

NEGRO EDUCATION IN THE UNITED STATES

THE number of institutions for the higher education of the Negro race in the United States more than doubled, and enrollments have increased over six-fold during the past ten years, according to a report issued by the Bureau of Education of the Interior Department after a comprehensive survey of Negro universities and colleges.

In 1917 there were 31 Negro institutions offering college work, the report shows, while in 1927, of the 79 institutions included in the survey, 77 were engaged in college work. The college enrollments in the 31 institutions ten years ago amounted to 2,132 Negro students as compared with 13,680 attending the institutions surveyed in 1927, an increase of 550 per cent. The annual income of the Negro universities and colleges in the United States has also gained at a rapid rate. For 1917 it totaled \$2,283,000 while for 1926-27 the annual income was \$8,560,000, an increase of 275 per cent. The financial support being accorded Negro higher education in the country is nearly four times what it was in 1917.

Total capital investment in the real properties of the universities and colleges surveyed has likewise increased tremendously, the report shows. The value of the physical plants of these institutions 10 years ago was fixed at \$15,720,000. Their present value is \$38,680,000, representing a gain of 146 per cent, due principally to the construction of modern school buildings and other improvements in the plants. The most important advance made by the institutions has been the large increase in their productive endowments, indicating the existence of a growing conviction that Negro higher education must be placed on a permanent basis through the provision of stable annual income. In 1917, the productive endowments of the universities and colleges making up this survey amounted to \$7,225,000 with an

annual yield of \$361,250. Since then, additions have brought this total up to \$20,713,000, the annual yield being \$1,071,300. The gain over the period of 10 years in both endowment and annual yield, therefore, has been approximately 185 per cent.

The survey of Negro universities and colleges was conducted at the request of State departments of education of 19 States, 79 Negro institutions, the Association of Colleges for Negro Youth, the Phelps-Stokes Fund and the educational boards and foundations of seven church bodies, all of whom co-operated in arranging the study and in furnishing information. Everyone of the 79 institutions was visited by representatives of the Bureau. In addition to a general review of Negro higher education, the report contains individual chapters dealing in unabridged form with the academic programs, physical plants, graduation requirements, admission requirements, enrollments, training of the faculty, salaries, teaching loads, educational and scientific equipment and other functions of each of the institutions. The universities and colleges surveyed include: 5 in Alabama, 3 in Arkansas, 1 in Delaware, 1 in the District of Columbia, 3 in Florida, 9 in Georgia, 2 in Kentucky, 5 in Louisiana, 2 in Maryland, 5 in Mississippi, 1 in Missouri, 12 in North Carolina, 1 in Oklahoma, 1 in Ohio, 2 in Pennsylvania, 5 in South Carolina, 8 in Tennessee, 8 in Texas, 4 in Virginia, and 1 in West Virginia.

While presenting the exceptional progress accomplished in Negro higher education during the past 10 years, the report also calls attention to the fact that the immediate need of the race is more education, better education and higher education. The latest available figures show that there are approximately 48,000 Negro teachers in the United States, including those teaching in elementary schools, high schools, and colleges. Of this number 1,050 are teachers in institutions of higher learning and 46,950 in elementary and high schools. Upon the

latter rests the responsibility of educating 5,000,000 Negro youth under the age of 19 years, a task far beyond the capacities of such a small number. The lack of teachers, the report points out, is serious.

A considerable proportion of the teachers in Negro schools are also reported as being deficient in proper training. Many have not received more than elementary school preparation while the training of a large number of others has been limited to one or two years work in or graduation from high school. A shortage prevails not only in the number of teachers, but also in their quality. The solution of the problem is largely centered in higher education. If more teachers adequately trained and prepared for the overwhelming undertaking of educating 5,000,000 Negro boys and girls are to be provided, the task must be done in the institutions of higher learning. Continuing, the report asserts:

The economic salvation of the Negro is dependent to a great degree upon his training in the fields of agriculture, mechanic arts and crafts. While 1,000,000 Negroes own or operate farms, there are 1,178,000 of the race engaged in ordinary farm labor. The lack of training in mechanic arts and crafts is indicated by the fact that only 56,000 are skilled craftsmen as compared with 1,371,000 pursuing unskilled occupations or employed as day laborers. All States have established land-grant colleges offering courses in agriculture, mechanic arts and home economics. In these colleges members of the race may prepare themselves not only to become teachers in these fields but also to enter into these vocations with all the advantages of superior specialized knowledge. If continued progress is to be made to higher economic levels, the Negro youth of the country must take advantage of these opportunities.

National social and economic life demands the training of many more Negro professional and technical leaders. This is also a question of higher education. To

safeguard the health of the colored people and of their neighbors, to instruct them in hygiene, sanitation and in the measures necessary to ward off disease, care for those that fall ill, are as essential as intellectual and economic development. There are 3,500 Negro physicians and surgeons in the United States, or approximately one colored physician to every 3,343 Negroes. The white race has a physician to every 553 persons. A serious lack of Negro dentists prevails. There is only one to every 10,540 Negro inhabitants. In technical lines an even more pronounced shortage of trained men is revealed. There are in the United States only 50 Negro architects, 184 engineers, 145 designers, draftsmen and inventors, and 207 chemists. Professional and technical education can be obtained in institutions of higher learning only. With regard to Negro clergymen the report states:

Although the number of Negro clergymen serving as pastors of churches or preachers of the gospel is approximately 19,600, the training of a large number is extremely limited. Many have not had the benefit of a secondary education and others have never graduated from college, much less obtained the advantage of proper training in schools of theology. The average number of graduates from Negro theological seminaries is less than 10 a year when the actual demand for qualified Negro ministers is over 100 annually. The responsibility of providing leadership to direct the ethical, the religious, and the spiritual life of the large Negro population is one that rests upon higher education.

A considerable portion of the report is devoted to the methods of control and administration of the institutions. Four general types of government were found among the 79 institutions participating in the survey. These included 22 publicly supported institutions under State government and control, made up of land-grant colleges, normal and teacher-training colleges; 9 universities and colleges owned, governed and

controlled by independent boards of trustees and privately supported; 31 universities and colleges under ownership and control of Northern white church boards and privately supported; and 17 privately supported colleges owned and governed by Negro church organizations and conferences.

Of these different types of government, the report shows that the institutions controlled by independent boards of trustees have the largest average income per institution, the amount being \$261,082, while colleges under control of State authority are second on the list with an average annual income per institution of \$145,526. The colleges under the control of Negro church organizations have the third largest average income per institution with \$66,977 and the institutions having the smallest average income per institution are those controlled and administered from central headquarters of Northern white church boards, their average annual income being \$61,075.

The survey was made under the immediate direction of Dr. Arthur J. Klein, chief of the division of higher education of the Bureau of Education, by a committee consisting of Dr. William B. Bizzell, president of the University of Oklahoma; Dr. C. C. McCracken, Ohio State University; Dean George B. Woods, American University; and from the staff of the Bureau of Education, John H. McNeely, assistant to the director; Dr. Walton C. John, and M. M. Proffitt.

ENDOWMENTS

Endowments for all types of schools in the United States in 1926 exceeded \$1,000,000,000 as reported recently by the Bureau of Education, Department of the Interior.

The total valuation of all school property in that year, according to the report, was approximately \$8,125,085,472 and the grand total of enrollments in all types of schools was about 31,037,736. The total amount

of endowments reported by schools in 1926 is as follows: colleges and universities, \$987,012,929; teachers colleges and normal schools, \$19,425,113; private high schools and academies, \$67,151,000. This makes a total of \$1,073,589,042.

TEACHERS' RIGHTS

"Teachers will be slaves if they act like slaves. Weakness always tempts the bully. If they cower, they will be bullied. The tragedy and absurdity of the thing is that they could so easily rally a following if they had the imagination to realize how strong they are. If they chose to say that they would not endure the intolerable indignities to which they are subjected, they would very soon command a new kind of respect in the nation.

"Nothing can excuse or explain away spinelessness. But if the educators in the public schools have to lead a double life, it is not due wholly to personal timidity. It is due to a confusion of mind. The teaching profession does not fight for its rights partly because there is great uncertainty as to what its rights are.

"It is not easy to work out a clear principle which will define the status and the function of public school teachers. The fundamental principles which we assume to be true are capable of being manifested to the most surprising and contradictory results.

"It is possible, for example, to derive the Tennessee statute against evolution from one of the principles laid down in Jefferson's bill for establishing religious freedom. It is possible to derive justification for an established church from the very argument used to disestablish a particular church."

—*Walter Lippmann.*

From a schoolboy's examination paper: "Liberty of conscience means doing wrong and not worrying about it afterwards."