A PROGRAM OF TEACHER TRAINING BY PRAIRIE VIEW STATE COLLEGE FOR THE IMPROVEMENT OF THE RURAL NEGRO SCHOOLS OF TEXAS

Dissertation

Presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in the Graduate School of The Ohio State University

By

Lamar Harrison, B.A., B.E., M.A.

OHIO STATE UNIVERSITY

THE OHIO STATE UNIVERSITY

1936

Approved by

Advisor
ACKNOWLEDGMENTS

The writer wishes to acknowledge his indebtedness to the members of his dissertation committee, Professor Arthur J. Klein, Chairman, Professor H. Gordon Hullfish, Professor Harry G. Good, and Professor Dan H. Eikenberry. Especially heavy is his indebtedness to Professor Arthur J. Klein who has given sympathetic guidance throughout the study.

He is also grateful to many others who contributed in some measure to the completion of this work. Principal W. R. Banks of Prairie View State College made available much information concerning the institution and its former students and several other members of the college faculty gave kindly criticisms of the dissertation during the course of its preparation.

Finally, to his wife, Dorothy Marie, the writer acknowledges his debt of gratitude for her constant encouragement and sympathetic understanding which have greatly aided in the completion of this work.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION: Statement of Problem</td>
<td>1</td>
</tr>
<tr>
<td>II. PHILOSOPHY OF TEACHER TRAINING AS AN AGENCY OF SOCIAL IMPROVEMENT</td>
<td>10</td>
</tr>
<tr>
<td>Development of the Student's Philosophy of Education</td>
<td>19</td>
</tr>
<tr>
<td>Theory of Extension Service of Teacher Training Institutions</td>
<td>23</td>
</tr>
<tr>
<td>Summary</td>
<td>26</td>
</tr>
<tr>
<td>III. PURPOSES OF PRAIRIE VIEW STATE COLLEGE</td>
<td>28</td>
</tr>
<tr>
<td>A Study of the Objectives for Prairie View State College</td>
<td>33</td>
</tr>
<tr>
<td>Summary</td>
<td>36</td>
</tr>
<tr>
<td>IV. SOME ASPECTS OF THE ECONOMIC AND SOCIAL CONDITIONS OF THE NEGRO FARMER IN TEXAS</td>
<td>38</td>
</tr>
<tr>
<td>Relation of Tenure to Education</td>
<td>59</td>
</tr>
<tr>
<td>Health Status of Rural Negro Families in Texas</td>
<td>62</td>
</tr>
<tr>
<td>Summary</td>
<td>69</td>
</tr>
<tr>
<td>V. THE STATUS OF THE NEGRO RURAL SCHOOLS OF TEXAS</td>
<td>70</td>
</tr>
<tr>
<td>Financial Support</td>
<td>71</td>
</tr>
<tr>
<td>Negro Rural Pupils in Texas</td>
<td>75</td>
</tr>
<tr>
<td>Health of Rural Pupils</td>
<td>87</td>
</tr>
<tr>
<td>Rural Negro Teachers in Texas</td>
<td>90</td>
</tr>
<tr>
<td>Summary</td>
<td>99</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>VI. MAJOR SERVICES PRAIRIE VIEW STATE COLLEGE HAS RENDERED, SOME DEFIENCIES OF THE SERVICES, AND THE RESOURCES OF THE COLLEGE</td>
<td>102</td>
</tr>
<tr>
<td>Teacher Training Curricula of Prairie View State College</td>
<td>104</td>
</tr>
<tr>
<td>Division of Agriculture</td>
<td>105</td>
</tr>
<tr>
<td>Division of Home Economics</td>
<td>110</td>
</tr>
<tr>
<td>Division of Mechanic Arts</td>
<td>115</td>
</tr>
<tr>
<td>Division of Arts and Sciences</td>
<td>118</td>
</tr>
<tr>
<td>Agencies Affiliated with Prairie View College</td>
<td>139</td>
</tr>
<tr>
<td>Relation of Prairie View State College to the State Department of Education</td>
<td>148</td>
</tr>
<tr>
<td>Summary</td>
<td>164</td>
</tr>
<tr>
<td>VII. THE USE OF WALLER COUNTY BY PRAIRIE VIEW STATE COLLEGE AS A RURAL LABORATORY</td>
<td>166</td>
</tr>
<tr>
<td>PART I</td>
<td></td>
</tr>
<tr>
<td>Some Economic Problems of Negro Farmers in Waller County</td>
<td>167</td>
</tr>
<tr>
<td>Health Status of Rural Negroes in Waller County</td>
<td>175</td>
</tr>
<tr>
<td>Status of Rural Negro Schools in Waller County</td>
<td>177</td>
</tr>
<tr>
<td>Summary Part I.</td>
<td>188</td>
</tr>
<tr>
<td>PART II</td>
<td></td>
</tr>
<tr>
<td>Principles Involved in the Education of Teachers for Rural Schools</td>
<td>192</td>
</tr>
<tr>
<td>Tentative Plans for Experiments in Waller County</td>
<td>195</td>
</tr>
<tr>
<td>Improving the Teacher Training Program of the Arts and Sciences Division</td>
<td>202</td>
</tr>
<tr>
<td>Summary</td>
<td>209</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS (Continued)

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII. A PROGRAM BY WHICH PRAIRIE VIEW STATE COLLEGE</td>
<td>211</td>
</tr>
<tr>
<td>MAY SUPPLY INFORMATION AND ASSISTANCE IN THE</td>
<td></td>
</tr>
<tr>
<td>IMPROVEMENT OF THE NEGRO RURAL SCHOOLS OF</td>
<td></td>
</tr>
<tr>
<td>TEXAS</td>
<td></td>
</tr>
<tr>
<td>Summary of Study</td>
<td>222</td>
</tr>
<tr>
<td>Bibliography</td>
<td>228</td>
</tr>
<tr>
<td>Appendix</td>
<td>232</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>44</td>
</tr>
<tr>
<td>II</td>
<td>47</td>
</tr>
<tr>
<td>III</td>
<td>56</td>
</tr>
<tr>
<td>IV</td>
<td>59</td>
</tr>
<tr>
<td>V</td>
<td>68</td>
</tr>
<tr>
<td>VI</td>
<td>76</td>
</tr>
<tr>
<td>VII</td>
<td>77</td>
</tr>
<tr>
<td>VIII</td>
<td>78</td>
</tr>
<tr>
<td>IX</td>
<td>79</td>
</tr>
<tr>
<td>X</td>
<td>80</td>
</tr>
<tr>
<td>XI</td>
<td>82</td>
</tr>
<tr>
<td>XII</td>
<td>84</td>
</tr>
<tr>
<td>XIII</td>
<td>85</td>
</tr>
</tbody>
</table>

1. **TABLE I** DISTRIBUTION OF THE RATE OF INTEREST PAID BY 534 NEGRO FARMERS IN TEXAS
2. **TABLE II** INCOME OF 925 RURAL NEGRO FAMILIES IN TEXAS IN 1935
3. **TABLE III** 80,000 NEGRO FARMERS IN TEXAS BY YEARS ON SAME FARM
4. **TABLE IV** DISTRIBUTION OF 1100 NEGRO FARM FAMILIES IN TEXAS ACCORDING TO ANNUAL EXPENDITURE FOR 1934
5. **TABLE V** PREVALENCE OF PHYSICAL DEFECTS AMONG 1,000 NEGRO RURAL SCHOOL CHILDREN IN TEXAS
6. **TABLE VI** NEGRO SCHOLASTIC DISTRIBUTION IN TEXAS BY AGE 1933 - 1934
7. **TABLE VII** DISTRIBUTION OF 90,987 PUPILS BY GRADES IN NEGRO RURAL ELEMENTARY SCHOOLS OF TEXAS IN 1931
8. **TABLE VIII** GRADE DISTRIBUTION OF 22,280 PUPILS IN NEGRO RURAL ELEMENTARY SCHOOLS IN TEXAS IN 1933
9. **TABLE IX** GRADE DISTRIBUTIONS OF 4,397 PUPILS IN NEGRO RURAL HIGH SCHOOLS IN TEXAS IN 1931
10. **TABLE X** GRADE DISTRIBUTION OF 2,048 PUPILS IN 318 NEGRO RURAL SCHOOLS OF TEXAS IN 1933
11. **TABLE XI** NUMBER AND PERCENT OF 90,987 NEGRO PUPILS UNDER-AGE, OF NORMAL-AGE AND OVER-AGE IN EACH GRADE OF THE NEGRO RURAL ELEMENTARY SCHOOLS OF TEXAS IN 1931
12. **TABLE XII** NUMBER AND PERCENT OF 4397 NEGRO PUPILS UNDER-AGE, OF NORMAL-AGE AND OVER-AGE IN EACH GRADE OF THE NEGRO RURAL HIGH SCHOOLS OF TEXAS IN 1931
13. **TABLE XIII** LENGTH OF SCHOOL TERMS OF 310 NEGRO RURAL SCHOOLS IN TEXAS IN 1933
<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>XIV</td>
<td>86</td>
</tr>
<tr>
<td>XV</td>
<td>94</td>
</tr>
<tr>
<td>XVI</td>
<td>96</td>
</tr>
<tr>
<td>XVII</td>
<td>101</td>
</tr>
<tr>
<td>XVIII</td>
<td>103</td>
</tr>
<tr>
<td>XIX</td>
<td>107</td>
</tr>
</tbody>
</table>

**LIST OF TABLES** (Continued)

XIV  PERCENTAGE OF AVERAGE DAILY ATTENDANCE AND PERCENTAGE OF PROMOTION OF 36,501 NEGRO RURAL ELEMENTARY PUPILS IN TWENTY-FIVE TEXAS COUNTIES 1931

XV AGES OF 836 NEGRO RURAL SCHOOL TEACHERS

XVI MONTHLY SALARIES OF 937 NEGRO RURAL TEACHERS IN TEXAS, IN 1933

XVII GRADE DISTRIBUTION OF 1368 PUPILS IN THE NEGRO SCHOOLS OF WALLER COUNTY

XVIII DISTRIBUTION, GRADES, OF RETARDED, NORMAL AND ACCELERATED NEGRO PUPILS IN WALLER COUNTY

XIX ANNUAL SALARIES OF 38 NEGRO TEACHERS IN WALLER COUNTY, TEXAS
## LIST OF MAPS

<table>
<thead>
<tr>
<th>MAP</th>
<th>DESCRIPTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>MAP OF TEXAS SHOWING THE LOCATION OF PRAIRIE VIEW STATE COLLEGE, THE COUNTIES THAT HAVE 1,000 OR MORE NEGRO RURAL CHILDREN BETWEEN THE AGES OF 6 AND 16 YEARS, AND THE COUNTIES THAT PROVIDE SUPERVISORS OF NEGRO RURAL SCHOOLS</td>
<td>40</td>
</tr>
<tr>
<td>II</td>
<td>MAP OF WALLER COUNTY SHOWING 25 NEGRO COMMUNITIES</td>
<td>238</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Every educational institution must be judged upon the basis of the changes and improvements which it brings to the life of the people it is intended to serve. This idea, which is held and stoutly defended by progressive American educators, has been arrived at through years of observation and critical study of educational institutions and their relation to social living. Prairie View State Normal and Industrial College, established by an act of the Texas Legislature in 1876, is located in Waller County Texas, and is the Land-Grant College for Negroes of the State. It is intended to serve the Negro people of Texas by preparing teachers, agriculturists, industrialists, nurses and wives for life in Texas. This means that primarily it must render services under rural conditions of living since a large percentage of the Negroes live in rural communities in Texas. The nature of the service needed is revealed by studies of actual conditions among rural Negroes and rural Negro Schools in Texas.

Prairie View State College has rendered a very valuable service to the cultural and economic life of Negroes in Texas but the continued existence of undesirable
social and educational conditions indicates that with respect to a number of elements the college still needs to improve and extend its service. For the performance of this extended service the institution has a laboratory in the local community of Waller County; it has the support of the State Department of Education, and the cooperation of the county superintendents and local school officials of the state. The problem is one, therefore, of making the most effective application of the institution's resources to the correction of existing conditions.

The application of its resources to these problems requires that Prairie View State College adopt a policy of training teachers specifically for rural service. The adoption of this policy by the institution becomes increasingly desirable in view of the fact that more than seventy three percent of the graduates of Prairie View State College who have qualified for teaching since 1931 have secured their first teaching positions in rural schools and that many of the undesirable conditions in the Negro rural schools of Texas exist, in part at least, because of the lack of adequately trained rural teachers.

While there are a few persons engaged in teacher training work who doubt the desirability of offering specialized training for rural service, the consensus of
opinions of presidents of teachers colleges and normal schools, directors of education in state teacher training institutions and county superintendents favors specialized training for the prospective rural teacher. Surveys of the opinions of school officials who employ rural teachers reveal that these officials are almost unanimous in their belief that rural teachers who have had specialized training for rural service should render more satisfactory service than those who have not had such training. It seems that the Administration of Prairie View State College may well accept this view, at least tentatively for experimental purposes.

Since one of the major functions of Prairie View State College is to prepare teachers to serve efficiently in rural areas the institution may well use Waller county as a rural laboratory in developing practical forms of rural service. This would make it necessary for the institution to formulate a program by which the rural Negro schools of Waller county would be reorganized or improved so as to have a more desirable influence on the lives of the Negroes in the communities of the county. This program

1 Mabel Carney, "Preparation of Teachers for Rural Schools" National Society for the Study of Education Thirtieth Yearbook, 1931, p. 166

2 Ibid p. 166-167
in Waller county would include the coordination of the work of the rural teachers and the rural school officials with that of the County agent, the Home Demonstration agent, rural ministers, and others interested in the improvement of Negro rural life and education. The plan would further require that Prairie View State College use the results of its experiments in Waller county to determine the specific objectives of rural education in Texas, to determine the training and attitudes that a satisfactory rural Negro teacher in Texas should possess, and to revise its teacher training curriculum so as to prepare the type of teacher desired. Finally, the state should be made to realize that Waller county is an example of what progressive rural schools should be; and this, no doubt, would encourage other counties to invite Prairie View State College to assist them in improving their conditions.

The purpose of this study is to examine each of the points and processes named above upon the basis of factual material in regard to Prairie View State College, to Waller county, and to the state of Texas, in the light of general and well-informed treatments of teacher training and education in the United States; and to outline a program of teacher training for Prairie View State College.

In view of the fact, as will be shown in Chapter VI of this study, that the Divisions of Agriculture, Home
Economics, and Mechanical Arts have developed reasonably satisfactory programs for training teachers for their respective fields of work, and that graduates from these divisions constitute only 10.5 percent of rural Negro teachers in Texas, the major emphasis in this study will be placed upon the development of a satisfactory program of teacher training for the Arts and Science Division of Prairie View State College. The Arts and Science Division of Prairie View State College prepares the majority of the teachers for the one and two-teacher types of rural schools in Texas, and more than seventy-five percent of the graduates from this division receive their first teaching positions in rural schools.

Chapter II deals with the literature of teacher training that advances the position that the test of teacher training is its effectiveness in bringing about changes and improvements in the living conditions of the people in a particular community. The material contained in the chapter is based upon a comprehensive survey of the literature on recent trends in teacher training and upon the writer's views of teacher training.

Chapter III deals with the purposes of Prairie View State College and their relations to the philosophy advanced by Chapter II. The purposes have been derived from the legislative act establishing Prairie View State College,
from subsequent acts of Texas legislatures that have a bearing on the purposes of the institution, and from a study of the objectives and purposes of Prairie View State College made by a committee of the college faculty in 1932-1933.

Chapter IV deals with the economic and social status of Negroes living in rural districts of the state. The sources of data for this chapter were the fifteenth census of the United States, reports of the United States Department of Agriculture, reports of the United States Department of Commerce, and surveys and studies of Negro farmers in Texas made by committees of the Prairie View State College faculty.

Chapter V deals with the status of Negro rural schools of Texas. The sources of data were reports of the State Superintendent of schools and the State Department of Education, studies made by the Division of Negro Education in Texas, and surveys and studies of Negro rural schools in Texas made by committees of the Prairie View State College faculty.

Chapter VI deals with the nature of the service Prairie View State College has rendered, the deficiencies of this service, and the opportunities afforded by its resources for the correction of these deficiencies.

Chapter VII deals (1) with Waller county as a typical
county with respect to social, economic, and educational conditions among Negroes in the state; (2) with Prairie View State College in its use of Waller county as a rural laboratory; (3) with the determining of specific objectives of rural education in Waller county; (4) with methods of determining the type of training and the kind of attitudes which satisfactory Negro rural teachers in Waller county should possess; and (5) with the revision of the teacher-training curriculum of Prairie View State College in the light of the experiments in Waller county.

Chapter VIII deals (1) with the means by which Prairie View State College may make Waller county an example to the people of the entire state of what progressive rural schools should be; (2) with plans for encouraging other counties to accept assistance from Prairie View State College in improving their schools; and (3) with provisions for supplying information, advice, and assistance to those interested in Negro rural life and education.

**SOURCES OF DATA**

The sources of data used in this study have included:

1. Published and unpublished reports of the State Superintendent of Public Instruction in Texas.

2. Published and unpublished reports of the Division of Negro Education in Texas.


5. Survey of the literature on recent trends in teacher training.

6. Studies and surveys conducted by members of the Prairie View State College faculty in cooperation with the State Department of Education and personal interviews the writer held with more than five hundred rural Negro teachers in Texas. The following studies and surveys, all of which the writer either directed or assisted with, were made between 1932 and 1936:

a. Objectives of Prairie View State College
b. Vocational Opportunities for Negroes in Texas
c. Survey of Negro Rural Schools in Texas
d. Survey of Negro Schools in Waller County, Texas
e. Health Status of Negroes in Texas
f. Economic Status of Negroes in Texas
g. Program of Curriculum Study and Revision Among Negro Teachers in Texas
h. A study of Negro Farm Families in a radius of Ten Miles of Prairie View State College
i. A study of the Curricula of Prairie View State College
7. Minutes and Reports of the 'State Association of Teachers in Negro Rural and Village Schools of Texas'.

1 The writer organized the State Association of Teachers in Negro Rural and Village Schools of Texas in the summer of 1934. The first speaker who addressed the group and who praised the purposes of the organization was Mr. Leo M. Pavrot of the General Education Board. Some other persons who have addressed the association and have approved its purposes are the director of the Division of Negro Education in Texas, the State Leader of Agricultural Extension Service for Negroes in Texas, the Principal of Prairie View College. The Association meets in November in conjunction with the State Teachers Association and in the summer at Prairie View where its headquarters are located.
CHAPTER II

THE PHILOSOPHY OF TEACHER TRAINING AS AN AGENCY OF SOCIAL IMPROVEMENT

Finney defines philosophy as "careful, critical, systematic work of the intellect in the formulation of beliefs, with the aim of making them represent the highest degree of probability, in face of the fact that adequate data are not obtainable for strictly demonstrable conclusions". Dewey says that, "Whenever philosophy has been taken seriously, it has always been assumed that it signified achieving a wisdom which would influence the conduct of life". Bode, in referring to the relationship of philosophy to education says, "The question of aims in education is obviously bound up with the question of what is of supreme value in life; and this question like that of the nature of mind, is commonly regarded as a philosophic problem. It is evident, therefore, that there is an intimate connection between education and philosophy".

Again Dewey states that, "If we are willing to conceive

---

education as the process of forming fundamental dispositions, intellectual and emotional, toward nature and fellow men, philosophy may even be defined as the general theory of education .... The reconstruction of philosophy, of education, and of social ideals and methods thus go hand in hand."

Judging from the above quotations it is evident that education and philosophy are intimately connected. Educational endeavor must lean heavily upon philosophy for direction and guidance. Workers in the field of education must gain, from philosophy, generalized attitudes concerning the aims of education and the educative process in relationship to a social philosophy.

If we accept the above statements relating to the connection between education and philosophy as being valid, it becomes evident that teacher training institutions should have a conscious philosophy of education and that each institution should formulate practices according to its philosophy of education. If, therefore, teacher training institutions are to render maximum service to society they must formulate a philosophy of education which has a broad social outlook and make certain that staff members and

prospective teachers acquire an adequate understanding of the social function of the school and its relation to the community it is intended to serve. This becomes increasingly desirable in view of our present social-economic unrest. Curricula and programs of instruction in teacher training institutions that may have been reasonably satisfactory ten years ago are probably inadequate and greatly lacking today. Teacher training institutions should be sensitive to changes that are taking place in our social order. They should meet these changes with revised curricula and programs of instruction based upon a thorough understanding of social changes gained through participation in, study of, and reflective thinking about the changes. In arriving at a philosophy of education it should be remembered that, while the school is only one of the educational agencies, it is one of the major instruments through which we may perpetuate our social heritage and improve our social order.

The school must be conceived of as a social institution. It is supported by society and in the final analysis can be justified or evaluated only in terms of its services in perpetuating and improving society. The school must concern itself with the things society is concerned with.

---

If the school ignores real social problems and concerns itself with tasks which have little or no relationship to present living, it loses its effectiveness as an agency of social improvement.

Hullfish indicates the function of the school in its relationship to society. He states that:

"The school today faces a new task. It must find its place in the scheme of social reconstruction which is needed to lift society from its present chaotic state. New conditions set the task with great definite- ness. The social-economic situation has taken a form which the school can ignore only if it is ready to recognize that as it fails to contribute to the regeneration of society so does it become ineffective itself..... The school, to be sure, is not to be asked to accept sole responsibility for the remaking of society. It has too long been our habit to 'pass the buck', as we say, to the school on crucial social issues, and we have come now to realize that at its best the school is but one educative influence in the life of the students whom it touches. Unfortunately, as it is now organized the school is so out of relationship with society that more often than not it is the least effective of all the forces that play upon the student as he achieves the attitudes and dispositions which give character to the social process. This fact, however, need not lead us to disregard the school as a positive instrument for bringing the desired educative influences. What it really does is to compel the educator to turn to his own ground to seek out the nature of the contribution that the school may make to social reconstruction."

The success of the school depends almost wholly upon the attitude and resourcefulness of the teacher. Unless the teacher appreciates the aims and objectives of education,

---

understands the principles underlying their development, and acquires a broad social vision it is doubtful if she will be able to bring about many of the desirable social changes in the school and in the community. The responsibility for preparing adequately trained teachers rests primarily upon the teacher training institutions.

These institutions have frequently failed to prepare thoughtful, creative, resourceful teachers. This fact is borne out by statements from many American educators who express dissatisfaction with the work of teacher training institutions. Judd expressed dissatisfaction with the teacher-training curricula when he characterized them as "chaotic" and lacking in definite purpose. Bode has expressed a similar view in the statement that "we have been too little concerned to formulate the objectives of education and of teacher-training in terms of the meaning of education for a democracy". Kilpatrick suggests the need of a new social emphasis in the professional preparation of teachers. "He states that for some two decades now the dominant stress in study and research has been laid upon the scientific and impersonal aspects of education, with a resulting accumulation of techniques and

---

procedures which largely ignore any social outlook and bearing". Walker states that teacher-training institutions have misplaced their emphasis in that they have over-stressed research activities and have tended to ignore the needs of public school teachers and executives who are in the field. The following passage illustrates Bonser's views:

The present day graduates of most teacher-training schools have received little that fits them to interpret and use the principles of the newer education.... They have no working conception of education as growth; no knowledge of the techniques of using the interests and activities of pupils; no ability to make use of the natural and social environment about them; no knowledge of the occupational life and the materials of agriculture, industry, trade, and recreation as sources of educative experience; no capacity to use the creative ability of pupils; ..... in short, they have, as a result of their so called preparation almost nothing of any of the conceptions, abilities or techniques required by progressive schools.

Bonser further states that:

"Many of the teacher-training school faculties seem to be obsessed by fear that, in placing emphasis on the larger purposes and values in education, teachers will not know and will not teach the essential skills of reading, writing, language, and number. Only by misinterpretation is progressive education made responsible for any neglect of these skills..... To appreciate all elements in the conception of learning in their appropriate places and relationships requires nothing less than a reconstructed educational philosophy." 4

1 W. H. Kilpatrick, "Professional Education From The Social Point of View" - The Educational Frontier, 1933, p. 257.
4 Ibid, p. 272
Teacher training institutions may work out for themselves a philosophy of education in accordance with the needs of the present and the trends that seem best for the future. If this philosophy is to be of most practical value it must be formulated by the faculty and students of the teacher training institution. The philosophy must be based upon: a knowledge and understanding of child nature, gained through direct contact with children; a knowledge and understanding of children in relation to their environment gained through active participation in, and study of their response to environmental influences; a knowledge and understanding of the living conditions of the people in the area the institution is intended to serve, gained through direct contact and through studies of the conditions as they exist. This appears to be the most desirable procedure in arriving at a philosophy of education. The acceptance of a philosophy of education arrived at in this manner would no doubt enable teacher training institutions to formulate and foster programs of instruction which would go far toward preparing teachers who should do much to improve the social conditions in the communities in which they find employment.

If teacher training institutions are to render maximum service they must select students who have the capacity and
willingness to respond to proper education and training; make up their faculties of members who themselves have the qualifications which should be developed in their students; and provide the curriculum and equipment, including the training school, which will provide opportunities for students and faculty members to grow through co-operative participation in educative activities. That students and teachers would use, as far as possible, all of the materials that are helpful from race experience, which libraries, museums, and current life activities afford should be assumed without question. The whole matter of developing a social outlook in teacher-training lies primarily with the faculties and administrative officers of the teacher-training institutions.

Kilpatrick states that:

"In the preparation of teachers probably no one factor is more important than the social attitude of the faculty of the professional institution .... A more adequate social outlook is an absolute necessity if prospective teachers are to catch the social vision. The socially unenlightened teaching too often found in the ordinary college or normal school can hardly have any other result than turning out teachers ignorant of our social situation and with no intelligent concern about it."

The acceptance of Kilpatrick's views demands that it be brought about that all members of the professional staff hold an intelligent and positive social outlook. The problem of effecting a broad social attitude within the staff of teacher training institutions is no simple matter. The administration of teacher training institutions should probably encourage and insist that all staff members gain a comprehensive knowledge of the living conditions of the people in the area the institution is intended to serve. Much of this knowledge should be gained through direct contact with the people and the conditions in the area. Much of the instructional material should be obtained through these contacts. A program to remedy undesirable conditions observed should be formulated and executed by the institution. Staff members of the teacher training institution should consider the area the institution is intended to serve as a social laboratory. If they go into the area with an open mind and with the intent to render service, there is little doubt but that they will be welcomed.

Faculty members of teacher training institutions must constantly measure themselves by the extent to which the life of the people whom they are serving has been changed and improved. They must constantly evaluate their effectiveness by the developing and expanding social points of view.
of their graduates. They should improve the cultural life of the people by thinking about life, by attempting to understand it and by trying to modify it so as to serve society most effectively.

In connection with the foregoing, as has been stated, a positive social attitude and disposition becomes essential in prospective teachers. Too frequently the students who enter teacher training institutions have lived in communities and graduated from secondary schools that have provided few opportunities for them to develop a broad social view toward life and education. Many of them come from schools where they have had few opportunities to gain an adequate understanding through active participation in the more desirable aspects of a progressive society. Teacher Training institutions must, therefore, provide the environment in which the student will be encouraged and aided in formulating for himself a philosophy of education.

DEVELOPING THE STUDENT'S PHILOSOPHY OF EDUCATION

The student's conception of education must come

---

largely through experiencing and understanding immediate life problems. By considering group behavior with its purposes and methods as observed in the present and the past (a form of practical sociology), and by considering individual behavior with its forms of growth as observed first-hand and as studied in recorded accounts (a form of practical psychology), a basis is supplied for working out a philosophy of education. The prospective teacher should be helped to think for himself and to formulate gradually his philosophy of education. If, with the help afforded him by the teacher training institution, the student is led to find and use constructively the related facts of psychology, of sociology, and of his actual social experiences, his philosophy will be sound in the measure that his thinking is sound. The instructor should be responsible for helping the student to learn the techniques of constructive and critical thinking.

Let it be insisted that a social philosophy of education should be constructively arrived at by the student himself. If he cannot, with reasonable assistance, arrive at and formulate a working philosophy of education and give reasons for the steps and details in his work, it is

---

doubtful whether he has the capacity to teach in the best sense.

The student's course in educational principles should be made up of vitally related parts of educational psychology, sociology, and philosophy as a basis for the development of his conception of the purposes and processes of education. With the development of these principles arise the questions which would naturally require examination of various concepts of education, present and past, and the critical evaluation of them by the criteria which the student himself accepts. By this process the student should develop a background of convictions about life and education to serve as a basis of ultimate reference for all questions upon which he must reach judgments. It is true that these convictions may change. Also, the student's whole education should make him sensitive and responsive to changes in life. If teacher training institutions fail to help their students to work out for themselves a philosophy of life and education, no matter how much they cram students with isolated information and devices of practice, these institutions are not fulfilling their obligations.

---

2 R. B. Raup, "New Conception of the Profession of Education" - Educational Frontier, Chapter III.
Prospective teachers should develop their ability to do reflective thinking about current life needs and problems. They will need a working knowledge of science as it applies to use in caring for health, avoiding accidents, preventing economic losses and wastes, and helping those of all ages to right living. Much evidence can be accumulated by students to show that most people have great need for education in health and in safety, in consumer-values, and care of properties of all kinds. In every community there are almost constant illustrations of many wasteful and harmful practices all due to ignorance of facts, principles, and habits of behavior which the schools should teach.

Teachers in preparation need a working knowledge of social forces and their operation in home, school, community, national and international life. They should gain a knowledge of participation through active participation in directing and controlling social forces in school, home, and community, and more practice in thinking critically about social forces as the latter express themselves in the life of the nation and of the race. With the proper help from the faculty of teacher training institutions, students will be prepared to improve the active life of the people of their community.

The present need is for teachers who are persons of broad vision; scholars who are able to relate facts studied to active social needs; teachers who are able to use
principles and facts to improve living conditions of the people in their communities. Upon teachers are now placed such responsibilities as they have never before been required to bear. If the teachers are to live up to these responsibilities they must develop a constructive social conception of education based upon actual social conditions. This conception will be developed to the extent that teacher training institutions make provision for such development through adequately prepared faculties, progressive curricula and through providing opportunities for students and faculty members to participate cooperatively in educative activities that lead to social growth. Many of these opportunities may be provided through extension activities of the institutions.

THEORY OF EXTENSION SERVICE OF TEACHER TRAINING INSTITUTIONS

It seems that teacher training institutions will find a great opportunity for service and leadership through the enlargement of their extension activities. The proportion of parents in this country who have not clearly formulated

a social philosophy of life and education is probably very
great, with the result that growing children and college
students often get from their elders and from life about
them a most disturbing conception of life and education.  
There are adults and adolescent boys and girls in almost
every community who know very little and are little con-
cerned about the basic economic, social, and political
problems of the community, of the state, and of the nation.
The existence of these conditions provides fertile fields
for extension work by teacher training institutions. These
institutions may probably find it educationally profitable
to conduct forums where they can encourage a reasonable
number of persons to become interested. The forums could
probably be conducted in public school buildings. The
topics for discussion may be taken from current happenings
reported in digests or leading magazines or from studies
of conditions existing in the community. One of the pur-
poses of the forum should be to encourage persons to study
and demonstrate the ways in which spontaneous and sincere
exchange of ideas and opinions can be successfully carried
on. To be sure, many persons who engaged in the discussions
and many of those who merely listen in would be expected

1 E. E. Walker, A Challenge to State Teachers' Colleges,
Education, Vol. 54; Feb. 1934, p. 338.
to put into practice some of the facts learned.

Another means by which teacher training institutions may render a very valuable service is the establishment of centers for in-service teachers. At these centers courses should be offered which would serve the greatest needs of the teachers and should be presented in the most practical manner. In many instances the teacher training institution will serve a great need by offering a seminar at the educational centers. These seminars should be open to men and women from all walks of life and all levels of educational preparation. Problems of general interest should be discussed. The problem of curriculum study and revision could probably be discussed with profit by this group. The organization of library clubs, the establishment of freshman centers for high school graduates who may not go away to college, the promotion of study and research activities among the people in the area the institution is intended to serve are additional legitimate functions of teacher training institutions. Not only must these institutions be sensitive to all the varied needs of the growing child, the prospective teacher, and the adults in the area it is

intended to serve, it must seek to see that the needs are met. Many of the needs can be most effectively met through the extension service of teacher training institutions.

**SUMMARY**

In this thesis it is contended that a philosophy of education should be a social philosophy and it must concern itself with the improvement of our social order. Public education in America today is concerned with acquiring practical information which will enable the learner to improve, socially and morally, both himself and those with whom he comes in contact. This conception of the function of public education places a greater responsibility upon the institutions whose duty it is to prepare adequately trained teachers to serve in the schools.

It appears that the only adequate criterion for judging the efficiency of a teacher training institution is the extent to which the life of the people whom it serves has been changed and improved and the extent to which its graduates demonstrate the results of their training by promoting social and educational improvements. If the teacher training institutions accept this criterion as the basis for judging the efficiency of their work, in order to render maximum service, they must make up their
faculties of members who have a broad social vision, select students who have the capacity to respond to proper education and training, and provide the curriculum and the equipment which will offer opportunities for students and faculty members to grow through cooperative participation in educative experiences. Many of the educative experiences should be obtained by participation in the activities of the local community of the institution. Teachers in training should study the local problem directly, should help to formulate programs for their solution and should participate in making these programs effective.

These general conceptions of education provide the criteria for examination of Prairie View State College and its work; first by a study of its objectives in relation to the criteria, and second by consideration of desirable objectives and procedures in view of the environment in which the institution works.
CHAPTER III

PURPOSES OF PRAIRIE VIEW STATE COLLEGE

This chapter is intended to review the legislative acts of Texas that have a bearing on the purposes of Prairie View State College, to indicate the present objectives of the college as determined by a committee of the college faculty, and to show the relation of the purposes and objectives of the college to the philosophy advanced by Chapter II.

The legislative act which provides for the establishment of what is now Prairie View State Normal and Industrial College was passed by both houses of the legislature on August 12, 1876, and was approved by the Governor on August 14, 1876. The act became effective upon passage. Part of the act reads as follows: "Be it enacted by the legislature of the State of Texas that there shall be established in this state at such point in the manner provided for in this act, an Agricultural and Mechanical College for the benefit of the colored youths of this State.

"The Governor is hereby authorized to appoint a commission consisting of three competent persons who shall select a suitable place for the location of said Agricultural and Mechanical College - the site selected shall contain not
less than five hundred acres of land suited for agricultural purposes. When said college shall have been located it shall be known as the Agricultural and Mechanical College of Texas, established for colored youths, and shall be under the supervision and control of the Board of the Agricultural and Mechanical College as established by an act of the Legislature passed on April 17, 1871." The commission was appointed by the governor and with money appropriated under the act of August 12, 1876, the Kirby plantation of 1498 acres was purchased for the sum of $20,000.00, the Spanish name "Alta Vista" was changed to "Prairie View"; and what was once a slave plantation became the State institution for the higher education of Negroes.

The institution, having been organized by the Board of Directors of Agricultural and Mechanical College located at Bryan, Texas, was opened to students in October, 1878, as an Agricultural and Mechanical College. For some reason the institution was not successful. Only six persons enrolled.

1 Agricultural and Mechanical College located at Bryan, Texas, was established in compliance with the provisions of the Morrill Act of 1862. It is the land-grant college of Texas for whites.

2 Revised Civil Statutes of Texas, 1925, House Bill No. 436.

3 Prior to the Civil War the present campus site was occupied by the slave plantation of Jared Ellison Kirby. The Kirby plantation bore the Spanish name "Alta Vista". After the Civil War Mrs. Helen Mar Kirby, who later became Dean of Women at the University of Texas, conducted a fashionable private school for white girls on the Kirby estate.

4 P. E. Bledsoe, unpublished report on the historical development of Prairie View.
During the following year the legislature passed a bill: "To provide for the organization and support of a Normal School at Prairie View formerly Alta Vista in Waller County, for the preparation and training of Colored Teachers." The bill was signed by the governor in 1879, and became effective at once. Part of the act reads as follows: "There shall be established at Prairie View (formerly called Alta Vista) in Waller County in this state a Normal School for the preparation and training of colored teachers. The Board of Directors of the Agricultural and Mechanical College of Texas is hereby authorized and required to organize said school as soon as practicable, so as to admit one student from each senatorial district in this State and at least three students from the State at large - to be taken from the colored population of this State". "Said Board shall regulate the course of study and the manner of performing labor and the kind of labor to be performed by the students, and shall provide for the board, lodging, and instruction of the students without pecuniary charge to said students".

"The Board of Directors shall require all students admitted to said school to sign a written obligation (in proper book kept for that purpose) binding said pupil to teach in the public free schools for the colored children

---

1 Revised Civil Statues of Texas; 1925 Senate Bill No. 301. See appendix for complete act.
of their respective districts at least one year next after their discharge from the Normal School, and as much longer than one year as the time of their connection with said Normal School shall exceed one year; for which teaching said discharged students shall receive the same rate of compensation allowed other teachers of such schools." The institution was reorganized by the Board of Directors of Agricultural and Mechanical College and opened in the autumn of 1879 as a State Normal School for the Training of Colored Teachers.

In March, 1891, the State Legislature of Texas passed an act which provided that the funds made available to Texas through the provisions of the Morrill Act of 1862, "shall be apportioned between the Agricultural and Mechanical College and Prairie View State Normal School on the following basis to wit: Three-fourths to the Agricultural and Mechanical College and one-fourth to Prairie View State Normal School." This act made Prairie View State Normal School the Negro land-grant institution of Texas.

In 1899 the name of the institution was changed to Prairie View State Normal and Industrial College. An act of the Texas legislature approved March 28, 1901, made

---

1 Legislature of the State of Texas, Senate Bill No. 235, March 14, 1891.
2 While some emphasis was placed upon agriculture and mechanic arts at this time, the institution continued to consider teacher-training its primary function.
3 Prairie View State Normal and Industrial College Bulletin, 1901. Hereafter, in the present study, the institution will be referred to as Prairie View State College.
provisions for "A four-year college course of classical and scientific studies," but only three persons received degrees from the institution prior to 1918. The two-year normal curriculum was continued along with the four-year college course until 1930 when the former was discontinued.

Each of the following divisions of the institution offers a four-year teacher training curriculum: Agriculture, Arts and Science, Home Economics, and Mechanic Arts. The curriculum of the Arts and Science Division is arranged so as to enable students to complete the requirements for a four-year elementary teachers' certificate in two years.*

Legislation dealing with Prairie View State College indicates certain objectives although in terms that are very general. It seemed necessary, therefore, to examine objectives that refer more specifically and philosophically to the work of the institution. The section which follows is a recent statement of the objectives of the institution as studied and determined by a committee of the college faculty in 1932-1933.

---

1 Revised Civil Statutes of Texas, 1925 Senate Bill No. 17, 1901.
3 Prairie View State College is organized into the following divisions: Agriculture, Arts and Science, Home Economics, Mechanic Arts, Nursing Education. Each division has its own faculty including department heads and directors. The divisions of the institution are similar to colleges in universities. The duties of the directors of divisions are similar to those of deans of colleges in universities.

* See appendix B for enrollment of Prairie View State College.
A STUDY OF OBJECTIVES FOR PRAIRIE VIEW STATE COLLEGE

At the beginning of the school year 1932-1933, the Principal of Prairie View State College appointed a committee of the college faculty to study the objectives of the institution. The committee spent thirteen months making the study. Throughout the progress of its work the committee had the cooperation of a committee which was making a study of vocational opportunities for Negroes in Texas. The committee attempted to set forth objectives in accordance with the intent and purpose of those responsible for the existence of the institution and in accordance with the opportunities and needs of Negroes in Texas. The objectives are summarized under the five divisions of the college.

Divisional Objectives

I

AGRICULTURE DIVISION

1. To prepare
   a. Efficient Farmers,
   b. Vocational Teachers,
   c. Agricultural Extension Teachers,
   d. Farm Superintendents,
   e. Marketing Specialists.

1 See Appendix A for complete list of objectives of Prairie View State College.
2. To establish and maintain an experiment and research station for the discovery and dissemination of new truths in Agriculture.

II

ARTS AND SCIENCES DIVISION

1. To prepare teachers, principals, and supervisors for efficient service in the public and private elementary and secondary schools of the state.

2. To provide for the mastery of the tools of learning upon which vocational and professional learning depends.

III

HOME ECONOMICS DIVISION

1. To prepare
   a. Efficient Home Makers,
   b. Vocational Home Economics Teachers,
   c. Home Demonstration Agents,
   d. Jeanes Supervisors,
   e. Commercial Managers,
   f. Institutional Managers.

2. To establish and maintain an experiment and research station for the discovery and dissemination of new truths in Home Economics.

IV

MECHANICAL ARTS DIVISION

1. To train students in the underlying principles of engineering and industry.

2. To prepare students for proficiency in the use of the applied sciences which form the basis for designing machinery and structures.

3. To promote
a. Proficiency in the making and reading of architectural and engineering drawings.

b. Proficiency in estimating.

c. Proficiency in mechanical and structural designing.

d. Proficiency in industrial management and production methods.

4. To teach those branches of engineering and trades which offer opportunities for Negroes in the Southwest.

5. To train teachers of Manual Arts and Industrial Education.

V

NURSING EDUCATION DIVISION

1. To establish and maintain adequate equipment, thereby enabling the rendition of a more reliable and complete health service to the students and employees of Prairie View College and other persons of the State.

2. To train Internes and Nurses for the purpose of disseminating the fundamental principles of health and correct living among the Negroes.

3. To make Prairie View State College a center for Health Information among the Negroes of the Southwest.

4. To make Prairie View State College a medical center for members of the medical profession.

5. To train students for positions as private nurses, supervisors, and superintendents of hospitals and nurse training schools.

This review of the purposes of Prairie View State College as stated in several Texas legislative acts and as stated by its committee on the objectives of the institution seems to
indicate that the purposes of the college are closely related to and appear to be concerned about many of the same social functions as those that characterize the philosophy advanced by Chapter II and at no point do they seem to be inconsistent with that philosophy. This philosophy advances the idea that a knowledge of the actual conditions existing in the area an institution is intended to serve is essential in constructing a teacher training curriculum and that the test of the efficiency of a teacher training institution is the service it and its graduates render to the communities served. Prairie View State College has as one of its objectives the promotion of research studies on the conditions and opportunities of Negroes in Texas. The institution is using much of the material collected as a basis for making curricular changes.

SUMMARY

The Texas legislative acts that have to do with the purposes of Prairie View State College show that one of the major purposes of the institution is teacher training. A recent study of the objectives of Prairie View State College reveal that, while the institution has several other purposes, teacher training is still predominant. Four divisions of the college purpose to train teachers in their respective fields.

The purposes and objectives of the institution are not
inconsistent with the philosophy advanced by Chapter II which holds that the test of a teacher training institution is its effectiveness in providing changes and improvements in the living conditions of the people it is intended to serve. This chapter reveals that Prairie View State College tends to accept the philosophy advanced by Chapter II. The next chapter proposes to examine the social and economic status of the portion of the population of Texas that Prairie View State College is designed to serve as the basis for relating the objectives of the institution more closely to actual conditions.
CHAPTER IV

SOME ASPECTS OF THE ECONOMIC AND SOCIAL CONDITIONS
OF THE NEGRO FARMER IN TEXAS

In view of the fact, as will be shown later in this study, that the majority of the Negro population of Texas lives in rural districts and that approximately three-fourths of Prairie View State College graduates who qualify for teaching receive their first appointments as teachers in rural schools, it seems that the teacher training programs should be formulated with a careful consideration of the needs of rural Negro teachers in Texas. It becomes obvious that the institution must determine what these needs are. The needs are based largely upon the economic and social conditions of the people. The present chapter, therefore, deals with some of the economic and social problems that have a significant bearing on the possibility of developing a program of education conceived in terms of the welfare of the rural Negro people of the state.

The chapter is discussed under the following major topics: Some Economic Problems of the Negro Farmer in Texas, Social Problems of the Negro Farmer in Texas, and The Health Status of Rural Negroes in Texas.

The Fifteenth census of the United States shows that the state of Texas had a Negro population of 854,964 in 1930.
The Negro rural population was 525,135 or 61.5 percent of the total Negro population of the state. The increase in the Negro rural population between 1920 and 1930 was 6,814 or 1.3 percent. Approximately three-fourths of the Negro rural population live in the eastern section of the state within a radius of 300 miles of Prairie View State College. In this geographical area lies the richest farm land in the state.

Map I on the following page shows the location of Prairie View State College, the counties that have 1,000 or more Negro rural children between the ages of 6 and 18 years (the legal school age in Texas) and the counties that provide supervisors of Negro rural schools. Almost all of the rural Negro children in these counties are children of farmers, hence, the map also represents the counties in Texas that have a large Negro farm population. Although some of the counties are approximately 300 miles from Prairie View State College, the topography of this section of the state, the good highways and other transportation facilities make the college easily accessible to the people in these counties.

The section of the state in which the majority of Negro farmers live, frequently referred to as the "Black Prairies of Texas", has long been regarded by students of American
EXTENSION SERVICE

A. and M. College of Texas, Cooperating with U. S. Department of Agriculture

O. B. Martin, Director
College Station, Texas
farm tenure problems as a region of special interest. The percentage of tenantry is high and the development of the tenant system has been unusually rapid. Furthermore this region is of special interest because of the social and political unrest arising from its tenure problems, which at times have been a major factor in politics in the state.

It had been the custom in Texas, since early renting days in the state, for renters to give the land owner, as rent payment, one-third of the grain and one-fourth of the cotton grown on the land. Shortly after 1900 economic conditions gave rise to the payment of a bonus in addition to the customary one-third grain and one-fourth cotton share as rent. The bonus system aroused violent antagonism among renters who organized the Renters' Union of America in 1911. By 1914 the situation had become so acute that the United States Industrial Relations Commission conducted an investigation of the land problem in the region, and the "bonus" problem became the main issue of the Texas gubernatorial campaign of that year, resulting in the election of a candidate advocating an "anti-bonus" law.

The "anti-bonus" law was passed in 1915. This law makes it illegal to contract for or collect a rent "in excess

---

of the value of one-third of the grain and one-fourth of the cotton raised on the land where the landlord furnishes only land and improvements, and a rent "in excess of one-half of the crops" where the landlord furnishes land, improvements and equipment.

SOME ECONOMIC PROBLEMS OF THE NEGRO FARMERS IN TEXAS

For the discussion of the forms of tenure of Negro farmers in Texas, which follows, Negro farm operators are classed as (1) owners, (2) renters, (3) share croppers. Owners own all or part of the land they operate. Renters rent all the land they operate and furnish all labor and equipment used on their farms and as a rule receive two-thirds of the grain and three-fourths of the cotton raised. The share-croppers rent all their land entirely on a "share" basis and furnish only the labor and receive half of the crops raised.

FARM WEALTH

The ability of a population group to support education may be measured in terms of the income of the people or in terms of the wealth per person for which schooling is

\[ \text{Ibid.} \]
to be provided. In 1920 there were 78,597 Negro farm operators in Texas, 23,519 of whom owned their farms. In 1930 there were 85,940 Negro farm operators in Texas, 20,578 of whom owned their farms. This shows an increase of 10,330, or 18.4 percent, in the number of tenant farmers and a decrease of 2,941 or 12.5 percent, in the number of Negro farm owners between 1920 and 1930. In 1920 Negro farmers owned 1,793,127 acres of land in Texas whereas in 1930 they owned 1,463,991 acres of land. This represents a loss of 329,136 acres of land or a decrease of 18.4 percent in ten years. The average size farm operated by Negro owners in 1930 was 76.7 acres. The value of land owned by Negro farmers in Texas in 1920 was $67,487,318 while in 1930 the value of farm land owned by Negroes in Texas had decreased to $44,610,852 or a decrease of 33.9 percent in value.

One of the causes of the loss of land and the decrease in the value of land owned by Negroes was probably due to poor conservation of the soil. Very little attention is given to crop rotation and as a result much of the land has

3 Ibid, p. 52
become unsuitable for cotton production without fertilizer. Another factor that has contributed to the loss of land by Negro farmers is the high rate of interest they are required to pay on money borrowed and on commodities purchased on credit. The interest rates range from 3 percent to 25 percent with a median of 10 percent. Table I shows the rates of interest on money which Negro farmers were paying in 1934.

**TABLE I**

**DISTRIBUTION OF THE RATE OF INTEREST PAID BY 534 NEGRO FARMERS IN TEXAS***

<table>
<thead>
<tr>
<th>Rate of Interest</th>
<th>Number Paying</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>76</td>
</tr>
<tr>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>10</td>
<td>391</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>6</td>
</tr>
</tbody>
</table>

It is obvious that if farmers find it necessary to borrow money to do business on credit it is very difficult for them to keep up interest payments.

---

* A Committee of Prairie View State College Faculty, "A Study of 1,100 Negro Farm Families in Texas in 1935". Unpublished Study Prairie View State College.
The loss of land by Negro farm owners in Texas between 1920 - 1930 has had a very serious effect on their ability to compete in the present economic order. "Civilization begins with the sense of possession and possession finds one of its most perfect expressions in the ownership of the home. In the country this is a necessary correlative of farm ownership. .... Booker T. Washington once wrote that the Negro was not given freedom by the Emancipation Proclamation but that independence would come only by self earned economic emancipation." Part of this self earned economic emancipation is the ownership of land. Ownership gives the people pride, thrift, and industry. With pride the house takes on little niceties that make it home, with thrift small savings and economies grow to larger beginnings, and industry leads to increased production.

The decrease in the amount and value of farm land owned by Negroes has a definite effect on their ability to support schools for Negro farm children. It is not contended here that the financial support for Negro schools should come entirely from Negroes. It is the belief, however, that Negroes should furnish a reasonable degree of financial assistance for their schools. Updegraff found the median equalized valuation per teacher for common school districts in New York

---

1 S. T. Bitting, "Rural Land Ownership Among Negroes in Virginia", University of Virginia Publication, p. 100.
State to be $108,157. In a similar study Updegraff and King found a median true valuation for the different types of districts in Pennsylvania to be: fourth class $100,000; third class, $129,375; and first and second class cities combined, $250,000. If the expenditure for Negro rural schools in Texas should equal the cost of maintaining schools in fourth class districts in Pennsylvania the value of land owned by Negro farmers in Texas would support only 446 one-teacher schools. The conditions pictured above together with a consideration of the virtues associated with home ownership place a grave responsibility on the State College for Negroes in Texas, the Negro rural teachers, rural ministers, and other educational agencies.

In addition to the possession of land, income is another measure of the ability of a group to support schools. A study of 925 rural Negro families in Texas, made in 1935, revealed that 56.8 per cent of the families received an income of less than $400 per year. The data for the year 1935 are shown in Table II.

Table II

INCOME OF 925 RURAL NEGRO FAMILIES IN TEXAS IN 1935*

<table>
<thead>
<tr>
<th>Income</th>
<th>Percent of Total Number of Farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100-199</td>
<td>17.3</td>
</tr>
<tr>
<td>200-299</td>
<td>26.4</td>
</tr>
<tr>
<td>300-399</td>
<td>13.1</td>
</tr>
<tr>
<td>400-499</td>
<td>11.3</td>
</tr>
<tr>
<td>500-599</td>
<td>7.8</td>
</tr>
<tr>
<td>600-699</td>
<td>4.3</td>
</tr>
<tr>
<td>700-799</td>
<td>3.7</td>
</tr>
<tr>
<td>800-899</td>
<td>6.1</td>
</tr>
<tr>
<td>900-999</td>
<td>4.0</td>
</tr>
<tr>
<td>1000-1099</td>
<td>8.0</td>
</tr>
<tr>
<td>1100 and over</td>
<td>8.0</td>
</tr>
</tbody>
</table>

It will be observed from Table II that only 41.9 percent of the Negro farm families included in the study received an income of more than $500. Since the average number of persons per family was five, the average income was less than $80 per person for 56.8 percent of the farmers included in the study.

Another study of 1,100 Negro farm families in Texas made in 1935 revealed that their annual income is usually stated in terms of the number of bales of cotton grown for sale. The average number of bales of cotton grown by Negro farmers in Texas in 1934 was 12.5. If the sale price of

1 Proceedings of Sixth Educational Conference, Prairie View State Normal and Industrial College, 1935, p. 64.

* Proceedings of Fifth Educational Conference, Prairie View State College, 1935.
cotton is estimated at $50 per bale in 1934, the average income per family was $625. The average number of persons in a family was five, thus the income for each member of the family was $125 in 1934. While the amounts indicated above represent the net income of Negro farm owners, they do not give an accurate statement or picture of the actual income of the Negro tenant farmers who constitute 76.1 percent of the Negro farmers in Texas.

One of the ways of reviewing the economic conditions of the Negro tenant farmer is to survey and evaluate his farm practices in the light of modern and up-to-date methods. The Negro tenants (renters) own their work animals, usually not more than two mules. A wagon and a few plows and hoes constitute their farm implements. The average value of implements per farm operated by Negro tenants in Texas was $57 in 1930. Less than one half of the renters own hogs, poultry and beef cattle and a smaller percent have milk cows.

The renters depend almost wholly upon the cotton crop for money income. They plant from 60 to 80 percent of their land in cotton. Corn is grown primarily to be fed to live

---

stock used in producing cotton and in this sense it practically becomes a cost in production. The average number of acres per farm operated by Negro tenant farmers in Texas in 1930 was 51.8.

Share croppers do not own their work animals and when they live in houses grouped close together they usually own nothing but their few household goods. Share croppers who live somewhat separated from each other frequently own a few chickens and hogs and occasionally they may own a milk cow.

Negro share croppers, like renters, depend almost wholly upon cotton for money income. They plant from 80 to 90 percent of their land in cotton. The share croppers have less freedom than do renters with respect to what crops they may plant. Landlords frequently exercise a considerable amount of supervision over share croppers. This together with other factors frequently causes a difference in the social life in communities where owners, renters, and share croppers reside. Owners and renters often look with pity on the share croppers who are working on large plantations. As a rule, there is a sentiment abroad that owners of big plantations do not look with favor on outsiders making frequent visits to their share croppers. It is reported

---

that visitors are held in suspicion for fear they may bring the tenants new ideas which may be contrary to the plans of the plantation owner. As a result of these social differences between Negro owners, renters and share croppers on large plantations, the people on large plantations frequently have their social affairs and church life principally to themselves.

This situation usually has a bad effect on education. It is difficult to get the various groups to cooperate to put over an educational program. And too the plantation owner frequently determines who will teach the Negro school on or near the plantation. This teacher will of course attempt to carry out the type of program the plantation owner desires. It seems therefore that one of the major problems is to convince plantation owners of the need for better educational facilities for his share croppers. This can probably be done most effectively by the State College working with the State Department of Education and the local school officials.

The Negro tenant farmers in Texas, both renters and share croppers, rarely practice crop rotation. They may at times plant corn on land where cotton was grown but they do not do so consistently. They feel that the practice is beneficial but they do not like it because the practice permits too great production of crab grass seed in the
season that corn is grown. These seeds in the cotton field the next year will make cultivation very difficult.

"Customary renting practice" forms the basis of practically all renting contracts for both renters and share croppers. In fact, nearly all rent contracts are nothing more than an agreement between landlord and tenant that "customary renting practices will be followed." Mention was made earlier in this chapter of the "bonus" required of tenant farmers and the passage of the anti-bonus law. It is doubtful if this law has had very much effect on Negro tenant farmers as they seldom, if ever, make written contracts with landlords. The "bonus", when collected is considered a secret between landlord and tenant, consequently it is difficult to determine the extent to which a "bonus" is still being collected from Negro tenant farmers.

The first objective of the tenant farmers, both renters and share croppers, is to harvest enough of the cotton crop to pay the rent. They haul cotton to the landlord's gin for this purpose until they satisfy the landlord. The tenants' second objective is to haul enough cotton to cancel their debts at the store operated by the landlord or a merchant whom the landlord has requested to grant credit to the tenants. Many of the Negro tenant farmers never keep an account of their bills and never know how much they owe. Consequently, they must haul cotton until they satisfy their creditors.
Seldom do the share croppers have more than enough to pay their bills. The renters are in a little better position in that they more often have something to be credited to their accounts or some cotton coming to them after the bills have been paid. In case they have cotton left it is usually sold to the landowner. Frequently the land owner pays a lower price than the cotton would sell for in the open market.

It is obvious that the practice of Negro farmers in failing to keep accounts of bills owed is an uneconomical practice. They are not encouraged to economize by a knowledge of the amount owed. Often when it appears that the Negro will make a good cotton crop, he is encouraged to buy things he does not need. Merchants are free to charge any price they desire on material purchased by the Negro farmer without the latter’s knowledge since the Negro does not keep account of the amount he owes.

J. T. Sanders reports that the actual accumulation of wealth of the average farm family in Texas, including both whites and Negroes, in 1919 was $149 for share croppers, $291 for renters, and $615 for owner-operators. The year

1 Ibid, p. 30.
2 Owner-operators own all of the land they operate.
1919 was one of the most profitable years in the history of cotton farming due to the unusual high prices paid for cotton.

Sanders states that: "If the average renter should buy the farm he operated in 1919 on the assurance of his 1919 net accumulation of wealth, how long would it require to pay for the farm and its equipment? Assuming interest on farm indebtedness to be 5½ percent and that the rent paid as a renter equals interest on the total farm value, and assuming further that, as farm indebtedness is lessened, the resultant interest is applied to the payment of the principal, it would require the tenant nearly 28 years to pay completely for his farm and equipment from his $291 annual accumulation of wealth. If the tenant were required to pay in cash at least one third of the price of the farm and equipment before he could buy he would have to farm more than 13 years in order to complete the initial payment."

The Negro tenant farmer in Texas is earning considerably less profit at present than the average profit earned by all tenant farmers in Texas in 1919. On the basis of the current price of farm land and the present earnings of Negro tenant farmers, it would require the latter much longer than 28 years to completely pay for the land he is now farming. A careful analysis of the conditions of the Negro farmer in Texas seems to indicate that Gordon's comment on Negro farmers in South Carolina are equally applicable to those of Texas. Gordon states that: "The credit system as operated in the State tends to keep Negro farmers poor, ignorant, and non-progressive, especially if he is a renter.

---

1 J. T. Sanders, Assistant Agricultural Economist United States Department of Agriculture. Ibid. p. 30.
Even if he is a land owner he finds it difficult to tide himself over the lean years without credit; yet if he uses it he is likely to reduce himself to the state of a peon.¹

The small income and the insignificant profit which the Negro derives from farming make it difficult for him to support Negro schools adequately. When one considers the fact that 76.1 percent of the Negro farmers in Texas are tenants and that their annual income and profit is considerably lower than the amount indicated above for tenants in 1919, it becomes obvious that the Negro farmer is able to contribute only a small amount toward the financial support of Negro schools. His support, therefore, must necessarily be given through means other than finance.

RELATION OF TENANTS TO LANDLORDS

The Negro tenant farmers have little to attach them to a given farm from one year to another. Almost all farm enterprises are completed annually, the relatively unimportant enterprise of raising stock being the only one that lasts from one year to another. Even this enterprise as conducted by Negro farmers in Texas can be transferred from one farm to another with little difficulty. These conditions enable tenants to move very often and in some

instances, for little or no reason.

Similarly landlords can change tenants with practically no inconvenience or financial loss. Tenants are often asked to move without knowing in what particular they have failed, or how they have displeased their landlords. As a result the connection between landlord and tenant, as a rule, is transitory, neither party being willing to continue the connection if either finds the least objection to it. The 1930 census revealed that 25.4 percent of Negro tenant farmers in Texas had remained on the same farm less than one year. Table III shows the number of years 80,088 Negro farmers in Texas have remained on the same farms. It will be observed from Table III that 62.9 percent of the farmers have remained on the same farms less than five years. This condition obviously has a damaging effect on the school children of these farmers. These children are frequently retarded because it is necessary for many of them to change schools and teachers in the midst of a school term. Studies of retardation and promotion of rural Negro pupils reveal that this has been one of the major causes of lack of promotion.

---

TABLE III

80,000 NEGRO FARMERS IN TEXAS BY YEARS ON SAME FARM*

<table>
<thead>
<tr>
<th>No. of Yrs.</th>
<th>Less than 1 yr.</th>
<th>1 yr.</th>
<th>2 to 4 yrs.</th>
<th>5 to 9 yrs.</th>
<th>10 yrs. &amp; over</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Farmers</td>
<td>21,121</td>
<td>13,273</td>
<td>17,880</td>
<td>11,196</td>
<td>19,618</td>
</tr>
<tr>
<td>Percent of Farmers</td>
<td>25.4</td>
<td>16.0</td>
<td>21.5</td>
<td>13.5</td>
<td>23.6</td>
</tr>
</tbody>
</table>

SOCIAL PROBLEMS OF THE NEGRO FARMER

The relative standards of living of the different tenure classes is probably better indicated by the total cost of family living than by any other available data. The living cost of the average sharecropper family was 55 percent of the living cost of owners. The living cost of renters was 71 percent of that of owners. In making this comparison it is well to bear in mind that the average size of the families of the different tenure classes was approximately the same. The differences in standards as indicated by these data are not shown to the fullest extent; for the quality of food, the difference in the knowledge and practice of selection, preparation, and use of articles of food makes the variations in standards much wider than are here

---

1 Ibid. p. 55.

indicated.

Renters receive from the farm in garden, dairy, poultry, and pork products, a value that ranges from 60 to 75 percent as much as owners thus receive, while share croppers receive from 20 to 40 percent as much value from these sources as owners. A most interesting fact brought out by Sanders in connection with the data on the value of groceries purchased is that share croppers, with the lowest standards of living, buy most groceries, while owners, who have decidedly the highest standard of living, buy the smallest amount of groceries, notwithstanding the fact that the sizes of their families are practically the same.

The usual diet of tenant farmers, most of whom do not cultivate gardens and raise fresh meats, consists almost entirely of groceries bought at local stores. As a result of this practice a well balanced diet is often wanting. Good milk is relatively hard to buy in many localities. It is the lack of these important articles of food, or the inferior quality of those bought, that makes the amount of money spent for family living an inadequate measure of the difference in living standards.

The annual expenditure of 1,100 Negro farm families

---

1 Ibid. p. 53
2 Replies to questions asked farmers and their school children.
in Texas in 1934 is shown in Table IV. It will be observed that more persons spent a large amount for food than for any other item. The amount spent for recreation is strikingly small. Few families of the tenure classes take vacations and but few attend theatres or other entertainments that charge admission. The probabilities are that many farmers use the automobile as a means of recreation. According to the report of the United States Department of Commerce in 1930, there was one automobile for every 3.9 Negro farmers in Texas.

---

TABLE IV

DISTRIBUTION OF 1100 NEGRO FARM FAMILIES IN TEXAS
ACCORDING TO ANNUAL EXPENDITURE FOR 1934*

<table>
<thead>
<tr>
<th>Amount</th>
<th>Food</th>
<th>Clothing</th>
<th>Amusement</th>
<th>Sick</th>
<th>Books</th>
<th>Education</th>
<th>Insurance</th>
<th>Autos</th>
<th>Mobiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>$360-389</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>330-359</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>300-329</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>270-299</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>240-269</td>
<td>16</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>210-239</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>180-209</td>
<td>54</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>150-179</td>
<td>80</td>
<td>12</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>11</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>120-149</td>
<td>88</td>
<td>17</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>90-119</td>
<td>143</td>
<td>26</td>
<td>1</td>
<td>9</td>
<td>2</td>
<td>14</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>60-89</td>
<td>221</td>
<td>48</td>
<td>1</td>
<td>23</td>
<td>0</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>30-59</td>
<td>295</td>
<td>196</td>
<td>6</td>
<td>103</td>
<td>8</td>
<td>36</td>
<td>63</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>0-29</td>
<td>115</td>
<td>627</td>
<td>164</td>
<td>365</td>
<td>161</td>
<td>76</td>
<td>252</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

RELATION OF TENURE TO EDUCATION

A study of attendance records reported by teachers and school officials reveals that frequently the enrollment record reaches its highest in January. The first day of January is the beginning of the renting year so far as contracts are concerned, but many tenants fail to complete the gathering of crops until sometime in January. The majority of "moves" are made by tenants sometime near the middle of January. This means that tenants' children who

* Committee of Prairie View State College Faculty, "A Study of 1,100 Negro Farm Families in Texas in 1935", Unpublished Study, Prairie View State College
are enrolled in school are in many cases enrolled in two schools at different times in January. Thus some of the children of out-going tenants as well as in-coming tenants are enrolled in the same school for January, which accounts for the comparatively large enrollment during this month.

The enrollment and attendance show a decidedly low stage during the months of October, November and December. This period is cotton picking time and many children of tenants are required to remain out of school to pick cotton. A much smaller percentage of owners keep their children out of school for this purpose. This small enrollment of tenants' children during the cotton picking season is due to the fact that tenants, as a rule, feel that they cannot afford to hire their cotton picked, and to the fact that the landlords expect, and sometimes demand that tenants' children be put in the cotton field in order to rush picking as much as possible. The writer was unable to obtain complete information on the comparative progress of children of Negro farm owners and children of Negro tenants. Sanders' study of farm ownership and tenancy in Texas which included both whites and Negroes revealed that the daily attendance of the pupils enrolled during each month is much higher in the case of the children of owners than it is in the case of tenants' children. There was a much smaller percentage of promotions among tenants' children than among owners' children.
His study further revealed that the children of tenants were from six months to a year behind the children of owners in grade attainment. These facts are in all probability still applicable to Negro farm children as a group. Studies of three widely separated counties in the state made by two of the senior Negro colleges in cooperation with the State Department of Education in 1934 reveal that the above conditions are typical of Negro farm children.

As a result of shifting from one school to another during a school term and the irregular attendance on the part of tenants' children, the showing which these children make in grade attainments and in promotion is usually poorer than the showing of the children of owners who attend school more regularly and who do not shift from one school to another during the school term.

Tenants, as has been shown, are much poorer than owners; and this difference in the economic status of the two classes causes tenants to draw more heavily on their children's time for farm labor than do owners. It is quite evident that the tenants' child is having to bear a heavier burden than is the owner's child and it is evident that many of the more important rural school problems are closely associated

---

1 Ibid
2 Unpublished Reports of the Progress of Negro Rural Pupils in Cass, Lee, and Waller Counties made by Director of Division of Negro Education in Texas.
with the problem of tenancy.

In view of the economic and social status of the Negro tenant farmers and the educational status of their children, the state college for Negroes should put forth every possible effort to improve the conditions among Negro farmers in the state. This no doubt will require the institution to project its program so as to deal directly with improving the conditions among adults through education, in addition to preparing teachers to render efficient service in rural schools and rural communities. The institution has made considerable progress in this direction through the work of the divisions of Agriculture, Arts and Sciences, Home Economics, and the Agricultural Extension Service.

HEALTH STATUS OF RURAL NEGRO FAMILIES IN TEXAS

The problem of health among rural Negroes has been one of the most neglected phases of American education. Until recent years it was assumed by many of the rural school officials that rural Negroes would grow up to be healthy because of the opportunity for abundant exercise. Little thought was given to the development and formation of desirable health habits.

---

1 A more complete discussion of the work of the divisions of the institution will be given in Chapter VI.
A study of the health conditions among rural Negroes in seven Texas counties, including Waller county, was made by a committee of Prairie View State College faculty in cooperation with the State Department of Health in 1934. The study revealed that the problems of health among rural Negroes in Texas are largely problems of education. The educational status of Negro families as studied through the maximum scholastic achievements of the family heads and the number and nature of periodicals read by the family is below a desirable standard. Of the 925 Negro rural families studied in detail, 28.3 percent of the family heads were illiterate, 33.3 percent were of elementary status, 28.8 percent were of high school status, and only 9.6 percent were of college level. Since the Negro rural population is educationally deficient, one should not be surprised to find a scarcity of reading material among them. Only 9.4 percent take newspapers and magazines; 12.1 percent take newspapers only; and 13.0 percent take magazines only. The nature of the periodicals that are read gives no assurance of the spread of health information.

The study of 925 rural Negro families reveals that Influenza, Typhoid Fever, and Malarial Fever are the leading

---

1 Proceedings of Fifth Educational Conference, Prairie View State Normal and Industrial College, 1934, p. 27.
diseases for this group. When the leading diseases are distributed as to ages of those in families affected, the correlation of age with specific diseases becomes apparent. All cases of Pneumonia and the majority of the cases of Influenza involved patients of forty years of age or older. Typhoid and Malarial Fever appear to be diseases of children. Approximately 99 percent of the cases of Typhoid Fever involved children under nine years of age, while the majority of the cases of Malarial Fever involved children under fourteen years of age. It is obvious that the prevalence of these diseases among children has a very damaging effect upon their chances of getting the full advantage of the schooling that is available in rural communities.

There appears a close relationship between the educational status of the family heads and the mortality rate of their families. With a slight exception, the death rate increases with a decrease in educational status. A study of 925 families revealed that 87.6 percent of all deaths from the major diseases represented were experienced by the families whose family heads were of elementary or illiterate educational level. It was further observed that the death rate was approximately 36 percent higher among families who did not take any newspapers or magazines than among those who had access to such material.

\footnote{H. A. Bullock, "Health Status of Negro Families in Texas Rural Environment". Proceedings of Fifth Educational Conference, Prairie View, Texas, 1934, p. 29.}
appears that decrease in the high death rate among rural Negroes in Texas is largely a matter of education. It, therefore, becomes one of the major responsibilities of the school to supply information and advice on health habits.

Housing facilities for Negroes in rural sections are decidedly inadequate. The majority of the homes have four rooms or less to accommodate families varying in size from three to eleven persons. Almost all of the houses are inadequate as to ventilation and screening. Only 4.6 percent of the homes of 925 families studied were partially screened and not any were completely screened. Many of the houses still retain the old slide window made of wood. Whenever it rains it becomes necessary to close these windows leaving the house almost completely without ventilation. Seldom does one find more than one window to a room. In the larger families from 3 to 5 persons are required to sleep in the same room.

It appears that many of the above conditions exist due to lack of information rather than to poverty. It becomes a responsibility of the school therefore to provide information on the means by which these conditions may be corrected.

Lack of sanitary measures is another factor that influences health among Negroes in Texas. When toilet
facilities, systems of garbage disposal, and water facilities are studied as indices of domestic sanitation, one can see that their absence or deficiency is very conducive to the spread of diseases. In 89.5 percent of 925 Negro rural families studied surface outdoor toilets were used. Pit toilets were rare and 41.2 percent of the homes had no toilets at all on their premises. In the case of garbage disposal 67.5 percent of the families merely dumped their garbage. In other instances garbage was burned, buried, or fed to hogs. In 66.3 percent of the instances wells were used as a source of water supply. Here was an opportunity for contamination because these wells were often located near scattered garbage or other sources of contamination. Shallow and open wells were frequently near chicken coops and stables and located at the end of slanting surfaces. Only 3.2 percent of the families used pumps, while 17 percent used springs on their premises as a source of water supply.

It appears that the absence of water on the premises has influenced typhoid and malaria. For all of the cases of typhoid fever, 58.7 percent had no water supply on the premises, and for malaria 29 percent had no water on their premises. This means that families relied upon sources of

---

1 Ibid. p. 30
2 Ibid. p. 31
water that were possibly contaminated. This is evidenced by the fact that 69 percent of the families experiencing typhoid fever and 26.5 percent of the families with malaria used springs off the premises as the source of drinking water.

Malarial and typhoid fever vary also with variation in systems of garbage disposal and the efficiency of toilet facilities. Thirty-five percent of the families with typhoid fever and 35.8 percent of the families with malaria, disposed of their garbage by dumping, while 55 percent of the typhoid and 41.2 percent of the malarial families had no toilet facilities on their premises. Again it can be seen that the problem is one of education. Almost all of the defects that have been so detrimental to Negro health can be improved through proper education with little additional cost to the Negro farmers.

PHYSICAL DEFECTS

A study of 1,000 Negro rural children in Texas in 1933-1934 revealed that the majority of the defects may be corrected at small cost to the pupil. The prevalence of defects is shown in Table V. It will be observed that 87.6 percent of the children have not been immunized to the major contagious diseases. This high percentage is due
largely to the belief by many parents that children should be exposed while young to contagious diseases such as mumps, whooping cough, measles, diphtheria, etc. They insist that persons will have these diseases at some time so it is better for children to have them while young as children will recover much easier than adults. This belief is held not only by parents but by some of the rural teachers. It becomes obvious that teachers who hold this belief are not only misinformed and unable to give parents and children proper advice, but they frequently expose large numbers of pupils to contagious diseases by their failure to excuse pupils immediately who appear to have symptoms of contagious diseases.

<table>
<thead>
<tr>
<th>Physical Defects</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teeth</td>
<td>61.6</td>
</tr>
<tr>
<td>Tonsils</td>
<td>47.5</td>
</tr>
<tr>
<td>Nutrition</td>
<td>12.0</td>
</tr>
<tr>
<td>Vision</td>
<td>5.4</td>
</tr>
<tr>
<td>Marked abnormalities</td>
<td>10.9</td>
</tr>
<tr>
<td>Not immunized</td>
<td>87.6</td>
</tr>
</tbody>
</table>

*Proceedings of Fifth Educational Conference, Prairie View State College, p. 38.*
SUMMARY

More than 80 percent of the Negro rural population of Texas is engaged in farming and three-fourths of the Negro farmers are tenants. The Negro farm owners in Texas decreased at a comparatively rapid rate between 1920 and 1930, while the Negro tenant farmers increased. The decrease in wealth of Negro farmers was unusually large.

The conditions of Negro tenant farmers are such that the majority are engaged in sustenance farming. Many of these farmers move from one farm to another year after year never being able to accumulate sufficient property to require them to remain on the same place for a number of years. Children of tenant farmers are frequently required to remain out of school to pick cotton during the autumn months and children of farmers who move often are required to withdraw from school usually in January. This has caused a high percentage of retardation among rural children.

The social and health problems of the rural Negro are closely related to the economic status of the Negro farmers. The homes in which many of the tenants live are poorly ventilated and are lacking in sanitation. These conditions are especially reflected in school attendance, retardation, lack of promotion, and the health condition of Negro rural pupils all of which are discussed in Chapter V of the present study.
CHAPTER V

THE STATUS OF THE NEGRO RURAL SCHOOLS OF TEXAS

Chapter IV was devoted to a discussion of some of the economic and social problems of rural Negroes in Texas. This chapter discusses the status of the Negro rural schools in Texas. An effort will be made to show the relation of the status of the Negro farmer to the status of the Negro rural schools in Texas. The chapter is concerned with the following major topics:

1. Financial support of schools and the equipment in Negro rural schools.
2. Pupils: including scholastic enumeration, enrollment, retardation and acceleration, length of school term, average daily attendance, promotion, and health facilities.
3. The Negro rural teaching force: including the number of teachers, the colleges they attended and their classification, their college majors, the combination of grades they teach, their teaching experience, and their salaries.

The data for this chapter have been obtained from published and unpublished reports of the State Department of Education, from conferences with representatives of the Division of Negro Education and Negro rural school teachers in more than thirty Texas counties; from personal visits to rural schools in four counties; from the reports of two surveys conducted by committees of Prairie View State College faculty with the cooperation of the State Department of Education and the State Department of Health in
1933 and 1934 respectively; and from a survey of education in Texas conducted under the direction of Dr. G. A. Works.

FINANCIAL SUPPORT

The State of Texas is one of the most generous of the states in the matter of financial support of public schools. The report of the National Advisory Committee on Education states that for 1927-1928, only two states, Delaware and Alabama, allotted from state sources a larger proportion of the total school revenues than Texas. At the time of that report the State supplied 35.7 percent of the total school revenues. The allotment of State moneys in 1930-1931 amounted to 39.5 percent of the total revenue receipts of all public free schools in Texas. Since 1930-1931 the state has appropriated on an average of $16.00 per scholastic annually for the support of public schools. This amounts to slightly more than 40 percent of the total revenue receipts of the schools. The remainder of the public school

---


2 The term "Scholastic" is used by the State Department of Education in all school census reports to refer to persons between the ages of six and eighteen years, the legal school age in Texas. There is usually a difference between scholastic population and school enrollment.
revenues are obtained through local taxation, gifts, and special aids from the state. The State Board of Education and the State Superintendent, under the present law, are charged with the administration of all funds supplied by the State as well as such money as is furnished by the Federal Government for the support of public schools.

Article VII, Section 9 of the State constitution provides that: "Separate Schools shall be provided for white and colored children, and impartial provision shall be made for both". It does not appear that the section of the constitution providing impartial provision has been complied with, for, according to a report of the Joint Legislative committee on Organization and Economy for the State of Texas, dated January 10, 1933, "Only forty-two cents of every dollar of State aid distributed on the basis of Negro Scholastic population goes to the support of Negro Schools".

The State Superintendent of Public Instruction, writing in the Texas Standard for April, 1934 makes the following statement:

"Though we are certain that even here in Texas the Negro too frequently does not get what the Constitution guarantees him, and the Legislature provides for him, we all know that rapid progress is being made in bringing about

---

1 Ibid. p. 22
more nearly equality of opportunity. To aid the Superintendent in the administration and supervision of Negro Public Education in Texas, in addition to the Negro Division and the Vocational Division, twenty-two Deputy State Superintendents are charged specially with responsibilities to render impartial service.  

In addressing a joint meeting of the State Teachers Association in December, 1934 the State Superintendent stated that:

"The State Department of Education has just completed a study of the comparative educational opportunities offered the two racial groups (Negroes and whites) in twenty-one counties of the State widely scattered over that part of the State where the two races live together in appreciable numbers. "It was found that the average per capita cost in the common school districts in these counties ranged from $6.84 to $21.84 for Negroes and from $22.94 to $58.19 for white children in the same common school districts. In the independent districts of these counties the average county-wide range for Negroes was from $10.84 to $42.10 while that for white was from $22.68 to $68.97." The average expenditure for all purposes per scholar for the education of Negro children in all of the twenty-one counties in both common and independent districts was $15.31 while that for whites was $35.97."

The study further revealed that the total amount of special aid expended on salaries, industrial equipment, high school tuition, and libraries for the education of the 62,000 Negro children in the twenty-one counties was $27,000 or an

---


2 Common school districts are usually rural districts. The laws of Texas provide that each county shall be divided into districts. These districts that have a population of 700 or more may become "Independent School Districts". Many of the independent districts are composed of persons living in small villages and in rural areas.
average of forty-four cents each, while the average expenditure for the 117,000 white children from the same counties was $4.98 each.

In 1933 a committee of the Prairie View State College faculty, with the cooperation of the State Department of Education, made a survey of 318 Negro rural schools in thirty-five counties in Texas that have ten or more Negro rural schools. Of the 318 schools included in the study, 234 or 73.5 percent are one and two teacher schools. The committee obtained information relative to 887 principals and teachers employed in these schools and 24,328 pupils enrolled therein. This survey revealed that a very small number of Negro schools had received the benefits of the special library aid. This aid amounts to ten dollars per teacher annually and is available to all rural schools of four teachers or less that can meet the conditions of the law. The survey revealed that only 105 of the schools included in the survey have library facilities. The number of volumes in the libraries range from 2,000 books down to 3 books. Only two schools have more than 1,000 books each while 93 percent of the schools have less than 200 books each in their libraries. These conditions indicate that the Negro rural pupils are considerably handicapped because of the lack of adequate library facilities.

The survey made in 1933 and more recent studies made
by the State Department of Education, reveal that administra-
tion, instruction, attendance, and equipment are less satis-
factory in one, two, and three-teacher schools than in
schools in which more than four teachers are employed. This
is partly due to the difference in the preparation of teachers
employed in the small and larger schools. A more detailed
discussion of the difference in the training of teachers
will be given in Chapter VI under teacher training curricula.

NEGRO RURAL PUPILS IN TEXAS

In Table VI is shown the Negro scholastic enumeration
in common school districts according to age. A report made
by the State superintendent reveals that only sixty-two
percent of the Negro rural scholastic population in 1933 was
actually enrolled in school, while the average daily attend-
dance was slightly above forty percent of the Negro scholastic
population. The enrollment of rural white pupils for the
same year was 78 percent of the scholastic population, while
the average daily attendance was 61 percent of the scholastic
population. This low attendance among Negro children is due

1 L. A. Woods, The Administration, Status and Progress of

partly to the fact that the majority of tenant farmers keep their children out of school during the cotton picking season.

**TABLE VI**

NEGRO SCHOLASTIC DISTRIBUTION IN TEXAS BY AGE
1933 - 1934*

<table>
<thead>
<tr>
<th>Ages</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4,104</td>
<td>4,249</td>
<td>8,353</td>
</tr>
<tr>
<td>7</td>
<td>5,017</td>
<td>5,085</td>
<td>10,102</td>
</tr>
<tr>
<td>8</td>
<td>5,974</td>
<td>5,022</td>
<td>10,996</td>
</tr>
<tr>
<td>9</td>
<td>4,932</td>
<td>4,729</td>
<td>9,661</td>
</tr>
<tr>
<td>10</td>
<td>4,696</td>
<td>4,603</td>
<td>9,299</td>
</tr>
<tr>
<td>11</td>
<td>4,589</td>
<td>4,417</td>
<td>9,006</td>
</tr>
<tr>
<td>12</td>
<td>4,641</td>
<td>4,445</td>
<td>9,086</td>
</tr>
<tr>
<td>13</td>
<td>4,763</td>
<td>4,432</td>
<td>9,195</td>
</tr>
<tr>
<td>14</td>
<td>4,265</td>
<td>4,127</td>
<td>8,392</td>
</tr>
<tr>
<td>15</td>
<td>4,088</td>
<td>4,078</td>
<td>8,166</td>
</tr>
<tr>
<td>16</td>
<td>4,011</td>
<td>3,892</td>
<td>7,903</td>
</tr>
<tr>
<td>17</td>
<td>3,259</td>
<td>2,822</td>
<td>6,081</td>
</tr>
</tbody>
</table>

Totals 53,419 51,801 105,320

The grade distribution of 90,987 pupils in Negro rural elementary schools of Texas in 1931 is exhibited in Table VII. Fifty-one percent of the pupils in the rural elementary schools were in the first two grades while one-third

were in the first grade. It is significant to note that seventy-five percent of the elementary pupils were in the first four grades. There were nearly six times as many pupils in the first grade as there were in the seventh grade. It should be noted that the public schools of Texas are organized on the seven-four plan, that is, the elementary school included the grades from the first through the seventh and the high school included the grades from the eighth through the eleventh.

**TABLE VII**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Pupils</th>
<th>Percent Each Grade is of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>34,428</td>
<td>37.8</td>
</tr>
<tr>
<td>Second</td>
<td>12,334</td>
<td>13.6</td>
</tr>
<tr>
<td>Third</td>
<td>11,512</td>
<td>12.7</td>
</tr>
<tr>
<td>Fourth</td>
<td>10,479</td>
<td>11.5</td>
</tr>
<tr>
<td>Fifth</td>
<td>9,056</td>
<td>9.9</td>
</tr>
<tr>
<td>Sixth</td>
<td>7,291</td>
<td>8.0</td>
</tr>
<tr>
<td>Seventh</td>
<td>5,897</td>
<td>6.5</td>
</tr>
<tr>
<td>Total</td>
<td>90,987</td>
<td>100</td>
</tr>
</tbody>
</table>

A survey committee of Prairie View State College made a study of 22,280 pupils in Negro rural elementary schools

in Texas in 1933. The findings reveal that thirty-six and six tenths percent of the elementary pupils are in the first grade. More than forty-nine percent of the elementary pupils are in the first two grades while seventy-three percent are in the first four elementary grades. There are nearly five times as many pupils in the first grade as there are in the seventh grade. Table VIII shows the grade distribution of the pupils enrolled in the rural elementary schools included in the study made by the Prairie View State College Survey Committee.

### TABLE VIII

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number of Pupils</th>
<th>Percent Each Grade is of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>8,162</td>
<td>36.6</td>
</tr>
<tr>
<td>Second</td>
<td>2,924</td>
<td>13.2</td>
</tr>
<tr>
<td>Third</td>
<td>2,696</td>
<td>12.1</td>
</tr>
<tr>
<td>Fourth</td>
<td>2,539</td>
<td>11.4</td>
</tr>
<tr>
<td>Fifth</td>
<td>2,311</td>
<td>10.4</td>
</tr>
<tr>
<td>Sixth</td>
<td>1,924</td>
<td>8.7</td>
</tr>
<tr>
<td>Seventh</td>
<td>1,694</td>
<td>7.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22,280</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Proceedings of Fourth Educational Conference, Survey of Negro Rural Schools in Texas, 1933.*
A comparison of Table VII and Table VIII reveals that the percentage of pupils enrolled in the upper elementary grades increased slightly more than one percent between 1931 and 1933. It should be noted, however, that not as many pupils were included in the 1933 study as were included in the study made in 1931.

The grade distribution of pupils in Negro rural high schools in Texas in 1931 is exhibited in Table IX. More than one-half or fifty-three percent of the rural Negro high school pupils were in the eighth grade. By combining the eighth and ninth grades, it will be observed that eighty-two percent of the rural Negro high school pupils were in the first two years of high school. There were three times as many pupils in the first year of high school as there were in the last two years of high school and there were more than thirteen times as many pupils in the first year of high school as there were in the last year of high school.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Pupils</th>
<th>Percent Each Grade is of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighth</td>
<td>2,333</td>
<td>53.1</td>
</tr>
<tr>
<td>Ninth</td>
<td>1,265</td>
<td>28.7</td>
</tr>
<tr>
<td>Tenth</td>
<td>627</td>
<td>14.3</td>
</tr>
<tr>
<td>Eleventh</td>
<td>172</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,397</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In Table X is shown the grade distribution of 2,048 Negro high school pupils enrolled in the 318 Negro rural schools included in the survey made by a committee of the Prairie View College faculty in 1933. The percentage of high school pupils in the eleventh grade increased 2.6 percent between 1931 and 1933.

**TABLE X**

GRADE DISTRIBUTION OF 2,048 PUPILS IN 318 NEGRO RURAL SCHOOLS OF TEXAS IN 1933*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Pupils</th>
<th>Percent Each Grade is of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighth</td>
<td>965</td>
<td>47.1</td>
</tr>
<tr>
<td>Ninth</td>
<td>630</td>
<td>30.9</td>
</tr>
<tr>
<td>Tenth</td>
<td>298</td>
<td>14.5</td>
</tr>
<tr>
<td>Eleventh</td>
<td>155</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,048</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Retardation and attendance in the Negro rural schools of Texas present serious problems. More than thirty-five percent of the pupils enrolled in the Negro rural elementary schools are retarded from one to two years, while thirty-three percent are retarded more than two years. In Table XI is shown the number and percent of Negro rural elementary pupils who are under-age, of normal-age, and over-age for their

* Proceedings of Fourth Educational Conference, Survey of Negro Rural Schools in Texas, 1933.*
grade. In this report, seven years of age is regarded as
the normal age for a first grade pupil. For each additional
year of age the normal pupil is expected to complete a grade
in school. Advancement at a less rapid rate than that in-
dicated above is counted as "retarded" or over-age by the
number of years the lack of advancement deviates from the
standard set. Advancement at a more rapid rate than that
indicated above is counted as "accelerated" or under-age by
the number of years the pupil's advancement deviates from
the standard set.

From Table XI it will be seen that slightly more than
two percent of the pupils enrolled in the Negro rural ele-
mentary schools are accelerated or under-age. More than
one-half of the under-age pupils in elementary grades are
in the first grade. Approximately forty-six percent of the
pupils in the first grade are of normal-age for their grade,
while only twenty-eight and fifty-four hundredths percent of
all pupils enrolled in elementary grades of the Negro rural

1 The committee of Prairie View College which made a survey
of Negro rural schools of Texas in 1933 did not obtain
complete information on Retardation and Acceleration of
Negro Rural pupils, percentage of average attendance,
and the percentage of promotion of pupils. This informa-
tion had been obtained in twenty-one of the counties in
1931 by members of the state Department of Education. The
writer has included this information in Tables XI, XII
and XIV in Chapter V of the present study. It should be
noted that where information on the same items was obtained
in 1931 and again in 1933 there was only a slight change
over the two-year period. Tables VII, VIII and IX are
notable examples. Because of the slight change over the
two year period the writer feels justified in using data
shown in Tables XI, XII and XIV which were obtained in 1931
Several Jeanes Supervisors who were interviewed by the writer reported that much of the retardation among Negro rural elementary pupils is due to the fact that the farmers, and especially tenant farmers, keep their children out of school to pick cotton during the cotton picking season. Thus the accomplishments of many of these pupils while in school do not warrant annual promotion.

TABLE XI

NUMBER AND PERCENT OF 90,987 NEGRO PUPILS UNDER-AGE, OF NORMAL-AGE AND OVER-AGE IN EACH GRADE OF THE NEGRO RURAL ELEMENTARY SCHOOLS OF TEXAS IN 1931*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Under-Age</th>
<th>Normal-Age</th>
<th>One and Two Years Over-Age</th>
<th>Two Years Over-Age</th>
<th>Total Over-Age</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. % of Total</td>
<td>No. % of Total</td>
<td>No. % of Total</td>
<td>No. % of Total</td>
<td>No. Total</td>
<td>No. % of Total</td>
</tr>
<tr>
<td>First</td>
<td>1067</td>
<td>3.1</td>
<td>15785</td>
<td>45.8</td>
<td>11520</td>
<td>33.4</td>
</tr>
<tr>
<td>Second</td>
<td>213</td>
<td>1.7</td>
<td>2808</td>
<td>22.7</td>
<td>4944</td>
<td>40.0</td>
</tr>
<tr>
<td>Third</td>
<td>245</td>
<td>2.1</td>
<td>2241</td>
<td>19.5</td>
<td>4354</td>
<td>37.8</td>
</tr>
<tr>
<td>Fourth</td>
<td>173</td>
<td>1.6</td>
<td>1768</td>
<td>16.8</td>
<td>3533</td>
<td>33.7</td>
</tr>
<tr>
<td>Fifth</td>
<td>133</td>
<td>1.4</td>
<td>1491</td>
<td>16.4</td>
<td>3107</td>
<td>34.3</td>
</tr>
<tr>
<td>Sixth</td>
<td>89</td>
<td>1.2</td>
<td>1029</td>
<td>14.1</td>
<td>2472</td>
<td>33.9</td>
</tr>
<tr>
<td>Seventh</td>
<td>70</td>
<td>1.2</td>
<td>854</td>
<td>14.4</td>
<td>2277</td>
<td>38.6</td>
</tr>
<tr>
<td>Total</td>
<td>1990</td>
<td>2.1</td>
<td>25976</td>
<td>28.5</td>
<td>32207</td>
<td>35.4</td>
</tr>
</tbody>
</table>

1 See pp. of the present study.

In Table XII is shown the number and percent of Negro rural high school pupils who are under-age, of normal-age, and over-age. It is interesting to note that the smallest percentage of under-age pupils in the high school are in the eighth grade while the largest percentage of under-age pupils in high school are in the eleventh grade. This condition is just the opposite of that found in the elementary school.

Slightly more than fifteen percent of the eighth grade pupils are of normal-age. There is a rapid increase in the percentage of normal-age pupils from the eighth to the eleventh grade. The percentage of normal-age pupils in the eleventh grade is nearly four times as large as that of the eighth grade.

Eighty-two and twenty-one hundredths percent of the eighth grade pupils in the Negro rural high schools of Texas are over-age, while only thirty-six and sixty-three hundredths percent of the eleventh grade pupils are over-age. The decreasing percentage of over-ageness with each advancement from the lower to the upper high school grades is probably due to the more selective groups of pupils who remain to complete high school.

It is doubtful whether very many pupils who are over-age more than two years will complete high school. Table XII shows that the number of high school pupils who were more than two years over-age decreased from 869 in the eighth grade to
19 in the eleventh grade. Only two and two tenths percent of the first year high school pupils who were retarded more than two years remained to reach the fourth year in high school.

While the studies upon which this report is based did not make a distinction between the progress of children of farm owners and the children of tenant farmers, other similar studies reveal that there is a much higher percentage of retardation among the children of tenant farmers than among the children of owners.

### TABLE XII

**NUMBER AND PERCENT OF 4397 NEGRO PUPILS UNDER-AGE, OF NORMAL-AGE AND OVER-AGE IN EACH GRADE OF THE NEGRO RURAL HIGH SCHOOLS OF TEXAS IN 1931**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Under-Age</th>
<th>Normal-Age</th>
<th>One and Two Years</th>
<th>Over Two Years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of No. Total</td>
<td>% of No. Total</td>
<td>% of No. Total</td>
<td>% of No. Total</td>
<td>Per-Cent</td>
</tr>
<tr>
<td>Eighth</td>
<td>50 2.1 365 15.6</td>
<td>1049 44.9 869 37.2</td>
<td>2333 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ninth</td>
<td>37 2.9 321 25.3</td>
<td>656 51.8 251 19.8</td>
<td>1265 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenth</td>
<td>28 4.4 205 32.7</td>
<td>287 45.7 107 17.0</td>
<td>627 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleventh</td>
<td>14 8.1 95 55.2</td>
<td>44 25.5 19 11.0</td>
<td>172 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>129 2.9 986 22.4</td>
<td>2036 46.3 1246 28.3</td>
<td>4397 100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A study of 318 rural Negro schools made by a committee of the Prairie View State College faculty in 1933 reveals that

---

1 J. C. Sanders, "Farm Ownership and Tenancy in the Black Prairies of Texas".

the average length of the school term in these schools is seven months or 140 days annually. The length of the school term in 310 schools included in the study is shown in Table XIII. Approximately fifty-four percent of the schools have terms of from four to six months. The shortness of the school term is probably responsible for much of the retardation in these schools.

**TABLE XIII**

**LENGTH OF SCHOOL TERMS OF 310 NEGRO RURAL SCHOOLS IN TEXAS IN 1933**

<table>
<thead>
<tr>
<th>Months</th>
<th>School Days</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>180</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>160</td>
<td>61</td>
</tr>
<tr>
<td>7</td>
<td>140</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>156</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>1</td>
</tr>
</tbody>
</table>

Total = 310
Average No. of Months = 7.0
Average No. of Days = 140
Median No. of Months = 6.8
Median No. of Days = 137

In Table XIV is shown the percentage of average daily attendance and the percentage of promotions and non-promotions by grades in the Negro rural elementary schools in twenty-five

---

*Proceedings of Fourth Educational Conference, Survey of Negro Rural Schools in Texas, 1933.*
Texas counties. The sixth grade shows the largest percentage of pupils promoted while it ranks lower than third in average daily attendance. The seventh grade shows the lowest percentage of pupils promoted while it ranks sixth in average daily attendance. One would expect a higher correlation between the percentage of average daily attendance and the percentage of pupils promoted in the elementary grades than is shown in Table XIV.

**TABLE XIV**

PERCENTAGE OF AVERAGE DAILY ATTENDANCE AND PERCENTAGE OF PROMOTION OF 36,501 NEGRO RURAL ELEMENTARY PUPILS IN TWENTY-FIVE TEXAS COUNTIES 1931*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Average Daily Attendance</th>
<th>Percent Promoted</th>
<th>Percent Not Promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>76</td>
<td>66</td>
<td>34</td>
</tr>
<tr>
<td>2</td>
<td>81</td>
<td>71</td>
<td>29</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>79</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>5</td>
<td>79</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>79</td>
<td>72</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>77</td>
<td>63</td>
<td>37</td>
</tr>
</tbody>
</table>

The average daily attendance of Negro rural elementary pupils shown in Table XIV is much higher than the average daily attendance reported by the State Superintendent of schools. The difference may be due partly to the counties that have few

Negro schools and poor means of transporting Negro pupils. Many of these counties were not included in Table XIV but they were included in the Superintendent's report.

While the average daily attendance of the 35,501 Negro rural elementary pupils was relatively high when compared with the attendance of white pupils in the same area, it is far from a satisfactory standard. It will be observed from Table XIV that the second grade has the highest average daily attendance. It is followed closely by the third grade. This is probably due to the fact that tenant farmers are frequently required to keep their children out of school to pick cotton. The second grade pupils are usually too young to be of much service in the cotton fields, consequently they are permitted to go to school. This is true in a less degree with third grade pupils. The lowest attendance is represented by the first grade. This condition probably exists because of the distance these small children must go to school.

HEALTH OF RURAL PUPILS

Another factor in the progress of pupils in school and outside of school is health. A study including a physical examination of 2,054 Negro rural pupils in 1934 revealed that many pupils have been handicapped due to improper seating, over-crowding, lack of proper food, lack of proper exercise, and the lack of attention to defects of pupils on the part
of teachers and parents.

Tennant found that 34.5 percent of the Negro rural schools included in a survey of public education in Texas were below standard with reference to seating space for pupils and 31 percent were below standard with reference to both floor space and air space. Seventy-two percent of the Negro schools had windows improperly placed. Forty-one percent of the Negro schools had windows on the left side over four feet apart. Tennant states that windows should be grouped as close together on the left as possible. Any considerable wall space between windows tends to cause shadows in the room and reduce the available glass area.

When the windows are on the east, south, or west it is necessary to have them equipped with shades so that the direct rays of the sun may be shut out of the class room when desired. Only 34 percent of the Negro schools had window shades and less than half of those were of the adjustable type. It is evident that there was a considerable amount of eye strain on the part of the pupils who attended these schools.

---

1 Proceedings of Fifth Educational Conference, Prairie View State College, Prairie View, Texas.
Only 10 percent of the Negro school rooms had jacket stoves for heating purposes. In many rooms the foul-air outlet was found to be partially or altogether closed. This frequently caused stoves to give off smoke to such an extent that it became injurious to the health of the pupils. This coupled with the fact that 35 percent of the rooms were improperly ventilated frequently created undesirable health conditions.

In the majority of the Negro rural schools approximately three-fourths of the small pupils are required to sit in seats too large for them. Frequently the seats are so high that when the pupils sit their feet will not reach the floor. Benches are used in more than one-third of the schools. Pupils are required to study with books on their laps in many of the rural schools. When they are ready to write they kneel on the floor and place the writing pads on the seats. It is evident that these conditions are contrary to the proper physical development of the pupil.

Only 26 percent of the Negro schools included in the survey made by G. A. Works and others had the source of water supply 150 feet or more from possible contamination. Less

---

1 Ibid. p. 350-352
2 Teachers' Replies to questionnaires sent to them by a survey committee.
than one percent of the schools had bubbling fountains. A discussion of the types of diseases common among Negro children was given in Chapter IV. Many of these diseases were caused by drinking contaminated water either at home or at school.

Many rural children bring to school lunches that are lacking in the proper nourishment. These lunches indicate a lack of information on the part of persons who are responsible for supplying and preparing them. There is a close similarity between the types of lunches brought to school by the majority of rural pupils and types of food eaten by tenant farmers as described in Chapter IV of this study. The lunches are usually eaten cold and no thought is given to a balanced diet. This probably accounts, in part, for the fact that more than 12 percent of the Negro rural school children are under nourished.

RURAL NEGRO TEACHERS IN TEXAS

Eight hundred eighty-seven Negro rural teachers working in 318 rural schools replied to questionnaires formulated

---

1 Teachers' Replies to Questionnaires
by a survey committee of Prairie View State College faculty
and sent to the rural teachers from the office of their
respective county superintendents. Every teacher reporting
information regarding colleges attended has, at sometime,
attended a college. One hundred seventy-one hold degrees.
The remaining 716 teachers who do not hold degrees have the
following college classifications: seniors 79; juniors 297;
sophomores 269; freshmen 71; unclassified 18. More than
one-half of the rural Negro teachers had attended Prairie
View State College. It will be observed that 19.2 percent
of the Negro rural teachers in Texas hold college degrees
whereas only 12 percent of the Negro teachers in 15 southern
states hold college degrees.

Of the 887 rural teachers included in the study, 258
have had at least one course in Rural Education; 90 have
had a course in Rural Sociology; and 31 have had a course
in Rural Economics. A study of the fields in which teachers
did their major work reveals that education and English lead.
Courses in Education are required for certification in Texas
and teachers are required to have a considerable number of

1 While this study is based on replies from approximately only
one-third of the Negro rural teachers in Texas it is fairly
representative of the Negro rural teachers throughout the
state. Every section of the state that has Negro rural
schools is represented.

2 Fred McCuiston, "The South's Negro Teaching Force", Julius
Rosenwald Fund, 1931.

3 J. B. Cade, Rural Education for Negroes in Texas, Proceedings
of Fourth Educational Conference, Prairie View, Texas, 1933,
p. 17.
semester hours in this field in order to qualify for a State Certificate. The number of semester hours required for a State Teachers Certificate ranges from six to twenty-four, depending on the kind of certificate desired. The State of Texas recognizes, as valid, sixteen different kinds of certificates.

A study of the reports of the 887 teachers included in the survey of the Negro rural schools of Texas revealed that these teachers were teaching fifty-two grade combinations. The grade combination that occurs most frequently is the first through the seventh grade, with a frequency of 202. It is interesting to note that 435 or nearly one-half of the 887 teachers included in the study teach five or more grades. In some instances these include both elementary grades and high school grades. The average number of pupils per Negro rural teacher in Texas was 37 in 1933. The average number of pupils per Negro teacher in the 15 southern states was 47.²

Practically all of the one, two, and three-teacher Negro rural schools are organized and taught on the conventional basis. The conventional rural school follows a recitation program which provides for uniform lesson assignments

² Fred McQueston, "The South's Negro Teaching Force", Julius Rosenwald Fund, 1931.
to groups of children presumed to be about the same in their rate of learning and who must complete a set amount of prescribed material in a given time. The teacher dominates the recitation situations. She makes all assignments of materials and checks through oral questioning and written examinations on pupils' proficiency in preparation. The pupils who are not reciting must remain at their seats and keep quiet and remain still. Many teachers complain of the lack of equipment for instructional purposes. Few seem to realize that much useful equipment can be made by the teacher and pupils with little or no cost.

Schools in which four or more teachers are employed are usually better organized and teaching is more effective. Many of the principals of these schools are graduates from the Division of Agriculture and are Vocational Agriculture teachers, whereas the majority of the principals in the smaller rural schools did their major work in the Division of Arts and Sciences of Prairie View State College.

Of the 887 rural teachers included in the study, 712

---

1 The State Board of Vocational Education does not approve the appointment of teachers of Vocational Agriculture in schools in which less than four teachers are employed. It is the policy in Texas to make the Negro teacher of Vocational Agriculture the principal of the school in which he is employed. It will be shown in Chapter VI that the teacher training curriculum of the Division of Agriculture of Prairie View State College is designed to prepare Vocational Agriculture teachers.
were women and 175 were men. The ages of these teachers vary from 16 years to 75 years with the largest number ranging between the ages of 21 and 30. The age distribution of 836 teachers who gave information on this item is shown in Table XV. At the time of the survey there were 509 teachers married, 326 single, 27 separated, and 25 divorced.

**TABLE XV**

**AGES OF 836 NEGRO RURAL SCHOOL TEACHERS**

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>71-75</td>
<td>1</td>
</tr>
<tr>
<td>66-70</td>
<td>1</td>
</tr>
<tr>
<td>61-65</td>
<td>6</td>
</tr>
<tr>
<td>56-60</td>
<td>11</td>
</tr>
<tr>
<td>51-55</td>
<td>13</td>
</tr>
<tr>
<td>46-50</td>
<td>45</td>
</tr>
<tr>
<td>41-45</td>
<td>53</td>
</tr>
<tr>
<td>36-40</td>
<td>105</td>
</tr>
<tr>
<td>31-35</td>
<td>107</td>
</tr>
<tr>
<td>26-30</td>
<td>236</td>
</tr>
<tr>
<td>21-25</td>
<td>242</td>
</tr>
<tr>
<td>16-20</td>
<td>16</td>
</tr>
</tbody>
</table>

Average Age 31 Years
Median Age 29.4 Years

While a large percentage of the rural teachers have been teaching in the present position for less than one year, their total teaching experience lies within a satisfactory

range. The number of years the teachers have been in their present positions ranges from one year to thirty years with an average of three years.

The salaries of 887 Negro rural teachers included in the study made by the committee of Prairie View State College in 1933, ranged from $30 to $160 per month. More of the 887 teachers received $60 per month than any other group. Table XVI shows the monthly salaries of the 887 rural teachers included in the study. The average salary for the Negro rural teachers in 15 southern states was $360 a year.  

It should be recalled, from a review of Table XIII of this chapter, that the length of the school terms in the districts in which these teachers serve ranges from three to nine months with an average of seven months annually. These teachers have an average of three dependents each. The monthly expenses for room and board for each teacher range from one dollar to twenty-five dollars, with an average of ten dollars. Less than ten percent of the teachers reported income in addition to their salaries as teachers. One can clearly see how difficult it is for the Negro rural teachers to meet their obligations and further their training in summer schools. It is indeed encouraging to note, that in spite of

---

the low salaries paid these teachers, they find it possible to attend summer schools in large numbers.

**TABLE XVI**

MONTHLY SALARIES OF 887 NEGRO RURAL TEACHERS IN TEXAS, IN 1933*

<table>
<thead>
<tr>
<th>Salary</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>$160-169</td>
<td>1</td>
</tr>
<tr>
<td>150-159</td>
<td>2</td>
</tr>
<tr>
<td>140-149</td>
<td>2</td>
</tr>
<tr>
<td>130-139</td>
<td>3</td>
</tr>
<tr>
<td>120-129</td>
<td>6</td>
</tr>
<tr>
<td>110-119</td>
<td>6</td>
</tr>
<tr>
<td>100-109</td>
<td>22</td>
</tr>
<tr>
<td>90-99</td>
<td>56</td>
</tr>
<tr>
<td>80-89</td>
<td>131</td>
</tr>
<tr>
<td>70-79</td>
<td>178</td>
</tr>
<tr>
<td>60-69</td>
<td>226</td>
</tr>
<tr>
<td>50-59</td>
<td>178</td>
</tr>
<tr>
<td>40-49</td>
<td>60</td>
</tr>
<tr>
<td>30-39</td>
<td>6</td>
</tr>
</tbody>
</table>

Average Salary $70.20
Median Salary 68.80

WORK OF JEANES SUPERVISORS

Among the agencies most influential in advancing the education of rural Negroes in the South are the Jeanes supervising teachers. Beginning activities with one supervisor

* Ibid.
about 1909, the Jeanes work has grown until there were 339 supervising teachers in the Southern states in 1932. Caliver, in discussing the origin of the Jeanes Fund states that: "The Negro Rural School Fund, Anna T. Jeanes Foundation, (generally known simply as the Jeanes Fund) which initiated and has sponsored the work of the Jeanes supervisors, was incorporated on November 20, 1907. The fund is a result of a million dollar gift by the late Miss Anna T. Jeanes of Philadelphia. Speaking to a visitor in regard to making a contribution toward the education of colored children in the South, Miss Jeanes remarked 'Others have given to the large schools; if I could I should like to help the little country schools'. Not long after the expression of this desire Miss Jeanes conferred with Dr. Hollis B. Frissell, Principal of Hampton Institute, Dr. Booker T. Washington, founder and Principal of Tuskegee Institute, and Mr. George Peabody, concerning the contemplated donation. The first meeting of the full governing board, which was formed as the result of these conferences was held on February 29, 1908".

Jeanes supervisors have promoted many enterprises, but their most important contribution has been in stimulating and

---

encouraging Negroes to become interested in better schools and in soliciting the cooperation of local white people in a program of educational development for Negroes. The purpose of the Jeanes Fund from the beginning has been to stimulate and assist local rural communities to assume their obligation in the education of colored children. The work is carried on by Jeanes supervising teachers who are appointed by the county superintendent. They work under his direction and are considered members of his regular corps of teachers.

In 1934-1935 twenty-eight Jeanes supervisors were employed in the Negro rural schools of Texas. The work of these supervisors includes a wide range of activities, comprising teaching and supervising elementary industrial work, supervising regular academic instruction, promoting school and community clubs, improving health and sanitary conditions in schools, and much of their time is spent in raising money for school equipment. The State Superintendent of Public Instruction in Texas reports that the amount of money the Jeanes supervisors assisted the parent teachers association in raising for the improvement of schools in 1933 exceeded the total of their salaries.

---

1 Ibid. p. 2
SUMMARY

The average expenditure per scholastic for the education of Negro children in Texas in 1933-1934 was $15.31 or 94 cents less per scholastic than the amount appropriated by the state while that for whites was $33.97. This indicates that many local districts not only failed to give financial support to Negro schools, but also failed to allocate to Negro schools the total amount of money appropriated by the state that should have gone to the support of these schools.

Retardation and attendance in the Negro rural schools of Texas present serious problems. The enrollment in Negro rural schools in 1933-1934 was approximately 62 percent of the scholastic population, while the average daily attendance was slightly more than 40 percent of the scholastic population. More than 68 percent of the Negro rural pupils are retarded from one to three years. Poor attendance is due partly to the economic condition of the Negro farmer and to his system of farming. Retardation is greatly influenced by poor attendance, methods of teaching, the shortness of the school term, and the lack of instructional equipment.

The conditions under which Negro rural pupils must work are frequently injurious to the health of pupils. This is
especially true in regards to lighting, heating, seating and water supply. Negro rural pupils have the services of a Negro county nurse in only two counties in Texas.

Rural teaching in Texas is predominantly a woman's job for more than three-fourths of the Negro rural teachers are women. Thirty-two percent of the teachers give instruction in one-teacher schools, and more than 49 percent of the teachers teach five or more grades.

According to a study made by Fred McQuiston, Executive Agent of the Southern Association of Colleges and Secondary Schools, in 1930, 38.7 percent of the Negro teachers in the southern states had not completed high school whereas 29.8 percent of the Negro teachers in Texas in 1930 had not completed high school. In 1930 only 12 percent of the Negro teachers in the southern states were college graduates while 29.8 percent of the Negro teachers in Texas in 1930 were college graduates. In 1933, 19.2 percent of the Negro rural teachers in Texas were college graduates.

McQuiston has characterized the Negro teacher of the South in the following words:

---

1 Fred McQuiston, "The South's Negro Teaching Force", Julius Rosenwald Fund, Nashville, Tenn. 1931.
2 Ibid.
The typical rural Negro teacher of the South is a woman of rural heritage about 27 years of age. She has completed high school and had ten weeks in summer school. She teaches 47 children through six grades for a term of six months, remaining about two years in the same school. Her annual salary is $360.00, or $1.00 a day and she teaches about five years.

From facts and estimates obtained from studies and surveys of Negro rural schools in Texas it appears that the typical rural Negro teacher in Texas is a woman of rural heritage about 30 years of age. She has completed the sophomore year in one of the colleges of the state and has attended summer school eighteen additional weeks. She teaches 38 children through six elementary grades for a term of seven months remaining in the same place about three years. Her salary is $60.00 a month for seven months or $420.00 a year.

In the situation described Prairie View State College has rendered and is rendering many services. It is the purpose of the next chapter to give a picture of these services and the relationship of Prairie View State College to the needs of Negro education in Texas.
CHAPTER VI

MAJOR SERVICES PRAIRIE VIEW STATE COLLEGE HAS RENDERED, SOME DEFICIENCIES OF THESE SERVICES, AND THE RESOURCES OF THE COLLEGE

This chapter is intended to indicate the type of services Prairie View State College has rendered, to show some of the deficiencies of these services, and to point out the opportunities the institution has to correct these deficiencies by utilizing its resources which include its relationships to the State Department of Education and to local school officials of the State. The major services of Prairie View State College are discussed under the following topics: preparation of teachers, teacher-training curricula, extension work, agencies affiliated with Prairie View State College, relationships of Prairie View State College to the State Department of Education, and Prairie View State College's relationships to the local school officials of the State and to the people in the local community.

TEACHER PREPARATION

The records and reports in the administrative offices of Prairie View State College indicate that the institution, operating as a state normal school from 1879 to 1920, met a
practical demand by supplying teachers for the Negro schools of Texas. During this period 2,461 persons attended the institution long enough to qualify for a teachers' certificate. Since 1920, 1,579 persons have been granted degrees from the institution, 2,410 have been graduated from the normal department, and 522 others than those mentioned above have attended the institution long enough to qualify for teachers' certificates. According to the report of the Alumni Secretary of Prairie View State College more than 85 percent of these graduates and former students have at some time engaged in teaching in Texas. A study of 887 of the 2,474 Negro rural teachers in Texas in 1933 revealed that 59 percent of these teachers had attended Prairie View State College. A check on the students who have been certified as being eligible for teachers certificates and the graduates of the college between 1931 and 1934 revealed that seventy-three percent of these persons have secured their first teaching positions in rural schools. No accurate record was kept of former students' first appointment prior to 1931, but it is reasonable to

---

1 Texas Educational Directory, 1934-1935. State Department of Education

assume that more than half of these persons received their first appointments in rural schools. A review of the conditions described in Chapter V reveals that the Negro rural schools, especially the one and two-teacher schools have been considerably handicapped because of the lack of properly trained teachers. It seems, therefore, desirable at this point to examine the curricula through which the majority of the rural Negro teachers were trained.

TEACHER TRAINING CURRICULA OF PRAIRIE VIEW STATE COLLEGE

It was shown in Chapter III that four divisions of Prairie View State College offer work in teacher training. The teacher training curricula of the Divisions of Agriculture, Home Economics and Mechanic Arts are designed primarily to train teachers for various phases of vocational and industrial education. These teacher training curricula are worked out jointly by the respective divisions and the State Board of Vocational Education in cooperation with the Vocational Division of the United States Office of Education, formerly the Federal Board for Vocational Education. The section on teacher training which appears in the State Plans for Vocational Education in Texas reads as follows:

---

1 State Plan for Vocational Education in Texas. July 1, 1932 - July 1, 1937. State Department of Education.
"Teacher-training.
The training of teachers for all phases of vocational education, agriculture, home economics and trades and industries, shall be under the supervision of the State Board for Vocational Education and shall be limited to these institutions designated by the State Board which are under public supervision and control.

1. Agriculture.
The state supervisor of agricultural education shall have direct supervision of all agricultural education, including teacher-training.

2. Trades and Industries.
The state supervisor of trade and industrial education shall have direct supervision of all industrial education, including teacher-training.

3. Home Economics.
The state supervisor of home economics education shall have direct supervision of all home economics education, including teacher-training."

While the training of teachers for all phases of vocational education is under the direct supervision of the State Board of Vocational Education, each division of Prairie View State College has a considerable amount of freedom to offer the courses it desires in the teacher training curriculums.

In order that the reader may get a better idea of the teacher training work of the institution a brief comment on the teacher training offerings of each division of the college is given.

DIVISION OF AGRICULTURE

The Division of Agriculture began to offer a four-year teacher training curriculum as early as 1919, and has continued to emphasize teacher training. Courses that deal primarily with rural life problems and professional education
courses are required of all graduates from the teacher training curriculum of the division. Since 1919, both rural economics and rural sociology have been required of graduates from the Division of Agriculture. The purpose of the course in rural economics, as stated by the instructor in 1919, is to acquaint the student with the development of the modern system of farming, to compare rural and city conditions, and to show the value of the farmer in the life of the state and nation and the dependence of all other industries on Agriculture. At present (1935-1936) the Division of Agriculture requires candidates for graduation to include in their programs of studies two three-semester-hour courses in rural economics.

The catalog description of the first course in rural sociology offered by the division reads:

"A brief study of the social problems of the farmer and most especially the ones that affect the average farmer in Texas."

Three semester hours credit in rural sociology is still required of all candidates for graduation from the Division of Agriculture. It will be observed from the description and the statement of the purpose of these courses that the

---

1 Prairie View State Normal and Industrial College, Annual Catalog, 1918-1919. p. 58.
2 Ibid. p. 58
Division of Agriculture intends to acquaint the students with rural life problems in Texas.

Beginning in 1919, the Division of Agriculture has required candidates for graduation to complete three semester hours in each of the following professional education courses: Educational Psychology, Methods of Teaching, Vocational Education, Special Methods, and Supervised Teaching. Since 1920, six semester hours in rural education have been included in the requirements. Students in the Division of Agriculture are required to do one semester of Practice Teaching in the rural schools of Waller county. Candidates for graduation from the division are required to complete, in addition to the above mentioned courses, a sufficient number of Cultural and Agricultural content courses to make a total of 120 semester hours of college credit. The degree of B.S. in Agriculture is conferred upon those who complete the four-year course.

Efforts are made by the Division of Agriculture to keep abreast of industrial changes that affect Agriculture. The division has made several research studies, some of which have dealt with conditions among rural Negroes in Waller county and in Texas. Upper classmen in the division, are required to visit and take part in studies of rural communities.

\[1\] Ibid. p. 29
Data collected through these studies have been used as a basis for changing the content in many courses and for adding new ones.

A study of the purposes of the Division of Agriculture, as stated in the college catalogs, and a careful analysis of the offerings of the division reveal that special emphasis is placed on preparing persons to be teachers of vocational agriculture in the public schools and to be agricultural extension agents. The institution has been successful in placing a large majority of the graduates from the Division of Agriculture in the types of positions for which they were prepared. The records in the director's office reveal that 121 or 60.7 percent of the persons who were graduated from the Division of Agriculture from 1921 through 1935, are now employed as teachers of Vocational Agriculture in Texas. Thirty-two or 16.2 percent of the graduates are now employed as Agricultural extension agents in Texas. Several of the remaining 48 graduates, not accounted for above, are engaged as teachers of Vocational Agriculture and as Agricultural Extension Agents in other states.

All Negro teachers of Vocational Agriculture in Texas are under the supervision of a member of the Prairie View State College faculty whose title is Instructor of Agriculture and Itinerant Teacher Trainer. This supervisor is assisted by three district supervisors with the title of
Teacher Helper. Studies and reports reveal that the graduates of the Division of Agriculture, who are teachers of Vocational Agriculture in Texas, have contributed much toward the improvement of conditions among rural Negroes in the communities in which the former are employed. They have aided the farmers by giving instruction to high school boys and Negro adults on modern methods of farming and on more effective systems of economizing. While the vocational agriculture teachers have rendered valuable services in the communities in which they work, they are employed only in schools in which there are four or more teachers. As a consequence, the communities in which there are only one, two or three-teacher schools, have been little affected by the vocational agriculture teachers.

The monthly and annual reports of the State Leader and the district agent of Agricultural extension work among Negroes indicate that the graduates of the Division of Agriculture who are working as county agents have been successful in improving economic and living conditions among rural Negroes in the counties in which these agents are employed. The fact that the number of rural Negroes on relief average 80 percent

1 State Department of Education. "Negro Education in Texas" 1935. p. 21

less in counties where agricultural agents are employed than in counties in which they are not, further indicates the type of service these graduates are rendering.

The Division of Agriculture, through its teacher-training program has made a definite contribution to Negro farmers and to the state by furnishing 94 percent of the Negro vocational agriculture teachers and 90 percent of the Negro agricultural extension agents in Texas. More than 76 percent of the graduates from the teacher training curriculum of the division are now in the state engaged in the type of work for which they were prepared.

In view of the fact that in Texas the majority of Negro teachers of Vocational Agriculture are also the principals of the schools in which they are employed, a course in school administration carrying at least three semester hours credit should be included in the requirements for graduation.

DIVISION OF HOME ECONOMICS

The Home Economics Division of Prairie View State College began to offer a four-year teacher training curriculum in 1919, and has continued to emphasize this work since.


One three-semester hour course in Rural Education, which deals primarily with rural life problems, and three semester hours each of the following professional education courses are required of candidates for graduation from the teacher training curriculum of the division: Classroom Management, Adolescent Psychology, Home Economics Methods, Home Economics Problems, and Observation and Practice Teaching in Home Economics. Practice teaching in Home Economics is done in the public schools of Waller county. Candidates for graduation are required to complete, in addition to the courses mentioned above, a sufficient number of cultural and Home Economics content courses to make a total of 120 Semester hours college credit. The degree of B. S. in Home Economics is conferred upon those who complete the four-year course.

Studies and surveys of Negro homes in the state, and especially in Waller county, provide the division with considerable information relative to the living conditions among Negroes. Advanced students in the division of Home Economics are required to visit rural homes and assist in making studies and surveys. Much of the information collected is used to enrich and to make more practical the course offerings. Reports made by supervisors on the type of work that is being done by recent graduates indicate that the knowledge gained from direct contact with rural life among Negroes has been of inestimable value to these young teachers,
who are almost unanimous in their belief that the direct contacts should be continued.

A study of the purposes of the Home Economics Division as stated in the college catalogs, and an analysis of the offerings of the division, reveal that in addition to preparing students to become efficient wives, special emphasis is placed on training persons to become teachers of Vocational and Non-vocational Home Economics, Jeanes supervisors, and Home Demonstration agents. The majority of the graduates from the division are now engaged in the type of work for which they were prepared. Eighty-one, or 30% of the 270 graduates from the division are Vocational Home Economics teachers; thirty, or 11.1% are Home Demonstration agents; and 25, or 9.3% are Jeanes supervisors in Texas. Approximately one-half of the remaining 134 graduates are teachers of Home Economics in city schools of the states, and Vocational \[1\] Home Economics teachers in other states.

The Negro teachers of Vocational Home Economics in Texas are under the supervision of the Director of the Home Economics Division of Prairie View State College. As supervisor of these field workers, most of whom are graduates \[2\] of Prairie View State College, the Director of the Home

---

1 Unpublished reports of the Director of Home Economics, Prairie View State College, 1935.

2 All Negro Vocational Home Economics teachers in Texas, with the exception of four, graduated from the Division of Home Economics of Prairie View State College.
Economics division is able to keep in touch with their progress, assist them in their work, and gain additional information on existing conditions among Negroes. The director frequently asks other members of the Division faculty to visit the Vocational Home Economics teachers and advise them on the solution of their more difficult problems. This enables all instructors in the division to become better acquainted with the problems which prospective Home Economics teachers must face. The information obtained by the instructors through this system of supervision has been very beneficial in making changes in the course offerings of the division.

While the Vocational Home Economics teachers have contributed much toward the improvement of conditions in the communities in which they work, it must be remembered that they are employed in schools having a minimum of four teachers. Communities in which one, two, and three-teacher schools are located have been little affected by the work of Vocational Home Economics teachers. More than two-thirds of the Negro rural schools in Texas are one, two, and three-teacher type.

The Negro County Home Demonstration agents are under the supervision of the State Home Demonstration agent who

---

is also a member of the Prairie View State College faculty. Reports of the State Home Demonstration agent, the district agents, and the State leader of agricultural extension work among Negroes in Texas indicate that the graduates of the Home Economics Division who are working as Home Demonstration agents have been successful in improving living conditions among rural Negroes in the counties in which the former are employed. Further indications of the improvements that have been made are the reports made by rural Negroes on the amount of food they have preserved as a result of the work of County Home Demonstration agents. The reports on the amount of food preserved show increases ranging from 50 percent to 400 percent, as a result of the work of County Home Demonstration agents.

The Division of Home Economics, through its teacher training curriculum, has contributed much toward the improvement of living conditions among Negroes in Texas by training 95.1 percent of the teachers of Vocational Home Economics, and 93.3 percent of the County Home Demonstration agents in Texas. More than 70 percent of the graduates from the teacher training curriculum of the Home Economics Division are now in Texas engaged in the type of work for which they were prepared.

---

1 Replies to Questionnaire sent to 1000 families. Unpublished, 1935.
DIVISION OF MECHANIC ARTS

The Division of Mechanic Arts of Prairie View State College began offering a four-year teacher training curriculum in 1919, since which time it has continued to emphasize the work. One course in Rural Education is required of all graduates from the Mechanic Arts Division. Three semester hours each of the following professional education courses are required of all candidates for graduation from the teacher training curriculum of the division: Adolescent Psychology, Educational and Vocational Guidance, Principles of Secondary Education, Methods in Secondary Education, Principles of Industrial Education, Methods of Teaching Industrial Education, and Practice Teaching in Mechanic Arts. Practice teaching is done in the college training school which is located on the campus, and in public schools in Waller county. Candidates for graduation are required to complete, in addition to the courses mentioned above, a sufficient number of cultural and mechanic arts content courses to make a total of 136 semester hours college credit. The degree of B. S. in Mechanic Arts is conferred upon those who complete the four-year course.

Teachers and students in the Mechanic Arts Division are able to acquaint themselves with living conditions
among Negroes in villages and rural areas through frequent visits to these communities. Students, under the direction of a faculty member of the division, supervise various types of projects, such as the construction of steps, the screening of schools and homes, the building of playground equipment, and many other improvement activities in Waller and other nearby counties. All candidates for graduation from the teacher training curriculum of the Mechanic Arts Division are required to observe the teaching of Industrial Education in small village schools. These contacts enable students to gain valuable information on the problems of the industrial teachers in schools that are located in such villages and rural areas. Much of the information is used as a basis for making changes in the teacher training curriculum of the division.

A study of the purpose of the Mechanic Arts Division as stated in the college catalogs, and a critical analysis of the course offerings of the division reveal that special emphasis is placed on preparing persons to be teachers of trades and industrial education. Almost all of the graduates of the division have been successfully placed in the type of positions for which they were prepared. Records and reports in the office of the director reveal that 43 or 91.5 percent of the 47 graduates from the teacher training curriculum of the division are now employed as trade and industrial teachers
in Texas. These teachers are under the supervision of a member of the Prairie View State College faculty whose work and position carry with them the title "Instructor of Industrial Education and Itinerant Teacher Trainer".

Graduates of the Mechanic Arts Division, who are teachers of trades and Industrial Education, have contributed much toward increasing the efficiency of Negro workers by offering extension and short unit courses. These courses are planned with the special aim of increasing the trade knowledge and manipulative skill of the pupils, and to prepare them for promotion. In view of the fact that teachers of trade and Industrial Education are employed only in schools that have four or more teachers, the small rural schools and rural communities have been almost unaffected by these teachers.

The Mechanic Arts Division of Prairie View State College, through its program of training teachers of trades and Industrial Education, has contributed much toward enabling many of the Negroes in Texas to become more efficient workers and to increase their earning capacity.

---

DIVISION OF ARTS AND SCIENCES

It was shown in the preceding pages of this chapter that the Divisions of Agriculture, Home Economics, and Mechanic Arts train persons to teach in specialized fields. These fields are: Vocational Agriculture, Practical Demonstration in Agriculture, Practical Demonstration in Home Making, and Industrial Education. It was further revealed that the curricula of these divisions have been developed so as to prepare graduates to render efficient service in their respective fields and that a large majority of the graduates are now engaged in the type of work for which they were prepared.

While the Divisions of Agriculture, Home Economics, and Mechanic Arts have trained more than 92 percent of the Negro teachers engaged in the above mentioned specialized fields, these workers represent only 10.5 percent of Negro rural teachers in Texas. This indicates that some agency other than the divisions mentioned above are responsible for training the remaining 89.5 percent of the Negro rural teachers in Texas. A majority of the remaining 89.5 percent of the Negro rural teachers in the state have received their

1 Workers in this field are usually referred to as "County Agricultural Agents."
2 Workers in this field are usually referred to as "Home Demonstration Agents."
collegiate training in the Arts and Sciences Division of Prairie View State College. This division has accepted the responsibility of training a very large percentage of Negro teachers for service in rural and urban areas.

Almost all of the recent literature on modern trends in teacher training seems to agree on certain underlying principles of curriculum construction. A summary of these as they apply to four-year institutions is used as criteria for evaluating the teacher training curriculum of the Arts and Science Division.

1. The four years of training should provide adequate background in the major fields of human knowledge—language and literature, social sciences, natural and physical sciences, the arts, and health—with extensive preparation in the specific fields in which the student is preparing to teach.

2. Subject-Matter courses, in addition to providing academic scholarship, should be treated in a professional manner to meet the future needs of teachers of children.

---


3. The curriculum should provide training in educational theory and practice extensive enough to equip the future teacher with control and skills beyond the limits of the minimum requirements of the work he expects to do.

4. Faculty members and students in teacher-training institutions should be encouraged to know at first hand the living conditions of the people who reside in the area the institution intends to serve.

5. It is generally regarded by American educators that the curriculum should provide facilities for developing the social and personal abilities of prospective teachers. This provision should include training for the planning and conduct of some forms of the so-called extra-curricular activities which have value in the public schools.

While a complete portrayal of the curriculum of the Arts and Sciences Division will not be attempted, efforts will be made to show a general picture of the present teacher training curriculum of the division, to compare it with standards set up in the literature on teacher training, and to point out those aspects which are capable of being improved in the light of these standards.

DIVISION OF ARTS AND SCIENCES

The Arts and Sciences Division of Prairie View State College consists of the following departments: Biology, Chemistry, Economics, English, History, Mathematics, Music, Philosophy, Physics, Political Science, Romance Languages,
Sociology, and Education, including Physical Education. A campus training school with grades extending from the kindergarten through the senior high school is included in the Department of Education. Teachers in the campus training school are members of the college faculty. Each teacher instructs at least one college class, usually a class in methods, both semesters.

The Arts and Sciences Division began to offer a four-year teacher training curriculum as early as 1917, and has continued to emphasize this work since. The degrees conferred by the division, and the teachers' certificates for which students are eligible, according to the amount of work completed, are shown in the following list:

1. B. A. Degree, Elementary or High School Permanent Certificate
2. B. S. Degree, Elementary or High School Permanent Certificate
3. B. S. in Education, Elementary or High School Permanent Certificate

Upon completion of two years of college work, students may satisfy the requirements for a six-year Elementary Certificate, an Elementary Permanent Certificate, or a four-year High School Certificate.

All teachers certificates are issued by the State Department of Education upon proof submitted by the college

---

that the requirements have been met.

Since the Division of Arts and Sciences has accepted the responsibility of determining the courses that are to be required for permanent certificates, students in the division seldom complete the requirements for an Elementary Permanent Certificate in two years. The requirements for the Elementary Permanent Certificate are as follows:

- **English - Composition and Literature** - 12 Sem Hrs
- **History - Constitutional** - 3 Sem Hrs
- **Biology - General Biology** - 4 Sem Hrs
- **Mathematics - Mathematical Analysis** - 6 Sem Hrs
- **Art - Drawing and Construction** - 4 Sem Hrs
- **Geography - Human Geography** - 3 Sem Hrs
- **Music - Public School Music** - 6 Sem Hrs
- **Physical Education - Practice, Method** - 4 Sem Hrs
- **Education - Introduction to Education** - 3 Sem Hrs
- **Education - Principles of Elementary Education** - 3 Sem Hrs
- **Education - Rural Education** - 3 Sem Hrs
- **Education - Elementary Methods** - 3 Sem Hrs

---

1 While the State Department of Education is certifying authority for teachers certificates, it has been the policy of the department to encourage State teacher training institutions to determine the subjects and courses that should be included in their curricula to meet requirements.
Education - School Hygiene - 3 Sem Hrs
Education - Elementary Practice Teaching - 3 Sem Hrs
Education - Child Psychology - 3 Sem Hrs
Education - Elective - 3 Sem Hrs

Almost all students in the division who desire to obtain a certificate upon the completion of two years of college work, satisfy the requirements for the six-year Elementary Certificate rather than for the Elementary Permanent Certificate.

The Division of Arts and Sciences has made progress in providing students, who may spend only two years in college before beginning teaching, with the type of information that the institution believes will be most helpful to them. All courses in the freshman year are prescribed. In this list are included courses that serve to give the student a cultural background. Six semester hours of Education are included. During the sophomore year, the student is permitted to elect four three-semester hour courses. If the student indicates that he intends to

---

1 The only requirement made by the State Department of Education for the Six-year Elementary Certificate is that the student complete two years of work in an accredited college in which work shall be included Constitutional History and two courses of Professional Training. "Laws, Rules, and Regulations Governing State Teachers Certificates." 1933
qualify for a teacher's certificate, he is requested to include in his program of study for the second semester the following subjects: Constitutional History, Problems of the Rural Teacher, Practice Teaching, and one elective, usually, Negro History. If the student returns the following year, or at any time later, the two years of work will be credited toward a degree and a permanent certificate. This procedure tends to make certain that all students in the Arts and Sciences Division, who meet the requirements for a certificate in two years, will have a basic knowledge of the field of education and teaching, and some knowledge of rural life problems.

Students who graduate from the four-year teacher training curriculum of the Arts and Sciences Division are required to complete three semester hours in each of the following courses that deal with conditions in rural areas: Rural Sociology, Problems of the Rural Teacher, and Problems of Health in Rural Areas. These courses are offered primarily to acquaint students with rural life problems, and especially as they exist among Negroes in Texas. Candidates for graduation from the four-year teacher training curriculum are required to take courses intended to provide cultural background. Each candidate must earn 12 semester hours credit in each of the following fields: English, Foreign Language, Physical and Health Education, Social Science, Physical and
Biological Sciences. The candidate must earn at least 30 semester hours in professional education courses.

Special efforts are made to have instructors in the Arts and Sciences Division treat their subject matter in a professional manner. The director of the division holds weekly conferences with department heads. Many of these conferences are devoted to discussions of methods of improving college teaching. Meetings of the entire Arts and Sciences faculty are held monthly. At each of these meetings an instructor, who has made special preparation, discusses a topic dealing with some phase of college teaching. Time is given at the end of the report for questioning by other instructors. These meetings and discussions have been highly beneficial in that they have served to keep all instructors acquainted with better teaching procedures.

Departmental heads are encouraged to visit classes and exercise a reasonable amount of supervision of instruction in their respective departments. In addition, the director of the division visits classes in all departments, holds conferences with the instructors after each visit, and makes a written report of his observations. A copy of the report

---

1 Randolph states that the professional treatment of subject matter implies, on the side of scholarship, the development of "new views" of generally familiar material that will reveal its racial significance and its potentialities for public education; and on the side of methods, it implies a conscious organization of instruction in subject matter with reference to the professional responsibilities of the future teacher. E. D. Randolph. Op. cit. p. 133.
is sent to the instructor visited, to the head of the department concerned, and to the principal of the college. These contacts and discussions have greatly helped to improve and professionalize instruction in the Arts and Sciences Division.

The institution is making considerable progress in acquainting faculty members and students in the Arts and Sciences Division with actual conditions among Negroes in Texas. Members of the college faculty and advanced students work together in making studies and surveys. Some of the major studies and surveys that have been made by members of the college faculty and senior students between 1931 and 1936 are: The Training of the Negro High School Principals in Texas; Facilities for Teaching English, Sciences, and Vocational Subjects in the Negro High Schools of Texas; Survey of Negro Rural Schools in Texas; Survey of Negro Health in Texas; The Economic Status of Negroes in Texas Including Negro Business, Negro Workers, Negro Farmers; Vocational Education for Negroes in Texas; Vocational Opportunities for Negroes in Texas; The Negro Farmer in Waller County; Survey of Negro Schools in Waller County; Health Status of Negro Families in a Texas Rural Environment;

\[1\] In practically all of these studies the institution had the cooperation of the State Department of Education.
The Problem of Guidance in the Education of Negroes in Texas; and several less extensive studies. All, with the exception of one, of the above listed studies and surveys have been published by the institution, and are now available without charge to students and other persons upon request.

In the majority of these studies, students and faculty members visited areas and observed conditions as they existed. In making the surveys of rural education, senior students and faculty members visited every Negro school in Waller county and some of the rural schools in other counties. Before visiting these schools, students were given instructions and advice on the correct procedures to follow. All students participating in the studies were required to work up information sheets to guide them in their observations. In addition to acquainting students with the physical features of rural schools, these visits provided an opportunity for students to compare methods of instruction in small rural schools with those in larger schools, and with the procedures they observe in the campus training schools.

In making the studies of health and social conditions among Negroes in several counties of the state, students and faculty members visited the homes of hundreds of Negro

---

families and held interviews with the family heads. Students also assisted the physicians and nurses in conducting physical examinations of more than 2000 Negro rural pupils in these counties. These contacts have enabled students and teachers to become better acquainted with conditions as they exist among Negroes in Texas. Several students have utilized the information gained through these contacts in writing their theses. A considerable amount of the data collected through studies made by the institution is being used as a basis for changing the content of many courses and for adding new ones to the teacher training curriculum of the division.

All candidates for graduation from the teacher training curriculum of the Arts and Sciences Division, and candidates for the six-year certificates, or the permanent certificates are required to spend 90 clock hours in directed observation, and 90 clock hours teaching in the campus training school. Students who do practice teaching in the campus training school are under the direct supervision of critic teachers who also serve as demonstration teachers. Students usually do practice teaching in their sophomore or senior year. Since 1933, candidates for graduation from the Arts and Sciences

---

1 Each candidate for a degree from the Arts and Sciences Division is required to write an undergraduate thesis.
Division have been required to teach at least one day in a rural school in Waller county, in addition to teaching one semester in the campus training school. The student is usually accompanied to the school by the Jeanes supervisor of Waller county, who is also a member of the Department of Education faculty of Prairie View State College. Each student is permitted to visit and observe the work of the rural teacher before taking complete charge of the school for one day. One of the purposes of having students teach in these schools is to better acquaint them with the problems of organizing and conducting the work in one and two-teacher rural schools. Students are required to make a written report of their experiences in conducting the schools, and make suggestions for improving the educational facilities therein. The report must be given to the head of the Department of Education not later than one week after the student has taught in such a rural school. These reports are used as the bases for many of the class discussions in courses in Rural Education, Principles, and Methods. While teaching only one day in a rural school does not give the student sufficient opportunities to solve many of the rural school problems, it does provide him with a type of experience which enables him to better understand the class discussions and the literature that is concerned with such problems.

Replies to questions asked graduates from the Arts and Sciences
Division who have taught in small rural schools reveal that they are almost unanimous in their belief that the one day of practice teaching in a rural school helped them to begin their work more effectively as rural teachers. These graduates also believe that practice teaching in one and two-teacher rural schools should extend over a much longer period than one day.

In addition to carrying a normal academic load of 30 semester hours annually, students pursuing the teacher training curriculum of the Arts and Sciences Division are required to spend from three to six clock hours per week in the study and practice of some form of vocational or industrial education. The fields of vocational and industrial education that are open to students in the Arts and Sciences Division are: Beauty Culture, Typing, Office Practice, Printing, Shoe Repairing, Woodcraft, Interior Decoration, Broom and Mattress Making, Laundering, including Dry Cleaning and Pressing, Tailoring, Auto Mechanics, Electrical Repair Work, Plumbing, and certain phases of work in Agriculture, Home Economics, Music, and Nursing Education. Students in the division who satisfactorily complete a prescribed amount of work in a field of vocational or industrial education are awarded a trade certificate along with their degrees.

A large number of graduates who are teaching in rural
and village schools report that the work they completed in vocational and industrial education has been a decided help to them in their work. Many of these teachers serve as instructors of Industrial Arts, in addition to teaching the regular content subjects. Several teachers working in one and two-teacher rural schools report that they have been able to teach their pupils to do very creditable work in handicraft, and in certain phases of Home Economics, Agriculture, and Health Education, as a result of having taken vocational and industrial education while pursuing their academic work at Prairie View State College.

The institution offers a wide variety of opportunities for personal and social development of students, and for training for the direction of extra-curricula or extra-class activities. These opportunities seem to fall in the following categories:

1 Social Organizations Excluding Greek Letter Fraternities

1. Intra-State Clubs
2. Students' Forums
3. Organizations of students having similar tastes

---

1 Much of this information was obtained through interviews the writer held with teachers through visits to schools in villages and rural areas, and through replies to questions asked teachers attending summer school at Prairie View State College. Unpublished.
II Musical Organizations
   1. Choruses
   2. Glee Clubs
   3. Band
   4. Orchestra

III Literary Societies

IV Dramatics
   1. Intra-mural
   2. Inter-collegiate

V Debating
   1. Intra-mural
   2. Inter-collegiate

VI Student Publications
   1. Monthly
   2. Annual

VII Departmental Clubs

VIII Scholarship Societies

IX Athletics
   1. Intra-mural
   2. Inter-collegiate

III Annual Interscholastic League Contests Held at the College

---

1 Students assist with the work of the Interscholastic League in District and State Meets. Senior students serve with members of the college faculty as judges in literary events and as officials in athletic events. A more complete discussion of the Interscholastic League is given later in this chapter.
XI Religious Organizations

1. Y. M. C. A.
2. Y. W. C. A.
3. Sunday Bible Classes
4. Sunday School Clubs

All students registered in the teacher training curriculum are required to participate in some form of extra-curricular activity. Time for participation in these activities is provided in the college schedule, but no academic credit is given toward meeting the requirements for graduation.

Training in the participation and direction of extra-curricular activities seems to be consistent with the type of work school officials are now demanding of teachers. A review of the requests Prairie View State College has received for public school teachers in recent years reveals that persons who are qualified to direct some forms of extra-curricular activities, as well as to teach the regular content subjects, are usually demanded.

While the teacher training curricula of Prairie View State College have been constantly undergoing changes, and the institution has made considerable progress in preparing teachers to render practical and effective service in the State, there still exist some defects in the teacher training

1 Letters on file in the office of the principal of Prairie View State College.
program. A careful analysis of the teacher training program reveals the following deficiencies:

1. No selective measures, except the requirement of graduation from an accredited high school, have been employed in the admission of students to the teacher training curricula of the divisions. Other than the ability to make passing grades in their work, there is very little evidence to indicate that students, having registered in a teacher training curriculum, are required to withdraw because of not possessing the traits or qualities of a successful teacher. Whitney, in his study of the student personnel of normal schools throughout the United States, used nine measures of traits indicative of fitness for the work of the teaching profession. Only two of these traits have to do with passing grades in college. Frasier and Armentrout list eleven qualities necessary for teaching, only one of which deals with scholarship.

2. Whereas, the Divisions of Agriculture, Home Economics, and Mechanic Arts have required candidates for graduation from their teacher training curricula to do approximately one-half

---


of their practice teaching in off-campus schools, the candidates for graduation from the teacher training curriculum of the Arts and Science Division are required to do only one day of practice teaching in an off-campus rural school. It will be recalled that a majority of the graduates from this division receive their first teaching positions in rural areas. The committee on Rural Education of the National Society for the Study of Education is of the opinion that approximately one-half of the 90 clock hours of student teaching which is usually required should be done in rural off-campus schools if the student is to render efficient service in rural areas.

3. Prairie View State College conducts one or more rural off-campus schools in Waller county each summer for the purpose of demonstrating to summer school students the more satisfactory methods of teaching in one and two-teacher rural schools. This practice is desirable, and should be continued, for it acquaints many of the teachers in service with better teaching procedure. Since these schools are conducted during the summer session only, the regular session students in training do not have an opportunity to observe demonstration teaching in these schools. As a result, these

---

students graduate from the teacher training curriculum without having observed the most effective methods of teaching in small rural schools.

4. The administration of Prairie View State College has appointed a committee to assist in improving the educational conditions among rural Negroes in Waller County. This committee has promoted varied activities to encourage and assist rural Negroes to improve their living conditions. Prairie View State College has offered short courses in Agriculture to Negro farmers in Waller County in order that the latter may be made to see the necessity of having their own milk cows, hogs, poultry, and vegetable gardens; and to give them specific instructions in raising hogs and poultry, and on growing vegetables throughout the year. Conferences are held annually at the college to demonstrate to Negroes in Waller County the more desirable procedures in home making and better methods of health preservation. All of the activities have helped the Negro farmers in Waller County become more self-supporting. The institution has not developed, during the regular school sessions, a curriculum and a program of instruction for the Negro rural schools in Waller County based upon the needs of the people in the community. The lack of such a program has deprived the rural Negro teachers in the county of the opportunity of having before them a model rural school throughout the school year. Authorities on rural
education seem to agree generally on the idea that a rural demonstration school, functioning throughout the school year is necessary if in-service teachers are to be prepared and encouraged to render maximum service in rural areas. 1

5. While the Divisions of Agriculture, Home Economics, and Mechanic Arts have developed a satisfactory supervisory follow-up program of their graduates, the Arts and Science Division, which trains the majority of Negro rural teachers in Texas, has not been successful in working out a satisfactory program of this type. Diemer states that "the intelligent exercise of this function is quite as beneficial to the college as it is to its graduates." 2 A tentative supervisory follow-up program for the Arts and Science Division is discussed in Chapter VII of this study.

EXTENSION WORK

In 1927 the institution began offering extension work. Extension centers were established in several of the principal cities of the state. A committee of the college faculty, headed by a chairman, has charge of the supervision of work.

1 "Recommendation on the Preparation of Rural Teachers". Yearbook of the National Education Association. 1935.
at extension centers. Instructors who offer extension work must meet the academic standards required of instructors at the college, and must have adequate experience. All instructors in extension centers must be full-time members of the college faculty; that is, they cannot hold any other position while employed as instructors at extension centers. When extension work was first offered by Prairie View State College, resident members of the college faculty served as instructors at extension centers; but under the present arrangement, the work is done by persons who are not resident instructors at the college.

In 1934-1935 the institution maintained fifteen extension centers in Texas. The total number of students enrolled was 415, while the enrollment by courses was 748. All except four centers were in small towns. This enabled many rural teachers who worked in surrounding districts to take advantage of the opportunity for further study.

The courses offered at the extension centers depended upon the desires of the majority of the persons who enrolled. Their desires depended upon the particular courses required for renewing teachers’ certificates and the courses required for graduation. Seldom did these teachers who enrolled in extension school demand courses because they felt the courses would help them perform more effectively their duties as
Prairie View State College has made considerable progress in educating students in extension centers to the importance of taking the courses that will be of greatest service to them in the performance of their duties. The college grants credit toward a degree for all courses taken in extension and the State Department of Education has agreed to grant credit toward certification requirements for all extension work offered by the college.

AGENCIES AFFILIATED WITH PRAIRIE VIEW STATE COLLEGE

The agencies that are closely affiliated with Prairie View State College are the Agricultural Extension Service for Negroes in Texas and the Interscholastic League of Colored Schools of Texas.

AGRICULTURAL EXTENSION SERVICE FOR NEGROES

Agricultural Extension Work for Negroes in Texas began

---

1 The writer, who served as supervisor of Prairie View State College Extension Schools in 1934-35, held group discussions with teachers who desired to register for extension work. Almost all persons stated that their major purpose was to take courses which would enable them to renew or extend their certificates, and courses which would meet requirements for graduation from the college.
in 1914. The work was begun with a staff of three, consisting of the head of Extension Service for Negroes, whose title became State Leader; the head of the women's work, whose title became State Supervising Home Demonstration Agent; and a farm demonstrator, whose title was changed to County Agent. The present staff consists of the State Leader, the State Supervising Home Demonstration Agent, two secretaries, and fifty-seven county and home demonstration agents.

Although the statutes of Texas have not established the relationship of the State Leader of Agricultural Extension Service and the State Home Demonstration Agent for Negroes to Prairie View State College, a definite policy has been adopted. The State Leader and the State Home Demonstration Agent are responsible to the director of Agricultural Extension Service of Texas Agricultural and Mechanical College. The director is responsible to the president of Agricultural and Mechanical College, who is also president of Prairie View State College. The established policy has been to consider both the State Leader

---

1 "Historical Development of Prairie View State College", Houston Informer, Houston, Texas. April 18, 1931.

2 D. H. Waller, State Leader of Agricultural Extension Service for Negroes in Texas. Quarterly mimeographed reports and personal interviews by the writer.
and the State Home Demonstration Agent for Negroes as members of the Prairie View State College faculty. Both are members of the executive cabinet of the college, both attend the general faculty meetings of the college, and both are members of committees of the college faculty. They reside on the college campus and have their offices in the college agricultural building.

The State Leader of Agricultural Extension Service for Negroes in Texas exercises general supervision over all Negro county agents. He formulates a general work plan for the state and assists county agents in carrying out the plan. He takes the initiative in securing the appointment of Negro agents in counties where they are most needed.

The State Supervising Home Demonstration Agent exercises general supervision over all Negro Home Demonstration agents. She formulates and assists in carrying out a general work plan for all Negro Home Demonstration agents in the state. She assists in securing the appointment of county demonstration agents where they are needed most.

County Agricultural and Home Demonstration agents are local representatives of the State College of Agriculture, the United States Department of Agriculture, and the local people wherever extension work is carried on cooperatively. They are leaders who point the way to better and more profitable farming and more satisfactory life, and teach how these
1 objectives may be obtained. The Secretary of Agriculture issued a formal statement on August 25, 1922, part of which reads as follows:

"The work of cooperative extension employees, whether County Agricultural agents, Boys and Girls Club agents, or other cooperative extension workers, is educational. These extension workers are public teachers, paid with money largely raised from all the people by taxation, and are charged with giving instruction and practical demonstrations in Agriculture and Home Economics."  

The Negro agents in Texas report that they are called upon to do a great amount of work of an advisory nature. These agents must supply information wanted, or find how the needed information and help can be made available through the college and the extension service. The Negro county agents in Texas divide the county into clubs with approximately twelve clubs in a county. The agent becomes the advisor for each club and directs the club activities.

The Farmers Congress and Short Course which is sponsored by the Agricultural Extension Department convenes on Prairie View State College campus annually in August immediately following the close of the College summer session. Many of the Vocational Agriculture teachers who have been attending school remain to take part in the congress.

---

The purpose of the Farmers Congress and Short Course, as stated by the State Leader, is: "To bring to Prairie View State College annually County and Home Demonstration agents, teachers of Vocational Agriculture, teachers of Home Economics, and Negro farmers from all parts of Texas in order that the latter, together with their children, their neighbors, and others, may have the opportunity to observe better live stock, better homes and home surroundings, and more effective methods of farming." Persons who attend the congress and take the short course are given instruction, through lectures and demonstrations, in better methods of performing the activities that progressive farmers are expected to perform. These persons are expected to return to their communities and give demonstrations to their neighbors. All of the divisions of the College assist these congresses in carrying out the many varied activities. More than 2000 persons attended the Farmers Congress in 1934.

Both the State Leader of Agricultural Extension Service for Negroes and the State Home Demonstration Agent have worked cooperatively with the College in formulating courses of study for the training of county and home demonstration agents, and both have assisted in securing the appointment of well-trained Prairie View graduates as county and home demonstration agents. Of the sixty persons employed in the Agricultural Extension Service in Texas, fifty-eight are graduates or
former students of Prairie View State Normal and Industrial College.

DEFICIENCIES OF AGRICULTURAL EXTENSION SERVICE

There is no question that cooperative extension work among Negroes in Texas has gone far toward helping rural Negroes help themselves. There is little doubt, however, that it can move further in this direction by enlarging the scope of its program and by increasing the definiteness of its educational objectives.

The cooperative extension workers have missed an opportunity to coordinate their work with that of rural school officials, principals, and teachers in one and two-teacher rural schools. A reply to questions asked more than 500 teachers in one and two-teacher types of rural schools revealed that a majority of the teachers had never had any direct contact with county or home demonstration agents, nor had these agents visited the teachers or their schools. This lack of cooperation and coordination of efforts has retarded the progress of these educational agencies.

THE INTERSCHOLASTIC LEAGUE OF COLORED SCHOOLS

An agency that has been instrumental in acquainting high school pupils and other people of the State with Prairie
View State College is the Interscholastic League. The Interscholastic League of Colored Schools of Texas, as a separate and distinct organization, had its beginnings in the latter part of the school year 1920-1921. Previous to that time, the Negro schools of a number of counties had been organized and were working under the direction of the University of Texas Interscholastic League, but not as a member of that organization. In 1921, the officials of the University of Texas Interscholastic League, realizing that it would be difficult to carry on the work in the Colored Schools under their direction, and that the interest in the work on the part of Colored schools was such as to justify a separate organization for them, offered to turn over to the Director of the Negro Division of the State Department of Education the administration of the League of Colored Schools. In 1921, a committee was asked to participate in a conference in which the form of the League organization was to be determined. The form adopted was similar to that of the University of Texas Interscholastic League. County and district officers were appointed for that year, and plans were made for a state meet at Prairie View State College in April.

At the first state meet in 1921, fifteen counties were represented. Final contests were held in declamation, spelling, and athletics. At the meet in 1923, the First
Assistant State Superintendent of Public Instruction, who had taken an active part in the league since its beginning, and who had been its chief promoter, announced that his duties were of such a nature that he could no longer maintain his status with the league, but was turning active control of the organization over to the principal of Prairie View State College. The principal accepted the proposal, and the control of the league has since remained with the principal of Prairie View State College.

The League was organized for the purpose of promoting better conditions in the public Negro schools of the State by bringing the schools together in county, district, and State meets; by encouraging the study of declamation, debating, and spelling in the schools; by encouraging the development of school and community industrial fairs; and by the promotion of track and field athletics as a means of stimulating interest in a more complete development of Negro boys and girls, physically. The League hopes to reach all, or, at least, the majority of the pupils enrolled in the member schools by encouraging intra-school contests to select delegates to send to the county, district, and State meets.

Since the organization of the League, the number of schools that hold membership has increased from less than 300 in 1921 to 725 schools in 1934. The League meets on the
Prairie View State College campus annually for a period of two days, bringing from 1200 to 1500 high school pupil participants, and more than 3000 visitors.

The League has been responsible for the appointment of better trained teachers who can promote extra-curricular or special curricular activities. The requests that have come to Prairie View State College for teachers who can coach athletics, direct musical interests, and supervise and coach declaiming and debating, have multiplied several times within the five-year period just passed. The increased requests for specially trained teachers can be traced partially to the increased interest in these special curricular activities that has been stimulated by the Interscholastic League of Colored Schools. Prairie View State College has made considerable headway in providing prospective teachers with training in special curricular activities.

The League brings the public school teachers, who coach or direct these special activities, in direct contact with members of the Prairie View College faculty who advise the former through conferences and group discussions on ways and means of improving their methods of instruction to produce better student performers.

Since the teachers and coaches who bring pupil performers to Prairie View State College are permitted to remain at the institution only two days, and since the major portion
of their time is devoted to supervising and caring for the welfare of their pupils, very little time is left for these teachers to participate in conferences, or to take short courses. However, the college instructors make an effort to educate the teachers and coaches to the need of better preparation in their respective fields, and to encourage them to return to the institution for short courses in their respective fields. Short courses designed to educate persons to direct special or extra-curricular activities are offered at the college usually during the summer sessions.

THE RELATIONSHIPS OF PRAIRIE VIEW STATE COLLEGE TO THE STATE DEPARTMENT OF EDUCATION

Every teacher training institution should be closely associated with the state department of education, if the former is to render the maximum service. When the institution must depend upon the state department of education to certify its graduates, cooperation becomes extremely important.

The State Department of Education has adopted the

---

policy of cooperating with Prairie View State College in promoting various types of educational activities. Apparently this policy has been very satisfactory. It appears to have been mutually beneficial to Prairie View State College, to the State Department of Education, and to the Negro public schools in Texas. The State Superintendent of Public Instruction, speaking for the State Department of Education, expressed the opinion that a teacher training institution should offer the type of work that will best prepare the prospective teacher for the type of position he plans to secure, or will most likely secure, after graduation. To promote this idea, he has offered to make available to Prairie View State College the resources of the State Department of Education in order that the institution may secure any available information on the Negro public schools and public school teachers in Texas.

A review of three major cooperative activities undertaken by the Prairie View State College and the State Department of Education indicates the type of relationships that exists between the two educational agencies. The three activities referred to are the Annual Educational Conference, Cooperative Supervision of Vocational Agriculture and Home Economics teachers, and the Curriculum Study and Revision Work in the Negro public schools.
THE ANNUAL EDUCATIONAL CONFERENCE

Each year an educational conference is held on the Prairie View State College campus, being sponsored by the administration of Prairie View State College in cooperation with the State Department of Education. The theme or program for each conference is formulated by the administration of Prairie View State College. The first of these conferences was held on April 11, 1930, the purpose of which is stated in the proceedings of the first annual conference as follows:

"The purpose of the State Conference on Negro Education held at Prairie View State College ... is to acquaint as many State educators as possible with significant phases of Negro Education in the Southwest. The conference proceeds on the principle that before a problem can be intelligently attacked it must be thoroughly studied in almost all of its ramifications and viewed from several points of vantage."

The First Annual Educational Conference at Prairie View aimed to give a general idea of the status of Negro Education in Texas for the purpose of stimulating greater interest in and appreciation for the problems of Negro Education, and to show what had been done up to that time towards their solution. The Second Conference, in 1931, showed a more definite trend when a fairly exhaustive study was made of the "Principals of the High Schools for Negroes in Texas." The third conference held in 1932 had

for its theme "Facilities for Teaching English, Science, and Vocational Subjects in the High Schools for Negroes in Texas."

"Negro Rural Schools of Texas" was the central theme of the conference for 1933, "Negro Health and Child Welfare" was the theme of the conference in 1934, and "The Economic Status of the Negro in Texas" was its theme in 1935.

These conferences have revealed some very significant facts relative to Negro life and education in Texas. Some of the problems brought out at these conferences which have a significant bearing on the educational program of Prairie View State College are summarized below:

1. More than one-half of the Negro pupils in the rural elementary schools of Texas were retarded from one to two years in 1930.

2. The median amount of college training the Negro high school principal in Texas had received prior to 1931 was three and one-half years. Less than 20 percent of the principals had taken a course in school administration.

3. Vocational Agriculture and Vocational Home Economics were taught in less than 8 percent of the Negro rural schools in Texas in 1932. There was a scarcity of adequately trained Vocational Agriculture and Vocational Home Economics teachers in Texas at the time.

4. Prior to 1933, less than 11 percent of the Negro rural teachers in Texas had pursued two or more college courses designed especially to prepare teachers for rural service. The Negro college in Texas did not offer a sufficient amount of ruralized training to prepare adequately trained teachers for rural service.

5. Health conditions in Negro homes and schools in Texas were below a desirable standard in 1934. Many of these undesirable health conditions were due to the lack of education and information.

6. The average annual income of the rural Negro family of
five in Texas was less than $500 in 1935. This income is frequently spent uneconomically and unwisely.

Prairie View State College has made readjustment in its educational program so as to aid in the solution of many of these problems.

These conferences have been well attended by county and city school superintendents, principals of Negro elementary and high schools, presidents and deans of Negro colleges, representatives of philanthropic foundations, inter-racial workers, and citizens interested in human welfare. Beginning with the 165 representatives and visitors present at the first conference in 1930, the number of visitors have increased annually, with 753 attending the meeting in 1935. The State Superintendent of Schools has presided at three of the conferences. The proceedings of the conferences are published by Prairie View State College annually in the form of a bulletin and are available free upon request.

VOCATIONAL AGRICULTURE AND HOME ECONOMICS

Under the Federal Smith-Hughes Act and the George-Reed Act which the State of Texas has accepted, subsidies are offered to schools giving instruction in agriculture, home economics, and industrial education. The supervision of this work is vested in the State Board of Vocational
Education, but its administration is directly carried on by a Division of Vocational Education under the State Superintendent of Public Instruction. The Negro vocational agriculture teachers in Texas are under the supervision of an instructor in the Division of Agriculture of Prairie View State College. There were in 1936, 127 Negro teachers of vocational agriculture, teaching in 127 schools and communities in Texas. This number represents an increase of thirty-seven over that of 1933. Of the 127 vocational agriculture teachers employed, 124 are graduates or former students of Prairie View State College. Each year, these teachers bring to Prairie View State College a large number of boys whom they teach. These pupils participate in special activities arranged especially for them. The activities include: judging farm animals and agricultural products and participating in farm improvement activities and the like.

In April 1934, the State Superintendent of Public Instruction stated that as rapidly as suitable communities can be prepared for Negro vocational agriculture teachers, and well trained teachers can be had, more appointments will be made.

Considerable progress is being made in home economics education for Negroes. There are 81 teachers of vocational home economics in 83 day schools in Texas. These schools are now being aided from State and Federal Vocational Education funds. This shows an increase of 27 teachers over 1933.
All of the vocational home economics teachers are graduates or former students of Prairie View State College. They are under the immediate supervision of the Division of Home Economics of Prairie View State College. Both the vocational agriculture teachers and the vocational home economics teachers have rendered a valuable service to the citizens of Texas. Surveys and studies reveal that conditions among rural Negroes in communities in which vocational agriculture teachers and vocational home economics teachers are employed are considerably better and the standards of living are much higher than in communities without the services of these teachers. Prairie View State College keeps a constant check on the activities and progress of these teachers, and assists them in overcoming their difficulties. The teachers of Vocational Home Economics and Vocational Agriculture assemble at Prairie View State College at least twice each year for the purpose of discussing their problems and to obtain whatever information, advice, and assistance the institution has to offer.

CURRICULUM STUDY AND REVISION

In 1934 the State Department of Education, together with other educational forces of the state entered upon a five-year period of public school curriculum study and revision. Prairie View State College was delegated the responsibility of directing the curriculum study and revision
work among Negroes of the state. The Principal of Prairie View State College was named as general chairman of Negro workers.

The plan of procedure adopted by Prairie View State College was to divide the section of the state that has a large Negro population into twenty-six districts. A chairman was named for each district. Several members of the faculties of Prairie View State College and of some of the private Negro colleges were named as advisors to the chairmen. All chairmen were asked to take an orientation course in curriculum making in 1934 and a course in curriculum construction in 1935. Such courses were offered at Prairie View State College and in Extension schools.

In the autumn of 1935, the state Association of Negro Public School Principals was divided into three districts and a one day meeting was held in each district. Through the cooperation of the State Department of Education and Prairie View State College, a program dealing with curriculum study and revision was formulated and presented at each district meeting. A member of Prairie View College's faculty presided at each of these conferences to make certain that the program would be thoroughly presented and discussed. As

---

1 The writer served as general advisor to chairmen and as a member of the committee appointed to formulate plans for the curriculum study and revision program.
a result of these meetings with the Negro principals, many of the latter returned to their respective schools and insisted that their teachers study the curriculum and determine if it needed changing, and, if so, in what respect.

During the school year 1935-1936, the State Department of Education in cooperation with Prairie View State College began a program of experimentation in curriculum development in the Negro public schools in three counties in Texas. The program of inaugurating the New Curriculum was under the direct supervision of a member of the Department of Education faculty of Prairie View State College. Before any efforts were made to change the curriculum a comprehensive survey of the living conditions among rural Negroes and of Negro rural schools in three widely separated counties was made. This survey revealed the existence of many of the conditions that were described in Chapters IV and V of the present study. Some of the more undesirable conditions among rural Negroes as revealed by the Survey were: (1) the lack of interest in and knowledge about growing a year-round vegetable garden; (2) the lack of interest in and knowledge about raising poultry or hogs for home consumption, or for sale; (3) the lack of knowledge about the more progressive methods of soil conservation, or rehabilitation; (4) the lack of knowledge about community cooperative enterprises; (5) the lack of knowledge about health conservation; (6) the lack of a
definite program for school improvement.

While there were a few instances in each county where a small percentage of the farmers had benefited by the help given by teachers of Vocational Agriculture, the number of these teachers is so small in proportion to the total rural Negro population that less than ten percent of the Negro farmers have been influenced by these teachers. The conditions described above were typical of the majority of the Negro farmers studied.

In an effort to work out a suitable course of study for the Negro schools in the three counties surveyed, the State Department of Education in cooperation with Prairie View State College selected rural school officials, patrons, and teachers from elementary schools, high schools, and colleges and invited them to Prairie View State College to "examine the surveys of hundreds of Negro families in Cass, Houston and Lee Counties for the purpose of setting up from them units for the course of study in:

Arithmetic
Nature Study
Health
Agriculture
Homemaking".

\[1\] Some of the persons who were invited to assist with setting up units were: Miss A. C. Preston, Associate Professor of Education, Prairie View State College, Miss M. A. Johnson, Associate Professor of Physical Education, Prairie View State College, G. L. Harrison, Head Department of Education, Prairie View State College.
The following instructions were given:

1. It is desired that the units selected and the materials that are included in each shall come right out of the needs of the community as reflected in the surveys.

2. It is to be understood that all units set up are to be below high school grade and are not to be considered as vocational but as foundational instead.

3. The units in each subject should be arranged into grades as for example - arithmetic for third grade or health for second or seventh grade according to the difficulty and nature of the unit and material in it.

4. Suitable and easily obtainable references should be listed for each unit. Maximum practical use of the environment should be made.

5. You will be divided into five general groups for study and work. These will be the Arithmetic, Nature Study, Health, Agriculture and Homemaking groups.

6. It is recommended that each group use the first period or half day of the conference to acquaint itself with its purpose and to organize into smaller groups for specific work during the balance of the conference and occasionally along through the winter and early spring.

7. All committees will meet together at 7 o'clock each evening for the purpose of hearing reports and discussions of work and progress achieved by each of the several committees. This should enable the groups to develop and to keep a sort of unity in the whole program.

8. It is hoped that a few selected schools will be able to put into operation soon after Christmas the units worked out in this conference.

9. In addition to work on regular elementary school units, it is hoped that the ministers will be able to work out some plans whereby the program of the church may in part be centered around the needs of the community. Too, it is hoped that out of the surveys, the Parent-Teacher Association officials will be able to set up a program for the balance of the year based on the needs of the school and community as they are reflected in the surveys.

10. It is suggested that all committees work out a statement
of constructive recommendations to colleges for provisions that should be made for more efficient training of teachers, ministers, missionary society officials, and P. T. A. officials in their approaching summer sessions.

Units were worked out in Agriculture, Homemaking, Health, Nature Study, and Arithmetic and a member of the Department of Education faculty of Prairie View State College secured a leave of absence from the college for the second semester of the school year 1935-1936 to supervise the inauguration of the new curricula offering in the three counties. This instructor reports progress in developing interest on the part of parents and pupils in better gardens, better poultry, and better health practices.

The administration of Prairie View State College and the State Department of Education believe that educational improvement and the improvement of living conditions among Negroes must necessarily be undertaken as one and the same problem. Therefore they insist that an educational program which will improve living conditions among the people in the community must be developed.

RELATIONSHIPS OF PRAIRIE VIEW STATE COLLEGE TO THE LOCAL SCHOOL OFFICIALS OF THE STATE

Every teacher training institution must have a large

---

1 Miss A. C. Preston, Associate Professor of Rural Education, Prairie View State College.
number of relationships with county and local districts of the state. These may take the form of conferences, surveys, school visitation, placement of graduates and the like. A teacher training institution should have as part of its program the cultivation of good will between the public schools and the college.

Prairie View State College has used various means and agencies to cultivate a friendly spirit between the public schools and the college. The Director of the Division of Negro Education and the Special High School Agent have been instrumental in interpreting Prairie View State College to many of the county and district superintendents of the state and in acquainting them with the type of work the college is doing. The officials of the Division of Negro Education have also informed Prairie View State College of some of the school needs in counties and districts of the state.

Large numbers of county and district superintendents go to Prairie View State College each year to attend the educational conference. All superintendents in counties and districts that have Negro schools are invited to attend

2 Ibid. p. 775.
the conference. Conferences of Vocational Agricultural teachers and vocational home economic teachers are held at the college at least twice annually. The farmers congress and short course held at Prairie View College annually bring all of the agricultural and home economics extension workers to the campus. Each year district conferences comprising several counties and composed of county and district superintendents and district trustees are held in various sections of the state. Whenever one of the conferences is held in the vicinity of Prairie View State College the institution invites the group to visit and inspect the school plant.

Another means by which Prairie View State College has shown an interest in the public schools has been through the conduct of health and educational surveys among Negroes. The county and district superintendents and district trustees have always cooperated in these activities.

Representatives from Prairie View State College are frequently asked to give addresses, judge contests of various kinds, and to inspect Negro schools and make recommendations for improvement. A plan is now in operation whereby a member of Prairie View State College faculty visits two counties each month to exhibit to Negro teachers various

---

1 See pp. 91 of present study.
devices for improving instruction.

These various forms of contacts have influenced the majority of the county superintendents in independent districts to look to Prairie View State College for properly trained teachers.

Prairie View State College's more direct relationships have been with the school officials, public school teachers, and the general public in the local community. These relationships have been in the form of contacts with business men, school officials, teachers, Negro farmers, and other Negro workers. The business men have been liberal in advertising in student publications and in advertising the college through the newspapers. These advertisements are usually without cost to the institution.

The local school officials have invited the institution to make studies and carry out experiments in the Negro schools of the county. In 1933 and 1934 respectively, detailed studies of educational and health facilities and conditions among Negroes in Waller County were made. These studies have been published by the institution and are available free. As a result of the study made by the college in 1933, a Jeanes Supervisor was appointed to supervise the

---

work of the forty-one Negro teachers in the county. This supervisor is a member of the Department of Education faculty of Prairie View State College. He has arranged for the teachers under his supervision and the Negro teachers in the adjoining county to come to the college once a month for conferences and general discussions of their problems. Members of the college faculty are invited to take part in the discussions. Frequently members of the college faculty accompany the supervisor to the rural schools in order to get a more complete knowledge of rural conditions. Prairie View State College has taken charge of one or two small rural schools in Waller County each summer since 1932 for the purpose of demonstrating the more effective practices in one and two teacher rural schools.

A committee of the faculty of Prairie View State College was appointed to aid in the improvement of conditions among rural Negroes in the local community. The committee is composed of representatives from all divisions of the college, the Agricultural Extension Service, the Jeanes Supervisor, and the two Vocational Agriculture and Vocational Home Economics teachers in the county. The committee has carried out various types of activities to aid in the improvement of the schools in Waller County. Farmers are frequently invited to the college to spend a week to get specific instruction on "living at home". All of the contacts have been
beneficial to the college, to the public school teachers and officials, and to the people of both races in the community.

SUMMARY

Prairie View State College, operating as a normal school from 1879 to 1920 rendered a valuable service to the state of Texas by supplying teachers for Negro schools. Since 1919 the college has offered four-year teacher training curricula in the divisions of Agriculture, Arts and Sciences, Home Economics, and Mechanic Arts. The teacher training programs of all divisions except the Division of Arts and Sciences are reasonably satisfactory.

The Arts and Sciences Division, which has accepted the responsibility of training the majority of teachers for Negro rural schools in Texas along with training teachers for urban areas, has some major defects in its program of training teachers for rural service. Considerable progress is being made to remedy many of the defects.

The extension work offered by the college in the field of Arts and Sciences and in industrial education and that offered in connection with the institution through the Agricultural Extension Service, has done much to improve the educational, the social, and the economic status of Negroes in Texas. There is opportunity, however, for
considerable improvement through a closer coordination of the work of rural teachers in service with that of representatives from the fields of extension service.

Prairie View State College has the cooperation of the State Department of Education and that of many of the local school officials of the state. The cooperative activities of Prairie View State College and the State Department of Education have done much to better acquaint local school officials of the state with the college and to encourage these officials to look to the college for better trained teachers. The State Department of Education has assisted in interpreting the program of the college to the people of both races throughout the state.
CHAPTER VII

Part I

THE USE OF WALLER COUNTY BY PRAIRIE VIEW STATE COLLEGE AS A RURAL LABORATORY

In Chapter IV of this study some aspects of the economic and social problems of rural Negroes in Texas were discussed. Chapter V revealed that Negro rural schools in Texas are in an unsatisfactory condition due largely to the inadequate preparation of the Negro rural teachers and the lack of coordination among all educational agencies. Chapter VI revealed that the Arts and Sciences Division of Prairie View State College has not prepared teachers to render maximum service in rural areas, although the college has the necessary resources in that it has the cooperation of the State Department of Education, the local school officials of the state, and the local school official of Waller County. The present chapter will discuss the use of Waller County by Prairie View State College as a rural laboratory.

The chapter is divided into two parts. Part I shows that Waller County is a typical county of the state with respect to the economic and social status of Negro rural schools in Texas. Part II deals with the use of Waller County as a rural laboratory and the means of developing a system of Progressive schools in the county.
Part I is concerned with the following major topics: Economics Status of Negro Farmers of Waller County, Social Problems of Negro Farmers in Waller County, and the Status of Negro Rural Schools of Waller County. Part II is concerned with: Principles Involved in the Education of Rural Teachers, Ruralized Courses for the Teacher Training Curriculum of the Arts and Sciences Division of Prairie View State College, and Tentative Plans for Experimenting in Waller County.

SOME ECONOMIC PROBLEMS OF NEGRO FARMERS IN WALLER COUNTY

The Fifteenth Census of the United States showed the population of Waller County to have been 10,014 in 1930. Of this number 5,162 were whites and 4,952 were Negroes. The Negro population was 49.9 percent of the total population of the county, while the Negro population in the thirty-five counties that have ten or more Negro rural schools was 43.2 percent of the total population of these counties. In 1930, 16.6 percent of the Negro population over ten years of age in Waller County was illiterate, whereas 13.3 percent of the Negro population over ten years of age in the state was illiterate.

Negro farmers in Waller county, like those in other counties of the state, consist of owners, renters, and sharecroppers. In 1930, there were 735 Negro farm families with
an average of five persons per family in Waller county. In comparing conditions of Negro farmers in Waller County with the conditions of Negro farmers throughout the state it will be observed that 71 percent of the Negro farmers in Waller County were tenants, whereas 73.6 percent of the Negro farmers in Texas were tenants. The increase in the number of Negro tenant farmers in Texas between 1920 and 1930 was 18.4 percent while the increase in the number of Negro tenant farmers in Waller County during the same period was 14.9 percent.

The number of Negro farm owners in Texas decreased 12.5 percent between 1920 and 1930 while the number of Negro farm owners in Waller County decreased 8.4 percent during the same period. The number of acres of land owned by Negro farmers in Texas decreased 18.4 percent between 1920 and 1930 while the number of acres of land owned by Negro farmers in Waller County decreased 18.2 percent during the same period. The value of land owned by Negro farmers in Texas decreased 33.9 percent between 1920 and 1930 whereas the value of land owned by Negro farmers in Waller County decreased 1.7 percent during the same period.

It will be observed that while the percentages of loss of acreage by Negro farm owners were practically the same in

---

2 Ibid. Agriculture, p. 1446
3 Ibid. p. 1400
the state as a whole and in Waller County, there was a wide
difference in the decrease in the value of land owned. This
difference is due largely to the fact that oil has been dis-
covered in some sections of Waller County, thus causing the
value of land to rise considerably above the 1920 value.

The average annual income for Negro farmers in Waller
County in 1934 was $500. This amount is identical with the
average income of Negro farmers in Texas. The average num-
ber of persons per family was five, thus the income for each
1 member of the family was $100.00 in 1934. In Waller County,
as in the state as a whole, this amount represents the net
income of Negro farm owners, but does not represent the in-
come of Negro tenant farmers who constitute more than 71
percent of the Negro farmers in Waller County.

A study of the farm practices of Negro farmers in Waller
County reveals that they are almost identical with the
practices of Negro farmers in other sections of the state.
Less than one half of the renters own hogs, poultry, or beef
enough to supply the family with meats and a much smaller
number have a sufficient number of milk cows to supply milk
and butter for the family needs. A relatively small peren-
tage of renters had vegetable gardens before 1935. In the
fall of 1934 more than 50 farmers were invited to Prairie

---

1 Survey of Negro Farmers in Texas, Prairie View State
View State College to attend a short course for one week. These farmers were given instruction on growing gardens and raising poultry and meats. As a result of this course the number of renters who had vegetable gardens had increased considerably by the spring of 1935.

In Waller County as in other sections of the state share croppers do not own any cattle or hogs and seldom own chickens. When they live in houses grouped closely together they seldom have gardens. Share croppers who live somewhat separated from each other frequently have small vegetable gardens and a few chickens, but seldom do they have enough of either to supply family needs.

The system of tenant farming as described in Chapter IV of this study is practiced in Waller County. The renters and share croppers make verbal contracts with landlords to the effect that "The usual practice will be followed". The Negro tenant farmers in Waller County, like those in other counties of the state, depend almost entirely upon cotton for financial income.

A few of the renters grow watermelons for sale. Almost all of the farmers who grow watermelons for sale depend on selling them at retail from their wagons or trucks and from stands on the highways. Seldom do Negro farmers ship watermelons by the carload.

---

A study of several hundred Negro farm families in Waller County revealed that the system of credit to Negro farmers in Waller County is similar to that described in Chapter IV for the Negro farmers throughout the state. Renters and share croppers arrange with their landlord to establish credit either at his store or at some store he recommends. Practically all of the food supplies and clothing are purchased at this store. Seldom do Negro tenant farmers keep an account of the amount they owe at these stores. This practice often encourages them to run up unusually large accounts. The merchants are free to charge any amount they desire for goods purchased. The farmers are frequently without a knowledge of the cost of the commodities they buy on credit. The system of paying their bills is to haul enough cotton to the gin and turn it over to the landlord until the latter is satisfied that he has been paid. The tenant farmer then hauls enough cotton to satisfy the merchant that he has been paid. Seldom do share croppers have anything left after all bills have been paid. More frequently they are in debt at the end of the year. If the share cropper has pleased the landlord he begins another crop with the hope that he will be able to clear up all debts and have a profit

---

1 Harrison, W. R., "Negro Farmers of Waller County in a Radius of Ten Miles of Prairie View State College" Department of Agriculture.
by the end of the new year. This circle continues year after year with the Negro tenant farmer who is usually very optimistic.

The average length of time Negro tenant farmers remain on the same farm in Waller County is approximately the same as for the entire state. More than 40 percent of the tenant farmers in Waller County have remained on the same farm less than two years. This condition obviously has a damaging effect upon the school children of these farmers. These children are frequently retarded because it is necessary for many of them to change schools in the midst of a school term.

SOCIAL PROBLEMS OF NEGRO FARMERS IN WALLER COUNTY

The living standards of the different tenure classes in Waller County are similar to those of Negro farmers throughout the state as described in Chapter IV. The living standards of owners are higher than those of renters and the standards of renters are higher than those of share croppers. The homes in which owners live are usually better than those in which renters live and renter's homes are better than those of share croppers.

In Waller County as in other sections of the state, the landlords usually exercise more supervision over share croppers than they do over renters. This, together with many other factors, frequently causes a difference in the social life and creates social prejudices in communities where owners, renters and share croppers live in large numbers. These conditions usually have a very bad effect upon the problems of education. In Waller County as in other counties of the state, the large plantation owners who have large numbers of Negro tenant farmers working their land frequently determine who the Negro teacher will be. In Waller County as in other counties, it appears that one of the problems is that of convincing landlords of the need and advantages of having good teachers and good schools for Negro tenant farmers.

RELATION OF TENURE TO EDUCATION

A study of attendance records of rural Negro pupils reported by teachers and rural school officials in Waller County as well as in other counties of the state reveals that the enrollment record reaches its highest in January. This is due to the fact that in Waller County as in other counties the majority of "moves" among tenant farmers are

1 "Survey of Negro Farmers in Texas" - Unpublished Study.
made sometime near the middle of January. This means that
tenant's children who are enrolled in school are in many
cases enrolled in two schools at different times in January.

In Waller County as in other counties of Texas the
enrollment and attendance show a decidedly low stage during
the months of October, November, and December. This period
is cotton picking time and many of the children of tenants
are required to remain out of school to pick cotton. A
smaller percentage of owners keep their children out of
school to pick cotton.

Several studies reveal that school attendance and
promotion among the children of owners is much higher than
attendance and promotion among children of tenants. These
studies further reveal that retardation is much higher among
the children of tenants than among the children of owners.
One would expect this in view of the fact that the children
of tenants receive from two to three months less schooling
annually than do many of the children of owners. In addition,
ythey are not required to change from one school to another
during the school term as is the case of many tenants' children.

2 Replies to questions asked Negro rural teachers, Jeans Super-
visors, and local school officials in Waller County, 1935.
3 Sanders, J. T., "Farm Ownership and Tenancy in the Black
Frazier of Texas". United States Department of Agriculture.
4 "Negro Farmers in Texas", Prairie View State College - Un-
published Study, 1935.
HEALTH STATUS OF RURAL NEGROES IN WALLER COUNTY

A study of the health conditions among rural Negroes in Waller County in 1934 revealed that in this area, as in other sections of the state, there exists a high correlation and a close relationship between undesirable health conditions and the lack of, or a small amount of educational training of the family head. The educational status of Negro families in Waller County, as studied through the maximum scholastic achievement of the family heads and the number and nature of periodicals read by the family, is below a desirable standard. This condition is true of the state as a whole. More than 26 percent of the family heads in Waller County were illiterate; 32 percent of the family heads were of elementary school level; 30 percent were of high school status; and slightly more than 12 percent were of college level. A very small percentage of the rural Negroes in Waller County subscribe to newspapers, magazines, or periodicals.

The types of the diseases among rural Negroes in Waller

1 "Proceedings of the Fifth Education Conference, 1934", Prairie View State College, pp. 23-40
2 Ibid. pp. 41-95
3 It was impossible to get the exact educational status of rural Negro family heads for the whole state. This information was obtained in five widely separated counties and the conditions in these counties were almost identical to those in Waller County.
County are the same as the diseases described in Chapter IV which are prevalent among the Negro rural population of the state. Practically the same degree of relationship between educational status of the family heads and the mortality rate of their families exist in Waller County as in other counties of the state. The housing facilities, the lack of sanitary measures, and the prevalence of typhoid and malarial fever among rural Negroes in Waller County are similar to those described in Chapter IV for the Negro rural population of the state. The percentage of rural children in Waller County who are under-nourished is approximately two percent less than the average for the state. This may be due partly to the fact that a club at Prairie View State College has sponsored a program in several communities of Waller County to supplement the feeding of under-nourished children.

From the above data it will be observed that the economic and social conditions of Negro farmers in Waller County are in general typical of those of Negro farmers throughout the state. A comparison of the conditions and practices of Negro farmers in Waller County with those of Negro farmers throughout the state reveals that with respect to the percentage of Negro farmers who are owners, the percentage of Negro farmers who are tenants, the farm practices, the system of credit, the annual income of Negro farmers, and
the relation of tenant farmers to landlords, the conditions and practices in Waller County are almost identical with those throughout the State of Texas. The health conditions among Negro farmers in Waller County are almost identical with those among Negro farmers throughout the state with a few minor exceptions. The remainder of Part I of this chapter is concerned with the status of Negro rural schools of Waller County as compared with Negro rural schools throughout the state and the relationships of the economic and social condition of Negro farmers in Waller County to the Negro rural schools in the county.

THE STATUS OF THE NEGRO RURAL SCHOOLS OF WALLER COUNTY

The data on Negro rural schools in Waller County were obtained from published and unpublished reports of the State Department of Education and the Division of Negro Education, from a survey conducted by a committee of Prairie View State College faculty in cooperation with the State Department of Education in 1933, from a survey of health facilities among rural Negroes in Texas conducted by Prairie View State College in cooperation with the State Department of Health, from visits to the Negro rural schools, and from the writer's interviews with the Negro rural teachers and school officials in Waller County.
In 1933 there were twenty-one Negro schools in Waller County, sixteen of which were in common school districts and five in independent school districts. Two schools offered four years of high school work, one school offered three years of high school work, and the remaining eighteen schools offered no work above the elementary school level. The problems of financing rural schools in Waller County are similar to the problems in other counties of the state. The average amount expended per Negro scholastic for teachers' and principals' salaries in Waller County was $12.34 in 1933, whereas the average for the state during the same year was $12.20 per Negro scholastic.

BUILDINGS, GROUNDS AND EQUIPMENT

There are twenty-one buildings in Waller County devoted to school purposes for Negroes. Seventeen of these are school buildings and four, or 19 percent, are buildings other than school houses. A study of the Negro rural schools of the state reveal that 10.1 percent of the Negro schools are being conducted in buildings other than school houses.

---

In 1933, 57 percent of the buildings in Waller County used for school purposes were in good condition, while 54 percent of those used for Negro rural schools throughout the state were in good condition.

The size of school grounds for Negro schools of Waller County ranges from one-half acre to five acres. The average size of the school grounds is approximately one and one-half acres and the average value of the grounds is $206.71. The average size of the school ground for the Negro rural school of the state is one and three-fourths acres and the average value is $200.00.

Only six or 28.5 percent of the twenty-one schools in Waller County have libraries. The value of these libraries ranges from $20 to $200 with an average value of $63.75 each for the six schools. Approximately 32.8 percent of the Negro rural schools of the state have library facilities and the value of books ranges from $1.50 to $500 with an average value of $53.

The State of Texas furnishes text books to public school students. In order to secure free textbooks teachers are required to fill out an application form furnished by the State Department of Education which calls for detailed information relative to the particular school. The application forms, having been completed by the teacher, are to be sent to the county superintendent if the school is in a common school
district or to the district supervisor if the school is in an independent school district. The books are ordered from the State Textbook Commission by the county superintendent or the district supervisor and the supply is sent to these officials who in turn are to distribute them to the respective schools on the basis of their requests. Many of the Negro teachers in Waller County and in the other counties of the state had either failed to make application for free text-

1 books or had improperly completed the form. Some teachers stated that the school officials had not supplied the books they requested. Because of the above mentioned facts many of the schools had an insufficient number of textbooks. This condition was true of the state as a whole in 1933.  

THE NEGRO RURAL PUPILS OF WALLER COUNTY

The total enrollment in Negro schools of Waller County was 1368 in 1933. There were 747 boys and 621 girls. The average enrollment per teacher was 33 which is four less than the average for the state. The distribution of the enrollment by grades is shown in Table XVII. It will be

---

1 Report of Chairman of Texas Text Book Commission, Unpublished.

observed that 29.2 percent of the pupils were enrolled in the first grade; 41.9 percent in the first and second grades; 65.2 percent in the first four grades. The percentage of Negro rural pupils in the state that are enrolled in the first grade, the first and second grades, and the first four grades are 36.6, 49.8, and 73.3 percent respectively.

The large enrollment in the first two grades is due partly to the fact that pupils in these early grades are usually too small to be of much service in the cotton fields. Consequently they are permitted to attend school. This is true in Waller County and in the state as a whole. If one considers the fact that pupils who are forced to remain out of school to pick cotton are frequently required to repeat their work, it is not difficult to see why the majority of Negro rural pupils are concentrated in the first four grades.

### TABLE XVII

**GRADE DISTRIBUTION OF 1368 PUPILS IN THE NEGRO SCHOOLS OF WALLER COUNTY**

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of pupils</th>
<th>Percent number of pupils in each grade is to total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>400</td>
<td>29.2</td>
</tr>
<tr>
<td>Second</td>
<td>174</td>
<td>12.7</td>
</tr>
<tr>
<td>Third</td>
<td>189</td>
<td>13.8</td>
</tr>
<tr>
<td>Fourth</td>
<td>131</td>
<td>9.5</td>
</tr>
<tr>
<td>Fifth</td>
<td>122</td>
<td>8.9</td>
</tr>
<tr>
<td>Sixth</td>
<td>121</td>
<td>8.9</td>
</tr>
<tr>
<td>Seventh</td>
<td>87</td>
<td>6.3</td>
</tr>
<tr>
<td>Eighth</td>
<td>45</td>
<td>3.3</td>
</tr>
<tr>
<td>Ninth</td>
<td>41</td>
<td>3.0</td>
</tr>
<tr>
<td>Tenth</td>
<td>35</td>
<td>2.6</td>
</tr>
<tr>
<td>Eleventh</td>
<td>23</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1368</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Survey of Negro Schools of Waller County, Proceedings of Fourth Educational Conference, 1934.*
A study of retardation and acceleration of the pupils in the Negro schools of Waller County revealed that 57.9 percent were retarded, 20.6 percent were accelerated and 2.15 percent were normal. A similar study of Negro rural pupils throughout the state revealed that 69.2 percent were retarded, 2.1 percent were accelerated, and 28.5 percent were normal. In Waller County and in the state as a whole the seventh grade has the largest percentage of pupils retarded, while the first grade has the largest percentage of pupils accelerated. The distribution of retarded, normal, and accelerated pupils in Waller County are shown in Table XVIII while the distribution for the state is shown in Table XI, Chapter V of this study. For the purpose of this study seven years is regarded as the normal age for a first grade pupil.

The high percentage of retardation in Waller County and in the state as a whole is due partly to the fact that tenant farmers' children who are above the second grade are frequently required to remain out of school during the cotton picking season. Except in cotton picking season, in severe weather,  

---

1 In appropriating state aid for public schools in Texas on the basis of scholastic population, seven years is considered the minimum school age. If a pupil is between six and seven years of age but is nearer his seventh birthday than his sixth at the time the school census is taken for appropriation of funds, the pupil will be considered seven years old and as of school age.
and at "moving time" for tenants little trouble was experienced with absences. This is true in Waller County and in other counties of Texas.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number Retarded</th>
<th>Percent Retarded</th>
<th>Number Normal</th>
<th>Percent Normal</th>
<th>Number Accelerated</th>
<th>Percent Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>165</td>
<td>42.2</td>
<td>74</td>
<td>18.5</td>
<td>161</td>
<td>40.2</td>
</tr>
<tr>
<td>Second</td>
<td>114</td>
<td>65.5</td>
<td>43</td>
<td>24.7</td>
<td>17</td>
<td>9.8</td>
</tr>
<tr>
<td>Third</td>
<td>130</td>
<td>68.7</td>
<td>30</td>
<td>15.9</td>
<td>29</td>
<td>15.4</td>
</tr>
<tr>
<td>Fourth</td>
<td>97</td>
<td>74.0</td>
<td>27</td>
<td>20.7</td>
<td>7</td>
<td>5.3</td>
</tr>
<tr>
<td>Fifth</td>
<td>72</td>
<td>59.0</td>
<td>34</td>
<td>27.9</td>
<td>16</td>
<td>13.1</td>
</tr>
<tr>
<td>Sixth</td>
<td>90</td>
<td>74.4</td>
<td>23</td>
<td>19.0</td>
<td>8</td>
<td>6.6</td>
</tr>
<tr>
<td>Seventh</td>
<td>65</td>
<td>74.7</td>
<td>9</td>
<td>10.3</td>
<td>13</td>
<td>15.0</td>
</tr>
<tr>
<td>Eighth</td>
<td>19</td>
<td>42.2</td>
<td>18</td>
<td>40.0</td>
<td>8</td>
<td>17.9</td>
</tr>
<tr>
<td>Ninth</td>
<td>23</td>
<td>56.1</td>
<td>10</td>
<td>24.4</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Tenth</td>
<td>6</td>
<td>17.1</td>
<td>17</td>
<td>48.6</td>
<td>12</td>
<td>34.2</td>
</tr>
<tr>
<td>Eleventh</td>
<td>10</td>
<td>45.4</td>
<td>8</td>
<td>34.8</td>
<td>5</td>
<td>21.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>791</td>
<td>57.9</td>
<td>293</td>
<td>21.5</td>
<td>234</td>
<td>20.6</td>
</tr>
</tbody>
</table>

NEGRO TEACHERS IN WALLER COUNTY

At the time the survey was made in 1933 there were forty-one teachers in the Negro schools of Waller County,

1 Proceedings of Fourth Educational Conference, Prairie View State College.

* Ibid.
thirty-seven of whom were women. There were fourteen teachers working in one-teacher schools, four in two-teacher schools, two in seven-teacher schools, and one in a five-teacher school. It will be noted that the number of rooms in the schools do not always correspond with the number of teachers. In some instances only one teacher is employed to teach in a two-room school, while in other instances two teachers teach in a one-room school. This condition frequently exists in the remaining counties of the state that have a large number of Negro rural schools.

Ten or 24.4 percent of the Waller County teachers are graduates of colleges and hold Bachelor's degrees; two or 4.9 percent are college seniors; fourteen or 33.1 percent are juniors; eleven or 26.9 percent are sophomores; and four or 9 percent are unclassified. Thirty-six of these teachers received instruction at Prairie View College. Thirty-one or 75.8 percent of the Waller County teachers have attended summer school within the last five years. Similar information relative to the Negro rural teachers in Texas reveals that 19.9 percent are college graduates, 8.9 percent are college seniors, 31.5 percent are juniors, 30.3 percent are sophomores, and 8.9 percent are freshmen and unclassified. More than 58 percent have attended Prairie View State College. Approximately 69 percent of the rural Negro teachers have attended summer schools within the last
five years.

According to replies to questions asked rural Negro teachers in Waller County and in other counties of the state, a relatively small percent of the rural teachers have had college courses that deal with rural life problems. Of the rural Negro teachers in Waller County 36.4 percent have had one course that deals with rural life, 20.4 percent have had two such courses and 8.2 percent have had three courses of this type. Of the Negro rural teachers in the state 29.2 percent have had one course that deals with rural life problems, 18.1 percent have had two such courses, and 3.6 percent have had three courses of this type.

The ages of the teachers in Waller County range from nineteen to fifty-six years while the ages of rural teachers in the state range from 18 to 65 years. The average age of Negro rural teachers in Waller County is 31.3 years while the average age of Negro rural teachers of the state is 30.6 years. The teaching experience of the forty-one Waller County teachers in their present positions range from one year to twenty-eight years while the range for Negro rural teachers of the state is from one year to forty years. Thirty-three percent of the teachers in Waller County are members of the

---

1 Proceedings of Fourth Educational Conference, Prairie View State College.

State Teachers Association and 66 percent are members of Parent-Teacher Associations. Of the rural Negro teachers of the state, 39 percent are members of the State Teachers Association and 60 percent are members of Parent-Teacher Associations.

In 1932-1933 thirty-nine Negro teachers in Waller County were paid a total of $17,834 in salaries. Two teachers did not receive salaries for their services. With the exception of one principal who received an annual salary of $1,800, the yearly salaries of Waller County teachers range from $240 to $800 while that of the rural Negro teachers of the state range from $210 to $1140. The average and the median annual salaries of Waller County teachers, excluding the one principal who received a salary of $1,800, are $400 and $388.50 respectively while the salaries of the rural Negro teachers of the state are $426 and $455 respectively. The annual salaries of 38 Waller County teachers are shown in Table XIX. The monthly salaries of 887 rural Negro teachers of the state are shown in Table XVI. Only eleven Waller County teachers reported additional income aside from their salaries as teachers. These additional incomes, which came from farms, ranged from $50 to $600 annually. Approximately ten percent of the Negro rural teachers of the state reported additional income aside from their salaries. The amount ranged from $40 to $500 annually.
### TABLE XIX
ANNUAL SALARIES OF 38 NEGRO TEACHERS IN WALLER COUNTY, TEXAS

<table>
<thead>
<tr>
<th>Yearly Salary</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>$751-800</td>
<td>2</td>
</tr>
<tr>
<td>701-750</td>
<td>1</td>
</tr>
<tr>
<td>651-700</td>
<td>0</td>
</tr>
<tr>
<td>601-650</td>
<td>0</td>
</tr>
<tr>
<td>551-600</td>
<td>2</td>
</tr>
<tr>
<td>501-550</td>
<td>0</td>
</tr>
<tr>
<td>451-500</td>
<td>6</td>
</tr>
<tr>
<td>401-450</td>
<td>6</td>
</tr>
<tr>
<td>351-400</td>
<td>8</td>
</tr>
<tr>
<td>301-350</td>
<td>4</td>
</tr>
<tr>
<td>251-300</td>
<td>7</td>
</tr>
<tr>
<td>201-250</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

Average Salary $400.00  
Median Salary $388.50

Twenty-nine or 70.7 percent of the Negro teachers in Waller County have dependents while 91.3 percent of the Negro rural teachers of the state have dependents. The number of dependents for the Waller County teachers range from one to seven per teacher while the range for the Negro rural teachers of the state is from one to twelve dependents per teacher. The average number of dependents per teacher in Waller County is two while the average for the Negro rural

* Survey of Rural Negro Schools of Waller County, Proceedings of Fourth Educational Conference, 1933.
teachers of the state is three.

It will be observed that the ages of Negro rural teachers in Waller County, their training, their teaching experience, and their teaching loads are similar to those described in Chapter V for the Negro rural schools throughout the State of Texas. The salaries of Negro teachers in Waller County are slightly lower than the average salaries of Negro rural teachers throughout the state. The length of the school term is practically the same in Waller County as for the state. A comparison of the educational facilities and conditions in the Negro rural schools of Waller County with those in counties throughout the state reveals that Waller County is typical of the state.

SUMMARY PART I

Studies of the economic, social, and educational conditions of the Negroes in Waller County reveal that these factors are closely related. The Negro tenant farmers who constitute more than 70 percent of the rural population are frequently required to keep their children out of schools for several weeks annually during the cotton picking season. This has caused an excessive number of absences and an enormous amount of retardation. Children of farm owners are not required to remain out of school as much as children of
tenant farmers, consequently there is not as much retardation and lack of promotion among this group as among tenants' children.

The social prejudices among Negro farmers frequently hinder educational progress. This is especially true in many communities where farm owners, renters, and share croppers live in large numbers.

The living standards of tenant farmers frequently lead to poor health on the part of their children. These children usually present many health and social problems in school.

The Negro rural school buildings in Waller County and throughout the state are generally deficient. The equipment and supplies are far below a desirable standard for rural schools. While many of the Negro teachers in Waller County and in other counties have made some attempts to secure or make additional teaching equipment, much needs to be done along this line.

A relatively small percentage of the Negro rural teachers in Waller County have had courses that deal with rural life. This is equally true of the state as a whole.

Studies of the economic, social, and educational conditions among rural Negroes in Waller County and in the counties that have a large Negro rural population reveal that Waller County is a typical county of the state with respect to these factors.
PART II

WALLER COUNTY AS A RURAL LABORATORY

It was revealed in Part I of this chapter that Waller County is a typical county of the state with respect to the economic and social conditions of the rural Negroes and with respect to the status of Negro rural schools in Texas. It was shown also that the Negro rural schools of Waller County and other educational agencies have the same general defects as were found to exist in the remaining counties of the state that have a large rural Negro population. Since these conditions exist and because a state supported institution that is engaged in the training of teachers is obligated to render efficient service to the local community and to the state, it seems that Prairie View State College should use Waller County as a rural laboratory. The adoption of a policy of this type would serve four major purposes.

1. It would improve the educational facilities for Negroes in Waller County.

2. It would provide a means of determining the type of training and attitudes a satisfactory Negro rural teacher in Waller County and in Texas should possess.

3. It would provide adequate facilities for rural practice teaching for students in the Arts and Sciences Division of Prairie View State College who plan to be public school teachers.
4. Waller County would serve as a model for other counties of the state that have a large rural Negro population. In trying out new experiments the usual procedure is to accept a viewpoint based upon opinions. From a careful study of several hundred rural teachers, the writer is lead to believe that some ruralized courses should be pursued by all teachers if they are to render maximum service in rural communities. A review of the literature that has to do with the training of rural teachers reveals that the majority of the writers on the subject favor some ruralized courses for prospective rural teachers. Leading American educators, presidents of universities, teachers colleges, and normal schools in thirty-eight states, directors of education in institutions engaged in the training of teachers in twenty-nine states, and county school officials who employ rural teachers in twenty-two states have expressed their opinions on the type of curriculum that is desirable for the training of rural teachers. These persons were almost unanimous in their opinions that ruralized courses should

---

1 Ruralized courses refer to college courses that have to do with rural life problems. Several suggested ruralized courses are discussed later in this chapter.


be included in the curriculum for the preparation of rural teachers.

Studies reveal that many of the conditions in Waller County and in Texas are similar to the conditions in rural communities for which leading American educators advocate teachers who have had ruralized training. In view of the fact, as has been shown in Part I of the present chapter, that the teacher training program of the Arts and Sciences Division of the College has not been developed to the point of preparing teachers to render maximum service in their communities and the college has not rendered maximum service to its local community, it seems that the Arts and Sciences Division of Prairie View State College may well make tentative changes in its teacher training program. These changes should be based upon the expert opinions and principles advocated by leading American educators and upon the experiments conducted in Waller County.

PRINCIPLES INVOLVED IN THE EDUCATION OF TEACHERS FOR RURAL SERVICE

The following are some principles involved in the education of teachers for small rural schools as formulated

---

by a group of leading American educators and stated for the 1935 Yearbook of the Rural Department of the National Education Association, Atlantic City meeting 1935:

1. "Owing to the handicaps of rural school teaching, the best recruits, rather than the mediocre or the inferior, should be attracted to the rural field ..."

2. "The basic philosophy employed in the preparation of teachers for rural schools should reflect at all times the most forward looking expression of educational philosophy current in the nation or throughout the world. In the judgment of many this means for the present the Dewey philosophy of participation and growth as expressed through the principles and practices of 'Progressive education'."

3. "Because of the multiplicity of demands upon rural school teachers and the difficulty of attaining thorough scholarship in all the phases of human knowledge taught in a rural school, teacher-training programs for this group should stress sources of information and techniques of acquiring knowledge rather than indulge in the futile attempt of absorbing all content likely to be needed."

4. Student Teaching. (a) "Student teaching should be regarded as the most important phase of the teacher training curriculum and employed as the integrating core for other activities and phases of the curriculum."

(b) "Directed teaching for students in training should be of two types: (1) General or that designed to fix principles and habits fundamental to all good teaching and (2) specialized or that designed to meet the peculiar problems and conditions in rural schools. The first of these types may be satisfactorily conducted in graded schools but the second must be provided in one-teacher, two-teacher, or consolidated schools enrolling farm children and located in a rural environment."

---

1 "Some Principles Involved in the Education of Teachers for Small Rural Schools" to be published in the 1935 Yearbook of the National Education Association.
(c) "A careful gradation of practice teaching is desirable in the preparation of rural teachers. Five stages are common: (1) Observation, (2) Group teaching, (3) Room teaching of an individual grade, (4) Rural School practice (under both superior and typical conditions), and (5) Starting a class of beginning children."

(d) "Provision for practice teaching should be sufficiently adequate to enable every student teacher to share in each type of experience indicated. Some rural school practice in a typical situation is fundamentally essential in preparing for rural school service..."

5. "Because of the large responsibility of the rural teacher in community life, extra-curricular activities should be emphasized in all programs for the education of rural teachers."

A review of Prairie View State College's program of teacher training as described in Part I of this chapter reveals that all divisions of the college that offer teacher training, with the exception of the Arts and Sciences Division, comply in a large degree with the principles advanced. All divisions of the college offering teacher training work require prospective teachers to take ruralized courses. Since approximately 75 percent of the graduates from these divisions receive their first teaching positions in rural schools and since it is impossible to determine just which students will begin work in urban schools, this procedure seems most desirable. In many respects ruralized courses are as helpful to urban teachers as to rural teachers.

Each division of Prairie View State College requires
the student to take the particular ruralized courses which are designed to fit the prospective teacher for the type of position for which he prepares. For example, students in the Division of Agriculture who plan to become teachers of vocational agriculture are required to take some ruralized courses that are not required by the Home Economics Division for prospective teachers of Vocational Home Economics nor by the Arts and Sciences Division for prospective teachers in small rural schools. Since all of the divisions that offer teacher training except the Division of Arts and Sciences have developed satisfactory teacher training curricula, the major emphasis will be placed on improving the work of rural teachers who are now in service and on preparing prospective teachers, who register in the Arts and Sciences Division, to render more efficient services in rural communities.

TENTATIVE PLANS FOR EXPERIMENTS IN WALLER COUNTY

While the entire institution is responsible for a program of experimentation and school improvement in Waller County, the administration of Prairie View State College thought it best to have a central agency to coordinate the various experimental and improvement activities undertaken by different departments and agencies of the institution.
The agency selected to serve this purpose is a committee on school improvement. The School Improvement Committee is composed of representatives from the Department of Education faculty, including the Jeanes supervisor of Waller County, representatives from each division of the college, representatives from the Agricultural Extension Service, the two vocational agriculture and vocational home economics teachers in the county, and the Director of Agriculture at Prairie View State College who serves as Chairman.

Because it is necessary for the committee to study in detail the most effective procedure to follow in conducting experiments in Waller County, only a tentative plan is outlined here. The tentative plan of procedure is based upon data that have been obtained on the Negro rural schools of Waller County.

Some of the chief defects in the Negro rural schools in Waller County and in Texas, as revealed by the surveys made by Prairie View State College and studies made by the State Department of Education were inadequate curricula, poor methods of teaching, lack of library facilities, poor health conditions in the schools and in the communities, and retardation of pupils. These defects seem to suggest two major problems for Prairie View State College. First,
the college must formulate a program to improve the work of
the teachers who are employed in Waller County, and second,
the Arts and Sciences Division of the college must make
changes in its teacher training program so as to prepare
prospective teachers to render more efficient service in
rural areas.

IMPROVING THE WORK OF TEACHERS IN WALLER COUNTY

In an effort to solve the first of the above mentioned
problems, that of improving the work of teachers who are
employed in Waller County, it seems that Prairie View State
College may well arrange with the local school officials
to assume complete control of at least a one-teacher rural
school and a two-teacher rural school in Waller County, to
be used for experimental and demonstration purposes with
the understanding that additional schools may be used by
the institution for practice teaching and demonstration
purposes.

In assuming complete control of two or more rural
schools for experimental and demonstration purposes, the
college should arrange with local school officials and
select persons who are thoroughly familiar with rural problems
and education to take charge of administering the work in the
schools. These teachers would be made members of the School
Improvement Committee. It would probably be necessary for Prairie View State College to supplement the salary of the teachers selected to administer the work in these schools because the salary paid by the local board would not be sufficient to attract well prepared persons. This would be worked out by the administration of the college and the local school officials of Waller County. The supervision of the work would be under a member of the Education Department faculty who is a specialist in rural education as well as a member of the School Improvement Committee.

From previous studies made in Waller County it appears that the curriculum of the public schools needs to be enriched; that it needs to be more closely related to actual living conditions in the community. It is suggested, therefore, that a curriculum based on the needs, experiences, and abilities of the Negro pupils and adults be inaugurated in the schools. In an effort to develop the most desirable curriculum for the schools of Waller County, the college, together with the Negro rural teachers and other interested persons in Waller County, should study carefully all of the available data on the social, economic, health, and educational conditions of Negroes in the county. This information should serve as a basis for selecting units of curriculum material. This procedure would be necessary if we accept the principle, which is generally considered by educators as valid, that
schools can be progressive only if the communities in which they are located are progressive. They are one problem and cannot be conceived separately over a long period of time.

The curriculum workers, having decided upon the units to be included in the course of study, should proceed to develop units for instructional purposes. While it is impossible for the writer to say just what units should be included in the curriculum of the rural Negro schools in Waller County, he does suggest, on the basis of information that has been obtained, that units be included in at least the following major fields: Health, Homemaking, Agriculture, and cooperation and citizenship. The material for units in these fields would be worked out and presented in the most practical manner so as to enable the pupils and adults to apply the facts learned to their daily living. Other units would be developed and added as the teachers in charge and the School Improvement Committee see fit.

A program of teacher-community relationship would be outlined and carried out by the teachers in charge. Community recreation programs, community forums, parent teachers associations, and other desirable community organizations would be fostered. Judging from the present status of Negro rural families in Waller County it appears that some of the services the parent teachers association may well perform in the communities in which the schools are located are:
a. Get a club rate on a good poultry journal and induce all the members to subscribe for it.

b. Get a club rate on one of our best Southern farm papers and then get the members to subscribe for it.

c. Purchase cooperatively eggs from standard bred improved flocks of chickens to form a basis for the improvement of the flocks of the members.

d. Purchase cooperatively good garden seed and orchard trees for the members.

e. Help the school to secure a good supply of bulletins and materials that will be needed to more effectively teach the units in the experiment.

f. Encourage and work with the children in the general program of improving the farm flock, the home vegetable garden, the home orchard and the home milk supply.

g. Assist in securing needed equipment that cannot be purchased otherwise because of the limited finance allotted to the school by the school board.

In working out a schedule for the two demonstration schools it would probably be advisable to have the school days extend from Tuesday through Saturday. This arrangement would enable the persons teaching in Waller County to observe

1 Studies reveal that a very small percentage of Negro farmers in Waller County take any type of farm papers.
on Saturdays without losing time from their schools. Plans should be worked out whereby each Negro rural teacher in Waller County would agree to visit the two demonstration schools at frequent intervals, preferably when a new unit is being introduced, again after considerable progress has been made on the unit, and again at the close of the unit. This would be worked out by the demonstration teachers, the rural teachers and the Jeanes Supervisor. The teachers in charge of the demonstration school would arrange for conferences with rural teachers after their visits to the schools. Special efforts would be made to educate the rural teachers to the importance of and in the most effective methods of grade grouping and the correlation and integration of subject matter. Securing and using instructional material by pupils and teachers and promoting pupil activity would be stressed and demonstrated. There are many other desirable elements that would be suggested as the program progressed. These factors would be considered and worked out by the teachers in charge of the demonstration schools in cooperation with other members of the School Improvement Committee. The committee would serve as a bureau of information on rural life and education. This information would be available free to all teachers in Waller County and in other counties upon request.
IMPROVING THE TEACHER TRAINING PROGRAM OF
THE ARTS AND SCIENCES DIVISION

In the preceding chapter it was revealed that no
selective measures, except the requirement of graduation
from an accredited high school, have been employed in the
admission of students to the teacher training curriculum
of the Arts and Sciences Division. If the division is to
render maximum service in the field of teacher training it
must formulate a practical plan for the admission of students
to the teacher training curriculum.

Such a plan should be worked out on the basis of a
thorough study of the types of abilities a successful Negro
teacher in Texas must possess. The formulation of a
satisfactory plan of admission to the teacher training de-
partment of the Arts and Sciences Division would require
a considerable amount of research and experimentation.
It is the opinion of the writer that Prairie View State
College has the facilities and has persons on its faculties
who may well devise a satisfactory admission plan to the
teacher training curriculum of the Arts and Sciences Division.

It was previously stated that more than 73 percent of
the graduates from the teacher training department of the
Arts and Sciences Division receive their first teaching
positions in rural schools. A thorough study of the type
of positions these graduates receive and a careful analysis of the major responsibilities they must assume as teachers seem to suggest that all students in the Arts and Sciences Division who register in the teacher training department should take, as a minimum, the ruralized courses which are described below.

1. **Nature Study and Agriculture.** This course should deal with the physical environment of country life. Agriculture should be taught here for understanding and appreciation and to show how man has modified and improved his natural environment.

2. **Rural Sociology and Economics.** This course should afford students a more detailed knowledge of the social and economic aspects of typical farm life. Rural population, rural social institutions and problems, the economic situation in agriculture, and the international aspects of farming should be included among the topics treated, all being presented in such a manner as to develop a greater appreciation of rural life and a clearer understanding of the functions and opportunities of the teacher in rural society.

3. **Rural education.** This course should deal with the technique of teaching in small rural schools. It should begin with an introductory survey of the significance, condition, and needs of rural schools; then include a study
of desirable adaptations in curriculum, method, organization and management, community relations, and some phases of rural school administration and supervision.

4. Directed Observation and Practice Teaching Including Rural Practice. This course should extend over one semester at least. Approximately six weeks should be devoted to directed observation. During the second six weeks the student should do at least forty-five clock hours of supervised teaching in the campus training school. During the last six weeks the student should do forty-five clock hours of supervised teaching in a rural off campus school.

The teacher training program of the Arts and Sciences Division does not fully comply with the principles which advocate doing a considerable amount of practice teaching in off-campus rural schools. Students in this division are required to do only one day of teaching in a rural off campus school. Practice teaching for prospective rural teachers should be both general and specialized. The general practice referred to should include room management and grade teaching. This is, and should be, conducted in the grade rooms of the campus training school. Here principles and habits fundamental

1 The number of observations should be decided upon by the supervisor of student teachers and the demonstration teachers. In some instances at Prairie View these are the same person.
to all good teaching may be fixed. But for maximum success in the rural school, general practice of this type is not sufficient. In addition, the student teacher in training who is likely to enter rural service, even temporarily, needs specific practice designed to meet actual rural conditions. This practice should be done in either a one-teacher, a two-teacher, or a consolidated rural school. The divisions of Agriculture, Home Economics, and Mechanic Arts require candidates for graduation from their teacher training curricula to do a minimum of 45 clock hours of practice teaching in off-campus schools.

Practice teaching should be delayed until the students' junior or senior year and should be preceded by the first three ruralized courses described above. Such a delay would enable the student to provide himself with a reasonable background of subject matter or content, cultural, and professional courses, all of which should serve as a basis for the student to develop his philosophy and conception of education before beginning practice teaching. This procedure is practical in Texas. Since 1933, less than eight percent of the students leave Prairie View State College to accept teaching positions before the end of their senior year.

All students would be required to make a considerable

---

1 Ibid.
number of visits to the campus training school and to the rural demonstration schools for the purpose of observation before beginning their practice teaching. During the first year of demonstration work in Waller County, it would be advantageous to students to have them visit other rural schools in addition to the off campus demonstration schools. This would enable students to compare conditions in the two groups of schools. Different students would accompany the Jeanes Supervisor who leaves the campus daily to visit rural schools in Waller County.

In working out the class schedule, arrangements should be made so that persons doing practice teaching would have either the morning or the afternoon free for that purpose. This would allow time for transportation between the campus and the rural schools.

In order to be eligible for graduation from the teacher training department or to be recommended by the college for a teaching position, each student would be required to do 45 clock hours of teaching in the campus training school and 45 clock hours in an off campus training school. The

1 At present student taking practice teaching is required to have two consecutive hours free for the purpose.

2 Ninety clock hours of practice teaching are now required for graduation from the teacher training department of the Arts and Sciences Division.
regular teachers in the campus training school and those in the rural schools would give student teachers full charge of classes as soon as they display ability to do the work efficiently. All student teachers would be under the supervision of specially trained instructors from the college. Daily conferences with student teachers would be provided for discussion of difficulties that were not otherwise clarified. A program of the type suggested above would provide prospective teachers with the training and the experience in methods and techniques of teaching that would enable them to do acceptable work from the day they begin their school teaching.

In an effort to determine the type of trainings and attitudes a satisfactory Negro rural teacher in Waller County and in Texas should possess, the committee on School Improvement might well use the following procedures:

1. Determine what the satisfactory teacher has to do in the various types of Negro schools in Waller County.

2. Analyze the most effective method of performing these duties.

3. Decide upon which subjects are necessary for an

---

intelligent understanding of how the duties are to be performed and why they should be performed.

4. Arrange the material decided upon in teaching form.

5. Interview successful and unsuccessful Negro rural teachers to gain a knowledge of their philosophy or their attitudes toward rural education and life.

The committee will, no doubt, find it necessary to expand on the above suggestions in order to determine adequately the type of training and attitudes a satisfactory Negro rural teacher in Texas should possess.

Prairie View State College would proceed to make such changes in the teacher-training curriculum as the conditions and the experiments in Waller County and the conditions in Texas suggest. Since curriculum revision should be a continuous process, changes in the teacher training curriculum would be made whenever conditions indicate a need for modification or change.

Since Prairie View State College is located in Waller County, and because a state teacher-training institution is obligated to improve the living conditions of the people in the local community and in the state, and since Waller County school officials as well as the State Department of Education Staff have expressed a desire to have the college take part in a program to improve the Negro rural schools, the institution should put forth every reasonable effort to make Waller County
so progressive with respect to Negro schools and to the general welfare of Negroes that the county will serve as a model for other counties of the state.

SUMMARY

Part I of this chapter revealed that Waller County is a typical county of Texas with respect to the economic, the social, and especially the educational conditions of Negroes in Texas. Since this is true, and in view of the fact that Prairie View State College, located in Waller County, has the cooperation of the local school officials of Waller County and the State Department of Education, the college should effectively use Waller County as a rural experimental laboratory. Prairie View State College has facilities to conduct experiments that will improve the schools of Waller County and provide facilities by which Prairie View State College could better prepare teachers for rural service. Should Prairie View State College assume control of one or more rural schools in Waller County for experimental and demonstration purposes, the major problem would be that of constructing a suitable curriculum and formulating a program of instruction for the rural schools. Since the problems of developing a set of progressive schools and that of
developing a progressive community are one and the same problem, the public school curriculum should be constructed and the program organized to make a definite contribution toward the improvement of conditions in the community outside of the school along with those within the school.

The institution will find it desirable to make a careful study of all available facilities that have a bearing on education in Waller County and determine the most effective methods of conducting experimentation in the county. All of the educational agencies of Prairie View State College and of Waller County will need to work cooperatively in carrying out the most effective types of experiments.

The experiments should be designed to make Waller County so progressive with respect to Negro education and cooperation that the county will serve as an example to the state of what a system of progressive schools should be. The means by which Waller County may be made an example to the state is discussed in the chapter immediately following.
CHAPTER VIII

A PROGRAM BY WHICH PRAIRIE VIEW STATE COLLEGE
MAY SUPPLY INFORMATION AND ASSISTANCE IN
THE IMPROVEMENT OF THE NEGRO RURAL
SCHOOLS OF TEXAS

Chapter VII presented evidence to show that Waller
County is a typical county of Texas with respect to the
economic, social and educational conditions of rural
Negroes and discussed plans for Prairie View State College's
use of Waller County as a rural experimental laboratory.
It was suggested that the experiments would result in the
development of a set of progressive rural schools in the
county which could be used as an example to the state.

This chapter is concerned with means for making
Waller County an example to the state, plans for encourag-
ing other counties to accept assistance from Prairie View
State College, and provisions for supplying advice and
assistance to those persons of the state who are interested
in Negro rural life and education.

Perhaps the most effective way to make Waller County
an example to the state would be to inform the public of
what had been done and what is being done in Waller County.
This would require the development of a program of publicity
on the part of both the Negro schools of Waller County and
Prairie View State College. The publicity program conducted
by the Negro schools of Waller County would be worked out by rural teachers, principals, and local school officials in cooperation with the Committee on School Improvements of Prairie View State College. Because this program should be formulated and carried out by the above mentioned officials and agencies based upon information and conditions in the county, no attempt will be made here to outline the program of publicity for Waller County.

There are several agencies which Prairie View State College may use to inform the people in Texas of the program in Waller County, to encourage other counties to accept assistance from Prairie View State College, and to supply advice and assistance to persons and organizations, of the state that are interested in Negro life and education. The following agencies will be discussed in the present study: (1) Extension Service, (2) News Bulletins, (3) The placement and supervision of graduates of Prairie View State College, (4) Conferences, and (5) Summer schools.

If a state teacher training institution is to be understood and appreciated it must interpret its aims and purposes

---

1 See Chapter VII for a discussion of the organization and function of the Committee on School Improvements of Prairie View State College.
to the public it is intended to serve. If the institution is to depend upon public support it must serve the public need. To create intelligent and sympathetic support the institution must go more than half way to establish contact with superintendents, school principals and teachers, parents, and others interested in the general welfare of society.

GENERAL EXTENSION SERVICE

For many years teacher training institutions have recognized that they are able to render an extensive educational service to the people of their communities who cannot take up residence upon the campus. This recognition has been expressed in many ways. Extension classes have been organized at different points away from the campus. Agricultural and Home Economics instruction has been offered through extension to hundreds of persons away from college campuses. Correspondence courses have been prepared and offered to all who wish to take them. Debating leagues, advice to clubs or similar groups, book and clipping loan services, lectures both of entertainment and instructional

---

character, and many other types of informational and educational aids have been offered.

In much of this work the primary purpose has been to make available to the people of the state the educational and informational resources that are assembled at the teacher training institutions. Some of the work and some of the activities are intended to enable non-campus residents to earn college credit. In other instances no questions of credit are involved, but the work is intended to increase the vocational efficiency of those who take it, or to enrich their lives by widening their intellectual and recreational horizons.

Attention was called in Chapter VI to the extension work of Prairie View State College. It was revealed that only courses for which college credit is given are offered in extension centers. The institution will find it advantageous to offer, in addition to the type of work that is now being offered, instruction designed to meet the special needs of the people in the community in which the work is being offered. Special provisions would be made to acquaint the rural teachers and other interested persons with

---

the program of instruction that is being carried out in Waller County. Methods of organizing the rural school curriculum in keeping with the changing conceptions of education would be stressed. Resident members of the college faculty who are intimately acquainted with progressive education would be asked to visit extension centers from time to time to give lectures on and demonstrations of progressive methods of instruction.

While the institution has offered some work in correspondence, this field of extension service may well be expanded to serve as an agency to acquaint many people of the state with the program of progressive education in Waller County. Such courses would be conducted by resident members of the college faculty. Of course it would not be necessary to limit the correspondence work to this service.

As was previously suggested, every effort should be made by the institution to establish extension centers in places that are easily accessible to rural teachers. It will probably be necessary for some member of the school Improvement Committee to be present at the extension center when the students are to decide on which courses they desire. The member of the committee would be able to explain the need and advantages of certain courses. If it seems best all courses may be organized so as to justify the institution in granting college credit toward a degree for such courses.
This would eliminate much of the present difficulty, that of persuading persons to take the courses that will be most helpful to them in their work instead of taking courses merely for credit toward a degree.

In addition to the above mentioned activities the extension service may well include provisions for supplying, from the college faculty, speakers for clubs, conferences, commencements, and for every other conceivable worthy occasion. This would offer an opportunity to acquaint hundreds of people with the institution's program and the improvements in Waller County. The college that fails to respond to requests for speakers is missing a rare opportunity to serve and to create respect and good-will. It may be true that the average college professor is not so good before a general audience, however, every college should make an effort to have a few persons who can respond to these occasions.  

NEWS BULLETINS AND NEWS LETTERS

A second agency through which Prairie View State College may reach persons throughout the state is news bulletins.

While the agricultural extension service sends out some bulletins, these bulletins are not widely enough distributed and fail to carry much of the information that is available at the college which would be helpful to rural teachers and other persons in rural areas. Bulletins may not be read as widely as newspaper articles, however, they may be the means of acquainting hundreds of persons with the program of Prairie View State College and of making many worthwhile friends for the institution. The institution will probably find it advantageous also to send out mimeographed news letters to hundreds of rural teachers from time to time. These letters would contain various types of information and advice on rural school problems. The institution, through the School Improvement Committee would furnish information and advice to rural school officials and teachers upon request. Grady Grammage feels that this is an excellent means by which an institution may contact people throughout the state.

PLACEMENT AND SUPERVISION OF GRADUATES

It would seem that the best service to the community is also the best service that can be rendered by the graduate

---

1 Ibid. pp. 775-776.
who has prepared to teach. School officials are being educated to the fact that graduation from college does not automatically qualify the graduate for teaching in every type of position. It would seem, therefore, if Prairie View State College desires to render the maximum service to communities in the placement of graduates, it would be well for the placement officials to recommend only properly qualified graduates for rural school positions; only persons who have had the type of training and who possess the abilities that are deemed necessary for success in rural schools should be recommended for rural teaching positions. The institution should make an effort to find out definitely the number of well prepared teachers available, the positions they could best fill, the probable openings along these lines, and the possible number of teachers who will be needed to fill these positions. This should be done annually. The placement officials should be responsible for the gathering of the necessary information relative to candidates for teaching positions, the gathering of the necessary information about communities and openings,

---

counseling and advising candidates and school officials, and the placing of the best qualified candidate for each vacancy. These officials may render an invaluable service to Negro rural communities through carefully placing adequately trained graduates.

With the rise of the supervision movement and the development of better methods and techniques in teaching, there has been a growing recognition that there is a distinct obligation on the part of teacher training institutions to give assistance to their graduates in the field.

It was shown in the chapter immediately preceding that all divisions of Prairie View State College that offer teacher training except the Division of Arts and Sciences have reasonably satisfactory programs of supervision of their graduates who secure teaching positions. The Arts and Sciences Division would render a much needed service by developing a satisfactory follow-up supervisory program of its graduates and especially those who secure their first teaching positions in rural areas. Such a program should be worked out in detail by the administration of Prairie View

---

1 G. W. Diemer, "What May be Done by Teachers Colleges and Normal Schools in Follow-up Work With Their Graduates to Insure the Best Type of Service to the Public." Addresses and Proceedings of National Education Association, Vol. 70, 1932, p. 765.
State College in cooperation with the State Department of Education and the local school officials of the state.

CONFERENCES

Prairie View State College has an unusual opportunity to render a valuable service to rural teachers and officials through conferences. Numerous conferences are held on the campus each year. Many of these conferences are attended by rural teachers in large numbers. Definite programs should be outlined in connection with the conference to acquaint visitors to the conferences with the program of the institution and the program in Waller County. The curriculum conferences which are held at the college and in the various districts in the state offer excellent opportunities for acquainting the people throughout the state with progressive education. The institution should see to it that representatives of Prairie View State College attend these conferences and participate in the discussions. This could easily be done since the Principal of Prairie View State College is Director of Curriculum Study and Revision Program among Negroes in Texas and the State Department of Education is cooperating with the college. The institution has an opportunity to determine to a large degree the type of curriculum that will prevail in the Negro schools of Texas for the next few years.
SUMMER SCHOOL

Prairie View State College conducts a ten weeks summer school each year. Hundreds of rural teachers from practically all counties of the state that have a large number of rural schools attend Prairie View State College summer sessions. Various courses designed for rural teachers are offered during the summer sessions. The rural in-service teachers are encouraged or directed to take as many of these courses as are desirable. The institution should encourage or arrange for as many schools as possible to remain open in Waller County during the summer school. This would afford hundreds of rural teachers opportunity to observe the conduct of the schools in Waller County and to relate theory to desirable practices. Rural teachers who attend summer school would be encouraged to organize rural life clubs and associations of rural teachers.

SUMMARY

Five agencies were suggested for informing the people of the state of the program of Waller County for encouraging counties to accept the assistance of Prairie View State College, and for giving advice and information to the people of the state who are interested in Negro rural life and
education. There are additional agencies that may be used and there are additional phases of the agencies mentioned that may be used by the institution. The institution will find it advantageous to work out a program in detail based upon the proposed plan and additional information.

The administration of Prairie View State College must keep constantly before it the fact that a state teacher training institution is maintained for practical purposes. The people who administer it must deal with practical problems. It seems, therefore, that Prairie View State College must continue to make provisions for acquainting the personnel of the institution with the actual conditions in the Negro rural schools of the state and the institution should use every possible means to acquaint the people of the state with the program the college is executing to supply information and advice to improve the Negro rural schools of the state.

SUMMARY OF STUDY

The basic purpose accepted by the most constructive present day teacher training institutions in America is social outlook and social improvement. This purpose implies a social philosophy of education on the part of both the teacher training institutions and the students who are to
be prepared as teachers. This purpose further implies on
the part of teacher training institutions and students, a
basic knowledge of the social conditions that exist in the
areas which the institutions are intended to serve.

It appears that while many of the teacher training in-
stitutions have accepted the social purpose of education in
theory, a large number of these institutions have failed
to develop a social educational philosophy consistent with
the accepted purpose. For some time these institutions have
stressed study and research based upon the scientific, im-
personal aspects of education. Many of these institutions
have failed to gain an adequate knowledge of the actual
living conditions of the people in their constituent terri-
tories so as to develop curricula sufficiently broad to pre-
pare teachers to render the maximum service. Many of the
teacher training institutions have ignored the needs of
teachers and school executives who are in the field.

The promotion of scholarship and the provision of
professional training have been regarded by teacher train-
ing institutions as the most important contributions of
higher education to society. Yet many of the teacher train-
ing institutions do not encourage students to pursue scholarly
or professional studies in a social context and fail to
stimulate them to formulate an intelligent social philosophy.
As a result the student finds himself in a puzzling situation
when he goes out to assume the responsibilities of a teacher
and a community leader.

Prairie View State College, whose primary purpose is
teacher training, has accepted the purpose of education as
social improvement of the Negro people in Texas. In view
of the fact that the majority of the Negro population in
Texas live in rural areas the institution must take into
consideration the conditions of Negro rural life in Texas.
Efforts are being made by the institution to gain a com-
prehensive knowledge of the living conditions of rural
Negroes in Texas. Students are being permitted and en-
couraged to gain a conception of education largely by ex-
periencing and understanding immediate life problems. This
conception must be permitted to grow through the student's
increasing awareness of the nature of living and its problems,
of a better social or life order from which educational
goals may be derived. This means for Prairie View State
College students the derivation of educational goals based
upon a knowledge of the economic and social conditions of
Negroes and especially rural Negroes in Texas.

Prairie View State College has made considerable progress
in studying the conditions of rural Negroes in Texas, but
in view of the resources of the institution, such as the
cooperation of the State Department of Education and the local
school officials of the State and the facilities within the
college, the institution has failed to take full advantage of its opportunities for rendering the maximum service to the public. This can be shown by reference to the economic and social conditions of Negro farmers in Texas. Studies reveal that Prairie View State College has not exercised the maximum influence over Negro farmers in the local community and in the state. The undesirable conditions of Negro rural schools present additional proof that the college has not rendered maximum service.

In view of the fact that Prairie View State College is located in a county that is typical of the state with respect to the economic, social, and educational condition of rural Negroes in Texas, and since Prairie View State College must accept the responsibility for preparing teachers for rural service, it is recommended that Prairie View State College use Waller County as a rural experimental laboratory. The use of Waller County as a rural laboratory would offer Prairie View State College the facilities and opportunity to determine the specific objectives of rural education in Waller County and in the state of Texas. It would provide information and material which would enable Prairie View State College to make changes in its teacher training curriculum so as to better train teachers for rural service. And, finally, it would enable Prairie View State College to assist in developing a set of progressive rural
Negro schools in Waller County and provide an opportunity for the college to make Waller County an example to the people of the entire state of what progressive rural schools should be.

The administration of Prairie View State College, in cooperation with the State Department of Education and the local school officials, should formulate a detailed plan based upon adequate information for using Waller County as a rural laboratory. This procedure should also be followed in formulating plans for making Waller County an example to the state of what progressive rural schools should be.

Several general recommendations relative to the use of Waller County as a rural laboratory and the means for making Waller County an example to the State have been offered, namely:

1. That the administration of Prairie View State College appoint a committee on school improvements. This committee would serve as a clearing house of information and advice on rural life and education.

2. That the rural schools of Waller County be re-organized in keeping with progressive education. This would require the coordination of the work of all educational agencies in the county.

---

1 This Committee has been appointed and is functioning.
3. That Prairie View State College revise its teacher training curriculum, based largely upon experiments in Waller County, to prepare teachers for rural service in Texas.
4. That the following agencies be used to make Waller County an example to the state and to give advice and assistance to persons and organizations in Texas that are interested in Negro life and education:
   a. The extension service of Prairie View State College.
   b. News bulletins published by Prairie View State College and news letters sent out from the college.
   c. The placement and supervision of graduates of Prairie View State College by the institution.
   d. Conferences held on and off Prairie View State College campus.
   e. Summer sessions conducted by Prairie View State College.

Prairie View State College will find its greatest opportunities to render service by developing a comprehensive program of public relationships. Such relationships should be motivated by a social philosophy of education designed to improve the social conditions of persons the institution is intended to serve.
BIBLIOGRAPHY


Bathhurst, Effie G., A Teacher College Follow-up Service, New York, 1929. Teacher College, Columbia University, Contribution to Education.


Brammell, P. R., Articulation of High School and Colleges, U. S. Government, Washington, D. C.


Crutsinger, G. M. Survey Study of Teacher Training in Texas, University, Columbia, N. Y., 1933.


Cooke, Dennis W., "The White Superintendent and the Negro Schools in North Carolina, George Peabody College For Teachers, Nashville, Tenn., 1930.


Frost, N., Studies of Achievement in Country and Town Schools, Columbia University, New York, 1929.


Garnett, W. E., Community Organization, Virginia Agricultural Experiment Station, Blacksburg, Va., 1932.


Hummel, N. J., Community Organization in Missouri, University Missouri, College of Agriculture, Columbia, Mo., 1928.


Reeves, F. W. and others, Organization and Administration of the University, University of Chicago Survey, Vol. VIII, University of Chicago Press, 1932.


Thompson, Kerr, Davenport and Bryan "The Spirit of the Land Grant Institution", Association of Land Grant Colleges and Universities, Chicago, Ill., 1931.


Willson, F. A., Rural Community Clubs in North Dakota, Agricultural Experiment Station, Fargo, N. D. 1931.


Bulletins


Proceedings of the Fourth Educational Conference" Prairie View State College, Prairie View, Texas, 1933.


Letters and Bulletins from thirty-seven State Universities and State Teachers' Colleges and fourteen Negro Land Grant Colleges.
APPENDIX A

OBJECTIVES OF PRAIRIE VIEW STATE COLLEGE

The committee appointed to study the objectives of Prairie View State College thought it advisable to group them under two headings, namely: General, and Divisional.

A. General Objectives

1. Mastery of the tools of learning upon which more advanced learning depends--
   a. Skill in the use of the English language.
   b. Skill in the use of a foreign language required in some fields of specialization.
   c. Knowledge of simple research methods and statistics.

2. Vocational Insight.
   a. Preparation for economic independence.
   b. To acquaint students with and guide them into new and sparsely filled occupations; such as counselors, statisticians, critic teachers and Normal School Instructors.
   c. To foster an appreciation of duty and personal responsibility, and habits of application and industry.

3. Acquaintance with Negro accomplishments and development of race pride and morale.

   a. Knowledge of Texas laws, history, government, and resources.
   b. Respect for law and order--local and countrywide.
   c. Self-control.
   d. Directed Student Government, self-expression and direction.
   e. Constructive traditional school spirit and consciousness.
   f. Understanding of the principles underlying conduct of ordinary business and commercial transaction.

5. Minority group technique for survival--training for leadership--training in self-reliance.
6. Culture--
   a. Courtesy, high regard for womanhood, manhood, and
      general acts of courteous behavior.
   b. Appreciation of literature and the fine arts.
   c. Attention to attire.
   d. Insight into world problems.
   e. Broader perspective of life.

7. Thrift--
   a. A knowledge and a willingness to accommodate ex-
      penditures to earning power.
   b. Encouragement of the simple life.

8. Social Intelligence--background of information and
   social experience that will enable one to render
   correct judgment in matters of social concern.

9. Health--
   a. Development of physical fitness.
   b. Information on healthful living with an appreciation
      of the ideal of a sound mind in a sound body, con-
      ducive to personal habits of a high order gained
      through the conscious application of the principles
      of hygienic living.

10. World outlook—Internationalism—Inter-racial good will,
    tolerance and understanding.

11. Moral and intellectual honesty--"To inculcate a sense
    of honor, a regard for truth and honesty."

12. Constructive student-faculty relationships through
    cooperative searching for new and higher undiscovered
    truth.


14. Worthy home membership.

15. Development of latent and known talent and ability;
    revelation of unknown talent.

16. Encouragement of a reasonable number of students to do
    graduate work.

17. Stimulation of greater interest and appreciation of
    industrial education.

18. Encouragement and promotion of research—both Institutional
and Individual:
   a. Through Educational Conferences held at the
      institution.
   b. Through individual research projects of teachers
      and students.
   c. Through the encouragement of advanced study on
      the part of employees.

19. Encouragement and promotion of inspirational activities
   for the State—
   a. Through the Interscholastic League.
   b. Through the Farmers' Short Course.
   c. Through the Agricultural Basketball Tournament.
   d. Through the Vocational Judging Contest.
   e. Through Inter-Collegiate Relays and Tennis Tournament.
   f. Through Southwestern Tennis Tournament.
   g. Through Home Economics Judging Contest.
   h. Through Presbyterian Women's Conference.
   i. Through summer conferences for teachers of
      Vocational Agriculture.
   j. Through conferences on Negro Education.
   k. Through other activities teaching people of the
      state.

Divisional Objectives

I

AGRICULTURE DIVISION

1. To prepare
   a. Efficient Farmers,
   b. Vocational Teachers,
   c. Agriculture Extension Teachers,
   d. Farm Superintendents,
   e. Marketing Specialists.

2. To establish and maintain an experiment and research
   station for the discovery and dissemination of new
   truths in Agriculture.
II

ARTS AND SCIENCES DIVISION

1. To prepare teachers, principals and supervisors for efficient service in the public and private schools of the State both elementary and secondary.

2. To provide for the mastery of the tools of learning upon which vocational and professional learning depends.

III

AGRICULTURAL EXTENSION SERVICE

1. To encourage a higher standard of living among persons not attending or resident in the college.

2. To give practical demonstrations in Agriculture.

3. To give practical demonstrations in Home Making.

4. To create a desire among farmers to practice better production and more wholesome living.

IV

HOME ECONOMICS DIVISION

1. To prepare
   a. Efficient Home Makers,
   b. Vocational Home Economic Teachers,
   c. Home Demonstration Agents,
   d. Jones Supervisor,
   e. Commercial Managers,
   f. Institutional Managers.

2. To establish and maintain an experiment and research station for the discovery and dissemination of new truths in Home Economics.
V
MECHANICAL ARTS DIVISION

1. To train students in the underlying principles of engineering and industry.

2. To prepare students for proficiency in the use of the applied sciences which form the basis for designing machinery and structures.
   a. Proficiency in the making and reading of architectural and engineering drawings.
   b. Proficiency in estimating.
   c. Proficiency in mechanical and structural designing.
   d. Proficiency in management and production methods.

3. To teach those branches of engineering and trades which offer opportunities for Negroes in the Southwest.

4. To train teachers of Manual Arts and Industrial Education.

VI
NURSING EDUCATION DIVISION

1. To establish and maintain adequate equipment, thereby, enabling the rendition of a more reliable and complete health service to the students and employees of Prairie View College and other persons of the State.

2. To train Internes and Nurses for the purpose of disseminating the fundamental principles of health and correct living among the Negroes.

3. To make Prairie View a center for Health Information among the Negroes of the Southwest.

4. To make Prairie View a medical center for members of the medical profession.

5. To train students for the positions as private nurses, supervisors, and superintendents of hospitals and Nurse Training Schools.
APPENDIX B

SUMMARY OF ENROLLMENT OF PRAIRIE VIEW STATE COLLEGE
REGULAR SESSION 1934-1935

<table>
<thead>
<tr>
<th>Divisions of the College</th>
<th>Arts &amp; Sci.</th>
<th>Agricul-Mechanic</th>
<th>Home</th>
<th>Economics</th>
<th>Nursing</th>
<th>Totals</th>
<th>Grand totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>M.</td>
<td>F.</td>
<td>M.</td>
<td>F.</td>
<td>M.</td>
<td>F.</td>
<td>M.</td>
</tr>
<tr>
<td>Seniors</td>
<td>12</td>
<td>24</td>
<td>12</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Juniors</td>
<td>27</td>
<td>32</td>
<td>12</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Sophomores</td>
<td>35</td>
<td>38</td>
<td>24</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>Freshmen</td>
<td>54</td>
<td>78</td>
<td>62</td>
<td>0</td>
<td>29</td>
<td>0</td>
<td>106</td>
</tr>
<tr>
<td>Special</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Totals</td>
<td>129</td>
<td>173</td>
<td>110</td>
<td>0</td>
<td>76</td>
<td>0</td>
<td>198</td>
</tr>
</tbody>
</table>

SUMMER SESSION 1934 - FIRST TERM

<table>
<thead>
<tr>
<th>M.</th>
<th>F.</th>
<th>M.</th>
<th>F.</th>
<th>M.</th>
<th>F.</th>
<th>M.</th>
<th>F.</th>
<th>M.</th>
<th>F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>82</td>
<td>39</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>35</td>
<td>146</td>
<td>31</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>88</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>132</td>
<td>11</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>83</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>55</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>38</td>
<td>13</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>100</td>
<td>453</td>
<td>99</td>
<td>0</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>242</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REGULAR SESSION 1935-1936

<table>
<thead>
<tr>
<th>M.</th>
<th>F.</th>
<th>M.</th>
<th>F.</th>
<th>M.</th>
<th>F.</th>
<th>M.</th>
<th>F.</th>
<th>M.</th>
<th>F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>36</td>
<td>17</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>34</td>
<td>44</td>
<td>23</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>40</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>36</td>
<td>40</td>
<td>36</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>77</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>59</td>
<td>54</td>
<td>67</td>
<td>0</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>105</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>161</td>
<td>180</td>
<td>144</td>
<td>0</td>
<td>84</td>
<td>2</td>
<td>1</td>
<td>254</td>
<td>0</td>
</tr>
</tbody>
</table>

* Prairie View State College, Catalog, March, 1935.
** Ibid. March 1936.
The college enrollment for the first semester 1936-1937 is 924 or an increase over 1935-1936 of slightly more than five percent.
Map of Waller county showing 25 Negro communities.
I, General Lamar Harrison was born at Terrell, Texas, June 3, 1899. I received my elementary schooling in a rural one-teacher school in Comanche County, Oklahoma, and my secondary education in the Lincoln High School of Kansas City, Missouri. My undergraduate work was taken at Howard University, Washington, D. C., from which I received the degree of Bachelor of Arts in Education in 1926. Upon graduating from Howard University I was awarded a teaching fellowship by the University of Cincinnati from which institution I received the degree of Bachelor of Education in 1927. During the next nine years I held the following positions: Professor and acting head of the Department of Education, Virginia Union University, Richmond, Va., 1927-28; Associate Professor of Education and director of elementary teacher training at West Virginia State College, Institute, West Va., 1928-31; Professor of Education and director of teacher training at Prairie View State College, Prairie View, Texas, 1932 to present. The remainder of my experience in Education can be briefly summarized as follows: Graduate work in Principles of Education at the University of Cincinnati from which I obtained the M.A., in Education, 1929; graduate work in college administration, The Ohio State University, summer of 1931 through summer of 1932. In August, 1932, the Governor of Ohio appointed me to the Trustee Board of the State Department of Wilberforce University to serve for a period of five years. Since 1934 I have served as advisor for the Texas curriculum study and revision program which is sponsored by the State Department of Education for Negro teachers in Texas.