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The Needs of the Negro Schools of Virginia.

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A THESIS
THE NEEDS OF THE NEGRO SCHOOLS
OF VIRGINIA.

BY
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PRESENTED TO THE FACULTY OF THE COLLEGE
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REQUIREMENTS
FOR THE
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WILLIAMSBURG, VIRGINIA.

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Preface

It shall be the purpose of this dissertation to point out the various needs of the negro schools of Virginia; to give certain statistics to show the inadequacy of the present system of negro education; and to discuss certain points that would obviously better the program which must ultimately be enlarged.

The breadth of the subject, along with the intricacy of its details, renders it very difficult. Argumentation and sentimentality must be entirely omitted if a fruitful finality is to be obtained. The status quo of the negro must be forgotten, and in its place, statistics relative to the problem to be solved added. The negro must be thought of as a human being - a man with a soul, the element that makes all men kin. This being done, a clear insight into the problem bearing upon his education can be had.

There is quite a diversity of opinion as to whether or not the negro receives as much education as he is entitled to, or as much as he ought to have. Sentiment prompts the attitude of many, while logic determines the the position of others. As to our belief, let us reason out the proofs for ourselves. After we have done this, we shall be possessed of a saner attitude relative to negro education.

Chapter I.

Background.

In order to understand clearly the present status of negro education, we must go back to the primitive stages of its development and get an idea of its beginning. The negro was brought to America as a slave, in most cases snatched from his native soil by hands eager for wealth. He was brought here not as a benefit to the country, but as a means to increase the fortunes of the slave merchants. Cargo after cargo was sold to the farmers of the South, there being no particular need for them in the North, as the latter was not an agricultural section, primarily. Thus, the South became flooded with slaves, while in the North, only a few were retained.

The negro, brought from the jungles of Africa or from the wilds of the islands of the Atlantic, was a barbarian and a member of a tribe wholly ignorant of the English language and customs. Owing to the fact that he lived and thrived in the tropics, he was lazy and sluggish by nature. When he became settled in America, his second-nature - laziness - proved itself firm and unchanged. But, as the negro and the white man became co-worker, this tendency began to disappear to a certain extent. The negro proved himself to be industrious; he showed signs of intelligence, which, if rightly directed, would mean capability.

The Colonists, in the main, were devout Christians, faithful (as they thought) to their Christ, and happy over the fact that they could worship God in the way they believed to be right. The basis of their religion was the Bible, which they studied with all earnestness. It was their belief that everyone must know how to read the Bible if they were to understand Christ. Naturally, they put into motion the plan of adopting schools in which the children could be taught the essentials of reading. Thus, the evolution of the school system of America.

As the idea of teaching the children to read and write broadened its scope, it also increased its grasp upon the American mind. It soon embraced all the colonies. In the southern colonies, however, its grasp exceeded its hold on account of two great factors: the sparsity of the population and the negro.

The African was placed on the large farms and plantations of the South. Some farmers owned three or four negroes, while others had in their possession a hundred or more. In order that the negro might become more industrious, the more progressive farmer instructed him in the various fields of agriculture. It was to the advantage of the plantation owner to teach the negro these details, because by doing so, the work of the white man was lessened and his fortunes were increased.

The educational movement that had been created in the New England colonies soon reached the southern states. The white people were taught the essentials of reading and gram-

mar, the importance of which, by this time, had been deeply impressed upon their minds. It was considered that the negro did not need this knowledge, and for a time, no thought was given to the culture of his intellectual abilities. But owing to the fact that many negroes were brought into homes which sympathized with them on account of their illiteracy and sluggishness, they had compassion on them and tried as best they could to uplift them. Thus the negro children were often tutored and trained along the same lines as the white children. Rooms were sometimes set aside in the homes of the white people to be used toward this end or else an old shed answered the purpose. Under the tutorage of some white person who was deeply enough interested in the welfare of the negro to serve in that capacity it was found that the latter showed marked improvements above his original ability.

As time passed, a keener sense of interest was taken in the education of the negro. Private funds and benevolences were granted for this purpose. The various religious denominations undertook the propagation of education among the negroes. Missionaries were sent out from the mother country or from America under the auspices of these denominations who organized schools and set on foot the educational movement among the negroes in the more illiterate communities. These missionaries were in the main, ministers, and as their chief text, the Bible was used. The first active school-master of this type was Rev. Samuel Thomas of Goose Creek Parish, in South Carolina. His school

accomplished good results among the negroes which only kindled the flame of the advancement of the black man. Many other schools were organized at this time and later under the leadership of such men as Elias Neau, Rev. Colgan, Rev. Noxon, Rev. Charlton, and Rev. Auchumutty. A period of intellectual ascendancy of the colored race was witnessed at this time and for several years after. Miracles were performed in the development of the intellect of the negro. Results showed that the attempt at advancement had not failed. The spark was created in the early days of the colonists, but it was not until the age of our own ancestors that this spark was kindled. In 1786, the New York African free school was established, which later became the first public school for negroes in America. Twelve years later (1798) the negroes of Boston, with the assistance of white friends, established a private school.

From 1798 to 1856 many colored schools were established. In 1820, a school for colored girls was opened at Georgetown by Morris Becraft; St. Frances Academy for colored girls was established at Baltimore by the Oblate Sisters of Providence in 1829; the Cincinnati High School was founded by Hiram S. Gilmore in 1844; in 1849 Avery College was established at Avery, Pennsylvania; through the efforts of Owen B. Nichols of Ohio, the Legislature established public schools for colored children in that state in 1849; in 1853, the first Normal School for colored teachers was established in New York with John Peterson, a colored

man, as its principal; on January the first, 1854, Asham Institute was founded by the Prebyterians at Hinsonville, Pennsylvania, which, having progressed so rapidly, became Lincoln University; and on August the thirtieth, 1856, Wilberforce University was founded by the Methodist Episcopal Church as a school for Negroes. (Negro Year Book, Monroe N. Work, pages 259-260).

After the War Between the States, all efforts to continue the education of the negro were resumed. The Freedman's Bureau having been created, 4,239 negro schools were established under its auspices and 9,307 teachers were employed. Under the influence of this Bureau, the four years (1866-70) that followed the close of the War, a marked improvement was shown. In 1866 there were 975 colored schools employing 1,045 teachers, with an enrollment of 90,778 pupils. The total expenditures for these schools that year were \$224,359. In 1870, there were 2 677 schools employing 3 330 teachers, with an enrollment of 149,581 pupils. The total expenditures for colored schools this year were \$1,536,853.

As a result of the Freedman's Bureau, during the period of four years between 1866-70, the number of colored children attending school was increased by about 50%, the number of colored teachers was increased by more than 300%, and the number of schools was over doubled. The expenditures during that time were increased nearly twenty times the amount spent in 1866. (Negro Year Book).

Between the years 1863 and 1875, sixteen states and

the District of Columbia made provisions for the establishment of a system of public schools which included negroes. These states were: West Virginia, 1863; District of Columbia, March, 1864; Louisiana, March 22, 1864; Maryland, October, 1864; Missouri, 1865; Kentucky, 1867; Alabama, 1867; Tennessee, 1867; Arkansas, 1868; Florida, 1868; South Carolina, 1868; North Carolina, 1869; Virginia, 1869; Georgia, 1870; Mississippi, 1870; Texas, 1870; and Delaware, March 25, 1875. (Negro Year Book).

The first report of enrollment in the public schools of the South was for the year 1876-77, and in this report, 1,827,139 white children and 511,506 colored children were enrolled in the sixteen former slave states and the District of Columbia. (Statistics, Negro Year Book).

Chapter II.

Reasons for educating the negro.

Turning aside from the development of negro education in the United States, let us consider the reasons why the negro should be educated. Classifying the negro as a member of the human family, the question can be answered in the affirmative: for the same reason that an education is offered to the white children of our land, namely, that they can be made better, more useful and more industrious citizens, Just as the Caucasian can accomplish these traits through education, so can the negro.

That the black man possesses genius may be demonstrated by citing particular persons of that race who have proved the fact. For instance, Edward A. Bauchet, a graduate of Yale in 1874, and afterwards principal of the high school at Gallipoli, Ohio, was a man of extraordinary genius. Others, such as Roscoe C. Bruce, at one time Assistant Superintendent of Public Schools, Washington, D. C., William H. Dinkins, Professor at Selma University, and Earnest E. Just, head of the department of Physiology at the Howard University, have recorded fame. Booker T. Washington, a graduate of the Hampton Normal, a negro known all over the

world as a genius, and Major Moton, ^{Principal} (Commandant) of Tuskegee Institute, are men of our present generation exempifying capability of the colored race.

Had it not been for the education that these men received they would probably never have reached the station in life they did. Their ability as citizens and men was increased and directed along the line best adapted to them as individuals.

Again, from a standpoint of good citizenship it is desirable to educate the negro. In order to understand this point, statistics must be shown. In Nansemond County, ^{N.C.} there lives a family of negroes by the name of Lee. This family consists of four sons, all of whom are married and have families. Three of them were educated at the Hampton Normal and Industrial Institute, while the fourth never grasped the opportunity of obtaining an education.

Today, one of the sons and the oldest, Solomon Lee, is the pastor of one of the largest colored churches in Chicago; another is the principal of one of the negro schools in a Virginia city; the third son to receive an education has never put his training to any practical use; and the fourth the one who received no education, is an oysterman who earns his daily bread by hard, manual labor.

Whether or not the colored men who received the education are better citizens than the other brother who received none should be determined by a definition of "good citizenship." The former three possess qualities of social leadership that the other one does not. They take more interest

in their race and hold in reverence a much greater race-pride than does the illiterate brother. They are better leaders of men, and while they respect the whites and are humble in their manners, they are sincere in their actions.

A third reason as to why the negro should be given an opportunity for a good education is that he may be able to uplift the black race. Several things must be accomplished if this is to be done, namely; the standards of living must be raised; humility and race-pride must be deeply rooted; and the principles of every-day economics must be mastered.

The standards of living among the illiterate families of the colored race are set at the lowest degree. Filth and disease always exist where this type of people are found. The homes they live in are shacks; the food they eat is of a cheap grade, poorly cooked and ill-prepared; the furniture they use is of the crudest construction and out of date; the clothing they wear is usually some that they have purchased from a rummage sale or from a white family; and the surroundings of the home are most unsanitary. In making these statements, I have in mind the average home in Hobson, Nansemond County, Virginia.

Whether or not a thorough education would put an end to this social evil is a question. Most likely it would raise the standards in many instances, while in many others the original rut would be followed. To cure a minute part of this low standard of living would be well worth quite a

great deal expense and energy.

Humility and race-pride must be deeply rooted if the negro race is to be uplifted. The white race, as a whole, respects the colored man who humbles himself and who does not hold himself in such esteem as to class himself on the social par with the whites. The negro that pays homage to the white race and to the members of his own race may be classed as humble. Again, the negro who has at heart the welfare of his own race has that race-pride that is necessary for the uplifting of the black race. He does not desire to be classed socially equal to the white man, nor does he wish to take unto himself any authority belonging to the whites. He respects his superiors, and he subjects himself to laws thereof.

There are arguments pro and con on this subject, but for arguments there must be substituted facts. If the negro profits enough by education to fulfill the above points, it should be granted him. There are cases where education tends to lead negroes to the opposite direction. Instead of becoming humble, and instead of respecting the white people and the other members of his own tribe, he bears malice toward the white race and aspires to wreak ^{all} vengeance possible upon them for classing his race as inferior to the whites. There are other cases in which the opposite is true. If education promotes humility, it will be the only possible cure for the opposite evil.

Training along educational lines puts a person into

possession of a certain knowledge of the principles of every-day economics. This is essential to the welfare of any tribe or nation. The negro sorely needs to know these principles. The wretchedness of the hand-to-mouth fashion of living as is exemplified by the illiterate classes of negroes is appalling. As a rule, the ignorant negro has no conception of economy. Poverty reigns supreme largely on account of this very fact, and where poverty exists, misery holds sway.

The evil of being ignorant of the major principles of economy is not always overcome by book-learning nor by education in general. Some of the best educated people are poor economists in the sense that they do not know how to accumulate. But, education does put a person into possession of certain principles which, if followed, lead to economy. The illiterate negro is shamefully in need of the minor principles of economy, and hence his race cannot reach a higher standard until this evil is remedied.

There are several reasons why negro education is not desirable, both from a sentimental and a logical point of view. In the first place, to educate the negro means money a considerable amount of money. In speaking of Virginia, one should bear in mind the fact that this State does not possess the wealth that many other states do. At present, Virginia shoulders a heavy burden in efficiently supporting a thorough educational training for its white boys and girls. Therefore, if it should undertake to establish an

an extensive public school system for the negroes, it would necessarily mean that the white school would have to be cut down in their appropriations, thus lessening the efficiency and present standard of public education.

Again, to install an efficient system of public schools for the negro would mean that the white tax-payer in the main would have to bear the burden. As his load is not light, it would be futile in the sight of many to make it still heavier.

In a letter to the college men of the South from the University Commission on Southern Race Questions, a Commission made up of the foremost educators from the leading Universities thoroughly familiar with the psychology and habits of the negro, the letter states that the failure on the part of the whites to educate the negro will mean the ultimate destruction of the former. Owing to the fact that one-third of the population of the South is black, to leave this portion undeveloped will, in their estimation, be dangerous. They believe that it is also an injustice to the colored man. A comparison between the education of the negro and the development of a plant is drawn by them and they state that just as the plant is made more fruitful by cultivation, so will the education of the negro determine the development of the individual and his race as a whole, which will mean that he will be more valuable to society. Ignorance is the most fruitful source of human ills. Therefore, to put an end to ignorance also means to cure many

human ills.

As this Commission sees it, "the initial steps for increasing the efficiency and usefulness of the negro race must necessarily be taken in the school-room.....Our appeal is for a larger share of progress and prosperity, which is the outcome of education, for the negroes on the ground of the common welfare and common justice. He is the weakest link in our civilization, and our welfare is indissolubly bound up with his." (Minutes of the University Commission on Southern Race Questions, p47).

The thesis at the head of this chapter not fully substantiated by facts showing progress of negroes down to end 1910

Chapter III.

Hindrances to negro education.

Just as there are several hindrances to the extension and the development of the educational facilities for the white children of Virginia, so are there also many obstacles in the pathway of a better organization of the public school system for the black children of our State. Many more hindrances are attributed to the negro system than to the white however, which may be learned by the fact that the former is at such a low status at the present time—so far below the facilities afforded by the white schools. To sum up these obstacles, they may be stated in the following way:

I. Sparsely scattered negro population in rural sections.

II. Negro labor is the chief source of farm help.

III. The negro is ignorant of the value of education.

IV. The negro is an suppressed race.

I. On each of about fifty farms examined in Virginia, it was found that the average number of families of negro tenants was two. The examination showed also that these tenants lived in out-of-the-way places, usually quite a

good distance from the home of the owner. Their homes were practically inaccessible except by foot or by horse-and-cart, and as a rule, they were located at a pretty good distance from the county road.

It is in this way that the sparseness of negro population affects the advancement of public schools for negroes in the rural sections, viz: owing to the fact that there are no school wagons, and as it is too far to walk, and as the average farm laborer has no method of conveyance, it makes it almost impossible for the children of these tenants to go to school. The white children have access to some method of conveyance and among these this obstacle is not felt. Hence, white schools were kept open, while the negro schools did not have a sufficient enrollment to justify their continuance.

But in many sections of Virginia, colored villages have sprung into being, such as the one at Hobson, Nansemond County. Here the population is strictly colored, numbering about five hundred. In this place, an excellent junior high school could be supported, especially after taking into consideration the number of pupils who would probably come from the immediate rural section. Sparseness should not be considered a hindrance in this particular case, although it is an exception to the general rule; other factors determine its low status.

In the above-mentioned school (which, from inspection, is also true of many colored schools in the colored rural communities) there is a serious deficiency in the

management and control. A two-room school is maintained at this place with an average daily attendance of about seventy-five pupils. The building which houses the pupils is a dilapidated structure built in a very low place, which, after ordinary rains, holds water. The exterior shows absence of paint, many broken window panes, and a roof which is badly in need of repairs. The interior shows like signs of neglect. The desks are crude in their structure, being made by carpenters wholly ignorant of the necessary dimensions and shape of school desks; the walls are not ceiled; the floors are not smooth; the windows do not afford sufficient light; there is no method of ventilation except by opening one window and one door; the stove is either too small or too large, and the bottom is cracked; and the blackboards are planks that have been painted black. The examination of this school at Hobson showed better results than several other schools visited, especially those in the more rural communities.

The inability of the counties to supply a sufficient amount of money to support these schools largely accounted for their low status. Lack of interest among the colored population to promote their public school system also was a leading factor in determining its condition. The negroes have not awakened to the advantages of educational training, and are therefore careless with regards its elevation and advancement.

II. In the rural sections of most parts of Virginia, without the help of the negro on-farms, it would be futile to attempt to raise crops. Oftentimes there

are not enough white people to do all the necessary work on the farms, and hence it means that the negro is an important factor in these sections. There are two ways in which this is a hindrance to the upbuilding of negro education: first, after the negro has received a good education (unless it be agricultural in its nature) he will not return to the farm nor assist in raising farm products. If higher education becomes a popular issue among negroes, and if a good portion of the negroes receive a good education - comparable to the education of the white people - his occupation will be directed toward higher lines which will mean that he will become a consumer rather than a producer. This will mean that the farmer will be at sea in finding help in order to carry out his agricultural program.

Secondly, negro children are often forced to work on farms the time they should be in school. As the negro is a very prolific race, large families usually exist in a greater proportion than they do among the white people. Due to the fact that the head of the family receives very meagre wages, it is necessary in many cases that the older children work to help support the family. The father forces them to work and hence they are kept out of school - even a large number of those who have access to school facilities. This obstacle is keenly felt among the negroes of the poorer sections of Virginia.

III. Another hindrance to the betterment of the educational facilities among the colored people is their ignorance of the value of education. There are not enough well-trained negroes today in Virginia, especially in the rural sections, to set the pace for negro enlightenment. The negro must be taught by example as well as by precept, and if the example is not set, he will not exert the energy to strive of his own accord to raise his brother or son to a status higher than his own. There are not enough highly educated negroes to take hold of the problem of advancement as there should be. Thus the conclusion, that no person can thoroughly understand the need of or appreciate that which he is entirely ignorant of is evident.

Again, in a certain sense, especially with reference to educational advancement, the negro race in Virginia may be compared with the Chinese. The latter do not fancy any change from the old customs and traditions. They feel that their ancestors got along very well with their modes of living, and hence they likewise can do as their fathers did. It is a hard matter to get a new idea installed among such peoples. The average negro feels that no new ideas are needed; old customs are sufficient. Hence, higher education for the negro, since it is comparatively a new idea, is passed up with little or no consideration.

IV. The negro race is a suppressed people.

Sentiment has been against the idea of the uplifting of the colored race for so long that that it is hard to realize its importance. Before and since the Civil War, the negro has been scourged - before in servitude, and since in social oppression. Even though he was made free in this war, the colored man will never be free from bondage in one form or another. He must still do the will of the white man; he must serve him just as he did while in bondage in the sense that the negro will be beholding to the white man for his sustenance. The lack of education among this race will ever keep them in this state of servitude. Public sentiment tends always to suppress any step taken toward the advancement of the negro. Just because his is a suppressed race, he is ever kept in the rut of degradation.

Statistics show that our most intelligent negroes are going north in order to secure better educational opportunities. Thus, unless the states of the South take some measure to organize better educational facilities, all of the more intelligent negroes will have gone, leaving us only the dullest ones. If such be true, civilization in the South will not advance much above the present day status *at* *the* *South*.

Chapter IV.

The Present Status of Negro Education in Virginia.

Virginia, as has been said before, is seriously lacking in her support of negro education. The negro element in this state is very abounding - not so much so as some of the other states, but the per capita of negro population approaches that of the white, and it seems as though it would be profitable to her to lend greater support to this cause. It may be said that she does the best she can, and probably it is true. Whenever greater bearing is given to the discussion of negro education, friction is caused among the people and those promoting the cause of the negro. The southern white man does not follow the philosophy of Socrates in a discussion of this kind. The latter, when he was accused of corrupting the youth of Athens, replied that he could not afford to do such because it would reflect on him and on his teachings. Thus, if the white men of the South could understand that the fault on their part to promote the education of the negro only reflected on them, it is probable that better opportunities would be afforded the negroes to

receive better educational training.

To go into the statistics of Virginia relative to the status of negro education, we find that eighty-five per cent. of the colored pupils in the rural sections attend one-teacher and two-teacher schools. In 1916-17, there were 13,567 colored pupils enrolled in schools having more than two teachers, while 95,052 were enrolled in one-teacher and two-teacher schools. In some sections of Virginia, an old custom of having one teacher for two schools still survives. One year she teaches one school, and another year, the other. Such being the case, although not typical, educational advantages are very inadequate where such conditions exist.

Few high schools are provided for colored children. In Virginia, there are only three high schools accredited for four grades of standard work - the Armstrong High School, Richmond, the Booker T. Washington High School of Norfolk city, and the Mt. Hermon High School of Norfolk county. There are also three three-year high schools and several of a lower number of high school grades. In other than cities, there are only two schools offering three years of standard work (twelve units) - the Caroline Training School, and the Mt. Hermon High School in Norfolk county, which enrolled 91 pupils in 1917-18. The enrollment in the high schools of Richmond, Norfolk, and Lynchburg for the same year was 974 pupils.

With the exception of the Mt. Hermon High School in Norfolk County, no high school work is done in any rural schools except the County training schools of which there there are twenty-three in number in Virginia. The following counties have these training schools:

Albermarle	Greensville	Northumberland
Amelia	Halifax	Nottoway
Caroline	Henrico	Pulaski
Charles City	King William	Roanoke
Chesterfield	Lancaster	Rockingham
Cumberland	Lunenburg	Sussex
Fauquier	Middlesex	York
Franklin	Nansemond	

The idea of these county training schools is a new one, and as yet in its early stages. These schools are of great importance because their primary purpose is to train boys and girls to teach. Good work is being done by them as they encourage consolidation of small rural schools, thus affording more and better prepared teachers. The number of teachers at present in the training schools is 116, twenty-five of whom are males and ninety-one are females. This means that there is an average of over five teachers for each school.- a marked improvement over the one- and two-teacher schools. Two to four years of high school work are offered by these schools. (Report of the Superintendent of Public Instruction, 1921).

Again, another defect in the public school system with respect to negro education is the short school term. In 1917-18, the average length of the school term outside of the city districts was only six months. In many counties, the average length of the term was less than six months; in ten counties the average was less than five months; in one county it was four months; and in one county it was 3.2 months. Particularly significant is the fact that the shortest terms for colored schools are commonly found in counties and districts having the largest colored population. A better condition exists in the county training schools; only two have as little as a seven months term; sixteen have eight months; and five have nine months.

Of the colored children of school age, less than two-thirds are enrolled in school. Three-quarters of the white children of school age are enrolled. Thus, we see the necessity of securing better attendance at school on the part of the negro.

The average daily attendance of the colored school population is 37 per cent. It is 52 per cent. for the whites. In the majority of the counties, the average daily attendance of the colored pupils is 35 per cent. or less, and in nine counties it is 20 per cent. or less. The average daily attendance for the white children, on the other hand, never falls below 31 per cent. for any county.

Upon the examination of statistics relative to the average daily attendance of the colored pupils enrolled, it will be found that it is about 63 per cent. In other words, the children enrolled lose about one-third of the education provided them. In some counties, particularly those of the largest colored population, one-half of the education provided is lost.

The question of retardation and elimination of colored pupils must be taken into account in discussing the status of negro education in Virginia. In the schools of the rural districts, the pupils are on an average two years older than the Virginia standard of ages for those grades, and a year to a year and one-half older than the white children of the same grades. In the rural districts, 99.5 per cent. of all the pupils enrolled are found in the elementary school; fifty-seven per cent. of these are found in the primer, first and second grades. In the schools of the rural sections it was found that eighty out of every hundred colored pupils were older than they should be for the grades in which they were located; in the city schools, fifty-five out of a hundred.

Colored pupils begin to leave school after four years of attendance, and by the time they have reached the seventh grade, four-fifths have left the country schools and three-fifths have left the city schools.

Teachers. The teaching force for the negro schools

shows one of the great weaknesses in the public school system for that race. Although the teachers show an earnestness of purpose and a social responsibility, they are handicapped by inadequate training, inadequate equipment and inadequate financial resources to such an extent that teaching is at a very low level. In the first place, too few teachers are employed. The county-wide average for more than one-half of the state ranged from one teacher employed for every seventy colored children of school age to one teacher for every 196 colored children of school age. In several counties, it ranged from 100 to 196 pupils to one teacher employed. Further, the county-wide averages of the colored pupils enrolled, more than one-half the State ranges from forty-one to one hundred for each teacher employed. One instance was recorded in Virginia by the Survey Staff where one teacher was in charge of 110 pupils and conducted her school in one room seventeen and one-half feet by twenty-three feet.

Again, the training and experience of the corps of colored teachers in Virginia is inadequate. Of the 3,000 teachers now teaching, only about one-fifth in the rural sections have received an education above the four years of high school. This average is entirely too low to result in efficient training of the colored children.

Another need in the present system of negro educ-

ation is that of proper certification of the teachers. As much as among the whites should it be required that negro teachers hold good certificates. Unless teachers are capable of handling children and unless they understand the psychology of children, they can never be successful in operating a school or a school-room. Therefore, more "professional" certificates should be required; this would signify that the major principles of pedagogy had been mastered.

The origin of the inadequacy of the colored teaching force is the poor salaries paid them. It could not be expected that a sufficient number of well-educated and well-trained colored teachers would be found in Virginia where the average annual salary is \$30 and an average annual salary is about \$183. This is entirely too little to pay any one in a profession where years of education must be spent in preparation. During the World War, the average annual salary of the unskilled laborer was over double the amount of the average salary paid colored teachers at the same time, and in normal times, the laborer is paid equally that of a colored teacher.

"The pay of teachers must always be the primary problem of school administration. It has been shown that the pay of colored teachers is so low that there is no possibility of securing competent teachers unless and until teachers' pay is materially increased.

"The state appropriates annually to county school boards an amount of money determined by the total number of children (white and colored) together) of school age in the county. That money is apportioned to districts by the county boards and to schools in each district by the district trustees according to their judgment. The result is that money is given to the county by the state in amounts determined by the number of children, white and colored, (the same amount for each white and colored child) but distributed without reference to the relative proportion of white and colored children needing education." (Virginia Public Schools Education Commission Survey and Report, p206).

Buildings and Equipment. Of all the needs of the negro schools of Virginia, probably the most acute is that of good buildings and equipment. Most colored school buildings of this state are in a serious condition. Inadequate space, poorly constructed buildings, unsanitary surroundings, and defective heating and ventilating systems predominate in all localities; even in the cities, wretched conditions exist. Comparisons between the buildings and equipment of the white and colored schools will reveal these facts. For example, take the white and colored schools of Louisa County. In this county, about 45 per cent. of the total population is colored, which means that there are about

eight thousand negroes. At the county seat - Louisa - there is maintained a very good accredited high school for the white children. The building which houses the latter is a large eight-room structure of stone, adjoining which is a spacious auditorium with a seating capacity of over five hundred people, this also being constructed of stone. A large basement is provided for the welfare of the students which contains the furnace and sanitary toilets. The equipment of this building is of a very good order. Single desks, slate blackboards and well ventilated rooms are a great comfort to both teacher and pupil.

On the other hand, if a comparison were to be drawn between this school and the school maintained for the colored children, a marked difference would be noted. The condition of the colored school house is wretched. The building is a two-room affair, resembling a barn, or an old-fashioned negro tenement. The sides are of rough lumber, white washed; there are but two windows on either side through which light is afforded for each of the rooms, and a door between. It would not be taken for a school-house unless it were closely inspected.

Another good example of poorly constructed and inadequately equipped colored school buildings is the one found at Hobson, Nansemond County, Virginia. Here, the negro population is about 400. In a town this size,

inhabited by white people, we would expect to find at least a five-room school building offering a junior high school course of study. But the condition here is quite the contrary. A two-room building takes care of the children, numbering around a hundred. The appearance of the building is indeed not at all pleasing. Constructed of rough, pine material that shows the lack of any attention or care, this building, though only a few years old, is by no means fit to be used for school purposes. The roof is partly waving; the window panes, which have been broken, are replaced by the sides of goods boxes; the grounds on which the school is built is very low, full of tree-stumps and weeds, and is entirely devoid of any attractiveness - all which goes to show that no interest is taken in the education of the negro children.

The interior of this building at Hobson shows the same neglect as the exterior. No attention is given to neatness of the rooms; no time has been utilized placing things in attractive positions; no extra money has been spent buying the things that are essential to classroom instruction, not even blackboards, teachers desks or window shades. The blackboards used by this school are some that have been made of pine boards painted black, and the desks used by the pupils are those that have been discarded by a white school located not very far away. No instruction can be suc-

cessfully carried on where such conditions exist.

What is true of the two examples cited above may easily apply to hundreds of colored schools located throughout Virginia. Many are found in Surry, Isle of Wight, Southampton, Namsemond and practically all the others where conditions are prevalent even worse than those cited, and until more attention is given to the importance of good schools for the negroes, illiteracy among that class of people will always be great.

In many states the proverbial log cabin as a school-house is still not a thing of the past. Florida had in 1910, 313 still in use. Of these, negroes have just about their proportion as compared with the number used by the whites. In Virginia, the last biennial report gives for 1909, 544 log school-houses still in service, of which the negroes use their full share.

South Carolina has 1,777 school buildings for negroes, costing on the average \$ 246.88 for buildings and grounds. When we remember that this includes all the buildings and grounds in cities, we readily see that the average country school is a mere hut. Of these buildings Professor W. K. Tate, State Supervisor of Rural Schools, says: "The negro school-houses are miserable beyond all description. They are usually without comfort, equipment, proper lighting or sanitation." (Forty-third annual report State Superintendent of Education of S. Carolina, p115).

Again, he says in his forty-second annual report to the Superintendent of Public Instruction : "The negro school buildings are in most cases a serious reflection on our civilization. They are without adaptation to school work, are destitute of all proper furniture, and equipment, frequently without window sash, usually unceiled, often without any kind of heating arrangements, and comfortless and unsanitary in the extreme. They are usually erected by private effort and without any sort of suggestion or direction from any competent authority."

Texas, with her seventy million dollar school fund, owns only 1,457 school-houses for negroes, only 185 of which the Superintendent is willing to report as in good condition; 471 are in bad condition; and all the others only fair, Six hundred and eighty-two are taught in rented buildings. "There is not a state in the South that has anything like adequate buildings for its negro students. Every Southern white man should hang his head in shame that we have boasted what we are doing for the negro, and are still trying to give them the training in places, many of which would not be good enough for a horse or mule." (Present Forces in Negro Progress, Weatherford, p121).

One of the most wretched conditions of the rural colored school is the lack of proper sanitation. In most cases the sanitation cannot be called poor; there is none. The Superintendent of Public Instruction of

Virginia reports for 1909 3,952 school out-houses, not all of them really sanitary, and 3,051 schools with no toilet facilities whatever. Inasmuch as this includes both city and country schools, and for both races, it will readily be seen that the rural negro schools would likely have not more than one school in five supplied with toilets. There can be no real morality fostered under conditions like these. Now, if our public schools are forced to become breeders of indecency and immorality, they surely cannot serve the purpose for which they were established - the making of efficient citizens.

Another need of the colored schools of the South is provisions for larger playgrounds. The usual condition of the playgrounds - if there are any at all - is very distressing. No space is left for recreation grounds in most cases, and when it is, it is usually low, poorly drained and full of tree-stumps. Of course the schools could not be attractive to the boys, and as a result, most of them will drop out at an early age. Of all the public schools in Virginia, 1,667 of them own half an acre or less than an acre, and only the smallest proportion own sufficient land to give decent playgrounds. No school should be built on less than a five acre plot in the country or less than three acres in the city. This alone would do more to keep the children satisfied with the school than would any other

thing outside the personality and ability of the teacher.

".....Recently I visited a rural negro school in Virginia where a group of boys were attempting to play ball at recess. It was simply impossible to have a game, because the school owned only half an acre of land, and all around were trees, stumps and other obstructions. A ball could not be batted or thrown fifty feet without striking one of these obstructions." (Present Forces in Negro Progress, Weatherford, p126).

Supervision. The most practical way to improve the present colored teaching corps in Virginia would be to secure the services of a sufficient number of well-trained supervisors who would look toward the betterment of the negro public school system. They should receive a salary comparable to their experience and worth, and besides this, their expenses should be paid in order to insure entire satisfaction on their part. Lack of provision for the means and expense of travel constitute one of the greatest difficulties to be overcome by colored supervision at present. It would be true economy for the counties to furnish sufficient traveling allowances to enable supervisors to provide their own cars or other means of travel.

In most of the counties of Virginia today, the superintendent is the only supervisor of teacher-training. Where such is the case, the lack of supervision is keenly felt, because it is an utter impossibility

for the superintendent to look after the other matters of his office and at the same time take care of the supervisory details. He may be a great asset to better teaching by putting intense enthusiasm in his work, "It has been my privilege to visit a great many of the rural schools in company with the division superintendents. I spent a whole day last fall in the buggy of Mr. Arthur D. Wright, Division Superintendent of Henrico County, Virginia, visiting a number of his schools. The very fact that he was interested enough to do his work put new enthusiasm in the teachers in addition to the advice and counsel he was able to give. We must have an increasing number of our choicest Southern white men who will consider this work a part of their duty and an opportunity for splendid service." (Present forces in Negro Progress, Weatherford, p137).

"The work of these colored supervisors deserve the active support of local and State authorities. At present they are working for very inadequate salaries and sometimes at a great personal sacrifice. More should be employed and better provision should be made by the State for their remuneration. For a very small expenditure of funds the State and the counties are receiving very large returns from this body of workers." (Virginia Public School Survey, p213).

" Unless some provision is made for supervision, children in the rural sections of Virginia must con-

tinue to receive a very inferior grade of instruction. In the judgement of the Survey Staff, provision for the adequate supervision of rural schools is one of the most pressing needs of the present time." (As above, p216).

Chapter V.

What to teach Negroes.

Several factors should determine the content of the material taught negroes in the public schools of Virginia, just as is true of that taught white children. Location, environment and occupation are probably the most striking of these factors. Therefore, in order to arrange a course of study for the colored schools, each of these conditions must be taken into consideration. It would be very difficult to put into effect any one plan that would take care of all these differences, but working on an ideal basis, one may be submitted that would most nearly fit the needs of either taken separately, or unitedly.

In order to accomplish the most in securing good material for each condition, courses of study should be submitted to each of the colored schools demanding such courses; for instance, take the two-room colored school as found in the rural sections. The courses offered in this school need not necessarily be the same as those offered in a five-room school, all other things being equal. More time could be spent in the subjects offered in the latter, and consequently more

opportunity for a wider range of subjects would be possible.

Consider as another example the five-room school and the high school of the city. Here again a diversity of subjects will be noted. In the city high school for colored children still a broader range of subjects must be offered in order to take into account the individual differences of children, and at the same time, courses entirely different from those of the five-room rural high school must be offered in order to satisfy needs entirely to the converse of those of the rural sections.

Just as there are different needs to be met in different schools, so are there also different needs to be satisfied by different pupils of the same school. Here again courses must be offered by each school to satisfy, as near as possible, the various needs of the different pupils. Courses of study for the different types of schools may be made out to include the follow-

Grade:	Subject:	Type I. (One-room rural)
1st.	Phonics	
	Reading	
	Writing	
	Spelling	
	Arithmetic (Learning figures, etc.).	
	Drawing (Sense contact objects)	
	Story-telling	
2nd.	Same as First (More advanced).	
3rd.	As Second, Geography added. (No phonics).	

Type I. (Continued).

Grade: Subject:

- 4th. As third with addition of History.
- 5th. As fourth with addition of physiology.
- 6th. As fifth (More adv.), with plant study.
- 7th. As sixth, with Science or Agriculture.

Type II, Two-room rural school.

Grade: Subject:

- 1st. As type I,
- 2nd. As type I.
- 3rd. As type I.
- 4th. As type I.
- 5th. As type I, More time is devoted to
- 6th. As type I. these grades than to those
- 7th. As type I, of one-room school.
- 8th. (If offered at all).

Algebra. *9*

Latin. *9*

Rhetoric.

History or Science

Physiography

Manual training.

Type III. Five-room rural junior high school.

Grade: Subject:

- 1st & 2nd. Same as two-room school, with
exception that one teacher in charge
can devote more time to each subject.

Type III. (cont.)

Grade: Subject:

3rd & 4th. As above.

5th & 6th. As above.

7th, 8th & 9th, Compose the high school. Two teachers teach all classes as follows:

7th.

Arithmetic. (Advanced).

Grammar and Composition.

Spelling

Writing

History & Civics

Agriculture and Botany

Physiology and Hygiene

*What about
Symmetries?*

8th.

Algebra {

Latin }

Composition & Rhetoric.

Physiography

Industrial Arts and Manual Training

Ancient History

Physical training and athletics.

9th.

Latin (Caesar). 2

Algebra 2

American Literature & Comp. (with classics).

Commercial Geography & advanced Agriculture.

Type III.(cont.)

Grade: Subject:

9th.(cont,)

American History and advanced Civics

Shop work.

Experiments in Science

Physical training and athletics.

(Pupils have three optionals in each of the two higher grades, with the exception of Agriculture, Shop-work and Physical Training).

Type IV. Senior high school with at least eight teachers. Here a greater diversity of subjects may be offered either in the country or city high school.

Grades one to eight are practically like those of the five-room country high school, with the exception that there will probably be a teacher for each grade in Type IV, and more personal and specialized work can be done.

Eighth:

Latin ?

English Grammar and Composition.

History (Ancient)

Algebra

General Science

Shop work

Ninth:

Latin ?

English Composition and Rhetoric

Type IV, (cont.)

Ninth: (cont.)

Algebra

Domestic Science & Industrial Arts

Shop work

History (Medieval & Modern)

Tenth:

Latin (French or German) *No*

English Literature (Classics and Parallel)

Plane Geometry

Chemistry

English History

Industrial Arts or Agriculture

Eleventh:

Latin (French or German) *No*

American Literature (Classics and parallel)

Solid Geometry or Business Arithmetic

Physics

American History & Civics

Music or Vocal Culture

Bible

Shop work.

As the above course of study is arranged, a wide range of electives appear, and particularly so is it true of the last two years of high school. When a negro is graduated from a school where such a diversified course of study is offered, he is not only well prepared for entrance into college, but he is also prepared to go

out into any phase of life qualified to do most of the things an average man can do.

Having concluded the chapter on "what to teach negroes", and having specified the more general needs of the negro schools of Virginia, the whole problem of negro education has been generally considered. More statistics could be given to show that it would be advantageous to the white people of Virginia to improve the educational facilities among the colored people, but in a short dissertation like this, such general information need not be stated. As a convincing statement, Mr. W. D. Weatherford, in his book Present forces in Negro Progress, concludes:

"The light slowly dawns over the far horizon. It has been long coming, but it is slowly driving back the clouds and darkness. More money spent on buildings and grounds, better sanitation, better supervision by white superintendents and colored industrial teachers, better trained teachers, and more sympathetic co-operation on the part of Southern white men will hasten the day when our brothers in black shall know the truth, and the truth shall make them free."

Passed 8/17/22
H. J. [unclear]
Passed 8/16/22
W. T. Hodges

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