NEGRO EDUCATION
A STUDY OF THE PRIVATE AND HIGHER SCHOOLS FOR COLORED PEOPLE IN THE UNITED STATES

PREPARED IN COOPERATION WITH THE PHELPS-STOKES FUND
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VOLUME II
NEGRO EDUCATION.

I. METHODS AND SCOPE OF THE STUDY.

THE NEED.

Thoughtful people of the South and of the North, white and colored, have long been puzzled as to the merits and demerits of the many appeals for money and sympathy in behalf of all sorts and conditions of institutions for the improvement of Negroes. Letters from Southern State superintendents of education and urgent requests for knowledge from chambers of commerce in Northern cities emphasize the need of a complete survey of the whole field. Over $3,000,000 is expended annually for colored schools by denominational and private educational boards and by individuals whose knowledge of educational conditions is necessarily limited. The accumulation of gifts represents a total valuation of $28,496,946 in plant and endowment.

The schools receiving aid range all the way from institutions of the highest efficiency to those whose work is of no value or whose so-called presidents or founders deliberately play upon philanthropy for their own personal gain. Among the good schools are some that have achieved international fame for pioneer service in democratizing education. Others—and these comprise a majority of the institutions—are following the traditional school curriculum with too exclusive emphasis upon bookish studies. There are a number of schools whose educational results do not merit the cost, failure being due usually to poor management, inadequate support, or unfortunate location.

While actual frauds among Negro schools are few in number, they are very active in their appeals to the public. About 1907 a Negro left Brunswick, Ga., to raise money to found a “Naval and Industrial School for Colored Youth.” For seven years he collected money throughout the Northern States, obtaining letters of introduction from prominent men, until he was convicted in 1915 of “larceny by false pretenses.” A still more flagrant case is that of the “founder and president” of the so-called Latta University, in Raleigh, N. C. At one time Latta began the construction of a crude frame school building, which was never completed, and it appears that he employed one teacher and had a few pupils. In 1903, long after all school work had been abandoned, Latta published a 400 page book in which he declared of his school: “It is one of the largest schools of the South in every respect, having facilities to accommodate more than 400 students. We have 23 buildings on the campus.” Another ingenious “principal and founder” who had been soliciting money for an alleged school and had received large sums from a philanthropic Northern woman by claiming he had the endorsement of two prominent Southern women, when forced to make good his claim as to these women concocted the story that they had gone down with the Titanic. The shrewd character of these solicitors is shown in the selection of names for their so-called institutions. Most of them realize the interest of white donors in rural and industrial education and accordingly make large use of these terms. Some of them, knowing the strength
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of the religious appeal, seize upon titles containing such words as "Bible school" and "religious training." Others depend on the well-known powers of such titles as "temperance," "orphanage," or "rescue home." Usually a combination of these terms is used, in order to secure as wide a circle of appeal as possible. To create an impression among the colored people, liberal use is made of such high-sounding terms as "college" and "university."

THE SCOPE.

The scope of the study was determined by the extent of private aid contributed for the education of colored people and by the important position which the private schools hold in the development of a people peculiarly situated in the social and economic life of the Nation. While the original purpose of the study was the evaluation of the private schools, it was decided to include the comparatively few public institutions offering courses above the elementary grades. The investigation comprehends within its scope the following groups, largely composed of the same schools:

1. All private schools for colored people, whether elementary or higher.
2. All schools above the elementary grades, whether public or private.

The number of schools described is 747, of which 625 are private schools, 28 State institutions, 67 1 public high schools, and 27 county training schools. Of the 83,679 pupils attending the private schools, 70,564 are elementary, 11,527 secondary, and 1,588 collegiate. In the public institutions there are 12,662 secondary pupils and 1,053 of college grade. There are also 43 special institutions, such as hospitals, orphanages, and reformatories, with some educational facilities. The public-school system has been studied only as a background for the private and higher institutions. The principal facts reported concerning public schools are the teachers' salaries and the population of elementary-school age. While the institutions studied differ widely in the quality of work and in their emphasis on industrial and agricultural training, the very large majority are schools of elementary and secondary grade. The colored schools are not separable into distinct groups such as colleges, industrial schools, secondary and elementary schools, since each school does several kinds of work. The industrial schools always have academic departments, while the colleges devote a large part of their energy to elementary and secondary courses. It is apparent, therefore, that a quantitative evaluation of these schools required a study of all the schools as one group.

CONSTRUCTIVE PURPOSE.

Throughout the investigation the purpose has been constructive. Effort has been made to determine the real educational needs of the people and the extent to which the school work has been adapted to these needs. This has required a study of the educational objectives of the school as indicated by the course of study, the training of the teachers, the vocational choice of the pupils, the condition of the school plant, the attitude of the white and colored people of the community toward the school, and the work of the former students. Serious attention has been given to administrative methods, including such elements as bookkeeping and records, supervision of teachers and pupils, cleanliness and care of buildings and grounds, and economy in building operations. The financial resources and the effectiveness of the trustee boards have been carefully considered. The possibilities of cooperation between individual schools

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1 Includes three city normal schools.
and groups of schools have been constantly in mind. In determining the status of individual schools in all the phases enumerated, the study has not been indifferent either to the serious financial limitations of the schools or to the wide divergencies in the ideals of those interested in the education of colored people.

An interesting evidence of the constructive purpose of this study has been the changes which a number of the schools have already made as a result of the observations and suggestions of the agents. Some schools have installed good systems of records and cost accounting. Others are simplifying their course of study to suit their income and the needs of their pupils. Plans have been adopted by a number of schools to emphasize cleanliness and order in the dormitories with a view to increasing the pupils' appreciation of these qualities in their home life. Scientific gardening is being introduced into some schools of secondary and collegiate grade in an attempt to give first-hand knowledge of soil culture as an important element in the progress of the rural majorities of the colored people. Many institutions have for the first time understood the importance of well-considered plans for the buildings and grounds.

COOPERATION OF SCHOOL BOARDS AND OFFICERS.

Probably the most pleasing and satisfactory feature of the study has been the cooperation of all the agencies and officers concerned in the schools. From the State superintendents of education to the teachers in the one-room schools, school officers have rendered to the survey every possible aid. The denominational boards have been especially helpful in arranging for the study of the schools under their control. The Slater and Jeane Funds and the General Education Board have cooperated through valuable counsel and frequent assistance on the part of their agents. Those in charge of the study are especially indebted to the officers of the schools visited. In the long and tedious process of questioning several hundred of these school officers the agents have been received with remarkable cordiality.

DATE OF INFORMATION.

The study of such a large group of widely scattered institutions has necessarily required considerable time both for field work and compilation of the data collected. Through constant work it was possible to complete the field study in the school years 1913-14 and 1914-15. The preparation of the report, together with some constructive work and much careful verification, required somewhat more than a year.

Opportunity was given to practically every institution of any importance to verify the report of its work. Where extensive improvements had been made, the institution was visited again or a footnote was added to indicate the changes reported. It may therefore be said that while the dates of visit are chiefly between 1913 and 1915, the facts are largely as of 1915-16.

The important consideration in determining the value of these school reports is, however, not the date of the detailed statistics, but the accuracy with which the permanent policies of the institutions are indicated. The attendance, number of teachers, and financial resources may change from year to year, but the general policies, such as adaptation to educational needs, administrative methods, and cooperation with other agencies, change slowly. The real value of the report is in its statement of school conditions that have considerable permanency.
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FIELD WORK.

The outstanding element in the method of study has been the personal observation of each school. Every institution of any importance was visited by one or more agents. The larger schools were studied by three or four persons. These persons visited the schools at different seasons of the year, so as to note the variations both in the attendance and in the work. Furthermore, each agent not only observed the general conditions of the institution, but also gave special attention to the phases in which he had received special training.

Under this plan three agents devoted two years to field work and one other spent over a year in similar study. In addition there were six specialists who made tours of inspection through the typical institutions. The four regular agents were selected for their acquaintance with conditions in the south. Through association and education, they had acquired an appreciation of the needs and hopes of the colored people as well as the attitude of the South and the North. Their investigations were made with a sympathetic knowledge of the peoples and conditions involved. The six specialists were men and women who were experts in different lines of educational endeavor. The phases of education studied by them were agriculture, manual training, household arts, school accounts, buildings, and grounds. Each of these persons spent several weeks in the investigation of 40 or 50 typical institutions.

The first step in the investigation was the filling of record cards for pupils and teachers and a general questionnaire for the school. The student's card and the teacher's card are reproduced in the Appendix (pages 703 and 704). The students' cards were filled by the pupils above the sixth grade. The pupils were assembled so that they could write the answers under the personal direction of the agent and thus insure uniformity in the reports. The more important facts called for are the attendance by sex and age, the program of study and work, and the geographical distribution of the pupils. The accuracy and simplicity of this card system have made it of great value in determining the status of the school. The important facts reported by the teachers on the cards included education, experience, and program of work. The comparison of the pupils' and teachers' cards frequently furnished interesting views of the policies and management of the institution.

The questionnaire passed through a series of changes, mostly in the direction of brevity. The chief topics on which information was obtained were ownership and trustees, teachers and attendance, organization, financial management, plant, and community. The questionnaire was filled by one or more of the investigators. In the small schools all the facts were obtained in one visit. In the larger institutions more than one visit was necessary. In a number of institutions with perplexing problems special provisions were made for a comprehensive study of the difficulties. In some instances representative persons were asked to cooperate in determining the merits or demerits of the school. In other instances experiments were tried in order to ascertain the possibilities of improvement. It is unfortunate that it was not possible to obtain satisfactory information as to the length of school term in private schools.
METHODS AND SCOPE OF STUDY.

REPORT ON THE INDIVIDUAL SCHOOL.

A knowledge of the school community is essential to the true evaluation of the work of any institution. For this reason the arrangement of the reports on individual schools is geographical. Every school of any importance is discussed as a part of its county or city. The cities appear under their respective counties, and the counties, arranged alphabetically under their State, are described as regards the number of white and colored people, the proportion rural, and the public-school facilities. Each chapter begins with a summary of the State facilities and includes a brief statement of the important facts concerning the economic position, health, and educational progress of the colored people. A slight departure from the geographical order is made in the case of small and unimportant schools and special institutions; these are placed at the end of each State chapter.

For the purpose of this study it was found that the best available measure of public-school facilities was the relation between teachers' salaries, as given by the State superintendents, and the population 6 to 14 years of age, as reported by the United States census. Salaries were selected as one measure of the school facilities for several reasons. They are the most accurately reported of all the school facts. They constitute the major part of all expenditures, especially of those for colored public schools. They vary much less as a result of local conditions than such expenses as the cost of building material and the maintenance of plant. The United States census enumeration of children was chosen because of the uniformity of the national count as against the irregularities of local school enumerations. The 6 to 14 year age group was used in order to obtain a figure comparable with public-school attendance. The average or per capita figures shown, both on the maps and in the text, are obtained by dividing the amount of the salaries by the number of children between the ages of 6 and 14 years. The figures on these maps make possible a comparison of the per capita for white and colored children in each county. The shading makes possible a comparison of per capita expenditures with the proportion of Negroes in the total population. These maps are presented for every State maintaining separate schools except West Virginia and Missouri. In these two States the proportion of Negroes is negligible and figures for teachers' salaries could not be obtained by race. In Arkansas, Tennessee, and Mississippi, teachers' salaries are not published by race. They were obtained as far as possible by correspondence through the State departments of education. A second series of maps shows the location of the important private schools. The symbols for the schools indicate the annual income and the county shading shows the proportion of Negroes in the total population.

OUTLINE.

However valuable may be the general summaries, tables, and maps in this report, the first-hand vital information obtained through the study is in the 791 reports on individual schools and institutions. While these reports are necessarily brief, the constant effort has been to have them accurate, comprehensive and constructive. The following outline indicates the main points on which information has been given wherever possible:

1. Characterization of the school.—Grades taught; emphasis on literary, industrial, or rural education; neighborhood work; attitude of the community; and effectiveness of administration.
2. Ownership and control.—Date of founding; composition of trustee board; control and supervision.

3. Attendance.—A count of the pupils on the day the school was visited, grouped according to grades and sex. Since the count at the time of visit may not indicate the full strength of the school, the reported enrollment for the year is also given. The accuracy of enrollment varies according to the care with which the schools keep records of their pupils.

4. Teachers and workers.—Number, color, sex, division of work, training and efficiency.

5. Organization.—School division; subjects taught; entrance requirements; educational emphasis; supervision of pupils and teachers. As far as possible the curriculum was indicated in units of subjects taught, since these were reported on the students' cards. A unit is understood to represent five periods a week during the school year. In curriculums complicated by many electives it was thought best to indicate the number of students electing each subject rather than the number of units in the course.

6. Financial.—Accounting system; income and expenditures for educational purposes; indebtedness; value of property and endowment. In summarizing the income and expenditures of each school, it was necessary to eliminate all "noneducational receipts." These receipts include those from boarding and other productive departments, as well as funds received for special purposes, such as buildings and endowment. The exclusion of the noneducational receipts makes possible a comparison of the educational income of the schools reported.

In order to make the expenditures in each school comparable with the income, the noneducational receipts have also been deducted from the total expenditures. If the productive departments have been operated at a profit, this process not only deducts the cost of maintaining the noneducational departments, but also its profit. On the contrary, if there has been a loss on the departments, the subtraction of the receipts leaves the losses in the expenditures.

The financial condition of the institution is shown by the relationship of the income and expenditures rather than by the individual figures. It has been necessary to resort to this cumbersome method because the accounting systems of all but a few of the schools do not make it possible to determine the cost of maintaining the different departments of the school.

7. Plant.—Number and structure of buildings; amount of land; equipment; condition; and upkeep of plant.

8. Recommendations.—The recommendations are of three kinds: Constructive suggestions for the improvement of the school by reorganization or by changes in courses of study or in methods of administration; suggestions for cooperation or combination with other schools, public or private; expressions of opinion as to the advisability of giving outside help to the school. Sometimes, because of apparent lack of need for the school, inefficient management, or dishonesty in use of funds, it is recommended that donations be withheld by those who are interested in helping forward the cause of education among the colored people.
METHODS AND SCOPE OF STUDY.

In making these recommendations only the promotion of the cause of the best and most practical education of all colored people for better living, civic righteousness, and industrial and economic efficiency has been kept in mind. It is fully realized that not all of these recommendations can be adopted at once. Some of them must wait on a general improvement of conditions, some may prove finally impracticable, and some may be based on lack of sufficient information or on error of judgment, but a large majority of them, it is believed, will prove to be both correct and practicable.
Map 1.—Percentage of Negroes in the Population.

The figures in the oblongs indicate the per capita expenditures, based on teachers' salaries, averaged for each population group. The upper figure is for white children, the lower for colored.
II. SUMMARY OF EDUCATIONAL FACILITIES.

The three outstanding facts to be considered in a study of schools for colored people are first, the large place which the Negroes occupy in the life of the American people and especially of the South; second, the maintenance of a double system of schools in the South, where the per capita wealth is considerably below the general average of the country; and third, the importance of private schools in the education of the colored people.

ECONOMIC AND SOCIAL STATUS OF NEGROES.

There are in the United States practically 10,000,000 Negroes, a group rivaling the immigrants in total number and far exceeding them in the problems of economic and social adjustment. In the South they form 29.8 per cent of the total population, the proportion in Mississippi and South Carolina being over 55 per cent and ranging in the "black belt" counties from 50 to 90 per cent of the total population. Almost 3,000,000 are engaged in agricultural pursuits. They form 40.4 per cent of all persons engaged in these pursuits in the Southern States. The number of farms cultivated by them increased 20.3 per cent between 1900 and 1910. As farmers, renting and owning land, they cultivate 41,500,000 acres, an area over twice the size of all the farm land in Virginia or in the New England States. As farm laborers, they undoubtedly cultivate a much larger area. Though the United States census shows a decrease in illiteracy, there are still about 2,225,000 Negro illiterates in the South, or over 33 per cent of the Negro population 10 years of age and over. Likewise the death rate of the colored people is still very high, though the vital statistics indicate a gradual improvement in health conditions.

In view of these facts it is important to note the public-school facilities and educational needs of colored people in the States with a considerable proportion of Negroes. These States are the 16 Southern States, the District of Columbia, and Missouri. In accordance with the explanations in the preceding chapter, the following statement of these facilities is presented from data selected for their availability and accuracy from the reports of the United States census and the State superintendents of education:

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Colored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>23,685,852</td>
<td>8,906,879</td>
</tr>
<tr>
<td>Population 6 to 14 years of age</td>
<td>4,889,762</td>
<td>2,023,108</td>
</tr>
<tr>
<td>Population 6 to 14 years of age</td>
<td>3,558,431</td>
<td>1,852,181</td>
</tr>
<tr>
<td>Teachers' salaries in public schools</td>
<td>$36,640,827</td>
<td>$5,860,876</td>
</tr>
<tr>
<td>Teachers' salaries per child 6 to 14</td>
<td>$7.70</td>
<td>$2.89</td>
</tr>
<tr>
<td>Per cent of illiteracy</td>
<td>7.7</td>
<td>13.3</td>
</tr>
<tr>
<td>Per cent rural</td>
<td>76.9</td>
<td>78.8</td>
</tr>
</tbody>
</table>

PUBLIC APPROPRIATIONS.

A proper appreciation of the significance of these figures presupposes a knowledge of the double system of schools and the comparatively limited resources of a section still recovering from the heavy burdens of the Civil War. According to the United States

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1 Page 5.  
2 In 1,015 counties.
census report on national wealth in 1912, the per capita wealth in taxable property in the Southern States was $1,175 as against $1,836 for the United States, and $2,052 for the States of Pennsylvania, New Jersey, and New York. Herein is at least one important explanation of the divergency in the appropriations for white and colored schools.

In the 15 States and the District of Columbia for which salaries by race could be obtained, the public-school teachers received $42,510,703 in salaries. Of this sum $36,649,827 was for the teachers of 3,552,431 white children and $5,860,876 for the teachers of 1,852,181 colored children. On a per capita basis, this is $10.32 for each white child and $2.89 for each colored child.

### Diagram 1. Annual Appropriations for Teachers' Salaries in Southern States. Per Capita for White and Colored Children.

<table>
<thead>
<tr>
<th>State</th>
<th>White</th>
<th>Colored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>$9.41</td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td>12.95</td>
<td>4.50</td>
</tr>
<tr>
<td>Delaware</td>
<td>13.61</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>11.50</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>9.58</td>
<td></td>
</tr>
<tr>
<td>Kentucky</td>
<td>8.13</td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td>13.72</td>
<td></td>
</tr>
<tr>
<td>Maryland</td>
<td>13.79</td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td>10.60</td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td>5.17</td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>14.31</td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td>10.00</td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>8.27</td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>10.00</td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td>9.64</td>
<td></td>
</tr>
</tbody>
</table>

Note: The Diagram shows bar graphs for each state indicating the per capita appropriations for white and colored children. The bars are color-coded to distinguish between white and colored teachers.
SUMMARY OF EDUCATIONAL FACILITIES.

It will be noted from the diagram herewith that the per capita expenditure for Negro children is higher in the border States where the proportion of colored people is relatively small and the provision for colored high schools is better. The divergencies in the county expenditures are much more striking than those for the States. State school funds are apportioned to counties and cities on the basis of population without reference to race. The officers of the local units supplement the State apportionment by local tax and then divide both State and local taxes between the races according to their own interpretation of the needs of each group. The per capita salary figures for each county are shown in a series of State maps. The inequalities between the expenditures for white and colored schools are greatest in the "black belt" counties, where the Negroes form over 50 per cent of the population. In such counties, large numbers of colored children are grouped in small one-teacher rural schools, while the more scattered white pupils are provided with a proportionately larger number of schools. The per capita sums for white children decrease and those for colored children increase with considerable regularity as the number of Negroes becomes smaller. The extent of this regularity for 15 Southern States appears in the following table, which shows the per capita expenditures for counties grouped according to the percentage of Negroes in the total population:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Counties under 10 per cent.</td>
<td>974,289</td>
<td>45,039</td>
<td>$7.96</td>
<td>$7.23</td>
</tr>
<tr>
<td>Counties 10 to 25 per cent.</td>
<td>1,008,372</td>
<td>215,744</td>
<td>8.55</td>
<td>5.55</td>
</tr>
<tr>
<td>Counties 25 to 50 per cent.</td>
<td>4,132,999</td>
<td>706,259</td>
<td>11.11</td>
<td>3.19</td>
</tr>
<tr>
<td>Counties 50 to 75 per cent.</td>
<td>364,990</td>
<td>661,329</td>
<td>12.53</td>
<td>1.77</td>
</tr>
<tr>
<td>Counties 75 per cent and over.</td>
<td>40,003</td>
<td>207,900</td>
<td>22.22</td>
<td>1.78</td>
</tr>
</tbody>
</table>

The smaller cost of schools for colored children is partly due to the lower wage scale of colored teachers and partly to the very limited provision for high-school education. It is apparent, however, that these explanations by no means account for the wide divergencies in the "black belt" counties.

In addition to the sums appropriated for the maintenance of the common schools, the Southern States appropriated $6,429,991 for secondary or higher schools for white people and $355,720 for secondary and higher schools for colored people. The State institutions for white people include county, agricultural, and industrial high schools, normal schools, and State universities. For colored people practically all State appropriations are made to the agricultural and mechanical schools which, in the majority of cases, are largely maintained by Federal funds. A small amount of State aid for colored people is granted to normal schools. Such aid is given to one normal school in Alabama, one in Maryland, three in North Carolina, and one in Virginia. In the Northern and Western States, secondary and higher schools are maintained in Kansas, Ohio, and New Jersey. Two private schools in Pennsylvania and one in Kansas also receive State appropriations.

PRIVATE FINANCIAL AID.

The deficiencies in the public expenditures for the education of colored people largely explain the active campaign for private schools since the Civil War. As a result

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1 Map shows these per capita expenditures and the varying proportion of Negroes for all States containing a considerable number of colored people.
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of this activity, the private schools now have a property valuation of $28,496,946, an annual income of $3,026,460, and an attendance of 83,679, of whom 70,564 are in elementary grades. These schools have supplied and still supply the large majority of the teachers for the elementary public schools, the religious leaders, and the physicians for the race. With the exception of the State agricultural and mechanical schools, they furnish the only facilities for industrial and agricultural training. Above all they have been, and still are, the chief agencies for the development of sound ideas of life, physical, mental, and moral. While the ultimate goal of educational effort should be the development of a comprehensive system of public education, the foregoing presentation of public-school facilities indicates that private schools are still very much needed. It is sometimes thought that the liberal private aid given to the colored private schools makes up for the inequalities in the public appropriations for the education of white and colored youth. The following table gives an approximate measure of the combined provisions for each group in the South:

<table>
<thead>
<tr>
<th></th>
<th>Teachers' salaries in public schools</th>
<th>Annual expenditures in private schools</th>
<th>Total of teachers' salaries and private expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>$36,499,827</td>
<td>$6,000,000</td>
<td>$42,499,827</td>
</tr>
<tr>
<td>Negro</td>
<td>5,860,576</td>
<td>3,026,460</td>
<td>8,887,336</td>
</tr>
</tbody>
</table>

The combined expenditures for the white schools is about $42,499,827 as against $8,887,336 for the colored schools, or 18 per cent of the total. As the Negroes form 30 per cent of the population in these States, and their schools receive but 18 per cent of the total, it is apparent that even with the private aid their schools receive only about half as much as the white schools. A summary of the income and property value of the private and higher schools is shown in the following table:

<table>
<thead>
<tr>
<th>Ownership and control</th>
<th>Number of schools</th>
<th>Annual income</th>
<th>Value of property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total private schools</td>
<td>625</td>
<td>$3,026,460</td>
<td>$28,496,946</td>
</tr>
<tr>
<td>Denominational</td>
<td>507</td>
<td>1,927,236</td>
<td>16,127,505</td>
</tr>
<tr>
<td>Independent</td>
<td>118</td>
<td>1,090,224</td>
<td>12,369,441</td>
</tr>
<tr>
<td>State and Federal</td>
<td>28</td>
<td>963,611</td>
<td>5,727,669</td>
</tr>
</tbody>
</table>

According to this table the number of the denominational schools is four times as great as the number of the independent schools, but their annual income is only about twice as great and the property valuations of the two groups are almost equal. The comparatively higher cost for the smaller number of independent schools is due to the fact that this group includes a number of institutions which maintain expensive agricultural and industrial departments.

The denominational schools for colored pupils may be divided into two groups, those maintained by denominations whose membership is white or largely white, and those supported entirely by colored denominations. The schools of the former group have an income of $1,546,303 and a property valuation of $13,822,451; the schools of the latter group have an income of $380,933 and a property valuation of $2,305,054. Some of the institutions in the former group receive considerable sums of money from their colored members. Of the total income received by the State and Federal group, $360,851 is from Federal appropriations and $481,991 from the States.

1 Includes 146 schools in Southern States reporting income to the Bureau of Education.
SUMMARY OF EDUCATIONAL FACILITIES.

In addition to the private aid reported in the table, about $150,000 is appropriated by several private agencies for general supervision and special phases of education. Of this sum, $33,414 is from the Jeanes Fund, $18,250 from the Slater Fund, $45,278 from the General Education Board, $32,815 from the Rosenwald Rural School Building Fund, and $20,000 from the Phelps-Stokes Fund. Many of these appropriations are conditioned on the appropriation of similar amounts by the county or by local subscriptions; a direct result of this giving, therefore, is the raising of considerable amounts of money among the colored people for new school buildings, extension of school term, and increased teachers' salaries. ¹

The grade of work done by the private and State colored schools is indicated in the following table:

<table>
<thead>
<tr>
<th>Ownership of schools</th>
<th>Number of schools</th>
<th>Total attendance</th>
<th>Elementary</th>
<th>Secondary</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total private schools</td>
<td>625</td>
<td>83,672</td>
<td>72,564</td>
<td>11,527</td>
<td>1,588</td>
</tr>
<tr>
<td>Denominational</td>
<td>507</td>
<td>68,828</td>
<td>58,251</td>
<td>9,686</td>
<td>857</td>
</tr>
<tr>
<td>Independent</td>
<td>118</td>
<td>14,851</td>
<td>12,273</td>
<td>1,841</td>
<td>757</td>
</tr>
<tr>
<td>State and Federal</td>
<td>28</td>
<td>8,914</td>
<td>4,061</td>
<td>3,800</td>
<td>2,053</td>
</tr>
</tbody>
</table>

In view of the frequency of the terms "academy" and "college" and even "university" in the name of the private institutions, it is important to note that only 13.7 per cent of the pupils are of secondary grade and less than 2 per cent are in college and professional subjects. In dealing with such a large group of institutions, it would be confusing to consider all in the same class. It was therefore decided to separate the important private schools from the comparatively unimportant schools. Of the 625 private institutions, 266 form an important part of the educational system of their respective States. These are described in connection with the counties in which they are situated and their location is shown both on Map A, facing p. 9, and on the State maps. The remaining 359 schools are classed as comparatively unimportant and grouped at the end of each State according to ownership. Some of them are justified only on denominational grounds; the majority, however, are so hampered by small income or poor management that the States receive little benefit from them. Many are small parish schools of the Catholic, Episcopal, and Presbyterian churches taught on the church premises by the local pastor. A few schools were reported but not visited. Where the existence of these schools could be verified in any way they were listed at the end of the denominational summaries.

¹ A further discussion of this cooperation with public-school authorities will be found on p. 26.
²Of the college students, 1,001 were at Howard University.
NEGRO EDUCATION.

The distribution by States of both the important and unimportant private schools is as follows:

<table>
<thead>
<tr>
<th>State</th>
<th>Number of schools</th>
<th>Attendance</th>
<th>Teachers</th>
<th>Income</th>
<th>Value of property</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>625</td>
<td>83,579</td>
<td>4,534</td>
<td>$3,026,500</td>
<td>$28,406,946</td>
</tr>
<tr>
<td>Alabama</td>
<td>72</td>
<td>12,819</td>
<td>694</td>
<td>554,556</td>
<td>5,457,375</td>
</tr>
<tr>
<td>Arkansas</td>
<td>26</td>
<td>3,103</td>
<td>141</td>
<td>62,137</td>
<td>376,222</td>
</tr>
<tr>
<td>Delaware</td>
<td>3</td>
<td>102</td>
<td>22</td>
<td>28,250</td>
<td>93,600</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>3</td>
<td>581</td>
<td>22</td>
<td>11,813</td>
<td>42,500</td>
</tr>
<tr>
<td>Florida</td>
<td>26</td>
<td>3,345</td>
<td>148</td>
<td>77,001</td>
<td>478,411</td>
</tr>
<tr>
<td>Georgia</td>
<td>78</td>
<td>11,580</td>
<td>549</td>
<td>339,730</td>
<td>2,647,541</td>
</tr>
<tr>
<td>Kentucky</td>
<td>17</td>
<td>1,176</td>
<td>74</td>
<td>48,549</td>
<td>667,558</td>
</tr>
<tr>
<td>Louisiana</td>
<td>64</td>
<td>9,210</td>
<td>302</td>
<td>122,031</td>
<td>1,116,987</td>
</tr>
<tr>
<td>Maryland</td>
<td>10</td>
<td>1,033</td>
<td>39</td>
<td>23,345</td>
<td>99,624</td>
</tr>
<tr>
<td>Mississippi</td>
<td>46</td>
<td>7,044</td>
<td>321</td>
<td>177,425</td>
<td>1,282,902</td>
</tr>
<tr>
<td>Missouri</td>
<td>3</td>
<td>158</td>
<td>29</td>
<td>15,843</td>
<td>117,350</td>
</tr>
<tr>
<td>North Carolina</td>
<td>72</td>
<td>7,828</td>
<td>453</td>
<td>262,032</td>
<td>2,282,486</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>4</td>
<td>289</td>
<td>14</td>
<td>4,026</td>
<td>9,300</td>
</tr>
<tr>
<td>South Carolina</td>
<td>60</td>
<td>8,616</td>
<td>413</td>
<td>214,379</td>
<td>2,126,434</td>
</tr>
<tr>
<td>Tennessee</td>
<td>31</td>
<td>4,043</td>
<td>311</td>
<td>220,934</td>
<td>1,630,328</td>
</tr>
<tr>
<td>Texas</td>
<td>29</td>
<td>3,757</td>
<td>237</td>
<td>131,508</td>
<td>1,194,260</td>
</tr>
<tr>
<td>Virginia</td>
<td>55</td>
<td>6,368</td>
<td>579</td>
<td>536,187</td>
<td>6,234,321</td>
</tr>
<tr>
<td>West Virginia</td>
<td>1</td>
<td>110</td>
<td>23</td>
<td>17,581</td>
<td>1,222,178</td>
</tr>
<tr>
<td>Northern States</td>
<td>25</td>
<td>2,517</td>
<td>163</td>
<td>178,818</td>
<td>2,417,549</td>
</tr>
</tbody>
</table>

SCHOOL ACTIVITIES AND ATTENDANCE.

It is apparent from the foregoing statements of financial support that the public-school facilities for colored people in the 16 Southern States, District of Columbia, and Missouri, are largely supplemented by private schools. The most satisfactory measure of the total school attendance for both public and private institutions is the enumeration of the United States census. According to the census for 1910 there were 2,023,108 colored children between 6 and 14 years of age in the States maintaining separate school systems for white and colored children. Of this number only 1,175,457, or 58.1 per cent, were reported by the census of 1910 as attending school. A study of the figures for public and private schools shows that the large majority of colored elementary pupils are in public schools. In the case of the secondary pupils, however, they are almost equally divided between public and private schools. The only exceptions are found in some of the border States, where the majority of secondary pupils are in public high schools. On the other hand, the large majority of white elementary and secondary pupils are in public high schools. Colored pupils of collegiate grade are about equally divided between public and private institutions. There has recently been a very remarkable increase in public high schools for white pupils.

ELEMENTARY SCHOOLS.

The inadequacy of the elementary school systems for colored children is indicated both by the comparisons of public appropriations already given and by the fact that the attendance in both public and private schools is only 58.1 per cent of the children 6 to 14 years of age. The average length of the public-school term is less than five
months in practically all of the States. Most of the school buildings, especially those in the rural districts, are in wretched condition. There is little supervision and little effort to improve the schools or adapt their efforts to the needs of the community. The reports of the State departments of Georgia and Alabama indicate that 70 per cent of the colored teachers have third-grade or temporary certificates, representing a preparation less than that usually given in the first eight elementary grades. Investigations made by supervisors of colored schools in other States indicate that the percentage of poorly prepared colored teachers is almost as high in the other Southern States. The supervisor of white elementary rural schools in one of the States recently wrote concerning the Negro schools:

I never visit one of these [Negro] schools without feeling that we are wasting a large part of this money and are neglecting a great opportunity. The Negro schoolhouses are miserable beyond all description. They are usually without comfort, equipment, proper lighting, or sanitation. Nearly all of the Negroes of school age in the district are crowded into these miserable structures during the short term which the school runs. Most of the teachers are absolutely untrained and have been given certificates by the county board, not because they have passed the examination, but because it is necessary to have some kind of a Negro teacher. Among the Negro rural schools which I have visited, I have found only one in which the highest class knew the multiplication table.

A State superintendent writes:

There has never been any serious attempt in this State to offer adequate educational facilities for the colored race. The average length of the term for the State is only four months; practically all of the schools are taught in dilapidated churches, which, of course, are not equipped with suitable desks, blackboards, and the other essentials of a school; practically all of the teachers are incompetent, possessing little or no education and having had no professional training whatever, except a few weeks obtained in the summer schools; the schools are generally overcrowded, some of them having as many as 100 students to the teacher; no attempt is made to do more than teach the children to read, write, and figure, and these subjects are learned very imperfectly. There are six or eight industrial supervisors financed in whole or in part by the Jeanes Fund; most of these teachers are stimulating the Negro schools to do very good work and are gradually inducing them to base their work upon the practical things of life. A few wide-awake Negro teachers not connected with the Jeanes Fund are doing the same thing. It can probably be truthfully said that the Negro schools are gradually improving, but they are still just about as poor and inadequate as they can be.

The difficulty presented by this situation is realized when it is remembered that the wage scale for colored teachers in rural districts is very low and the facilities for preparation of teachers are entirely inadequate. The 70,564 elementary pupils in private schools are fairly well taught, but they form only a small portion of the 1,175,457 colored children attending school and a still smaller fraction of the 2,023,108 children between the ages of 6 to 14 years.

SECONDARY SCHOOLS.

Public provision for the secondary education of colored pupils is very limited in the Southern States. The total number of public high schools for Negroes in these States is only 64. Of these, 45 have four-year courses and 18 have three-year courses. The city high schools of Washington, D. C., and St. Louis, Mo., are unusual in extent of plant, ranging in value from $200,000 to $450,000. Charleston, S. C., and Columbus, Ga., each provide an effective industrial school and some teacher training. There are also about 200 public schools which enroll pupils in subjects and classes above the elementary grades. In addition to these city high schools, there are 28 State and Federal institutions nearly half of whose pupils are of secondary grade.
The majority of the public high schools are in the border States of the South. Over half of them are in Texas, Kentucky, Tennessee, and West Virginia; 11 are in Oklahoma and Virginia. Florida has 2; South Carolina, Mississippi, Georgia and Delaware have 1 each; and North Carolina and Louisiana have no public high schools for Negroes. North Carolina, however, provides three well-managed State normal schools.

This statement of the distribution of public high schools shows the inadequacy of the public provision in the States south of the border States. In the lower South the secondary education of colored people is very largely dependent upon private schools. There are 216 private institutions in all the Southern States offering secondary instruction to colored pupils. Of these, 106 schools maintain four-year courses and 110 schools offer courses varying from a few subjects above the elementary grades to a full three-year high-school course.

Of the 24,180 colored secondary pupils in the Southern States, 11,527 are in private schools, 8,707 are in public high schools and 3,800 are in State and Federal schools. While scarcely a fourth of the secondary pupils of the border States are in private schools, almost two-thirds of the pupils of the other Southern States are in private institutions. The courses of study of most of these schools follow closely the college preparatory or classical type. Many of them still require Greek and practically all make Latin the central subject. The very limited laboratory equipment of a large majority seriously hampers the teaching of physical science and the introduction of civics and teacher-training subjects has hardly begun. With all their limitations, however, these schools have been and still are among the chief agencies for the supply of public-school teachers.

COLLEGE WORK.

Though a large number of the schools for colored people are called "colleges" and even "universities," there are very few institutions that have equipment for college work or pupils prepared to study college subjects. Most of the subjects taught are those of the typical classical type. Latin, Greek, and mathematics occupy a large place both in the entrance requirements and in the regular course. Very few of the schools have laboratories or other provisions for the teaching of the physical sciences. Teacher-training subjects and economics and sociology receive but scant recognition. The aim seems to be to copy the traditional college course rather than to adapt the college work to the needs of the pupils. In the reports on the individual schools effort has been made to indicate the amount of college work done in each institution. According to the characterization sentence in each school report, the institutions are classified as follows.

<table>
<thead>
<tr>
<th>Characterization</th>
<th>Number of schools</th>
<th>Students in college subjects</th>
<th>Students in professional subjects</th>
<th>All other students</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>3</td>
<td>722</td>
<td>972</td>
<td>717</td>
</tr>
<tr>
<td>Secondary and college</td>
<td>15</td>
<td>675</td>
<td>22</td>
<td>4,780</td>
</tr>
<tr>
<td>Schools offering college subjects</td>
<td>15</td>
<td>240</td>
<td>0</td>
<td>4,583</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>1,643</td>
<td>994</td>
<td>10,089</td>
</tr>
</tbody>
</table>

Under a liberal interpretation of college work, only 33 of the 653 private and State schools for colored people are teaching any subjects of college grade. Of the 12,726

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1 There are 155 secondary pupils in county training schools.
2 Does not include Leland University, which had four college students at the time of visit.
SUMMARY OF EDUCATIONAL FACILITIES.

pupils in total attendance on these institutions, only 1,643 are studying college subjects and 994 are in professional classes. The remaining 10,089 pupils are in the elementary and secondary grades.

In reply to a questionnaire sent to all the northern colleges, 61 reported a total of 390 Negro students of college grade. Of these 287 were in college proper, 70 were in medical courses, including dental and pharmaceutical; 19 were in theological schools; 17 in law; and 7 in veterinary medicine. It is probable that the total number of students in northern institutions is at least 500.

Only three institutions—Howard University, Fisk University, and Meharry Medical College—have student body, teaching force, equipment, and income sufficient to warrant the characterization of “college.” Nearly half of the college students and practically all of the professional students are in these institutions.

The 15 institutions characterized as “secondary and college” represent a wide variation in the essentials of college work. They are thus grouped because they have a comparatively small college enrollment and the majority of them maintain elementary and secondary classes forming 90 per cent of their total enrollment. With one or two exceptions they are limited in both teaching force and equipment. With all their limitations, however, a number of these institutions are maintaining satisfactory entrance requirements and insisting on thoroughness in work.

The 15 institutions offering college subjects are schools of elementary and secondary grade whose teaching force make it possible to provide instruction in a few college subjects. They have neither the equipment nor the teachers to maintain college classes.

PROFESSIONAL EDUCATION.

Howard University and Meharry Medical College are the only institutions for colored people which offer complete courses in medicine, dentistry, and pharmacy. Shaw University provides two-year courses in these subjects. The aggregate attendance in the medical schools of these institutions is 792, divided as follows: Medical, 400; dental, 260; pharmaceutical, 132. According to the Carnegie report on medical education, sound policy requires the adequate support of Howard and Meharry medical schools before any attempt is made to maintain others.

The only colored institution offering a full law course is Howard University. Howard’s law department, with 166 students, seems to make ample provision for colored students desiring to enter the legal profession. With the facilities available in the law schools of the North, it is not likely that another law school will be required for some time.

Many colored schools claim special courses for the training of ministers. A total of 441 ministerial students were counted in the 14 institutions having special teachers and equipment for the course. Very few of the students have completed even a high-school education and the number of college graduates is negligible. A number of other schools claiming theological departments are offering Bible instruction to some of

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1 These institutions and their attendance are: Gammon Theological Seminary, 78; Tuskegee Institute, 77; Howard University, 73; Lincoln University, 41; Wilberforce University, 20; Virginia Union University, 19; Stillman University, 15; Morehouse College, 15; Bishop Payne Divinity School, 15; Livingstone College, 14; Talladega College, 10; Shaw University, 10; Paine College, 9; Fiddle University, 8.
NEGRO EDUCATION.

their regular pupils and to a few special students. The majority, however, are merely providing talks on religion to ministers, who attend irregularly. Six of these schools have buildings devoted to the theological department.

TEACHER TRAINING.

The most urgent need of the colored schools is trained teachers. The supply now depends almost entirely upon the secondary schools, most of which are private institutions. State normal schools are maintained only in Virginia, North Carolina, Alabama, and Maryland. The State agricultural and mechanical schools, largely supported by the Federal Government, offer some teacher-training courses, but in most cases these courses are not adequate. City normal schools are maintained in Louisville, Ky., Washington, D. C., and Baltimore, Md. The cities of Richmond, Va., and Little Rock, Ark., have teacher-training courses in the high schools.

Through the cooperation of the Slater Fund and the General Education Board with the State departments of education, 27 counties maintained county training schools in 1915, and several other counties were building or planning such schools. These schools are designed to supplement the elementary-school facilities of the county and to make it possible for the more advanced pupils to be prepared to teach in rural schools. As yet, however, this work is almost entirely of elementary grade.

The majority of the trained colored teachers are from private schools. About 15 of these institutions have well-organized courses, with considerable provision for observation and practice teaching. At least 65 others offer courses with one year of pedagogy and methods and some provision for observation and practice. About 45 other schools include one or two teacher-training subjects in their academic course. The pupils in the graduating classes of both the public and the private schools offering teacher-training subjects number only 2,443, an annual output obviously inadequate to meet the educational needs of 10,000,000 colored people with 32,000 public-school teachers.

INDUSTRIAL TRAINING.

Through the pioneer influences of Hampton and Tuskegee Institutes, the industrial phases of education have received considerable recognition not only in colored schools but also in those for white pupils. Because of the lack of funds and the indifference of colored people to industrial training, the increase of industrial facilities in colored schools has not been equal to that in the white institutions. It is unfortunate both for the colored people and for the South that the provision for the industrial education of the Negroes should be so inadequate. The intellectual and even the spiritual development of a people is closely related to their economic condition. According to the United States census on occupations, the number of Negroes in skilled occupations is negligible. If the race realized its low economic status, the interest in industrial education would be greatly increased. Likewise it is important to the South as a whole that its chief labor supply shall be efficient. The Southern States, with all their natural resources, will never compete with other sections of the country until they increase the efficiency of their labor through an effective system of industrial education for the colored people as well as for the white people.

1 In 1915 there were 44.
SUMMARY OF EDUCATIONAL FACILITIES.

The public facilities for industrial education of Negroes are practically limited to the 16 agricultural and mechanical schools, largely maintained by Federal funds. Most of these institutions are fairly well equipped to teach the more important trades and to train girls in household arts. Only a few of them, however, teach trades effectively and practically all subordinate the industrial training to the literary instruction. There are 13 State schools which also provide some instruction in industrial courses. Six of these schools are located in Northern States. Washington, D. C., Charleston, S. C., and Columbus, Ga., are the only cities which maintain industrial schools for Negroes.

There are 206 private schools which offer some industrial instruction. In fully half of these schools, however, the industrial training is ineffective and very limited in quantity. The work ranges from a little sewing or cooking in 56 of the schools to the numerous trades effectively taught at Hampton and Tuskegee. The 30 smaller industrial schools are endeavoring to fit their work to the economic as well as the literary needs of their pupils. In these institutions industrial courses are as a rule accorded the same standing as the literary subjects. The 73 literary schools doing some industrial work allow a limited time for a formal course in manual training and household arts for girls. The work in 34 of these schools is poorly done. In a third group of 101 schools, the industrial instruction is confined to household arts for girls. The home training in most schools is much more effective than the industrial training for boys. Of the 101 schools offering girls' industries, 45 have been classified as doing fairly good work and 56 as doing poor work.

Considerable impetus has been given to industrial training in the public schools through the State supervisors of colored schools in nine Southern States and county industrial teachers in 163 counties in the South. The well-known efforts of the Slater Fund have done much to extend industrial courses both in private and public institutions. Through the financial cooperation of the General Education Board a large number of "home-makers clubs" have been organized in seven Southern States. These clubs are effective in the development of an intelligent interest in home gardening, vegetable and fruit canning, and the proper care of the home.

AGRICULTURAL TRAINING.

To a people 73 per cent rural, agricultural instruction is of vital importance. Since 40 per cent of all persons engaged in southern agriculture are colored, it is apparent also that effective education of these people for rural activities is essential to the welfare of the South. Valuable as this phase of education is to the Negroes and to the South as a whole, the facilities are entirely inadequate. The public provision is almost entirely in the 16 agricultural and mechanical schools largely maintained by Federal funds. Most of these institutions have large farms and considerable equipment, but only a small number of them are making adequate educational use of the farms or the equipment. The 13 State schools also have some provision for teaching agriculture.

There are 56 private institutions with ample farm land on which instruction in agriculture could be given. Observation of their work, however, shows that very few of them make effective use of their facilities. Hampton and Tuskegee are the only institutions with facilities comparable to those of the agricultural colleges for white
pupils. Both of these institutions have carried on remarkable campaigns for the improvement of rural conditions. Practically all the pupils in both schools receive some instruction in the theory and practice of soil culture. Those who specialize devote half their time to farm practice. Of the smaller private institutions, 22 offer some class theory and practice, 18 teach theory but cultivate their farms on a commercial basis, and 14 schools cultivate their farms without any provision for agricultural instruction.

Instruction in gardening is offered in 43 of the public and private institutions included in the groups mentioned above. The 26 county training schools, recently organized through the cooperation of the public authorities and private boards, all teach gardening and other activities necessary to rural life. Through the efforts of the Jeanes teachers, the public schools in 163 Southern counties are beginning to provide instruction in gardening and canning.

The limited progress of agricultural education in colored schools is explained not only by the inadequate facilities but also by the indifference of the colored people to any effort in behalf of rural life. Even though the masses of the race are making their best progress on the farms, their educational leaders with few exceptions fail to consider the needs of the colored farmers. This failure is partly explained by the belief that agricultural instruction requires large farms and extensive equipment. Fortunately a few of the more progressive institutions realize the educational as well as the economic value of the theory and practice of gardening. Even the schools of strong literary interest are including rural economics and gardening in their curriculum.

SUPERVISION.

In addition to the numerous private schools maintained by general donations and appropriations from denominational boards, the officers of several educational funds cooperate with the public-school authorities in the supervision of the private and public schools. The principal agencies in this cooperation are the Slater and Jeanes Funds, the General Education Board, the Phelps Stokes Fund, and the Rosenwald Rural School Building Fund. The activities include State and county supervision of schools, boys' and girls' club work, summer schools, and building rural schools, and the general improvement of private and higher schools for colored people.

Through the cooperation of the State departments of education with the General Education Board, white supervisors of colored schools are maintained in Alabama, Arkansas, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee, and Virginia. These supervisors are doing excellent work in interesting the southern white people in the education of colored people and in stimulating the local officers to improve the school plants and the teaching force and to introduce industrial training into the schools.

The Jeanes Fund makes possible the employment of county supervising industrial teachers. These teachers are usually young colored women who are directed by the county superintendent in introducing simple industrial courses into the rural schools and extending the influence of the school into the community. In 1916 these supervising teachers were employed in 163 counties of the Southern States. It is estimated that 100,000 pupils attend the schools visited by them. The "homemakers' clubs," organized through the aid of the General Education Board, enroll a large number of colored
women and colored girls who meet regularly to receive instruction in such subjects as 
home gardening, canning, and the proper care of the home. The payment of their 
salaries is usually shared between the fund and the county, but a few of the supervisors 
are paid entirely from public funds. Some of the Virginia supervisors are maintained 
by funds controlled by Hampton Institute. The Jeanes Fund appropriated $33,414 
and the counties $12,234 in 1915. In addition the supervising teachers raised 
$73,438 by appeals to the colored people. This sum was used to extend the school term, 
 improve equipment, and increase teachers' salaries. A part of this amount was con-
tributed toward the county training schools, largely supported by the Slater Fund and 
the General Education Board, and a part toward the rural school buildings erected 
through the Rosenwald Fund.

The Rosenwald Fund for building better rural schools for colored children was 
established by Julius Rosenwald and is administered by the extension department of 
Tuskegee Institute. So far its use has been largely in Alabama. Of the 111 schools 
which had been erected up to 1915, 92 were in Alabama, 3 in Arkansas, 6 in Georgia, 5 
in North Carolina, 3 in Tennessee and 1 each in Mississippi and South Carolina. The 
purpose of the fund is to duplicate amounts raised by colored people for rural school 
buildings. For this purpose the Rosenwald Fund appropriated $32,815, public author-
ties gave $18,235, and $59,934 was raised in donations.

The Phelps Stokes Fund, in cooperation with the United States Bureau of Educa-
tion, is not only making the present survey of the private and higher schools for colored 
people, but is encouraging constructive efforts for the improvement of their educational 
and administrative organization, their plants, and their community activities.

NEEDS OF PUBLIC-SCHOOL SYSTEMS.

In view of the large proportion which the Negroes form of the population in the 
South and the vital place which they occupy in the economic, physical, and even moral 
welfare of that section, the following summary of educational needs is presented as a 
result of this study:

1. The improvement and increase of the elementary schools.—The reports of the State 
superintendents of education are practically unanimous in their presentation of the 
poverty and inadequacy of the elementary schools for colored people. This is peculiarly 
the responsibility of the public authorities. Private philanthropy may aid in the 
support of the secondary and higher schools, but the public schools are the agencies to 
supply the rudiments of an elementary school education. The improvement of the 
rural and urban masses of the colored people in health, honesty, labor, and thrift is 
directly dependent on the public elementary schools. If the States are to achieve this 
 improvement, systematic effort must be made to raise the standards of teaching. One 
of the important steps in this effort is to arouse the colored people themselves to a 
thorough appreciation of the value of elementary schools.

2. Secondary schools and teacher training.—Though the development of the ele-
mentary schools is of primary importance, it is well established that secondary schools 
are essential to the maintenance and growth of an elementary school system. The 
secondary schools are not only the principal source of teachers, but they are also the 
inspiration which maintains the continued interest of the pupils in the upper elementary
grades. Though there are numerous private secondary schools there is a real necessity that the public-school system shall provide more schools of this grade.

The large proportion of ignorant public-school teachers constitutes an emphatic demand for teacher-training classes. It is evident that each State needs a well-equipped State normal school and smaller county schools offering teacher-training courses to local pupils. Much more help could be obtained from the private schools if the States would recognize the teacher-training work of these schools on condition that each institution meet the State requirements.

3. _Industrial and agricultural training._—Though the educational value of industrial and agricultural courses for white and colored children is recognized by all the States, the public provision for these courses in colored schools is utterly inadequate. It is unfortunate that important phases of education like this should be so exclusively dependent on private initiative and support. There is emphatic need that every county realize the possibilities of the agricultural and industrial supervising teachers in the introduction of gardening and simple industries.

RECOMMENDATIONS FOR PRIVATE SCHOOLS.

The use of the recommendations at the end of each school report has made possible the statement of the needs of each institution in constructive suggestion rather than in a series of destructive criticisms. The aim has been to indicate the changes that are possible and more immediately necessary rather than to summarize all the improvements that ideal conditions would require. While there is considerable variety in the form of the recommendations, they all relate to some fundamental phase of educational organization and endeavor. The important phases underlying them are recorded below.

ADAPTATION TO PUPILS AND COMMUNITY.

The most vital test of educational effort is in the extent to which it provides for the economic, intellectual, and spiritual needs of the individual and community. The principle of adaptation to pupil and community needs requires decreasing emphasis on educational courses whose chief claim to recognition is founded on custom and tradition. The recommendations here with made are based on such community necessities as health, home comforts, civic responsibilities and rights, and teachers with knowledge and vision.

*Teacher-training courses.*—The large proportion of colored teachers with less than eighth-grade education is ample justification for recommending the introduction of teacher-training courses in every educational institution able to offer any or all of the subjects or activities usually given in such courses.

*Sanitation, elementary science, history, and civics.*—The high death rate of the colored people, their ignorance and disregard of simple physical laws, their perplexing economic and social status, establish the claim of these subjects to a large place in the curriculum of these schools.

*Theory and practice of gardening.*—For a people 73 per cent rural, the theory and practice of gardening are of first importance. Only recently have the schools of the country begun to recognize the educational and economic value of gardening. In too many schools the garden has been merely a weak adjunct of the boarding depart-
ment, with practically no place assigned to it in the school curriculum. Even the few institutions with a genuine interest in rural problems too often despised the garden in their efforts to cultivate a large farm.

According to this study the use of the farm as an educational factor has failed in the large majority of instances. This is due to lack of skill on the part of the agricultural teachers and to the failure to convince pupils with scant knowledge of books that farming is educational. In view of this failure, it is important to consider the possibility of gardening not only for its educational value and economic returns to the kitchen, but also as a working laboratory for the agricultural course. Experiments made in connection with this study indicate that agricultural courses illustrated by gardening are much more effective than those dependent upon a poorly cultivated farm.

*Simple manual training.*—Modern educational practice recognizes without argument not only the economic but also the educational value of hand training. The economic value to the colored people is emphasized by the comparative poverty of the race, while the educational result is even more necessary for the Negro than for the white, since the Negro's highly emotional nature requires for balance as much as possible of the concrete and definite.

Observation indicates the importance of simplicity in the manual courses and the application of the lessons learned in the care of the school plant and in the necessary activities of the institution. Lessons in woodwork increase in effectiveness when they are applied to the repair of buildings. Domestic science becomes real when the school kitchen is used as a laboratory and the dormitories are supervised according to the classroom theory.

*Neighborhood activities.*—No part of the school program is more important than the neighborhood work. This includes not only the efforts in the immediate neighborhood but in other communities to which the institution can extend its influence. Through these activities the school not only enlarges its field, but also gains a knowledge of actual conditions which enables it to adapt its curriculum to the needs of the pupils.

*Domination of foreign languages.*—In view of the just demands of the activities already recommended and the increasing recognition given to them in the best modern schools, it is surprising to note the large proportion of time devoted to foreign languages, especially Latin and Greek. In this respect the colored schools are adhering to a tradition fast vanishing elsewhere. It seems extraordinary, for example, that private secondary schools for colored people should give more time to these languages than the high schools of a progressive State like Massachusetts.

**SCHOOL ORGANIZATION.**

Effective organization of school activities requires a careful consideration of the income, the plant, and the number and development of the pupils. Many of the organizations studied have been formed without regard to any of these elements. The guiding principle of the less successful organizations seems to have been the blind imitation of larger institutions or an unwarrantable hope for future development. In view of the very limited income of practically all the private schools, it is strongly urged that the organization be simple; that the aim be to do a few things well.
NEGRO EDUCATION.

Secondary department hampered by college courses.—A large number of institutions are endeavoring to maintain college classes without adequate teaching force or equipment or even a sufficient number of pupils to warrant the expense. Such efforts not only waste the resources of the institution, but sacrifice both the secondary pupils and those prepared to do college work. Owing to the small number of secondary schools, the number of pupils prepared for college is very limited and the number of colleges needed is correspondingly small. While there is real need for the adequate development of a few of the schools offering college courses, the majority should discontinue their efforts to maintain college classes, center their energy on secondary subjects and provide for their college pupils at institutions equipped for college work.

Secondary department hampered by elementary classes.—While the inadequate public-school facilities in the neighborhood of many of the private schools practically compel them to make large provision for elementary grades, there are some private schools that maintain elementary grades in opposition to the public schools. Even in the communities lacking in public-school accommodations, the private schools of elementary grades should be regarded as temporary and persistent effort should be made to prevail upon the public authorities to provide adequately for elementary colored pupils at public expense. It has therefore been recommended that a number of the smaller schools be transferred to the public-school authorities or combined with some of the larger private institutions.

Elaborate industrial and agricultural plant.—A number of the smaller industrial schools doing important work have acquired large plants and developed complicated organizations that are beyond their financial resources or unsuited to the educational needs of their pupils. Some have expensive equipment, such as heating and electric light plants, when the dining rooms and dormitories are in need of linen and necessary furniture. Some have extensive trade machinery and numerous teachers of trades with very little material for practice and very few pupils to a trade. Some have many more hundreds of acres of land in their school farm than they can possibly use for educational purposes. In a large majority of the smaller industrial schools there is practically no relation between the classroom instruction in agriculture and the farm operations.

It is quite apparent that the only course open to such institutions is to simplify their plant and their organization. They should definitely decide to prepare their pupils up to a certain point and depend upon larger schools to continue the work. As a working basis for this simplification it is proposed that four industrial teachers be employed: (1) a teacher of agriculture with practical farm training, business ability, and some knowledge of simple mechanical operations; (2) a carpenter with some experience in blacksmithing and wagon repairing; (3) a teacher of cooking who will use the boarding department for practical work; (4) a teacher of sewing, who will supervise the dormitories and the housekeeping of the school. If it is absolutely necessary that these industrial teachers have other subjects, they should have assigned to them courses most nearly related to their trades. The literary teachers of the institution should be expected to cooperate to the extent of their ability in the industrial and social life of the school and in the neighborhood activities.

Educational use of boarding department and dormitories.—The use of the school kitchen and dining room as part of the domestic-science department is in line with good
SUMMARY OF EDUCATIONAL FACILITIES.

practice both in business and education. The maintenance of two independent cooking
departments in one institution is wasteful. There is probably no sounder principle than
"learning by doing." Similarly the dormitories offer real opportunities for imparting
many important lessons in neatness, order, and the proper care of the home. The dis-
regard of these opportunities in educational institutions everywhere should be quickly
corrected.

ACCOUNTS AND RECORDS.

A majority of the small private schools not controlled by church boards and
practically all the institutions owned by colored denominations are very deficient in
administration, general records, and accounts.

System of cost-accounting and records.—Very few schools can present adequate anal-
yses of their expenditures. Very few realize the important economies that could be
attained through good systems of accounts. There is a similar deficiency in the records
of student activities. Only a small number of the institutions keep accurate records of
enrollment, daily attendance, and class standing of pupils.

Annual audit by an accredited accountant.—In the case of institutions receiving
funds from philanthropic persons living at a distance, it is only reasonable to expect
that the school accounts will be examined by a reliable person trained to report on
accounting. It is taken for granted that the bookkeeping of institutions supported by
State or Federal funds should be regularly passed upon by expert accountants. This
study shows, however, that only about 10 of even the large private institutions and
practically none of the State and Federal schools have provided for reports by certified
accountants.

SUPERVISION OF BUILDINGS AND GROUNDS.

There is a real need for more economy and taste both in the construction of build-
ings and in the arrangement of the campus. Many of the buildings have been erected
in imitation of those in other institutions, with but little regard for income, adaptation
to use, climatic conditions, or location. Rules of sanitation and fire protection have
been disregarded and many pupils are in serious danger. Student labor has been used
without sufficient regard for cost. Heating and power plants have been installed
without regard for economy. More important even than economy and foresight in
building operations is continued care in the upkeep of the plant. The wise and
frequent use of whitewash and paint and the prompt repair of buildings and furniture
are important assets in business and education.

TRUSTEES AND OWNERSHIP OF SCHOOLS.

In determining the status of a private institution, great importance necessarily
attaches to the composition of the trustee board and the extent of the control exercised
by them.

Nominal boards of trustees.—Some schools have boards of trustees that exercise no
control over the affairs of the institution. A favorite method is to appoint colored men
as the legal trustees and ask prominent white men to act in an advisory capacity. The
usual result of this arrangement is to leave the management entirely to the school prin-
cipal, who in a number of instances has wrecked the institution. It is evident that
no gifts should be made to this class of schools.
Title to property vested in school principal.—Several schools are owned by individuals who spend a large part of their time soliciting funds. Others are maintained for the tuition received. In all such cases the emphatic recommendation is that donations be withheld.

Large, unwieldy boards of trustees.—Some of the colored denominations appoint trustee boards numbering over a hundred, each member to pay a stated sum of money annually. Such a plan invariably fails to provide any wise control over the institution.

Founding of small independent schools.—A perplexing problem continually confronting those interested in colored schools is the persistent effort to organize new schools. Sometimes these efforts have the approval of influential people both from the locality and from distant places. Sometimes they represent the desires of well-meaning but incompetent persons to help the colored race. And in a few cases they are the selfish efforts of scheming persons who are willing to prey upon philanthropy for financial gain. The following statement, prepared by the late Dr. Booker T. Washington shortly before his death, represents the attitude of an increasing number of thoughtful people:

After considering the whole matter very carefully with prominent educators representing various parts of the South, I am thoroughly convinced that it is a matter of doubtful wisdom to encourage, except under peculiarly favorable circumstances, the starting of additional new and independent schools in the South for our people. These schools, to accomplish any good, ought to be well managed, under a competent board of trustees, and not represent the mere personal ambition or activity of any one individual. In many cases the money given for such schools is more than wasted, not only because of improper organization and supervision, but also in large items for traveling expenses.

It is the consensus of opinion of all who have studied the subject that the time has come when money ought to be concentrated upon the strengthening of existing institutions rather than the starting of new ones. In many cases much harm has been done by establishing additional schools in the same locality. I know of special cases where persons are striving to build schools within a few miles of other and existing well-organized schools. It would, by far, be the better plan in the future, rather than to start additional small schools, to spend the money in strengthening the public schools. In many cases these small, poorly-organized schools not only accomplish little good, but are weakening the public-school system. The public-school system, of course, is permanent, and has the advantage of supervision. Instead of starting new schools, I advise that the old ones be strengthened or that the money be given in a way to strengthen the work of the public schools in the various localities of the South.