should be taught something about rural life. This may be approached through courses in rural sociology and economics and rural school management.

8. Teacher-preparing institutions for Negroes should organize their curriculum offerings, course prescriptions, and graduation requirements to take more account of the teaching positions for which prospective teachers are preparing.

9. Many of the institutions for the education of Negro teachers should increase their offerings in the social and biological sciences, in music, and art; others should reduce the overexpansion of the curricula by eliminating courses of doubtful value in the preparation of teachers for specific jobs, or by eliminating courses which appeal only to a limited number. In many schools there appears to be a disproportionate amount of time devoted to such courses.

10. Where necessary the curriculum may be enriched and at the same time expenses reduced through the practice of offering courses in alternate years.

11. Teacher-preparing institutions for Negroes should endeavor to make their teacher-education practices better conform to a definite philosophy of education.

12. There should be a closer cooperation between private- and public-school authorities in the various States and local communities in attacking the teacher-education problems of Negroes, as well as other problems in the education of Negroes. The private college has a proper and necessary sphere in the Nation's scheme of education. This is especially true as related to Negroes, in view of the present inadequacy of public-school facilities and the fact that a majority of the Negro teachers are prepared in private colleges.

13. Steps should be taken toward working out a cooperative program between various institutions for the education of Negro teachers, whereby certain colleges will emphasize particular courses, majors, and functions. This will eliminate the expense of duplicating many highly specialized courses for few students and will assure to the prospective teachers, within a given area, a wider range of selection under more favorable educational conditions.

14. Teacher-preparing institutions for Negroes should strive collectively (*a*) to reorganize and coordinate their aims and programs with a view to eliminating the wide variations existing, and (*b*) to provide a minimum program for the education of Negro teachers which will result in giving all beginning teachers the desired initial amount of teaching skill and information.

15. Practice-teaching facilities for prospective Negro teachers should be increased and improved. Every institution authorized to prepare teachers should have training schools especially adapted to the needs of the kinds of teachers being trained. As a measure of economy and for the purpose of acquainting prospective teachers with situations they are likely to face, the cooperative arrangement between the public-school system and the teacher-preparing institution should be encouraged. However, in such cases a large measure of control of the practice teaching should be maintained by the teacher-preparing institution. In addition to affording the necessary preliminary experience for prospective teachers, the practice school will serve as a final guidance factor, since there is no better way to determine one's fitness for a vocation than actual experience in it, such as is provided by practice teaching under competent guidance.

16. In order to eliminate the extremely small colleges and to create a more effective and unified program of education, a gradual program of consolidation and merging of schools and colleges for Negroes should be begun by church boards, public officials, and independent colleges. This is in line with trends in every other phase of society, and schools for white teachers are rapidly adopting the practice.

17. Teacher-preparing institutions should assume a greater responsibility and a more intelligent direction of the in-service training of Negro teachers. This may be done through summer schools, extension courses, institutes, conferences, and similar services.

18. The training of Negro elementary teachers should gradually be upgraded until all shall be high-school graduates. After this upgrading, or concurrently with it, plans should be made gradually to increase the education of all teachers until the minimum standard of 2 years of college work is attained.

19. Negro teachers and administrators should participate more in the activities of the community and should assume a larger responsibility in initiating and guiding the policies and practices of social reform. In no other way can education assume leadership in society.

20. The entrance requirements of the teaching profession should as rapidly as possible be made to approximate those of other professions, such as medicine and law. At present it is entirely too easy for persons to enter the teaching profession, especially in rural areas.

21. More attention should be given by school officials to the qualifications and certification of Negro applicants, and appointments should be made solely on merit.

22. The ratio of supply and demand of Negro teachers should be determined only after certain outstanding defects are remedied. The following are urgent remedial steps: (1) Making schools more available to Negro children, (2) making operative the compulsory attendance laws, and (3) reducing the pupil-teacher ratio. Without such consideration a true picture of the situation is impossible.

23. An attempt should be made to reduce the high turn-over among good Negro teachers. Some of the measures proposed are: Better compensation, more security, more attractive working and living conditions, and greater respect for the personality of teachers.

24. High-school facilities for Negroes should be extended and improved in order to provide better-prepared applicants to the teacher-preparing institutions.

25. School authorities should effect a better and more modern curriculum organization in the public high schools for Negroes, with reasonable and relatively permanent teaching combinations. This may partially be realized through a program of gradual consolidation of schools and provision of transportation facilities for pupils in the distant areas. The large number of small high schools, with their ineffective and uncertain organization and overcrowded programs, presents a very serious problem. If these small schools are to continue indefinitely there may be expected a continuance of irregular and unrelated teaching combinations, as well as the practice of individuals attempting to teach in as many as 3, 4, 5, or more high-school subject fields. But if secondary education for Negroes is to fall in line with the modern consolidation movement, there will be made possible the larger high school, with better organization, enriched curricula, and a more effective administration.

26. School authorities should develop certification requirements in line with the progressive needs of the public schools, as reflected in the school organization mentioned in the preceding recommendation, and should issue restricted certificates rather than blanket certificates. This would mean that a teacher would be certified and permitted to teach only those subjects for which he has specific preparation and that school administrators would be required to adhere strictly to this policy.

27. The public-school authorities and the teacher-preparing institutions should cooperate more fully in establishing the certification requirements and teacher-preparation programs.

28. The salary of the Negro teacher should be made more nearly to approximate the average for the country (education and experience

being equal) so as to assure a standard of living commensurate with his profession and sufficient to allow him to improve his scholastic and professional status.

29. The support of Negro teacher-preparing institutions should be increased in order that the needed inprovements in qualifications of teachers and instructional equipment may be secured.

30. Equalization of educational opportunity applies to all levels of education. Teacher-preparing facilities for Negroes cannot be equalized without first equalizing the elementary- and high-school facilities for Negroes. It is urgently recommended that all possible effort be made to hasten the improvement of education for Negroes on all levels.

31. Institutions for the preparation of Negro teachers should not lag behind other colleges in inaugurating some of the modern and effective educational procedures. Administrators should inform themselves about new procedures in education and should encourage the members of their staff to initiate and develop improved practices.

32. In view of the social and economic background of the colored race and of some factors in its present status, it is recommended, in addition to the regular academic and professional education given Negro teachers, that they be taught certain extra facts and principles which will enable them better to adapt their classroom instruction and their general social and professional relationship to the special needs of the racial group.

Among the problems to which Negro teachers should be particularly sensitive, the following are mentioned as illustrations:

(1) The aversion which the Negro has, as a result of slavery, toward manual work and certain occupations.
(2) Importance and techniques of cooperation.
(3) The progressive increase from the lower to the higher grades in the disproportionate enrollment of Negro girls and boys.
(4) The importance of a scientific and human approach to interracial good will.
(5) The necessity for a thorough understanding of the historical background of Negroes and their contribution to civilization.

However much technical preparation they may possess, without a knowledge and appreciation of these and similar problems, growing out of the peculiar relation of the Negro to American civilization, Negro teachers will not be able properly to discharge their professional duties, nor, which is even more important, to contribute to the general advancement and welfare of the race commensurately with their opportunities.

33. Finally, it is recommended that the education of Negro teachers be considered in the light of the peculiar situation in which the Negro race finds itself. This issue really is concerned with the philosophy underlying the education of all Negroes at all levels. It suggests the question, What is the ultimate place of the Negro in American life? If this question could be answered arbitrarily the task of devising an educational program for children as well as teachers would be relatively simple. However, since the ultimate solution of this problem is unlikely in the immediate future, what is the next feasible step, having in mind the fact that the Negro constitutes the largest and one of the most important minority groups in the country?

First of all, it must be recognized that the Negro is a disadvantaged minority group with respect to social and economic development and with reference to educational progress. Secondly, it is becoming increasingly apparent that in contrast to the attitude exhibited toward the Negro during the period of slavery or even a generation ago, he is more and more being held to the same standards as are exacted of every other citizen. This means that the differences which exist between the Negro youth and the trained adult Negro, who is expected to participate effectively in the workaday world, is greater than that of other groups, for the reason that the educational facilities provided to bridge this gap are more meager for the Negro and have lagged farther behind the requirements of modern life.

School officers and teachers, therefore, who are responsible for the education of Negro teachers should become cognizant of and give consideration to these issues, not only in the interest of the colored race, but of the Nation.

SUGGESTED STUDIES

Among other studies which it is recommended should be made in the field of the education of Negro teachers are the following:

1. Certification policies and practices in relation to the preparation of Negro teachers in the various Southern States.
2. The relation of the kind of certificates held by Negro teachers to their actual teaching jobs.
3. A study of the in-service improvement of Negro teachers.
4. The content and methods of teaching representative courses in institutions for the preparation of Negro teachers.
5. A study of the admissions policies and practices in Negro colleges.
6. Per capita cost of educating Negro teachers.
7. Suggestive plans of cooperation among State officials, administrators of teacher-preparing institutions for Negroes, and public-school authorities for the purpose of improving the preparation and certification of Negro teachers.

8. A study of outstanding examples of good teaching among Negroes.

9. The relation of the salaries of Negro teachers to their cost of living in representative communities.

10. The contribution of teachers' associations to the professional growth of Negro teachers.

11. Detailed study of the demand for and supply of Negro teachers in particular States, counties, and cities.

12. Tenure and transiency of Negro teachers in particular States, counties, and cities.

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