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SURVEY OF NEGRO COLLEGES  
AND UNIVERSITIES

PREPARED IN THE DIVISION OF HIGHER EDUCATION

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\$100,000,000. The race has also produced a number of talented artists, painters, sculptors, musicians, poets, authors, and actors who have gained national recognition.

To what may be attributed the remarkable progress that has been made in the short span of half a century? No single factor has contributed more than education. When the Negro emerged from slavery, practically no private or public schools, except in isolated instances, existed for his enlightenment. Few negro children were attending schools of any type. At that time 90 per cent of the entire colored population of the country was illiterate. Now, negroes enrolled in the public schools number 2,150,000. The annual expenditures for negro education amount to \$37,000,000, of which \$3,000,000 is derived from negro sources, and illiteracy has been reduced to approximately 10 per cent.

This is a heartening presentation of the facts. There is, however, a gloomy side to the picture. With the rapid growth in the Nation's negro population, which has increased from approximately 4,500,000 in 1865 to 11,600,000 in 1925, a gain of almost 160 per cent, new problems have arisen and multiplied. The proportion of crime among negroes has gained with the increase in population. A similar situation prevails with regard to juvenile delinquency. While the death rate is being gradually reduced, a large percentage of the race is still living under insalubrious and unhealthy conditions. The complexities of the modern social organization are becoming a maze of interacting tendencies. The difficulties obstructing economic, social, and spiritual progress constantly grow less simple. The situation calls for even greater striving and more difficult achievement in the future.

The immediate need is more education, better education, and higher education. The latest available figures show that there are approximately 48,000 negro teachers in the United States, including those teaching in elementary schools, high schools, and colleges. Of this number, 1,050 are teachers in institutions of higher learning and 46,950 in elementary and high schools. Upon the latter rests the responsibility of educating 5,000,000 negro youths under the age of 19 years, a task far beyond the capacities of such a small number. The lack of teachers is serious. It is so evident as to preclude the necessity for discussion.

Elementary and secondary education are directly dependent on higher education. Teachers for primary schools should have at least two years of normal or college training, and teachers for high schools not less than four full years of college work. A considerable proportion of the 46,950 teachers now giving instruction in negro elementary and high schools are deficient in proper training. Many have not received more than a primary school preparation, while the

training of a large number of others has been limited to one or two years in secondary work or graduation from a high school. A shortage prevails not only in the number of teachers but also in their quality.

The solution of this problem is largely centered in higher education. If more teachers adequately trained and prepared for the overwhelming undertaking of educating 5,000,000 boys and girls are to be provided, the task must be done in the institutions of higher learning. There are approximately 86,000 negro youths attending secondary schools. Large numbers drop out before completing high-school work. The pressing need is that the students now obtaining secondary education not only remain until they have received their certificates of graduation but that a far greater proportion than at present enter college and train themselves for careers as elementary and high-school teachers. The limited income of the average colored family makes necessary grave self-denial to send a son or daughter through college. Only through the sacrificial efforts and the unselfish devotion of the negro people themselves is it possible for them to improve their condition and to realize the ideals of the race.

The economic salvation of the Negro is dependent to a great degree upon his training in the fields of agriculture, mechanic arts, and crafts. While 1,000,000 negroes own or operate farms, there are 1,178,900 members of the race engaged in ordinary farm labor. The lack of training in mechanic arts and crafts is indicated by the fact that only 56,000 are skilled craftsmen as compared with 1,371,000 pursuing unskilled occupations or employed as day laborers. All States have established land-grant colleges offering courses in agriculture, mechanic arts, and home economics. In these colleges members of the race may prepare themselves not only to become teachers in these fields but also to enter into these vocations with all the advantages of superior specialized knowledge. If continued progress is to be made to higher economic levels, the negro youth must take advantage of these opportunities. The unlearned and unskilled occupations can not remain the goal of his ambitions.

National social and economic life demands the training of many more negro professional and technical leaders. This is also a question of higher education. To safeguard the health of the colored people and of their neighbors, to instruct them in hygiene, sanitation, and in the measures necessary to ward off disease, care for those that fall ill, are as essential as intellectual and economic development. There are 3,500 negro physicians and surgeons in the United States, or approximately 1 colored physician to every 3,343 negroes. The white race has 1 physician to every 553 persons. A serious lack of negro dentists prevails. There is only 1 to every 10,540 negro inhabitants. In technical lines an even more pronounced shortage of trained men is revealed. There are in the United States only 50 negro architects,

184 engineers, 145 designers, draftsmen, and inventors, and 207 chemists. Professional and technical education can be obtained in institutions of higher learning only.

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

The negro people are an integral part of the American citizenry. Numbering 11,600,000 they represent 9 per cent of the total population of the United States. In the World War, 368,000 answered the call to the flag and about 200,000 served in the American Expeditionary Force in France. Improvement of the economic welfare of the members of this race, protection of their health and physical well-being, their moral, intellectual, and aesthetic uplift are questions immediately affecting the other 91 per cent of the country's population. The attainment of these objectives can only be accomplished through higher education, through its upbuilding, expansion, and development.

The ensuing pages contain a critical study of negro higher education as it exists at present. The facts thus brought out, not abstract theories, form the basis of recommendation for the future.

## Chapter II

# CONTROL AND FINANCE

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The government and financing of negro higher educational institutions are acute problems. They are interrelated. The question of support rests in a large measure on methods of control. Institutions with types of government inspiring confidence have a tendency to make the most effective appeal for support. Institutions with poorly understood governing organizations frequently encounter difficulties in securing adequate incomes.

Four general types of government were found among the 79 universities and colleges included in this survey. They are classified as follows:

Twenty-two publicly supported institutions under State ownership and control, including land-grant colleges, normal and teacher-training colleges.

Nine universities and colleges owned, governed, and controlled by independent boards of trustees and privately supported.

Thirty-one universities and colleges under ownership and control of northern white denominational church boards and privately supported.

Seventeen privately supported colleges owned and governed by negro denominational church organizations or conferences.

The general type of government found in the publicly supported and controlled institutions consists, with a few exceptions, of compact boards of from 4 to 12 trustees appointed either by the governor with the consent of the senate or elected by the State legislatures. These boards include in most cases leading white citizens of the States and in almost every instance prominent citizens of the communities in which the colleges are located. That this method of control has established itself in the public confidence is indicated by the fact that the 22 colleges comprising this group have an annual income of \$3,201,575 or 37.5 per cent of the \$8,560,551 making up the total annual income of 78 of the institutions, the annual income of one of the colleges not being furnished. The average annual income per institution of this group amounts to \$145,526, as compared with \$109,752 per institution for the total institutions, an excess of \$35,774.

In the case of the universities and colleges under control of independent boards of trustees, it was found that these boards include both white and colored members and are self-perpetuating in character. They have from 16 to 25 trustees, made up chiefly of nationally known philanthropists, educationists, capitalists, and other persons of note. A number of leading local citizens are also found on these boards who serve to stimulate local interest in the institutions. The nine universities and colleges comprising this group are in most cases the larger negro institutions of higher learning. They enjoy public confidence to an extensive degree, and have a total annual income of \$2,349,739, which is 27.4 per cent of the total income of the institutions included in the survey. The average annual income per institution of this group is \$261,082, an amount \$151,330 higher than the average annual income of all the institutions surveyed and far in excess of the average of any other group.

The colleges comprising the group owned, controlled, and supported by negro church organizations represent the real effort of the negro race to provide its own higher education facilities. These institutions generally are under the government of cumbersome and unwieldy boards of negro trustees ranging from 30 to 182 members. The large size of the boards is due to the fact that the State church organizations are subdivided into district conferences, with each district entitled to a fixed number of representatives on the boards. Of the 17 colleges making up the group, the annual income of one of the institutions was not furnished. Eliminating this, the total annual income of the remaining 16 amounts to \$1,071,636, which is 12.5 per cent of the total annual income of all the institutions. The average annual income per institution is \$66,977 or \$42,775 less than the average annual income of all the universities and colleges included in the survey. As this group of colleges represents a more or less pioneer development in education, these figures are of special significance.

A radically different method of government exists in the universities and colleges under control of northern white church boards. These colleges, which make up over one-third of the total number of institutions included in the survey, are governed and administered in most instances direct from the headquarters of church organizations located in New York, Chicago, Pittsburgh, and St. Louis. While local boards of trustees composed of representatives of the particular church denominations have been created, these boards do not usually own the property of the institutions and have little authority in their government. Supervision of receipts and disbursements, methods of accounting and bookkeeping, appointment of teachers, and many other important administrative matters are handled, with

a few exceptions, direct from the central offices of these denominational boards in northern cities. This group's total annual income is \$1,893,333, which is 22.2 per cent of the entire income of the institutions. Its average annual income per institution is \$61,075 or \$48,677 less than the average annual income per institution of all the universities and colleges.

In the following list are shown these different groups arranged according to the size of their average annual income per institution:

First. Institutions controlled by independent boards of trustees.....	\$261,082
Second. Colleges under control of State authority.....	145,526
Third. Colleges under control of negro church organizations.....	60,977
Fourth. Institutions controlled and administered from central headquarters of northern white church boards.....	61,075

It is evident from the above figures that the institutions of higher education which have the largest incomes are governed by independent boards of white and colored trustees of whom some are leading local white citizens whose local pride interest them in the development of their institution. The average annual income per institution for this group amounting to \$261,082 is \$115,556 more than that of the negro land-grant colleges, the second on the list, and exceeds that of the group of institutions under the control of northern white denominational church boards, the lowest on the list, by \$200,007.

Included in the group with the second largest annual income per institution are the publicly supported and State controlled institutions. While the annual income of the land-grant colleges included in this group is considerably augmented by Federal appropriations, public confidence in their governing bodies, and the efforts of their trustees are largely responsible for the size of the State appropriations made for their support. The average annual income per institution of this group, amounting to \$145,526, is \$78,549 higher than the average annual income per institution of colleges operated by local State negro church organizations, the third on the list, and \$84,451 in excess of that of the northern white denominational church board group, which has the smallest average annual income per institution.

Colleges having the third largest average annual income per institution comprise the group under the supervision of State negro church organizations or conferences, an impressive ranking in view of the lack of wealth existing generally among the negroes of the South. That the negro church organizations have been able to provide an average annual income for their colleges in excess of that of institutions operated by the northern white denominational boards is a high tribute to their sacrificial and unselfish devotion to negro higher education. While the large size of the governing boards of this group has the general effect of securing the interest of a large

number of leaders, this plan of control interferes with facility and dispatch in the administration of institutional business. The creation of small executive committees with authority to act for the large boards only in part avoids the disadvantages of lodging final responsibility in unwieldy boards. Church politics and personal rivalries are not unknown factors of disturbance and inefficiency under such arrangements.

As already indicated, the average annual income per institution of the universities and colleges operated by the northern white church denominational boards is the lowest of any of the groups. The system of government from central headquarters in northern cities makes less vital the local interest in the welfare and development of the colleges. With few outstanding white citizens of the local communities participating in their administration and actively engaged in their upbuilding, these institutions are deprived of a potential source of support and influence. With an average annual income per institution of \$61,075, the support being accorded them, as previously pointed out, is \$84,451 less than that of the State-controlled colleges and \$5,902 less than that of the institutions controlled by negro church organizations.

The above discussion deals in general with the interrelation and interdependence of government and finance in the various groups of negro higher educational institutions. Other factors, however, are important when the universities and colleges are considered individually. It is now proposed, therefore, to present the variations of control within the groups, the annual income derived from various sources, and other important phases of administration as related to support.

### *INSTITUTIONS GOVERNED BY INDEPENDENT BOARDS OF TRUSTEES*

The universities and colleges making up this group are generally effectively governed and economically managed. Members of the boards exhibit an active interest in their trusteeship and maintain close touch with the financial, administrative and academic affairs of the institutions. A list of the institutions included in this group follows:

1. Tuskegee Normal and Industrial Institute, Tuskegee Institute, Ala.
2. Howard University, Washington, D. C.
3. Atlanta University, Atlanta, Ga.
4. Spelman College, Atlanta, Ga.
5. Lincoln Institute of Kentucky, Lincoln Ridge, Ky.
6. Morgan College, Baltimore, Md.
7. Lincoln University, Chester County, Pa.
8. Fisk University, Nashville, Tenn.
9. Hampton Normal and Agricultural Institute, Hampton, Va.

Nearly all the universities and colleges in this group are well-known negro institutions of higher learning in the United States. The most important exception is a school largely of secondary grade, but which by reason of the able manner in which it has been governed has succeeded in building up a permanent endowment of approximately \$278,000, yielding an annual income of \$11,000.

The general plans of administration of the independent boards of trustees are similar in method and procedure. While the full boards meet only once or twice a year, they have been organized for the transaction of routine business into standing committees, the most important of which are the executive and finance committees.

The executive committee as a rule has immediate supervision over the operation of the institutions and has been delegated power to act in matters of particular and immediate urgency. The president of the institution in most instances serves *ex officio* on this committee. The finance committee is charged with responsibility for handling financial affairs. In one of the institutions, this committee's powers are extraordinarily extensive and include direct supervision over all receipts and disbursements.

Accounting and cost systems in use in the institutions of this group are efficient and well organized, indicating that the boards of trustees have given considerable attention to this aspect of their responsibility. In some instances, auditing committees have been designated to supervise the bookkeeping work and the business offices. Annual audits are made of the accounts by outside certified public accountants. All the institutions without exception operate on annual budgets approved by the trustees. Administrative officers of the institution are required to adhere strictly to the budget except in emergencies, when the consent of the executive committee must first be obtained before expenditures, not originally included in it, may be made.

Notwithstanding the recognized efficiency of the method of government prevailing in this group, several of the institutions were found with annual operating deficits. This situation is due chiefly to the cessation of effort and relaxation of energy on the part of the governing and administrative officials in securing necessary annual financial support. One of the institutions, however, which was in serious straits until recently, raised \$382,000 in a single year to cover its heavy deficit. A second has also arranged for the elimination of its operating deficit by securing increased revenues through an endowment fund for its medical college. A third university, with a deficit in current expenses of approximately \$13,000, is suffering from a poorly organized board of trustees. This condition will have to be rectified before its finances can be placed on a stable basis.

As previously stated, the annual income of the nine universities and colleges controlled by independent boards of trustees amounts to \$2,349,739. The different sources from which this income is derived and the amount obtained from each are as follows:

State appropriations.....	\$12,000
Federal appropriations.....	226,400
Church appropriations.....	28,600
Interest on endowments.....	850,707
Gifts for current expenses.....	705,261
Student fees.....	459,774
Income from sales and services.....	29,844
Other sources.....	37,153
<b>Total.....</b>	<b>2,349,739</b>

It is obvious from a study of these figures that the principal sources of support for the institutions comprising this group are interest on productive endowments and gifts for current expenses. From these two sources alone, 66.3 per cent of their total revenues are obtained. The meticulous and careful manner in which the institutions are administered has a direct bearing on their income from these two items as it is only through public confidence in their governing bodies that they have succeeded in building up productive endowments with large annual yields and have been able to make successful appeals for annual gifts and donations to defray their regular operating costs. The proportion of income derived from other sources in this group is as follows: 0.5 per cent from State appropriations; 9.7 per cent from Federal appropriations; 1.3 per cent from church appropriations; 19.6 per cent from student fees; 1.5 per cent from sales and services; and 1.1 per cent from other sources.

Being private institutions it is not to be expected that any of these universities and colleges would obtain support from public sources, yet the records show that three of the eight receive annually State or Federal funds. The State of Alabama appropriates approximately \$5,000 each year to one of the colleges which likewise receives an average of \$8,400 annually from the Federal Government under the Smith-Hughes Act. Another college, located in Maryland, is also partially supported by State appropriations, the amount being approximately \$7,000 annually. The largest institution in the group received 60.7 per cent of its total income for 1926-27 from Federal appropriations. This amount, however, included appropriations for capital outlay.

The percentage of revenues derived from student fees in this group is not high, being but 19.6 per cent of the total annual income. That the students attending these independent institutions pay such a small portion of the cost of their education is directly traceable to the able management of the governing boards.

Most of these institutions have very large physical plants, although in the case of a few individual colleges additions to plants are sorely needed. The capital investment in the properties of the group amounts to \$8,329,507, or \$925,500 per institution. Land owned by the institutions totals 3,953 acres, with 384 used for educational activities and 3,269 for noncampus purposes. The investment is distributed as follows:

Value of land.....	\$1,417,510
Value of buildings.....	5,807,743
Value of equipment and furnishings.....	1,104,254
Total.....	8,329,507

The universities and colleges are as a rule well supplied with educational equipment, large expenditures having been made for the purpose. The development of the physical plants on the whole, however, has been insignificant during the past five years except in the case of the university so largely supported by Federal funds, which has expended \$634,000 in the construction of new buildings on its campus.

The total productive endowment funds owned by this group of institutions amounts to \$16,394,328. The boards of trustees have supervision over the investment of the endowment and the purchase of securities is generally made through a finance or investment committee created by the board. The authority of this committee varies in the different institutions. At one of the larger colleges the investment committee has plenary power to make or change all investments of the corporation's funds, while final approval of the full board of trustees is required in most of the other institutions before investments are consummated. In the case of one university, a special financial representative with headquarters in Philadelphia has charge of the investment of the endowment funds while a New York trust company is custodian of the securities of another institution.

#### **PUBLICLY SUPPORTED AND CONTROLLED NEGRO INSTITUTIONS**

Although the 22 institutions comprising this group are as a whole well governed by compact boards of trustees, the government of some of them has been seriously hampered. The list of colleges includes 15 of the 17 negro land-grant colleges in the United States and 7 State normal and teacher-training institutions. Two of the negro land-grant colleges—the State Agricultural and Mechanical Institute for Negroes of Alabama and the State Industrial College of Kentucky—did not participate in the survey. The institutions making up the group are as follows:

1. Arkansas Agricultural, Mechanical, and Normal School, Pine Bluff, Ark.
2. State College for Colored Youth, Dover, Del.
3. Florida Agricultural and Mechanical College, Tallahassee, Fla.

4. Georgia State Industrial College, Savannah, Ga.
5. Agricultural and Mechanical College for Negroes, Forsyth, Ga.
6. Georgia Normal and Agricultural College, Albany, Ga.
7. Southern University and Agricultural and Mechanical College, Baton Rouge, La.
8. Princess Anne Academy, Princess Anne, Md.
9. Alcorn Agricultural and Mechanical College, Alcorn, Miss.
10. Lincoln University of Missouri, Jefferson City, Mo.
11. Negro Agricultural and Technical College of North Carolina, Greensboro, N. C.
12. North Carolina College for Negroes, Durham, N. C.
13. North Carolina State Colored Normal School, Elizabeth City, N. C.
14. State Normal School for Negro Race, Fayetteville, N. C.
15. Winston-Salem Teachers College, Winston-Salem, N. C.
16. Colored Agricultural and Normal University of Oklahoma, Langston Okla.
17. Cheney Training School for Teachers, Cheney, Pa.
18. South Carolina State Agricultural and Mechanical College, Orangeburg, S. C.
19. Agricultural and Industrial State Normal College, Nashville, Tenn.
20. Prairie View State Normal and Industrial College, Prairie View, Tex.
21. Virginia Normal and Industrial Institute, Ettricks, Va.
22. West Virginia Collegiate Institute, Institute, W. Va.

Of these 22 colleges, 14 are governed by separately organized boards of trustees, 2 are administered directly by State boards of public education, 2 are under the supervision of State boards of control, and the remaining 4 are either branches of State universities or controlled by anomalous bifurcated authority.

Institutions under the government of separately organized boards of trustees with a few exceptions represent the leading negro land-grant colleges and State normal and teacher-training colleges. As a rule they are among the colleges receiving larger State appropriations, both for maintenance and capital outlay, are administered according to modern methods, and their governing boards have local representation in constant touch with their affairs. The government of these colleges is highly efficient, with small boards of trustees largely local in character and actively interested in every phase of their development. One institution is supervised by the superintendent of public instruction of the State, who has the appointive power over the board of trustees.

The colleges of this group under the direct government of the State board of education are the negro land-grant colleges of Louisiana and Tennessee with the administrative power centralized in the principal educational agencies of the State; these institutions do not encounter the difficulties of other land-grant colleges in securing appropriations from the State legislatures. In each instance they were found to be efficiently administered.

The negro land-grant colleges of Florida and West Virginia are controlled by the State boards of control created for the administration of all the educational and charitable institutions in these States. Rigid supervision is exercised over disbursements, including operating expenses, purchasing of supplies, and accounting systems. Notwithstanding the apparent inelasticity of the systems employed, the boards of control were found to be vitally interested in these institutions and to have been largely responsible for their upbuilding.

The negro land-grant college of West Virginia is governed jointly by the State board of control, which has complete jurisdiction over its financial affairs, and the State board of education, which supervises its educational functions. Divided authority of this type in the administration of higher educational institutions has its disadvantages, but a spirit of cooperation exists between these two boards with the result that the institute has made rapid progress during recent years. The State board of education appoints the president of the college.

At the time of the inauguration of this survey of negro higher educational institutions six colleges were being administered as branches of the State universities of their respective Commonwealths. In the course of the survey two of the institutions abandoned this plan of control, organized independent boards of trustees composed of leading local citizens, and thus centralized administrative authority. One of these was the negro land-grant college of Georgia, which ever since its establishment in 1862 had been hampered by a divided government consisting of the trustees of the State university and a self-perpetuating commission. Largely on account of this dual method of control with its lack of centralized responsibility, this institution was receiving such a small amount of income from the State that in June, 1923, the Secretary of the Interior, after a survey made by the United States Bureau of Education, raised the question of withdrawing funds contributed by the Federal Government for its support. When this matter was called to the attention of the university and the State authorities the question of reorganizing the institution was given consideration and as a result a complete reorganization has been effected in its government, an independent board of trustees has been created with local representatives, and at the last session of the legislature a biennial appropriation of \$110,000 for its proper maintenance was made.

A similar situation existed in the case of the negro land-grant college of Arkansas. For many years this institution was a branch of the State university and under the jurisdiction of its board of trustees. Local initiative and incentive were discouraged through an arrangement whereby all of its affairs were handled by the State university

executive officials located in a distant city. Other disadvantages of absentee administration had the effect of interfering with the proper functioning of the college. Although the State provided funds for maintenance the physical plant had deteriorated to such an extent as to be almost untenable for school purposes. The Arkansas State Department of Education took the initiative in reorganizing the institution. Through the efforts of the department the college was completely separated from control of the State university and placed under the supervision of an independent board of trustees. In 1921 the United States Bureau of Education conducted a survey of higher education in Arkansas and called particular attention to the physical conditions existing at this institution. Based largely upon its recommendations, a new site for the school consisting of 100 acres has been purchased outside of Pine Bluff with a view of providing improved facilities for agricultural education, a fund of \$450,000 was raised for a new building program, a part of which was provided by State appropriations, and plans are rapidly being consummated for placing this institution on a high plane, comparable with negro land-grant colleges maintained by other States.

Of the four colleges still retained under the authority of the board of the State university one is the negro land-grant college of Texas. This institution is a part of a system of agricultural and mechanical colleges operated by the State, all under control of the same board of trustees and with the same president. In the administration of the different colleges in the system the board has so organized itself that each individual institution is under a separate committee of three trustees headed by a chairman. Due to this division of the responsibilities of the trustees and to the unified and impartial efforts of the board to build up the entire system, this particular institution, instead of being hampered, has developed into one of the leading negro land-grant colleges of the country.

The negro land-grant college of Maryland and two teacher-training institutions located in the State of Georgia are branches of the State universities. Divided authority and vague responsibility have resulted in ineffective government and confused administration.

The negro land-grant college of Maryland is not only a branch of the State university but is also a branch of a private college situated in the city of Baltimore. Regents of the State university control the agricultural, mechanic arts, and home economics departments of the institution while the board of trustees of the private college has jurisdiction over its other academic functions. The executive head of the academy is the president of the private college at Baltimore. Although receiving funds under the Federal land grant acts and a fair degree of support through State appropriations, this institution appears to be making little progress.

The two State teacher-training institutions in Georgia are likewise handicapped by similar methods of government. One is operated under the auspices of the State University of Georgia and under its own board of nine trustees appointed by the governor. Four of these trustees reside in Northern States. The other is also a branch of the State university, and at the same time is controlled by a board of 10 trustees. Its work is entirely on a secondary level, no apparent effort having been made to develop the institution to a college rank. The government of both of these schools is lacking in initiative, energy, and concentrated effort in their upbuilding.

All the institutions under State control have excellent accounting systems. Bookkeeping methods are largely prescribed in States where boards of control and budget offices have been created. In the State of North Carolina, a law has been enacted compelling all State educational institutions as well as other State departments to use the same accounting classifications. The benefits of such an arrangement are self-evident. Most of the colleges operate on institutional budgets although some of the less progressive and smaller schools have not yet adopted this modern method of financial administration. The books of the institutions of this group are audited at regular periods by State auditors or other State fiscal officers and financial reports are submitted in most cases to the governor or the legislature.

Because of the fact that they are publicly supported, the annual income of these 22 institutions, totaling \$3,201,575 exceeds that of any of the other groups, although the annual average income per institution is not so high as that of the group under the control of independent boards of trustees. The various sources from which this income is derived are as follows:

State appropriations.....	\$1, 909, 161
Federal appropriations.....	259, 120
Church appropriations.....	3, 963
Interest on endowment.....	14, 612
Gifts for current expenses.....	117, 479
Student fees.....	438, 035
Income from sales and services.....	307, 721
Other sources.....	151, 484
Total.....	<u>3, 201, 575</u>

As is to be expected, the greater proportion of the support of these colleges comes from public sources, 59.6 per cent of the total revenues being realized from State appropriations and 8.1 per cent from Federal appropriations. The total per cent derived from these two sources is 67.7. Of the remaining income, 0.1 per cent comes from church appropriations, 0.4 per cent from interest on endowment, 3.7 per cent from gifts for current expenses, 13.7 per cent from student fees, 9.6 per cent from sales and services, and 4.7 per cent from other sources.

A further evidence of the confidence reposed in the governing bodies of the institutions of this group is reflected in the gifts made to them for current expenses. The figures show approximately \$117,000, or 3.7 per cent of their annual income received from this source. Laws exist in many of the States forbidding a charge for tuition, except in the case of out-of-State students, and the levying of large fees against students is generally discountenanced. Notwithstanding these restrictions revenues from student fees amount to 13.7 per cent of the total income or within 6.2 per cent of that of private institutions controlled by independent boards of trustees. Being publicly supported, few of the institutions have endowment funds of any size, the total for the entire group amounting to only \$96,736.

The total value of the physical plants of the 22 institutions making up this group is \$10,443,746, the average investment per institution being \$474,715. Land owned by the colleges consists of 5,751 acres, of which 926 are used for educational purposes and 4,825 for non-educational purposes. The capital investments are divided as follows:

Value of land.....	\$1,417,015
Value of buildings.....	7,406,560
Value of equipment and furnishings.....	1,620,171
Total.....	10,443,746

One of the most impressive phases of educational development disclosed by this survey has been the extensive improvement made at public expense in the physical plants of the State-controlled and publicly supported negro institutions of higher learning. Over the past five-year period 11 of the 15 negro land-grant colleges have received State appropriations ranging from \$75,000 to \$775,000 for new buildings, and five of the seven State teacher-training institutions from \$23,000 to \$185,000 for capital outlays. In almost every case the institutions in which no building improvements have been made are those with ill-defined types of government and under dual systems of control.

#### **COLLEGES CONTROLLED AND ADMINISTERED BY STATE NEGRO CHURCH ORGANIZATIONS OR CONFERENCES**

The colleges included in this group with a single exception are owned, administered, and financed by members of the colored race. Their teaching staffs are composed entirely of negroes. Eleven of the institutions are conducted by the African Methodist Episcopal Church through its State conferences, five by the Colored Baptist Church, and one jointly by the Colored Methodist Episcopal Church and the white Methodist Episcopal Church, South. Except for Wilberforce University in Ohio, all of them are located in centers of negro populations in the South, Mississippi and Virginia being the

only Southern States in which negro church denominational organizations have not established one or more of their own colleges. The institutions comprising this group are as follows:

1. Miles Memorial College, Birmingham, Ala.
2. Selma University, Selma, Ala.
3. Shorter College, North Little Rock, Ark.
4. Edward Waters College, Jacksonville, Fla.
5. Morris Brown University, Atlanta, Ga.
6. Paine College, Augusta, Ga.
7. Simmons University, Louisville, Ky.
8. Coleman College, Gibbstown, La.
9. Kittrell College, Kittrell, N. C.
10. Livingstone College, Salisbury, N. C.
11. Wilberforce University, Wilberforce, Ohio.
12. Allen University, Columbia, S. C.
13. Morris College, Sumter, S. C.
14. Lane College, Jackson, Tenn.
15. Roger Williams University, Nashville, Tenn.
16. Paul Quinn College, Waco, Tex.
17. Texas College, Tyler, Tex.

Considering the size of their governing bodies and the divergent elements involved in their organization, these colleges are well-governed and administered. As previously stated, the chief sources of support of these institutions are contributions from district church conferences or conventions, and because of this fact each district is entitled to representation on the board of trustees. The advantage of this plan is that the interest of a large number of persons is secured and the scope of their influence is widely extended. It results, however, in the creation of unwieldy governing boards that interfere with the proper dispatch of their business. In most cases this difficulty has been offset in a measure by the organization of small executive committees with direct supervision and management of the institutions and with local residents to keep in close touch with them.

These executive committees, which are the real governing bodies of the colleges, consist almost entirely of clergymen. The bishop of the church is frequently the chairman of the committee; and the other officers, including the treasurer, are selected from the ministry of the church. Although the negro race has developed in many instances business men of ability throughout the South, few are found on the executive committees responsible for the administration of these colleges. Their governments are further handicapped in many cases by the short tenure of office of the trustees, which does not exceed a year. This is due to the fact that the election is held at the regular annual meeting of the church conferences or conventions. In some of the institutions this obstacle has been largely overcome by lengthening the terms of the trustees to periods of time extending over three or four years, or by the adoption of a general policy of reelecting the same trustees every year.

Bookkeeping and accounting systems conforming with modern standards have been installed in many of the colleges of this group. Although two of the institutions were found in financial straits, and several were not operating on institutional budgets, special attention is being given by the governing bodies to this important administrative phase. Most of the colleges issue annual fiscal reports, showing in considerable detail their receipts and disbursements. These reports are distributed to the church conferences. The practice of having outside certified public accountants audit the accounts has also been adopted quite generally.

In view of the fact that their support comes chiefly from negro sources and that the economic opportunities of the colored race in the South are limited, the financing of these colleges presents a serious problem. That it has met with considerable success, however, is evidenced by the large annual total income of this group. Nevertheless, several colleges are attempting to maintain more ambitious educational programs and to care for a greater number of students than their finances warrant. One college in particular was found conducting elementary, high-school, and college work with a heavy enrollment of 562 students with net annual income of only \$23,000 to defray the cost. Five of the institutions have mortgages on their property or other forms of indebtedness ranging from \$38,000 to \$75,000. These obligations are more than offset by real estate purchased a number of years ago and since greatly increased in value, but carrying charges are a heavy burden and the indebtedness a source of weakness. The total annual income of this group amounts to \$1,071,636, the different sources, including the amounts derived from each, being as follows:

State appropriations.....	\$280, 100
Church appropriations.....	395, 347
Interest on endowment.....	14, 400
Gifts for current expenses.....	20, 120
Student fees.....	272, 589
Income from sales and services.....	12, 020
Other sources.....	79, 910
Total.....	1, 071, 636

As seen by the figures cited above, the chief sources of support of the colleges controlled by State negro denominational organizations are church appropriations and student fees. A total of 62.3 per cent of the entire revenue of the group is realized from these two sources. State appropriations for this group are largely for the purpose of subsidizing teacher-training activities. State appropriations provide 26.2 per cent, but one of the larger colleges in the group, partially State-controlled, receives almost the entire income from this source. The remainder of the income is distributed in the following proportions: One per cent from interest on endowment, 1.9 per cent from

gifts for current expenses, 1.1 per cent from sales and services, and 7.5 per cent from other sources.

Although the capital investment in the physical plants of these 17 colleges is not so large as the other groups, the amount nevertheless is creditable and indicates that the organizations in control of them have made determined efforts to raise funds for necessary building outlays and improvements. Total valuation of the plants, including land, buildings, and equipment, is \$6,369,174. The investment per institution is \$375,251. Land owned by the colleges of this group amounts to 1,847 acres, with 324 acres utilized for educational purposes and 1,524 for noncampus purposes. The capital investment is distributed as follows:

Value of land.....	\$1, 277, 388.
Value of buildings.....	4, 281, 848
Value of equipment and furnishings.....	800, 938.
Total.....	6, 369, 174

As shown by the small amount invested in equipment and furnishings, the majority of these colleges lack necessary educational equipment, as well as proper furnishings. For the past five-year period, however, extensive improvements have been made in their physical plants. The results of this survey show that during this period approximately 25 new buildings have been erected on the campuses of these institutions, varying in cost from \$5,000 to \$250,000. Due to the difficulty of obtaining funds, some of the colleges have been unable to develop their plants. In one case an institution was compelled to abandon the construction of a building after it had been partially completed because the necessary capital could not be secured. The total productive endowment fund of this group of colleges is small, amounting to only \$183,748.

#### **COLLEGES OWNED AND CONTROLLED BY NORTHERN WHITE CHURCH BOARDS**

Most of the institutions comprising this group represent the missionary spirit of northern white churches aroused at the close of the Civil War. With the emancipation of the negro race from slavery, no facilities were available in the South for the education of the freedmen, and the northern churches undertook the task of establishing schools for their benefit.

Sites were purchased in the States with dense negro populations, physical plants were provided at considerable outlay, endowment funds were created, clergymen and laymen volunteered their services as teachers and were sent from the North to conduct these educational institutions. The different church denominations organized boards of education or similar agencies with headquarters in the

larger northern cities for the purpose of operating the schools. These boards were vested with full ownership of the properties and complete authority over administration, financial affairs, and academic functions.

Since these institutions were founded almost six decades ago, a remarkable metamorphosis has occurred with respect to negro education in the South. Not only have elementary and secondary public schools for negroes come into existence in every State, but the States have undertaken the higher education of the negro through the establishment of publicly supported agricultural and mechanical colleges, normal and teacher-training institutions. Other negro universities and colleges under the government of independent boards of trustees have been established, while the negroes themselves have founded their own colleges and are operating them with success. Thus the missionary era has largely passed away.

Nearly all of the northern white church boards have been slow to recognize this change and are continuing long-distance administration of their institutions. In a few instances the situation has been realized and gradual abolition of absentee government in favor of local control is being put into effect. This is being accomplished by the organization of separate boards of trustees made up chiefly of prominent white citizens and business men of the communities in which the institutions are located, thereby securing the benefit of their influence in the expansion of the colleges from a local point of view. Ultimately church boards in these particular colleges plan to release control entirely, transferring title to the property and endowment funds to these local governing bodies organized on an independent basis, while at the same time continuing to contribute to their support. In most cases, however, rigid supervision from their central headquarters is still maintained by northern white church boards.

Of the institutions in this group, 11 are controlled by the board of education of the Methodist Episcopal Church, with headquarters in Chicago; 6 by the American Baptist Home Mission Society, with headquarters in New York; 6 by the American Missionary Association, with headquarters in New York; 2 by the board of national missions of the Presbyterian Church, and 1 by the board of Freedmen's Mission of the United Presbyterian Church, with headquarters in Pittsburgh; 2 by the United Christian Missionary Society, with headquarters in St. Louis; 2 by the American Church Institute for Negroes of the Protestant Episcopal Church; and 1 by the Sisters of the Blessed Sacrament, a Pennsylvania corporation. Because of the divergent policies adopted by the different church boards in governing the colleges, their dissimilar methods of administration, and systems of finance, it is deemed advisable to discuss each one of them separately.

*COLLEGES CONTROLLED BY THE BOARD OF EDUCATION OF  
THE METHODIST, EPISCOPAL CHURCH*

The policy of the board of education of the Methodist Episcopal Church is the maintenance of general supervision from its central headquarters over the finances, administration, and academic functions of the institutions under its control. Through the Board of Education for Negroes, a corporation organized under the laws of the State of Ohio, the board of education holds title to the physical properties and holds in trust the productive endowment funds of its colleges. Insurance policies on the buildings and contents of the schools are underwritten in the name of the board, which pays the annual premiums. A list of the institutions under the supervision of the board and included in this survey follows:

1. Philander Smith College, Little Rock, Ark.
2. Bethune-Cookman College, Daytona Beach, Fla.
3. Clark University, Atlanta, Ga.
4. New Orleans University, New Orleans, La.
5. Rust College, Holly Springs, Miss.
6. Claffin University, Orangeburg, S. C.
7. Walden College, Nashville, Tenn.
8. Morristown Normal and Industrial College, Morristown, Tenn.
9. Samuel Huston College, Austin, Tex.
10. Wiley College, Marshall, Tex.
11. Bennett College for Women, Greensboro, N. C.

In addition to this list, the board of education makes annual grants to Morgan College in Maryland, an independently controlled institution. The boards of trustees of three of these colleges, Clark University, Bethune-Cookman College, and Bennett College for Women, have more or less local authority in their administration, although this church board from its northern headquarters exercises partial supervision.

In controlling its institutions, the Chicago board has created local boards of trustees made up chiefly of negro clergymen and white laymen of the Methodist Episcopal Church in order to comply with the State charters of the colleges. These local trustees, however, are without real power, as practically all the business of the colleges is transacted directly between the presidents of the institutions and the central office in Chicago. The institutions are operated on annual budgets, which are prepared by their presidents and sent direct to the church board without submission to the local board of trustees. Figures in the budgets are subject to whatever changes the Chicago office may see fit to bring them within the income of the school. Appointment of the teachers and all other important administrative matters are also subject to the approval of the central headquarters.

Under a provision adopted by the General Conference of the Methodist Episcopal Church, its board of education is authorized to turn over the control of any of the schools under its jurisdiction to local boards of trustees whenever the properties will be secure and the expenses assured. In the case of two higher educational institutions this has been done.

Detailed supervision is likewise maintained over the finances and accounting of the colleges. Through blank forms furnished to the business office, a uniform and prescribed system of bookkeeping has been established throughout the system of schools. Duplicates of the accounts of the colleges are sent monthly to the Chicago office for checking receipts and disbursements, bank balances, and canceled checks. The salary of the president is paid directly to him by check from the central headquarters, and all members of the faculty must sign receipts upon being paid their salaries. Instead of having the books audited by outside public accountants, the board employs its own traveling auditor for this purpose. The accounting and bookkeeping methods of the schools under the control of this board were found in good shape in every respect except in the case of one college, which was unable to furnish a full statement of its receipts.

The total annual income of the 11 institutions comprising this group amounts to \$527,795. This is at the rate of \$47,981, per institution, which, with one exception, is considerably lower than the per institutional income of any other group of colleges operated by northern and white church denominational boards. The different sources from which this income is derived and the amount from each follows:

State appropriations.....	\$1, 100
Church appropriations.....	210, 509
Interest on endowment.....	25, 432
Gifts for current expenses.....	48, 918
Student fees.....	187, 487
Income from sales and services.....	9, 677
Other sources.....	44, 672
<b>Total.....</b>	<b>527, 795</b>

An analysis of these figures shows that, although maintaining full control over the colleges, the board of education of the Methodist Episcopal Church contributes only 39.9 per cent of their total incomes. As student fees provide 35.6 per cent, the appropriations of the board exceed the revenues from this source by only 4.3 per cent. Reduced appropriations by the board are due partially to the lessened contributions made by the congregations of the Methodist Episcopal churches throughout the country. Other sources of support include 0.1 per cent from State appropriations, 4.8 per cent from interest on endowment, 9.2 per cent from gifts for current expenses, 1.9 per cent

from revenues from sales and services, and 8.5 per cent from other sources.

The capital investment of the Methodist Episcopal Church in these colleges, however, is large, exceeding that of any other church denominational organization. The total values of the physical plants of the 11 institutions amount to \$4,403,014, or \$400,274 per institution. The number of acres of land is 744, of which 331 acres are used for campus and 413 for noneducational purposes. The investment is divided as follows:

Value of land.....	\$1, 251, 423
Value of buildings.....	2, 700, 075
Value of equipment and furnishings.....	451, 516
Total.....	4, 403, 014

Improvement of the physical plants of these colleges during the past five years has not been as extensive as in some of the other groups. It has been centered in a few institutions. No improvements except on a minor scale have been made at 6 of the 11 colleges, while at the 5 remaining, 13 new buildings have been erected, varying in cost from \$25,000 up to \$215,000 each. All the college properties are free from mortgages or other indebtedness.

The productive endowments of the institutions making up this group amount to \$541,860. The board of education of the Methodist Episcopal Church holds endowments in trust and has complete charge of the investment of the funds. While records are kept of the securities belonging to each individual institution, the income from the endowment is pooled and prorated annually among the colleges, each receiving the same rate of interest. In 1926-27 it amounted to 5½ per cent. A Chicago trust company has charge of collecting the income on the endowment funds, for which it receives a commission of 50 cents per \$1,000.

#### **COLLEGES UNDER CONTROL OF THE AMERICAN BAPTIST HOME MISSION SOCIETY**

The principle upon which the American Baptist Home Mission Society bases its operation of the institutions under its supervision is that the colleges were started as the property of the society. Altogether the society conducts eight colleges for negroes, but only six of them participated in this survey. The list of the colleges included in the survey follows:

1. Benedict College, Columbia, S. C.
2. Bishop College, Marshall, Tex.
3. Jackson College, Jackson, Miss.
4. Shaw University, Raleigh, N. C.
5. Morehouse College, Atlanta, Ga.
6. Virginia Union University, Richmond, Va.

Except in the case of Virginia Union University, where a considerable part of the land is vested in the name of a board of trustees, the society holds title to the lands, buildings, and productive endowments of these institutions and exercises large authority over their administration, particularly with regard to all financial matters. Its method of government consists of a dual arrangement by which the society controls the institutions both through the boards of trustees and through its central headquarters in New York.

The boards of trustees, which are self-perpetuating in character, are made up of officers of the society, negroes, and southern whites. Under most of the college charters, the right to nominate a certain number of the trustees prior to their election is lodged in the American Baptist Home Mission Society. The result is that this society practically names the majority of the trustees in some of the institutions and about one-third in others. An examination of the composition of the boards shows that the white members in many cases are officials of the American Baptist Home Mission Society and that they are the principal officers and members of the society's executive committee. From one-quarter to one-third of the trustees are local or southern white members, some being clergymen.

While thus maintaining a certain degree of control of the colleges through the boards of trustees, the New York office of the society exercises further supervision through its power of approval or disapproval over annual budgets, salary schedules, and the appointment of teachers. The office also recommends the bookkeeping and accounting systems in use in the colleges and employs its own traveling auditor who visits the colleges and makes regular inspection of their books. The auditor likewise conducts investigations into extravagant expenditures, unauthorized loans, and other similar transactions, which he reports to the central headquarters. All the colleges are required to make monthly reports showing receipts and disbursements on blank forms furnished by the society. Financial accounts were found in very good shape throughout this system of schools.

The institutions included in this survey under the control of the American Baptist Home Mission Society have a total annual income of \$465,897, or \$77,649 per institution. The amounts received from different sources are as follows:

State appropriations.....	\$3, 100
Church appropriations.....	71, 440
Interest on endowment.....	56, 103
Gifts for current expenses.....	40, 024
Student fees.....	108, 428
Income from sales and services.....	57, 891
Other sources.....	128, 913
<b>Total.....</b>	<b>465, 897</b>

As indicated under the item of church appropriations amounting to \$71,440, contributions for the support of these six institutions by the American Baptist Home Mission Society are not large. On a basis of these figures, 15.3 per cent of the total income is provided by this church board, or 8 per cent less than the income derived from student fees, which comprises 23.3 per cent. The proportion of the total revenues derived from other sources included 0.7 per cent from State appropriations, 12.3 per cent from interest on endowment, 8.5 per cent from gifts for current expenses, 12.3 per cent from sales and services, and 27.6 per cent from other sources. In connection with incomes received from gifts for current expenses the American Baptist Home Mission Society maintains that the greater proportion of the receipts from this source are obtained through its efforts.

The total value of the physical plants of the six colleges of this group is \$3,265,290, the investment per institution being \$553,058. The amount of land included in the plants is not large, amounting to 224 acres. Most of it is property located within the limits of cities. Of the 224 acres, 199 are used for campus and 25 for non-campus purposes. The total investment is made up of the following items:

Value of land.....	\$691,800
Value of buildings.....	2,233,299
Value of equipment and furnishings.....	340,191
Total.....	3,265,290

Among this group of colleges capital outlays for new buildings have not been large during the past five years. At one of the institutions no improvements of any type have been made during this period, while in the others, five major buildings and seven minor structures have been erected, ranging in costs from \$6,000 up to \$154,000. Several of the physical plants are in need of development.

The productive endowments of the different colleges total \$1,226,959. The principal of the endowments is controlled and invested by the American Baptist Home Mission Society. Although a book record is kept of the amount of the endowment belonging to each institution, the funds are not invested in separate securities for each institution, \$900,000 being invested as a separate school fund and the remaining \$326,959 being pooled with the other investments of the society, which include trust funds for various church purposes. The amount of annual income which each institution receives from its endowment funds is based on its pro rata share of the income from the pool of securities. The society has not been paying the income from the \$326,959 separately to the colleges, but has been including it in its lump sum appropriations for their support. In

this connection, the society plans to place the securities in which these endowment funds are invested in an educational fund and pay the income direct to the colleges.

### *COLLEGES UNDER THE CONTROL OF THE AMERICAN MISSIONARY ASSOCIATION*

The American Missionary Association as a corporate body organized under a charter and governed by the laws of the State of New York owns in its own name the properties of the six colleges under its control, with the exception of some minor real estate at one of the institutions. It also holds a large share of their endowments in trust. Insurance policies on the buildings and contents are underwritten in favor of the association, which pays the annual premiums. The institutions operated by this association are as follows:

1. Talladega College, Talladega, Ala.
2. Straight College, New Orleans, La.
3. Tougaloo College, Tougaloo, Miss.
4. Brick Junior College, Brick, N. C.
5. LeMoyne Junior College, Memphis, Tenn.
6. Tillotson College, Austin, Tex.

The policy of the American Missionary Association in the operation of its colleges is similar in some respects to that of the American Baptist Home Mission Society. This association is represented on all the boards of trustees of the institutions and supervises their administration in a comprehensive way from its central office in New York. Under the charters of the colleges, power of nominating or approving the trustees is vested in the association. In organizing the boards of trustees, which are self-perpetuating, the association is represented by several of its own officers, although such officers do not represent a controlling majority. However, alumni, local residents (colored and white), and the faculties, are also represented on the boards of trustees. Of the six colleges of this group, two have no boards of trustees and are managed direct from the New York office of the association. It was found that both of them are seriously handicapped by the lack of local interest in their welfare. The substantial progress made by one of the institutions of this group, however, is due directly to the keen interest exhibited by its board of trustees in its development.

The New York office of the association has an extensive organization with direct supervision over practically every function of the colleges. The executive secretary has jurisdiction over all questions of general policy, administration, and finance. A superintendent of buildings and grounds has charge of the buildings and the properties, inspects the physical plants periodically, and recommends and supervises improvements. The final selection and appointment of all the

teachers are made by the central office, a personnel secretary having been created for this purpose. This personnel secretary receives the applications, examines into the qualifications of the applicants, and confers with the presidents and deans of the institutions before making final decisions. A research secretary makes special surveys preliminary to determining major questions of policy and educational objectives. He also acts as an educational adviser to all teachers following personal visits to the institution and first-hand observation of their teaching.

In controlling the finances of the institutions, the American Missionary Association requires that annual budgets be submitted to its central office by each of its colleges, showing estimated receipts and expenditures. The individual budgets are received by the executive secretary, who makes recommendations for appropriations to a special committee on appropriations, which reports directly to the director of the association for final decision. Financial reports must be submitted monthly to the New York headquarters covering all revenues and disbursements, outstanding obligations, canceled checks, and receipted invoices, which are carefully checked. A quarterly departmental budget report is also required. The association furnishes forms and blanks for these reports as well as for the accounts kept in the business offices. No audits by outside public accountants are made, but the books of the institution were found uniformly in good shape. In order to encourage the alumni organizations the association pays the expense of all campaigns for progress work conducted for the benefit of the colleges.

The total annual income of the six institutions is \$408,969, or \$68,162 per institution. The different sources of support with the amounts received from each follow:

Church appropriations.....	\$216,653
Interest on endowment.....	13,699
Gifts for current expenses.....	46,717
Student fees.....	69,770
Income from sales and services.....	19,237
Other sources.....	12,893
Total.....	408,969

In contrast to some of the other northern white church boards, the American Missionary Association is the chief source of support of the colleges under its control, its appropriations amounting to 52.9 per cent of the total income. The proportions derived from other sources are distributed as follows: 3.3 per cent from interest on endowment, 11.5 per cent from gifts for current expenses, 24.4 per cent from student fees, 4.7 per cent from sales and services, and 3.2 per cent from other sources.

A capital investment of \$2,867,538 has been made in the physical plants of colleges of this group, the average investment per institution being \$477,893. A considerable amount of land is included in the properties, the total amounting to 2,456 acres. Only 146 acres, however, are utilized as campus, the remainder being used for noneducational purposes. The following items make up the total investment:

Value of land.....	\$713, 000
Value of buildings.....	1, 988, 755
Value of equipment and furnishings.....	165, 783
Total.....	2, 867, 538

As indicated by these figures the provision for educational equipment in the colleges with one or two exceptions is small, the total value of all the equipment, including furnishings, amounting only to \$165,783. Similarly, practically no capital improvements have been made in physical plant during the past five years, except in the case of one institution, where four new buildings have been erected at a cost of \$277,000. At this institution some \$200,000 additional has been expended for equipment and repairs during this period.

Productive endowments belonging to the colleges total \$311,212. The New York office of the American Missionary Association has control of the investment of most of these trust funds and segregates the investments of each college. In the payment of the annual income from the securities, the association in some instances sends a separate check while in others the yield from the endowment is included in its regular appropriations.

#### **COLLEGES UNDER CONTROL OF BOARD OF NATIONAL MISSIONS OF PRESBYTERIAN CHURCH IN THE UNITED STATES OF AMERICA**

The Presbyterian Church in the United States of America operates two colleges for the education of negroes included in this survey, through its Division of Missions for Colored People of the Board of National Missions, with headquarters at Pittsburgh. The names of these colleges are as follows:

- Barber College for Women, Anniston, Ala.
- Johnson C. Smith University, Charlotte, N. C.

This board holds the properties, insurance policies, and trust funds of the institutions under its jurisdiction. While the Johnson C. Smith University has a local board of trustees, the body acts merely in an advisory capacity, all financial, administrative, and academic matters being handled from the headquarters of the organization at Pittsburgh. In the case of Barber College for Women, there is also a board of trustees, which acts in an advisory capacity, but its affairs

are managed directly by the Division of Missions for Colored People from its central office.

The method of control of the colleges by this organization is probably more rigid than that existing in any other northern white church board. The secretary of the division at Pittsburgh retains all the appropriations made for the colleges, keeps the general accounts, and pays all the bills by check after invoices have been submitted by the presidents. The only receipts handled locally are student fees. A system of bookkeeping is prescribed; the institutions are required to render monthly financial reports and submit annually a complete inventory of the property. The Pittsburgh office also has its traveling auditor, who examines the books and accounts periodically. The colleges operate on an annual budget, which is subject to the final approval of the division of Missions.

Total annual revenues of this group are \$174,260, which are to be considerably augmented as soon as one of the colleges commences to receive the yield on its endowment, estimated at from \$500,000 to \$750,000. The average income per institution amounts to \$87,130. Of the total income, the church organization in control of these two colleges contributes 30.9 per cent, or less than one-third, while 32.3 per cent is derived from interest on endowment, 33.9 per cent from student fees, and 0.9 per cent from State appropriations.

The physical plants of the two institutions have a total value of \$1,129,000, of which \$445,000 is invested in land, \$626,000 in buildings, and \$58,000 in equipment and furnishings. In one of the colleges, \$256,000 has been expended in the last five years for the construction of new buildings and improvements in its physical plant, and in the other the capital outlay has been limited to rebuilding its main structure.

The total productive endowments of the colleges making up this group are large, exceeding that of every other church board. One of the colleges has an endowment amounting to \$1,606,635. The other has an endowment estimated at between \$500,000 and \$750,000, which has been inactive but is shortly to commence making a regular annual return to the institution. The Pittsburgh office of the Division of Missions for Colored People holds these endowments in trust, the annual yield being credited to a special account maintained for that purpose, instead of being paid direct to the institutions.

#### **COLLEGES UNDER CONTROL OF BOARD OF FREEDMEN'S MISSIONS OF THE UNITED PRESBYTERIAN CHURCH OF NORTH AMERICA**

The Board of Freedmen's Missions of the United Presbyterian Church of North America, with headquarters in Pittsburgh, conducts only one institution of college rank for negroes, Knoxville College, Knoxville, Tenn.

Title to the physical properties of this college, including insurance policies on the buildings and contents, is at present held in the name of the Board of Freedmen's Missions. This board has been exercising supervision also over its administrative, financial, and other affairs. The college, however, has its own board of trustees, which has had in the past more or less nominal control.

Plans have been consummated for a change in the institution's charter, adding two alumni and two local citizens to the board of trustees, and after June 30, 1928, the institution will be administered entirely and directly by its own board of 15 trustees. At this time the Board of Freedmen's Missions will transfer to this board of trustees an endowment fund amounting to approximately \$500,000, which has been raised for the college's benefit and also title to its properties. The Board of Freedmen's Missions will continue to support the college, supplementing by annual appropriations the funds received from interest on endowment and local fees.

In exercising supervision over the institution, the Board of Freedmen's Missions of the United Presbyterian Church has contributed the larger proportion of its annual income, which amounts to \$68,600. Of this total, 72 per cent comes from church appropriations made by the board, 9 per cent from gifts for current expenses, and 19 per cent from student fees. The capital investment in the college totals \$513,000, distributed as follows: \$54,000 in land, \$428,000 in buildings, and \$31,000 in equipment and furnishings. Improvements in the plant for the past five years include a new science building costing \$24,000. There is also \$25,000 available for the erection of a new gymnasium.

#### **OTHER COLLEGES UNDER JURISDICTION OF NORTHERN WHITE CHURCH DENOMINATIONAL BOARDS**

The five remaining colleges classified as under the control of northern white church denominational boards will be discussed collectively. Properties of three of the colleges are owned outright by the church boards supervising them, while the title to the other two is vested in their boards of trustees. The church organizations with the names of the colleges operated by each are as follows:

*United Christian Missionary Society (Disciples of Christ):*

1. Southern Christian Institute, Edwards, Miss.
2. Jarvis Christian Institute, Hawkins, Tex.

*American Church Institute for Negroes of Protestant Episcopal Church:*

1. St. Paul Normal and Industrial School, Lawrenceville, Va.
2. St. Augustine's School, Raleigh, N. C.

*Sisters of the Blessed Sacrament of Pennsylvania (Catholic):*

1. Xavier College, New Orleans, La.

The United Christian Missionary Society, through its department of home missions, exercises direct supervision over the two institutions

listed under its control. Neither has a board of trustees, nor is there local representation of any character connected with their government. The central office of the society, located at St. Louis, has direction over the expenditures of appropriations made for the support of the colleges, approves the annual budgets, and superintends all academic functions. A traveling educational director is employed who continually surveys the schools, assists in the preparation of the curricula and arrangement of educational work.

The society prescribes the methods of bookkeeping and accounting through its treasurer, who supervises the business offices in each college by personal visits. The institutions each month are required to submit detailed reports of receipts, expenditures, bank balances, and unpaid bills, with a requisition for the necessary funds to cover the cost of operation for the succeeding month. After these reports have been approved, the society forwards a check to cover the amount requisitioned. Both the president and the bookkeepers are under bonds which range between \$1,000 and \$3,000.

The total annual income of the two institutions under the jurisdiction of the department of home missions of the American Christian Missionary Society is \$77,180, or \$38,590 per institution, of which the society contributes 51.8 per cent. The remainder of the income is realized, as follows: 27.1 per cent from student fees and a little more than 27.1 per cent from other sources. The value of their physical plants totals \$481,662, divided as follows: Land, \$112,510; buildings, \$306,550; and equipment and furnishings, \$62,602. During the past five years rather extensive improvements have been made in the plants of these colleges largely through student labor, which is also utilized to a considerable extent for other industrial purposes. Seven new buildings have been erected at an estimated total cost of \$170,000. The institutions under the control of this society have no productive endowments.

The method of control of its institutions by the American Church Institute of the Protestant Episcopal Church is based on a policy of permitting local government through a board of trustees, with general supervision through its central office in New York. The local board of trustees has authority over the selection of the president, appointment of teachers, and other administrative matters. The annual budget is also prepared by the board of trustees, but must be officially approved by the American Church Institute before becoming effective. In its general supervision of the institutions, the New York office of this church corporation makes inspections of the schools three or four times a year, requires annual financial reports, and provides for the auditing of the accounts by outside public accountants.

The two colleges have an annual income of \$166,423, or \$83,211 per institution, 48.7 per cent of which is contributed by the American

Church Institute of the Protestant Episcopal Church. Their physical plants have an estimated value of \$971,076, the land being valued at \$150,000, buildings at \$700,075, and equipment and furnishings at \$121,001. Expansion of the plants during the past five years has been limited to capital outlays totaling \$300,000. The productive endowment belonging to the colleges of this group amounts to \$250,500. More than half of this endowment is held and invested by the American Church Institute the annual yield being paid direct by check to the schools, separate from the appropriations made each year by this church corporation for their support.

The institution operated by the Sisters of the Blessed Sacrament, which is incorporated under the laws of Pennsylvania, is largely controlled from the central headquarters of the organization in Philadelphia. The dean of the school is the responsible administrative head. The college is supported, chiefly by church appropriations, which represent 46.8 per cent of its income and contributions from other sources, which comprise 25.2 per cent. There is considerable local interest in the institution's development.

#### SUMMARY

The progress made in the development of negro higher educational institutions in the United States during the last decade has been astonishing in its scope and almost incredible in its magnitude.

Ten years ago the annual income of the universities and colleges included in this survey totaled \$2,283,000. For 1926-27 the annual income amounted to \$8,560,000, an increase of 275 per cent. The financial support being accorded negro higher education is nearly four times what it was in 1917.

Total capital investment in the real properties of the institutions has also increased at a precipitate rate. The value of the physical plants of these institutions 10 years ago was fixed at \$15,720,000. Their present value is \$38,680,000, representing a gain of 146 per cent, due principally to the construction of modern school buildings and other improvements in the plants.

The most important advance made by the institutions, however, has been the large increase in their productive endowments, indicating the existence of a growing conviction that negro higher education must be placed on a permanent basis through the provision of stable annual income. In 1917, the productive endowments of the universities and colleges making up this survey amounted to \$7,225,000 with an annual yield of \$361,250. Since then, additions have brought this total up to \$20,713,000, the annual yield being \$1,071,300. The gain over the period of 10 years in both endowment and annual yield, therefore, has been approximately 185 per cent.

### Chapter III

## EDUCATIONAL SERVICES OF THE COLLEGES

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The services rendered by the 79 colleges and universities included in this study reach every section of the United States; however, they find greatest expression in the Southern States. The relation of negro higher education to the country may be shown to a degree by comparing the number of negroes attending college with the number of white college students. It was estimated for January 1, 1926, that the population of the United States was 117,136,000, of whom 105,539,000 were white and 11,597,000 were colored. At the same time there were enrolled in colleges, universities, teachers' colleges, and normal schools attended primarily by whites, 942,443, and in colleges, universities, teachers' colleges and normal schools attended by negroes, 17,506. Accordingly, for every 10,000 whites, 90 white students were attending college; and for every 10,000 negroes, 15 students were attending college. In the 17 States and the District of Columbia maintaining separate institutions for both races the total population was 39,695,618, of whom 30,266,762 were white and 9,328,856 were colored. There were also enrolled in higher educational institutions attended primarily by whites, 278,710, and in higher educational institutions attended exclusively by negroes, 15,930. Accordingly for every 10,000 whites in these States there were 92 white students attending college, and for every 10,000 negroes there were 17 students attending college.

In the institutions under consideration, the aims vary greatly. In some, the primary purpose is to serve a city or local community; in others to serve church or state, and in still others, service is regional, and in some cases even reaches beyond the national confines. As a consequence a large variety of educational programs are offered in the attempt to meet the needs of negro life.

The objectives of negro colleges and schools have undergone marked changes since the first institutions were established. From 1783 to 1870 was the period in which were concentrated the pioneer efforts. During these years 18 colleges were founded by white leaders from the North, with the cooperation of churches, missionary organizations, and philanthropists. During this time private agencies

were the sole promoters of negro higher education, the States having little interest in the matter.

A second period was between 1870 and 1890, when 9 negro land-grant colleges and 13 colleges under negro State denominational control were founded. During these years began the active efforts of negroes, both independently and in cooperation with others, to establish and to administer their own colleges; and as a result of the Morrill Acts and Nelson amendment both the Federal and State Governments began to claim a larger interest in the higher education of negro youth.

The third period, between 1890 and the present time, marks the rapid growth of State normal schools and teachers' colleges, and of other institutions, both public and private, with strong teacher-training objectives.

Comparing the first period with the last, it is evident that conditions have greatly changed. The private agencies are no longer alone in the field of negro higher education. The State governments have nearly all awakened to their responsibilities and are rapidly approving and giving adequate support to broader objectives and to strong and widely diversified programs of college training.

The objectives of the colleges founded immediately after the Civil War were intended to meet immediate needs. The programs were practical in character and limited in most cases to the training of preachers, farmers, and tradesmen. This was, in general, the case, although in two institutions liberal arts and professional curricula in medicine and law were offered almost from the beginning. To-day the programs of five of the eight institutions of this group are strong in liberal arts, education, and preprofessional college work. Of these, two give considerable attention to theological training, three have excellent facilities for musical training, and one has developed a strong university program covering medicine, law, engineering, pharmacy, dentistry, home economics, and art. In two institutions of this group the education of skilled workers in agriculture, trades, and industries always has been emphasized, but in recent years teacher training on a college level in these and in other fields has been given increasing prominence.

The aims of the colleges of the northern church boards differed little in the beginning from those of the independent group, with the exception that only slight emphasis was given to industrial training. Instruction in the liberal arts and sciences, with stress on theological and religious training, has characterized the work of this group. In recent years the interest in theological training has waned, and more interest has been taken in teacher-training and preprofessional studies. These institutions have also introduced college programs which include commerce and business, home economics, nursing, and

social service courses. Recently a number of the colleges of this group have suffered from overexpansion in their educational programs. Attempts to combine elementary, secondary, college, graduate, and extension work under a small or limited teaching force have tended to diffuse the activities of teachers and to overextend the resources of the colleges. In a number of colleges it is desirable that less attention be given to secondary and graduate work, and that more concentrated effort be made to improve the quality of the college programs of study.

The colleges of the negro denominational organizations have from the beginning of their work emphasized classical liberal arts programs. These are still much in evidence. Theological training likewise has been given special attention. In later years, as in the colleges of the other groups, the interest in theological training has decreased and more attention has been given to preprofessional studies and teacher training. However, in a number of institutions of this group real service has been rendered in training elementary and high-school students.

The negro land-grant colleges have until recent years been handicapped by a lack of suitable programs in agriculture, mechanic arts, and home economics. In the beginning, owing to a lack of college students, the curricula in these institutions were developed largely on a secondary school level. In a number of institutions the principal aim has been the training of teachers in both general and technical fields, and in certain cases the programs in agriculture and mechanic arts have been made subsidiary to teacher training. In order to assist the colleges in adjusting their technical programs to meet college standards, the Bureau of Education inaugurated a series of conferences that have met annually for the past six years. At these conferences careful studies of educational conditions and needs were made by the leaders of the negro land-grant colleges, in cooperation with specialists of the Bureau of Education and other organizations. The studies led to the recognition of the fact that under present conditions vocational agriculture and home economics may best be taught on the secondary school level and that college work in agriculture and home economics meets existing needs for thorough training of high quality and immediately practical application when combined with teacher-training programs. It was also felt that the programs in mechanic arts, trades, and industries, if more closely adapted to the economic and social requirements of the States that support them, would greatly enhance the services of these institutions. As a result of these conferences, the land-grant colleges, without neglecting the immediate demands for the training of teachers, are fulfilling with increasing success their true objectives as indicated in the Federal acts. Furthermore, owing to the increased interest in

these institutions by the Southern State authorities, college programs are being developed which emphasize science and business training. The negro land-grant colleges are therefore coming to emphasize preprofessional training for students in medical science and in other fields which, with the progress of the race, create opportunities for highly trained men and women.

It appears that the privately controlled colleges and universities have aimed to serve by giving liberal training for its own sake, by training that leads to professional life as represented by the ministry, medicine, law, pharmacy, dentistry, music, and education, and to a limited degree by providing technical education. The publicly controlled institutions have aimed to meet the needs of the States by giving attention primarily to the training of teachers and to the development of leaders in agriculture, mechanic arts, home economics, and business.

It is apparent that the educational conditions found to-day are becoming more and more complex. The time has passed when a few leaders or a small group of institutions can satisfy the higher educational aspirations of negroes. Almost every type of college education and professional training is now found in the 79 institutions surveyed.

To recount the services of these institutions or to estimate their value to the life of the country at large is an impossible task. They represent the activities of hundreds and thousands of ministers, educators, writers, musicians, artists, architects, diplomats, lawyers, doctors, scientists, builders, and agricultural workers, as well as a large number of women who by their training and culture have begun the successful regeneration of the home.

Notwithstanding the successes achieved, a number of colleges and universities are not rendering the service that their histories seem to warrant. Institutions that assumed positions of leadership during the early development are finding it difficult to justify their existence at a time when higher educational progress is becoming more general and the educational services demanded more complex. These conditions may be charged in part to the failure of controlling organizations to recognize the rapid development of the higher educational aspirations of the present generation of negroes and to failure to provide in many instances programs that effectively satisfy the serious ambitions of intelligent negro youth. In some cases educational programs have been so pretentious and their substance so thin that an attitude of disdain has been developed by whites and negroes alike. It is evident that organizations which control these higher educational institutions must give greater attention to the character of their college program, if the fullest recognition and support are to be obtained.

### THE TEACHING FORCE

In carrying out their educational programs, colleges are dependent primarily on the teaching force. The character of the services rendered by any institution to the student body, and to the public is determined to a large extent by the number of college teachers employed, their training and rank, the distribution of their teaching activities, the load of instruction carried, and the amount of compensation received. During the early history of the colleges under private and northern denominational control, the faculties were composed to a large extent of white men and women who were trained in the higher educational institutions of the North. The colleges under negro denominational organizations and the institutions under public control have been manned by negro faculties from the beginning. In the last few years there has been a growing tendency to increase the proportion of negro teachers on the faculties of the institutions that formerly employed on their faculties only members of the white race.

There are 1,046 teachers who are giving a whole or a part of their time to college classes in 77 of the 79 institutions included in this survey, an average of nearly 14 teachers for each institution. Two of the institutions have no college teachers.

The average number of college teachers in each of the colleges of the several groups is shown as follows: In colleges of independent boards, 28; in land-grant colleges, 16; in State controlled teacher-training institutions, 11; in colleges under northern white church boards, 10; in colleges controlled by negro church boards, 9. The averages for the several white church boards are as follows: American Baptist Home Mission Society, 16; Presbyterian, 10; board of education of the Methodist Episcopal Church, 10; American Missionary Society, 10. The number of college teachers in the one institution under Catholic control is 9; in the two schools under Episcopalian control, 6 and 7, respectively; and in the two schools under the control of the Church of the Disciples, 2 and 3, respectively.

Faculties may be classified also on the basis of the number that are devoting their full time to college classes. Institutions with less than 5 full-time college teachers can not satisfy even the minimum formal standards that are customarily set up for junior colleges. Those with 5 or more fulfill in part the minimum standards set up by accrediting agencies for junior colleges, and those with 8 or more fulfill in part the standards set up for senior colleges.

Of the 9 institutions under independent boards, 8 have faculties with 8 or more full-time college teachers; in 1 institution there are less than 5. Of the 6 institutions under the American Missionary Association, 2 have faculties with 8 or more full-time college teachers, 1 has a faculty of 7, and 3 have faculties with less than 5 full-time

college teachers. Of the 11 institutions under the board of education of the Methodist Episcopal Church, 5 have faculties with 8 or more full-time college teachers, 1 has a faculty of 5, and 5 have faculties with less than 5 full-time college teachers. Of the 6 institutions under the American Baptist Home Mission Society, 4 have faculties with 8 or more full-time college teachers, 1 has a faculty of 7, and 1 has less than 5 full-time college teachers. The 2 institutions under Presbyterian control have faculties with more than 8 full-time college teachers. The 2 institutions under the control of the Disciples, have faculties with less than 5 full-time college teachers. The 2 institutions under Episcopalian control have faculties with more than 5 full-time college teachers. The faculty of the institution under Catholic control has more than 8 full-time college teachers. Of the 15 land-grant colleges, 10 have faculties with 8 or more full-time college teachers, 1 has a faculty of 7, and 4 have faculties of less than 5 full-time college teachers. In the 7 teacher-training institutions, 3 have faculties of more than 8 full-time college teachers, 3 have faculties between 5 and 7 in number, and 1 has a faculty of less than 5 full-time college teachers. Of the 17 institutions under the control of negro church boards, 5 have faculties of more than 8 full-time college teachers, 6 have faculties between 5 and 7, and 6 have faculties of less than 5 full-time college teachers.

Altogether, there are 40 institutions with full-time college faculties of 8 or more teachers, 17 institutions with faculties numbering from 5 to 7 full-time college teachers, and 22 institutions with faculties of less than 5 full-time college teachers.

It is evident that one of the most important problems facing negro college administrators is to find a large number of college teachers who can devote their full time to college work, particularly in the regular four-year colleges. However, in junior colleges it may be considered less objectionable for teachers to give instruction in both high school and college classes, provided they limit their instruction to their major and minor fields of preparation.

### TRAINING OF THE FACULTIES

Of the 1,046 colleges teachers, 903, or 86 per cent, have obtained degrees earned in course and 139 hold no degrees. There are 883 with undergraduate degrees such as bachelor of arts or bachelor of science; 107 with professional degrees such as doctor of medicine, bachelor of laws, and bachelor of theology, and 305 hold graduate degrees such as master of arts, doctor of philosophy, and bachelor of divinity.

The proportion of teachers under northern church boards holding first degrees is 93 per cent; under negro church boards, 90 per cent;

under land-grant colleges, 81 per cent; under private or independent boards, 80 per cent; under teacher-training institutions, 61 per cent.

The proportion of teachers holding professional degrees under negro church boards is 14 per cent; under northern church boards, approximately 14 per cent; under teacher-training institutions, approximately 12 per cent; under private or independent boards, 10 per cent; and under the land-grant colleges, 7 per cent.

The proportion of teachers holding graduate degrees under private or independent boards is approximately 34 per cent; under northern church boards approximately 31 per cent; under negro church organizations, 24 per cent; under the teacher-training institutions, 21 per cent; and under the land-grant colleges, 19 per cent.

That the northern church board colleges and those under local negro church control have the highest per cent of teachers with first degrees is due to the fact that nearly all of their institutions emphasize liberal arts work; nearly all of the teachers must have first degrees to qualify for their work. In the institutions under private and independent boards and those under public control are found a large number of teachers who are graduates of two-year, normal schools and teachers of vocational and educational subjects who have had considerable technical training in their several specialties. As is the case in similar white institutions the percentage of teachers without first degrees is large.

The highest per cent of graduate degrees is found in the groups of institutions under private control. The strongest group is that of the private and independent boards which includes institutions that are giving considerable graduate work. The publicly controlled institutions are lowest in the per cent of graduate degrees held by the members of their faculties because specialization is generally directed along vocational or technical lines.

There is a considerable number of teachers with first degrees who have not yet obtained higher degrees. However, nearly all of these teachers have taken one or more years of graduate work in well-recognized universities and are qualifying for their master's or doctor's degrees as rapidly as their time and resources permit. In recent years the establishment of State standards for teacher-training institutions and colleges in most of the Southern States has served to stimulate teachers to improve their training in harmony with these requirements.

The survey committee was in many cases very favorably impressed with the excellent preparation of teachers and the sincere desire on the part of nearly all to improve the quality of their services by continued study under leading educators throughout the country. On repeated occasions teaching of outstanding quality was observed in college classes in literature, modern language, mathematics, science,

and in many other subjects. Notwithstanding notable defects in the teaching at certain institutions, there is every reason to believe that proper encouragement and more adequate financial support will serve to develop the quality of teaching in negro higher educational institutions to a high standard.

### PROFESSIONAL RANK AND RESPONSIBILITY

In addition to adequate training, it is highly desirable that the professional status of each faculty member should be determined and properly recognized. In some colleges it was found that little serious attempt had been made to distribute educational responsibility according to training and merit. It was observed on several occasions that the faculty members were entirely without authority even to administer their particular departments. In these cases the president determined to a large extent details of both educational and administrative policies. Nevertheless, the position of dean is quite generally recognized, as there are 74 deans in the 79 colleges and universities. In a few of the smaller schools the office of dean has not been created. In the larger institutions the deans have the usual duties of administering and supervising the educational program in cooperation with the faculty and of assisting students in determining their courses of study. The deans are responsible, with the heads of departments, for the expenditures of the several departments. However, in some colleges the deanship is nominal, in others the dean is little more than registrar and secretary, and very often he is overburdened with teaching duties.

The failure properly to designate the members of the faculties according to academic rank is very pronounced. In certain colleges all of the members of the faculty are called "professors," in other colleges they are listed as "instructors," and in a few institutions all instructors, whether in high school or college, are designated as teachers. Very few colleges have associate professors or assistant professors on their faculties. It was found in a few schools that the term "professor" is merely a title of honor and carries with it no departmental responsibility. In some of the smaller colleges it has seemed necessary to divide the work of the members of the faculty to such an extent that little, if any, specialized work is being conducted by any single teacher. This condition is likely to be true in institutions that are in a stage of transition from high school to college and that are not yet prepared fully to organize college work. However, there are a number of institutions whose attempts to become colleges without adequate financial and teaching resources lead them to spread the work of their teachers to an absurd degree in order to offer a minimum college program.

According to the information gathered, 484 teachers are listed as professors and 562 belong to other ranks. In the institutions of the northern church boards, the number of professors is 168, that of other ranks 139. In the institutions under private or independent boards, there are 83 professors and 169 teachers of other ranks. In the colleges under negro church organizations there are 89 professors and 72 teachers of other ranks. In the land-grant colleges there are 123 professors and 127 teachers of other ranks, and in the teacher-training institutions 21 professors and 55 teachers of other ranks.

Since a great diversity of practice in the ranking of teachers exists, it is essential, if these institutions are to fulfill their functions as colleges, that they give more serious attention to appropriate classification and ranking of teachers. Colleges that limit their professional or academic designations to only one rank, or even two, are failing to take advantage of a means of stimulating professional responsibility. They miss the advantage of a convenient system by which promotions can be made. In the smaller institutions, that for the most part are doing high-school work, it may be difficult to rank the entire staff on a college basis; however, in bona fide colleges and in institutions with large faculties the question of ranking can not be overlooked.

Proper conceptions of departmental organization need development. The failure on the part of a number of the colleges to make proper distinction between department, and school, and college has led to confusion.

### TEACHING LOADS AND TENURE

In the majority of higher educational institutions the primary activities of the members of the teaching force are in classroom work, although research and extension activities may in some instances claim a large proportion of the teacher's time. In institutions included in this survey, relatively little time is given to activities other than classroom instruction, consequently an estimate may be made of the service of the teaching force upon the basis of the teaching loads.

Teaching loads are based upon the number of classes, the number of times that these classes meet per week, and the attendance in these classes. However, the technical term "teaching load" as usually defined does not necessarily represent the full scope of activities of a teacher. Duties administrative in character which are placed upon heads of departments add to the load of the teacher. Chairmanships of educational committees, responsibilities in connection with extracurricular activities, social, educational, or athletic, are often perplexing and time consuming.

It is assumed; therefore; that if a teacher is carrying a load of 16 hours of classroom work per week with a weekly student clock-hour load of not more than 350, he will, in addition to his other educational activities, have little spare time. Adequate preparation for his classes and the minimum of personal attention to students will completely fill his time.

In several colleges deans were carrying full teaching loads besides their administrative work. This condition was not limited to small schools, but was found in some of the largest institutions. Under such circumstances deans can not do justice to the educational problems involved in curriculum organization, teaching assignments, and student relations.

In certain schools the college teachers apparently had very small loads, because of the few college classes offered and the small number of enrollments. Nevertheless, many of these teachers were carrying a full load of high-school classes. Such teachers, with their major interest in high-school work, must of necessity be handicapped in their work with college students.

In nearly all the colleges surveyed, some teachers carry excessive loads. The inescapable results of this overloading are a lack of energy on the part of the teachers and a corresponding lack of interest on the part of their classes. These are the primary causes of educational inefficiency. In the institutions under the northern church boards the teaching loads are moderate for most denominations. In some of the institutions of these groups the teaching loads tend to be excessive. In the colleges under negro church boards the teaching loads of half of the institutions tend to be excessive, in the other half they tend to be moderate or low. In the land-grant colleges and in the institutions under private or independent boards, less than half of the institutions have heavy teaching loads.

In the colleges under the private or independent boards it is found that the enrollments in college classes tend to be larger than in the institutions of other groups. The classes in the teacher-training institutions tend to be large also. In the colleges of the northern church groups the general tendency is toward classes of moderate size. However, in the institutions under Baptist and Methodist control a great many large classes are found.

The problem of large and unwieldy classes is one that is worthy of careful consideration by a number of institutions included in the survey. At the same time a few institutions with very small classes can well afford to consider means of abolishing these classes or increasing attendance to secure more effective use of the teacher's time.

An examination of the facts regarding the length of service of college teachers indicates that a large proportion of the 79 institutions surveyed

have suffered because of the rapid turnover of staff. Over half of the institutions show indications of a change of from one-third to more than one-half of the college faculty within a period of three years. This condition may be explained in a few cases by the fact that within recent years colleges have been reorganized and new teachers introduced who were more fitted by talent and training for the new programs. Nevertheless, the continuous changing of teachers diminishes the quality of service of the colleges and discourages those who are looking forward to a life of professional educational service. In a few institutions there has been a tendency to inbreeding. Difficult as it may be at times to obtain the number of trained college teachers that is desired, it can not be considered a wise policy when a college adds a considerable number of its graduates to the permanent teaching staff without even the broader experience of graduate training in outside institutions of recognized worth.

### SALARIES

The compensation of the administrative officers and members of the teaching staffs is indicative to a degree of the character of the institutions under consideration. A college with an inadequately paid personnel seldom can measure up to the standards that are set up by society for institutions that train for leadership and other forms of service. In the early history of the colleges, the service of teachers in many cases was given on a missionary basis. The training of the teacher in most cases was second in importance to his devotion and zeal in undertaking the difficult tasks of creating the elements out of which the modern negro college is built. Many of the teachers were well-educated whites who were financially able to obtain their training from some of the best colleges in the country. With the development of institutions under negro control and management the problem of compensation became difficult because teachers and administrators have in recent years come face to face with the educational standards set up by the States and other agencies for the training of teachers and professional workers of all kinds. Owing to economic conditions it has been a serious task for these institutions to obtain the necessary funds for teachers' compensation. To require teachers to obtain a bachelor's degree in regional or near-by institutions entailed serious sacrifice on the part of a considerable number, but to obtain a master's or doctor's degree represents insuperable demands on the financial ability of the majority of those who are otherwise capable of qualifying under the newer standards.

Thus the average teacher in the college, as well as the administrator, is getting a minimum compensation while he is required to pay a high price in order to qualify for permanent service. Institutions operating

on a missionary or private basis are finding it increasingly difficult to have high standards of teaching without increased compensation of their college teachers. Institutions that pay the higher salaries are more able to select and to keep better teachers and to maintain the educational tone that is essential in attracting a college student body. In some of the States of the South there is increasing evidence of a desire to increase the compensation of teachers in State higher educational institutions. This recognition of well-trained teachers stimulates an effort on the part of private agencies to give greater financial recognition to those who are properly qualified.

The salaries of the presidents of the colleges are considered according to the several groups of control, with the exception that the institutions under northern church boards are considered by individual denominational groups.

The highest salaries for college presidents are found in the institutions under private or independent boards. The average for the group of eight institutions is \$5,555 per year, the maximum \$10,000 and the minimum \$2,580.

For the land-grant colleges, the average for the group of 15 is \$3,825 per year, the maximum \$5,200, the minimum \$2,240. For the publicly controlled teacher-training institutions, the average for the group of seven is \$3,750 per year, the maximum \$7,500, and the minimum \$2,100.

For the group of six colleges under the American Missionary Association, the average is \$3,617, the maximum \$4,500, and the minimum \$2,500. For the two institutions under Presbyterian control the average is \$3,350, the maximum \$3,700, and the minimum \$3,000. For the group of 11 under the Methodist Episcopal Church, the average is \$3,173, the maximum \$3,804, and the minimum \$2,300. Next in order are the two institutions under the Protestant Episcopal Church. The average for these is \$3,100, the maximum is \$4,100, and the minimum \$2,100. The next is the group of seven under the Baptist Church. The average is \$3,082, the maximum \$3,500, and the minimum \$2,500. For the two institutions under the Church of the Disciples, the average is \$2,100, the maximum is \$2,160, and the minimum \$2,040. The president of the institution under Catholic control donates his services.

For the group of 17 under negro denominational control the average is \$2,517, the maximum \$5,000, and the minimum \$1,500.

The salaries of the deans are shown as follows: For the institutions under the American Missionary Association the average for four institutions is \$2,575, the maximum \$2,800, the minimum \$2,500; for those under private or independent boards, the average is \$2,661, the maximum \$3,500, the minimum \$2,000; for those under Baptist control the average for two institutions is \$1,952, the maximum

\$2,325, the minimum \$1,580; for those under Presbyterian control the average for two institutions is \$2,350, the maximum \$2,500, the minimum \$2,200. In those under Methodist control the average for 10 institutions is \$1,745, the maximum \$2,425, the minimum \$1,125. No deans are listed in the colleges under the control of the Disciples Church. In one of the colleges of the Episcopal Church, the dean receives \$2,000 a year. In the institution under the control of the Catholic Church the services of the dean are donated. In those under negro denominational control the average salary of the deans in nine institutions is \$1,357, the maximum \$2,000, the minimum \$492. In the land-grant colleges the average for five institutions is \$2,142, the maximum \$3,000, the minimum \$1,800. In public teacher-training colleges the average for four institutions is \$1,773, the maximum \$2,400, the minimum \$1,000.

An analysis of the salaries paid the teaching staff shows that in the majority of universities and colleges, the schedules have not been devised on a sound basis. Many of the teachers are flagrantly underpaid. Little apparent effort in some instances has been made to grade the salaries in accordance with the rank of the teachers, and gross inequalities exist in individual institutions and within institutions of the same group.

Study of the remuneration paid the faculties is made on a division of the salaries of the teachers in each institution into three groups—the upper, middle, and lower thirds. Upon a basis of this division, the average salary of the upper and lower group was ascertained. The results show that the institutions under the control of independent boards of trustees pay the highest average salary to the upper third of their teachers, the average being \$2,702. The publicly supported institutions, which include the land-grant and teacher-training colleges, pay the second highest, the average amounting to \$2,151. Ranking third are the northern white church institutions, averaging \$1,744, and the last on the list is the negro church colleges with an average of \$1,518. It is evident that the compensation paid to the upper third of teachers in the northern church board institutions and negro church institutions is low and in need of revision upward.

An examination of the salaries paid the lower third of teachers, however, shows a situation so discouraging as to demand immediate attention. Although the average salary in the lower third of teachers in the publicly supported institutions is higher than any other group, it amounts to only \$1,141. Institutions under the control of independent boards of trustees pay even a lower salary to this group of teachers, the average being \$1,113, while the average salary of the lower third of teachers in the northern church board colleges and negro church colleges amounts to but \$851 and \$828 annually. Such remuneration, particularly in the last two groups, is hardly sufficient for

ordinary living expenses. In addition, it has a tendency to nullify initiative and incentive on the part of the teachers and preclude them from increasing their training and advancing their qualifications by pursuing graduate and advanced work.

In addition to obtaining the average salaries paid the upper and lower third of teachers in the different groups of institutions, these figures were secured for the entire 79 universities and colleges participating in this survey. The average salary paid the upper third of teachers in all the institutions is \$2,263 annually. The average salary of the lower third is only \$863. General upward grading of all salary levels seems essential.

### EDUCATIONAL EQUIPMENT

The educational work of the colleges is affected to a great extent by the amount and character of their educational equipment. Well-trained teachers are a primary essential in a college, but even the best professor is greatly handicapped in his classroom activities if he lacks essential educational equipment as represented by the library and the laboratory. That the quality of instruction is dependent upon these things should be self-evident.

A study of the libraries of the 79 colleges included in the survey reveals one of the most serious present deficiencies. Of the 79 institutions, only 15 have libraries of 10,000 or more volumes. There are 8 libraries with from 10,000 to 15,000 volumes, 2 with from 15,000 to 20,000 volumes, and 5 with 20,000 or more. The most extensive library has 55,000 volumes. On the other hand, there are 7 institutions which either have no library or have such small or poor collections that they are not worthy of the name.

According to the groups of control, the number of institutions with less than 5,000 volumes is shown as follows: In the institutions under the American Missionary Association, 4 out of 6; board of education of the Methodist Episcopal Church, 6 out of 11; American Baptist Home Mission Society, 1 out of 6; United Presbyterian Church, 1 out of 3; United Christian Missionary Society, 2; Catholic Church, 1; land-grant colleges and teacher-training institutions, 16 out of 22; negro denominational institutions, 13 out of 17.

Notwithstanding the deficiencies in the libraries of some of the smaller schools under northern church control, the outstanding weakness, in view of the size of enrollments of the institutions, is found in the libraries of the institutions under negro administration. This is true for both the publicly controlled land-grant colleges and teacher-training institutions, and the colleges under negro church control. Whatever the cause, the failure to supply this most essential equipment is most evident.

In examining the libraries it was found that in many cases the number of volumes reached the minimum standards for colleges or junior colleges, but in these collections were found in many instances a large number of useless works, the donations for the most part of retired clergymen and others. It was also observed that the libraries contained very few public documents, which documents, if carefully selected, may be of great value to the educational program and at the same time are inexpensive.

It was also evident that the service of the library to the college was not clearly understood in a number of schools. Undue restriction in the hours in which the library was open to students and teachers tended to nullify its utility to a great extent and to disassociate its use from the formation of reading and study habits. Frequently also use of library facilities by college students is greatly limited because high-school students crowd the space in study hours scheduled in the reading room. Only in a few cases was it fully appreciated that the college library is just as much a workshop for the teacher as for the student, and that books and professional magazines are not to be limited merely to student needs.

In a few schools the libraries were housed in inaccessible quarters. In some instances they were locked up the greater part of the time and only opened on special occasions by the president.

Despite this negative picture it was observed that the interest in improving library service has greatly increased in recent years. This is shown by the growth in expenditures for the libraries during the five-year period from 1922-23 to 1926-27. During this time 16 colleges increased their expenditures from 55 to 99 per cent, 8 from 100 to 199 per cent, 10 from 200 to 299 per cent, and 5 over 300 per cent. It is also worthy of note that the greatest proportion of increase of expenditures has been in the smaller colleges. It should also be mentioned that in several of the negro colleges great pride has been manifested not only in the selection of books, but in the provision of suitable quarters. In a number of instances the libraries were open long hours, both day and evening, and were filled with students seriously engaged in study. The colleges in recent years are coming to recognize the importance of employing well-trained librarians. At the time of this survey 43 had secured some training, with the result that more intelligent efforts are being made to build up collections adapted to institutional needs.

### LABORATORIES

During the earlier history of many of the negro colleges little attention was paid to the teaching of science. The need for preachers, elementary school teachers, and workers in agriculture and the trades led to a type of training which emphasized other subjects. Conse-

quently, the colleges gave very little scientific training. Within the past decade the weakness of scientific instruction has been recognized, and sincere efforts have been made to overcome this weakness. Increasing numbers of youth are interested in the sciences as a prerequisite for medical studies. Many have taken a genuine interest in science for its own sake and wish to prepare themselves to teach the scientific subjects and to devote themselves to research. One of the most encouraging features of the survey was the presence of a goodly number of relatively young teachers of science who had taken advanced training in their fields of specialization in leading universities of the country. However, a great many of these teachers found themselves greatly hindered in their work because of the lack of laboratory facilities and supplies. In a few colleges there is apparently still a complete lack of appreciation of the value of scientific training, and laboratories scarcely exist except in name. In two schools much of the equipment and supplies had been stolen or broken up. In one school the laboratories seemed to function as a museum rather than a place for scientific study. In other schools the equipment was lying about in a bad state of neglect.

The principal sciences taught in the negro colleges are biology, chemistry, and physics, although some schools give attention to geology and astronomy.

According to the data obtained, the value of laboratory equipment in the 79 institutions listed was as follows for the year 1926-27: For biology, \$126,645; for chemistry, \$230,330; and for physics, \$154,160. No estimate is given of the value of shop equipment. An examination of the present estimated value of the laboratories in the colleges shows that relatively few institutions have yet made the necessary preparation for the teaching of biology, chemistry, and physics.

### BIOLOGICAL EQUIPMENT

Only five of the land-grant colleges have equipment for the teaching of biology, valued between \$2,500 and \$5,000. In one institution the value of the equipment is estimated at \$6,000.

In the teacher-training institutions the value of equipment varies from \$100 to \$900.

In the institutions under independent boards, five have equipment valued between \$2,500 and \$5,000; in one institution it is estimated at \$5,330.

In the colleges of the American Missionary Association one has equipment valued at \$3,000 and one at \$6,300. In the institutions under the Methodist Episcopal Church, four institutions have equipment valued between \$2,500 and \$5,000. In the institutions under the American Baptist Home Mission Society, four institutions have equipment valued between \$2,500 and \$5,000. In the institutions

under Presbyterian control one has equipment valued at \$4,750. In each of the other schools under northern control the equipment is valued at less than \$2,500.

In the negro denominational colleges, one has equipment valued at \$6,600 and two have equipment valued between \$2,500 and \$5,000.

On the whole, biological equipment is seriously deficient in the majority of the colleges surveyed. Most outstanding is the lack of high-grade microscopes, and the supplies which will permit the classes to conduct necessary experiments. In many cases charts are greatly needed.

### *CHEMICAL EQUIPMENT*

The land-grant colleges have one school with chemical equipment valued at less than \$5,000, three have equipment valued between \$5,000 and \$10,000 and two have equipment valued at over \$10,000. In the teacher-training institutions only one school has equipment exceeding \$2,500 in value.

In the colleges under independent boards, two have equipment valued between \$2,500 and \$5,000, three between \$5,000 and \$10,000, and one has equipment valued at \$24,000.

In the schools under the American Missionary Association, only two institutions have equipment valued between \$2,500 and \$5,000. In the schools under the Methodist Episcopal Church, three have equipment valued between \$2,500 and \$5,000, and two between \$5,000 and \$10,000. In the schools under the American Baptist Home Mission Society there are two with equipment valued between \$5,000 and \$10,000, and one with equipment valued at \$10,900. In the schools under Presbyterian control, one institution has equipment valued at \$4,750, and one has equipment valued at \$10,200. In the schools under the control of the Episcopalians and the Disciples, the equipment is valued at less than \$2,500. In the institution under Catholic control it is valued at \$2,750.

In the colleges under negro denominational control there are three institutions with equipment valued at \$2,700, \$8,000, and \$10,350, respectively.

On the whole, the colleges are giving much more attention to the development of chemical laboratories than is the case for other sciences. The principal deficiency in those schools that have modern laboratories is the lack of space, as the demand for courses in chemistry is rapidly increasing.

### *PHYSICS EQUIPMENT*

Three institutions of the land-grant colleges have physics equipment valued between \$2,500 and \$5,000, and three have equipment valued between \$5,000 and \$10,000. In the teacher-training institutions one school has equipment valued at \$2,300.

In the institutions under independent boards three have equipment valued between \$2,500 and \$5,000, one has equipment valued at \$8,100, and one has equipment valued at \$14,400.

In the schools under the American Missionary Association there is one school with equipment valued at \$3,000 and another school with equipment valued at \$5,000. In the colleges under the Methodist Episcopal Church there are three with equipment valued between \$2,500 and \$5,000. In the institutions under the American Baptist Home Mission Society, three have equipment valued between \$2,500 and \$5,000, and one has equipment valued at \$6,100. In the colleges under Presbyterian control one has equipment valued at \$6,000. In the colleges under the control of the Episcopalians and the Disciples, the value of the equipment is less than \$2,500. In the institution under Catholic control the value of equipment is \$4,500.

In the institutions under negro denominational control there are two with equipment valued between \$2,500 and \$5,000.

Although physics occupies a place in curricula of negro colleges, it is not in such demand as biology or chemistry. A large proportion of the physics laboratories are barely sufficient for high-school needs, and in view of the emphasis placed by educational authorities on biology and chemistry as a part of the programs of teacher-training departments, college physics has not been stressed in the colleges.

Notwithstanding the failure of the colleges to maintain proper laboratories in the past, there is every reason to believe that the majority of institutions are determined to meet the standards required for doing college work in the major subjects of science. In nearly every group of colleges there is at least one institution that has been given the necessary means for the proper establishment and maintenance of laboratories for instruction in the sciences. The principal problem now is to bring the other schools up to the desired standards.

### *OTHER LABORATORY AND SHOP EQUIPMENT*

#### *MECHANIC ARTS*

The training of college students in mechanic arts, engineering, building construction, and in related subjects is limited almost exclusively to three institutions under private control and to the land-grant colleges. On the whole, satisfactory provision has been made for the laboratory and shopwork in the schools under private control. However, in most of the land-grant colleges there is a lack of proper equipment for carrying on work in mechanic arts and related subjects on a college level. Nevertheless, two or three States have shown a liberal attitude toward the support of higher technical training. If this liberal policy is continued it will be possible in the

near future for the land-grant colleges in these States to train high-grade technicians capable of rendering excellent service. Under existing conditions the majority of land-grant colleges for negroes need to give serious attention to providing equipment which will enable them to offer college courses in technical subjects.

With respect to the equipment for collegiate work in agriculture there are evidences of improvement in a number of States as is shown by the purchase of additional farm lands, the building of modern barns, and the stocking of the farms with suitable animals and implements. The development of collegiate work in agriculture has been greatly retarded in certain sections because of the small number of students enrolled in college courses in agriculture. At present, a few land-grant colleges, in addition to two of the colleges under private control, have the necessary equipment for teaching agriculture on a college level.

The situation with respect to home-economics equipment is much better than for agricultural or technical training in the land-grant colleges. As the expense of equipping home-economics departments is less than in the case of agriculture and engineering, it has been relatively easy to provide the proper means of study. In the institutions under private control, home economics is receiving increased recognition and nearly all the schools offering college courses in that subject are well equipped.

### *MUSICAL EQUIPMENT*

Among the outstanding services of the colleges has been the contribution that has been made to musical art. In most of the colleges under private control music has long been recognized and provision made for training students of the piano, organ, and voice. Owing to the development of teacher training in the land-grant colleges, music has been given increased recognition at these institutions. In one State institution, at the suggestion of the governor, a first-class pipe organ was installed in the college assembly hall at the expense of the State. However, many schools are handicapped by poor, broken-down instruments which can not be kept in tune or in repair. The great opportunities that exist for the development of vocalists and instrumentalists warrant the expenditure of the necessary funds for the purchase and care of suitable instruments, and more satisfactory provision for the housing of music departments.

### *ENROLLMENT*

One measure of a college is the number of students enrolled and the number who complete their training. According to such a measure the colleges and universities for negroes have greatly multiplied their services to the country and to their constituencies within the past five

years. In 1922-23 the total enrollment of college students in the 79 schools was 6,684; in 1926-27 it had increased to 13,860, or 107 per cent. The largest body of students enrolled under one organization of control is found in the nine institutions under private or independent boards, with 4,349 college students. This is approximately 31 per cent of the total enrollment of negro college students in the 79 schools surveyed. The enrollments of the institutions of this group increased 1,587 or 58 per cent, within the five-year period. Following this is the group of 31 institutions operated by northern white church boards, with 4,067 college students, or nearly 30 per cent of the total. This group has increased its enrollments within the five-year period by 2,342 students, or 136 per cent. The next are the 15 land-grant colleges included in this survey, with 2,951 college students, or 21 per cent of the total. The group has increased its enrollments within the five-year period by 1,683 students, or 137 per cent. The next in order is the group of 17 institutions under negro denominational control, with 1,980 college students, or 14 per cent of the total. This group of schools has increased its college enrollments within the five-year period by 1,110 students, or 130 per cent.

The seven public teacher-training institutions, not including land-grant colleges, have an enrollment of 513, or 4 per cent of the total. The enrollments in this group of schools have increased by 405, or 375 per cent during the five-year period indicated. The latter statement should not be construed to represent the general growth of teacher-training enrollments which constitute a large percentage of the enrollments in the land-grant colleges. In a word, the privately controlled colleges and universities are training 75 per cent of the students and the publicly controlled institutions 25 per cent.

It is also of interest to observe that the per cent of increase in enrollments of college students during the five-year period for the colleges of the northern denominational boards, the land-grant colleges, and those under negro denominational control, which include 65 of the 79 institutions, has been approximately the same, or between 130 and 137 per cent.

The growth of the average size of the institutions according to groups is shown as follows: The average enrollment of public teacher-training institutions in 1922-23 was 15; in 1926-27 it was 73. For the colleges under negro denominational control the average enrollment in 1922-23 was 50; in 1926-27 it was 116. For those under northern church boards, the average enrollment in 1922-23 was 57; in 1926-27 it was 135. For the negro land-grant colleges the average enrollment in 1922-23 was 82; in 1926-27 it was 194. For the institutions under private and independent boards the average enrollment in 1922-23 was 307; in 1926-27 it was 483.

## COEDUCATION

Seven institutions surveyed are not coeducational. Four of these are for men and three for women. The institutions for men are Morehouse College, Atlanta, Ga.; Johnson C. Smith University, Charlotte, N. C.; Lincoln University, Lincoln University, Pa.; Agricultural and Technical College, Greensboro, N. C. The institutions for women are Bennett College for Women, Greensboro, N. C.; Spelman College, Atlanta, Ga.; Barber College for Women, Anniston, Ala.

Of the 13,884 college students listed in 1926-27, the distribution of students by sex was indicated for 12,090 students, of whom 6,146 were men and 5,944 were women, the relative proportion being 51 per cent men and 49 per cent women. In colleges under negro denominational control the number of men is 884, of women, 783, or 53 per cent men and 47 per cent women. For the colleges under independent boards the enrollment of men is 2,417, of women 1,672, or 59 per cent men and 41 per cent women. In the land-grant colleges the enrollment of men is 1,055, of women 1,472, or 42 per cent men and 58 per cent women. In the State teacher-training institutions the enrollment of men is 38, of women 426, or 8 per cent men and 92 per cent women. In the colleges under northern church boards, the enrollment of men is 1,752, of women, 1,558, or 53 per cent men and 47 per cent women. These figures do not include Xavier College and Barber College for Women.

The predominance of men is very slight, considering all the institutions together. However, in the groups where men predominate it will be found that the colleges offer considerable work in preprofessional and technical subjects, thus attracting men who wish to prepare for law, medicine, theology, and more advanced vocational activities. In the institutions with a predominance of women students it will be found that teacher-training enrollments are high. However, the proportion of men in the land-grant colleges is much greater than that of the teacher-training institutions because of the agricultural, technical, and scientific courses offered in the former group of institutions. It is the tendency for men to predominate in the nonteacher-training institutions and for women to predominate in teacher-training institutions.

It is evident from the data shown that the increase in enrollment in the negro colleges is of such a nature as to add greatly to the burdens of control, administration, and instruction. Within a period of five years the institutions have been compelled to provide teachers, buildings, equipment, and the funds for maintenance for more than double the number of students at the beginning of the period. The task of keeping the institution operating on a plane of high efficiency becomes increasingly difficult and if the colleges continue to grow

at the present rate in the future, a much greater responsibility will be placed upon the constituencies and the controlling agencies of these schools. As the colleges can not yet expect large gifts from alumni, they will of necessity be obliged to obtain greater support from the public, either from the State or through private agencies. Notwithstanding their growth, negro colleges and universities have not yet become too large and unwieldy from an educational standpoint. Despite other deficiencies of the colleges, the present enrollments permit an exceptionally large number of moderate-size classes, which facilitate individual instruction of students.

In several instances it was observed that the college classes contained an undue proportion of students that were not of college caliber. This was usually in the case of institutions that had recently gone on a college basis. In view of the inadequate preparation of many high-school graduates, there is need for colleges to scrutinize more carefully the candidates for admission.

Attention is also called to the heavy student mortality in negro colleges. The loss of students between the freshmen and sophomore years and the sophomore and junior years presents an educational problem difficult of solution. Institutions that can avoid these heavy losses by more careful selection of students and by assisting contributory high schools in improving their standards are in a position to be of great service.

### DEGREES

Of the 79 institutions, 54 granted degrees in 1926-27. The 25 institutions that did not grant degrees were junior colleges and other institutions that lacked a year or more of graduating their first college classes.

In 1921-22 there were granted 497 first degrees and 169 graduate and professional degrees. In 1925-26 the number of first degrees was 963, an increase of 94 per cent. The graduate degrees numbered 211 in 1925-26, an increase of 25 per cent.

Of the 983 which represent approximately the total number of first degrees granted in negro colleges, 337, or 34 per cent, were granted by 19 out of 30 institutions under northern white denominational control. The increase in degrees granted for the five-year period for these institutions was 181, or nearly 102 per cent. In 8 of the 9 institutions under private and independent control, 365 first degrees were granted in 1925-26, or approximately 37 per cent of the total. The increase in degrees granted for the five-year period for these institutions was 123, or 50 per cent. In 13 of the 15 land-grant colleges included in the survey, 165 first degrees were granted in 1925-26, or 17 per cent of the total. The increase for the five-year period for these institutions was 117, or 244 per cent. In 15

of the 17 institutions, under negro denominational control, 116 first degrees were granted in 1925-26, or 12 per cent of the total. The increase for the five-year period for these institutions was 65, or 127 per cent. The 7 publicly controlled teacher-training institutions had not at the time of the writing of this report granted any degrees.

The average number of degrees granted by institutions of the several controlling groups is shown as follows: In 1921-22 the average number of degrees granted by institutions under private or independent control was 35; in 1925-26 it was 52. For those under northern denominational control in 1921-22 the average was 8; in 1925-26 it was 18. For the land-grant colleges in 1921-22 the average was 4; in 1925-26 it was 13. For the institutions under negro denominational control, in 1921-22 the average was 3+; in 1925-26 it was 8.

The development of graduate and professional education in the colleges surveyed has of necessity been slow. In the few decades of their existence the colleges have not had sufficient demand to warrant the expense of offering graduate or professional curricula. However, in a few of the institutions under independent control and in a few denominational schools, facilities have been provided for giving the master's degree and the degree of bachelor of divinity. In one institution only are provided the teachers and equipment for professional education in medicine, law, pharmacy, and dentistry.

Within the past five years certain land-grant colleges also have offered advanced courses leading to the master's degree. The increase in the number of graduate and professional degrees granted by negro universities and colleges is shown as follows: In 1925-26, 211 advanced degrees were granted by 54 of the 79 institutions, an increase of 42 over the number granted in 1921-22. The institutions granting the highest number of advanced degrees were those under private or independent boards. These granted 140 advanced degrees in 1925-26, or 66 per cent of the total number. The increase in advanced degrees granted during the five-year period was 7, or 5 per cent.

The next in order are the institutions under northern white denominational control. These granted 25 advanced degrees in 1925-26, or 11 per cent of the total number. The increase during the five-year period was 2, or 9 per cent.

Following this group are the institutions under negro denominational control. These institutions granted 20 advanced degrees in 1925-26, or 9.5 per cent of the total. The increase during the five-year period was 7, or 5 per cent.

The land-grant colleges granted no advanced degrees in 1921-22, but in 1925-26 they granted 26. The teacher-training institutions have not granted any advanced degrees.

In view of the number of degrees granted by the negro colleges, it is of interest to note that despite the lack of recognized accrediting

agencies for these colleges, the bachelor's degrees granted by the majority of the colleges have been given recognition by standard colleges and universities in the northern States, and a considerable number of undergraduate students have been granted, on the basis of individual records, a substantial part of the credit corresponding to the courses presented.

### SUMMARY

Within the past 10 years remarkable gains have been made in the development of institutions of higher learning for negroes. In 1916 there were 31 institutions offering college work; in 1926, of the 79 institutions included in the survey, 77 were engaged in college work. In 1916 the college enrollments for the 31 institutions were 2,132; in 1926 the number of college students enrolled in the institutions surveyed was 13,860, an increase of 550 per cent. Assuming that higher educational opportunities should be approximately the same for both races, it is evident that the development of colleges and universities for the negro race must be greatly increased in order that its needs and those of the country may be fully met. With opportunities for undergraduate work assured for the future, the next step in advance is the development of high-grade institutions offering genuine opportunities for research and graduate work.

## Chapter IV

# ALABAMA

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CONTENTS.—Introduction—Talladega College, Talladega—Selma University, Selma—Miles Memorial College, Birmingham—Tuskegee Normal and Industrial Institute, Tuskegee Institute—Barber College for Women, Anniston

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The State of Alabama is somewhat backward with regard to college training for the negro race. Five universities and colleges in the State are included in this survey, the list being made up of Talladega College, at Talladega; Selma University, at Selma; Miles Memorial College, at Birmingham; Tuskegee Normal and Industrial Institute, at Tuskegee Institute; and Barber College for women at Anniston.

From a geographical point of view, the institutions are not well distributed, three being grouped near the city of Birmingham in the north-central and two in close proximity to Montgomery in the south-central portion of the State. A sixth institution, the negro land-grant college of Alabama, which was not included in this survey, is situated near Huntsville in the northern section. The entire western and southwestern sections of the State, therefore, are without higher educational facilities for negroes.

Alabama's negro population totals 894,500. Of this number only 453 are securing higher education in the five institutions surveyed, the ratio being five college students to each 10,000 inhabitants, an unusually small proportion. A shortage also exists in secondary schools in Alabama from which these institutions of higher learning draw their student bodies. The number of negro youths attending high schools in the State amounts to 3,435 or about 40 out of every 10,000 inhabitants. The white population of Alabama consists of 1,617,500 persons, of whom 47,986 are enrolled in high schools of the State, or 300 per 10,000 white inhabitants.

The Alabama State Department of Education does not maintain a distinct division within its organization for the promotion of negro education. Only publicly supported negro higher educational institutions are included in its list of accredited schools, except in the case of one privately supported college, which receives approximately \$5,000 in State appropriations for teacher-training work. The normal curricula in two of the other privately supported colleges, how-

ever, have been approved, their graduates receiving State teachers' certificates.

At the present time Alabama is engaged in the promotion of negro summer schools of a collegiate rank for the purpose of raising the qualifications and training of public-school teachers, but the low salaries paid generally to negro teachers in the State is having a derogatory effect on enrollments in these summer schools as well as in the normal courses offered by the regular colleges.

### TALLADEGA COLLEGE

*Talladega, Ala.*

Talladega College, at Talladega, Ala., was founded in 1867 by the American Missionary Association. It was incorporated in 1869, and in 1889 its charter was enlarged and confirmed by the State of Alabama. The institution was the first college opened to colored people in Alabama.

The institution was opened as a primary school. Its earliest concern was the training of leaders in education, and so the first courses offered above the elementary grades were normal courses for teachers. Theological instruction was begun in 1872. An outline of a course of college grade first appeared in the catalogue for 1890; the first class was graduated from the college in 1895. Since that date the scope of the college work has been steadily enlarged to meet the new demands of a large constituency. Situated in the heart of the timber, iron, and coal region of Alabama, the town in which the college is located is a place of growing industrial importance.

Talladega College is governed by a self-perpetuating board of trustees of 10 members, each elected for a term of three years. At least three members are elected each year. Five members of the board, including all the officers, are representatives of the American Missionary Society, with headquarters in New York City. An executive committee of three and an investment committee of three are both appointed by the board. The president of the college is a regular member of the board of trustees. The board of trustees takes a vital part in the management of the affairs of the institution.

The major portion of the property of the institution is held in the name of the American Missionary Association, the title to only a few buildings being held by the board of trustees. These buildings were erected by funds not furnished by the association. The association holds and invests about one-half of the endowment of the college, and holds all insurance policies.

The organization of Talladega College includes a college, a theological seminary, a department of music, a secondary school, and an elementary school. The latter is used for practice teaching in the educational courses offered in the college. Total enrollment of the

institution for the academic year 1926-27. was 556, distributed as follows: College (including theological students), 219; high school, 217; elementary, 120. Of these students, 16 were taking work in the degree course in theology and 106 in music. The institution is coeducational. Although there are more girls than boys in the high school and in the elementary school, the number of men in the college slightly exceeds the number of women. Of the college students, slightly more than one-half come from Alabama; Georgia furnishes 28 and North Carolina 12. Other States represented include nine Southern States and Indiana, Michigan, New Jersey, New York, and Ohio. Three foreign students are enrolled.

Talladega College has been accredited as a teacher-training institution by the Alabama State Department of Education since 1919. It has received similar accrediting also from the State departments of education of North Carolina, Texas, Louisiana, Oklahoma, and other Southern States. The institution has also been recognized as a standard college by the State departments of education of North Carolina, Texas, Louisiana, Georgia, and Tennessee. This recognition entitles the graduates of Talladega College to full credit for four years of college work.

The Universities of Michigan, Iowa, and Chicago are listed as graduate schools that have recognized the college since 1923. In 1924 the University of Chicago accredited Talladega College to the extent of accepting its honor graduates without examination. Two graduates have recently entered Howard University. Another graduate spent one summer at the University of Michigan and one year at Cornell University, where he received his master's degree with distinction. Still another graduate, required to take an entrance examination in chemistry at the University of Chicago, made an A grade, and continued with a high record in the Chicago University Medical School.

### ADMINISTRATION

The expenses of the institution are met chiefly by church appropriations, interest on endowment, gifts for current expenses, and student fees. The following table shows the income received from different sources during the last five years.

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26
Church appropriations	\$42,241.29	\$40,350.73	\$53,099.92	\$68,319.26
Interest on endowment	12,500.00	12,500.00	12,500.00	13,000.00
Gifts for current expense	20,053.65	32,005.97	26,790.21	23,410.12
Student fees	46,633.74	44,423.76	40,149.15	47,607.08
Sales and service (net)		4,301.95	7,120.35	9,785.06
Other sources		11,040.08	11,377.61	12,443.47
Total	141,430.62	157,797.59	151,537.24	174,955.59

\* Includes bank loans, electricity, and telephone.

Of the total income of the institution in 1925-26, the sources of support are distributed as follows: 38.6 per cent from church appropriations, 7.5 per cent from interest on endowment, 13.5 per cent from gifts for current expenses, 27.5 from student fees, 5.7 per cent from net income on sales and service, and 7.2 from other sources. Figures in the above table covering student fees include receipts from board and room, as well as those from laboratory and other fees. The charge for board and room, including light and heat, is \$20 a month. The 1927 college fees include tuition, \$45; incidental and lecture fees, \$6.50; athletic fee, \$5; hospital fee for boarding students, \$3. Regular students in the theological seminary pay all fees except the tuition fee. Music fees are determined according to the amount and the nature of instruction.

The present productive endowment of the institution amounts to \$266,000. For the three years preceding 1925-26, the amount was \$246,000. Of the total amount, the American Missionary Association holds \$124,000, while the remainder is held by the board of trustees. The annual return amounts to approximately 5 per cent.

According to the statement in the catalogue for 1927 (p. 65), the annual expenditures of the institution exceed the regular income from ordinary sources by \$25,000. Unless the endowment fund can be increased by \$500,000 the president must raise the amount necessary to carry on the work. Curtailment of present expenses is not possible without lessening the effectiveness of the work, lowering standards, and cheapening the program and opportunity of students. Although \$25,000 a year is not a large sum to raise annually for a college like Talladega, it nevertheless seems wise to make some provision for increasing the regular annual income. It might be possible to secure a large part of this fund by adding \$10 a year to the tuition charges for college students and \$1 a month to the tuition charges of high-school students. Considering the high quality of instruction at Talladega, and considering the large educational advantages provided, students ought to be eager to meet this additional cost. Even with this additional income, a much larger endowment is imperative if the institution is to continue to make progress and to maintain its present high standing.

The accounts of the institution are very well kept. Monthly reports of receipts and expenditures are sent to the New York office of the American Missionary Society of the Congregational Church. The finances of the institution are disbursed on a budget system.

The work of the registrar's office is efficiently organized. An adequate, though elaborate, system of records, forms, cards, etc., has been installed, and modern equipment provided for carrying on the work. Information is readily available concerning high-school transcripts and college grades. The registrar has developed a list of

accredited high schools based upon the record that graduates from those high schools have made at Talladega. The use of printed forms for every sort of communication with students is too impersonal to secure the best results. The substitution of brief personal letters for some of the forms now in use in the registrar's office would probably result in an improvement over the present routine.

### PHYSICAL PLANT

The physical plant of Talladega College consists of a campus of 50 acres, valued at \$50,000; a farm of 750 acres, all within 2 miles of the campus, valued at \$50,000; 19 buildings on the campus, valued at \$1,069,000; and 13 teachers' houses, valued at \$52,500. Equipment in the buildings is valued at \$55,000. The total valuation of the plant is estimated at \$1,276,500. This amount is based upon the cost of the replacement of the buildings, due consideration having been given to the age and condition of each building.

The campus is large and attractive, and the buildings are well placed, with ample space between. Unusual foresight has been shown in laying out and developing the educational plant. There is still opportunity for future expansion without marring the natural beauty of the landscape. About 400 acres of the farm land is under cultivation. The gross income from the farm is about \$7,000 a year; the net income, however, is only \$650.

All the buildings are adequate for the purposes intended. Fifteen are built of brick; the rest are frame. All have fire extinguishers and other necessary fire protection. Ample offices have been provided for the administrative officers, president, deans, bursar, registrar, and librarian, and for some members of the faculty, especially in the science departments. Classrooms and laboratories are light and well ventilated. A few of the buildings deserve special mention.

The Carnegie Library, erected in 1904, is a one-story building containing seven rooms besides the stack room. It is well planned for library purposes, and offers ample opportunity for expansion. The dormitories, for both men and women students, are kept in excellent condition, and the furniture and other equipment are in good condition. The present congestion in the women's dormitory is to be alleviated by the erection of a wing on the present dormitory, and by the completion of the new refectory. The dining room and kitchen are kept in a sanitary manner. A new refectory, now being constructed at a cost of \$100,000, will provide unusually satisfactory dining accommodations. The chapel, erected in 1903, is a one-story building containing besides the large auditorium, 10 rooms used for recitation, laboratory, shop, and other purposes.

The gymnasium for boys, erected in 1924, is a fine structure, well equipped and modern. It contains a swimming pool that is used on

alternate days by boys and girls. A small wooden building is at present being used as a girls' gymnasium. Plans are now under way for the construction of an adequate gymnasium to replace this building. The hospital, erected in 1909-10, is well equipped and arranged to care for the sick. It is in charge of a trained nurse and has 15 rooms, including an operating room and a room for dental work.

The new science building, completed and equipped in 1927, will greatly enlarge the opportunities for satisfactory work in science. This building, valued at \$200,000, is of brick construction and is thoroughly modern, containing fireproof floors and stairs. The building used for the model elementary school is a one-story brick structure, containing six rooms for practice teaching.

The buildings on the campus are heated from a central heating plant. A new building for this purpose has just been completed at a cost of \$40,000. An ice plant has also been constructed.

The college owns 13 houses used for homes of the president and other members of the faculty. In maintaining these houses, the college recognizes the importance of providing comfortable and attractive living quarters for the faculty and appreciates the part that such quarters play in the contribution that each teacher makes to the life of the institution. Talladega has set up an ideal in this respect that is worthy of emulation by other colleges and universities throughout the country.

The officers immediately responsible for the care of the buildings and grounds are the superintendent of construction and the superintendent of buildings and grounds. The superintendent of construction is responsible for the repair of the buildings and for new construction work. The superintendent of buildings and grounds supervises the cleaning of the grounds by hired assistants and reports any necessary repair work to the superintendent of construction. Both of these officers perform their duties in conference with the administrative officers of the institution. The excellent condition of the grounds and buildings shows that the work is admirably done. A landscape gardener is employed to care for the trees and shrubs and to lay out plantings in harmony with the natural beauty of the surroundings.

### *PREPARATORY SCHOOL*

The charter of Talladega College does not require the maintenance of a preparatory school, but there is no plan at present to abolish it. It is planned, however, to restrict the attendance to boys and girls living in the city of Talladega. Beginning in the fall of 1927, no new preparatory students will be admitted to the dormitories or dining room. This plan will greatly reduce the enrollment in the high school.

The preparatory department is entirely separate from the college department with respect to faculty, students, recitation and laboratories, and finances. With the erection of the proposed new high-school building, preparatory students will have their own building entirely segregated from college students.

An elementary school, called the sessions practice school, is conducted strictly for purposes of observation and practice teaching by college students in education courses. Each of the six grades of the school is limited to 20 pupils.

### EDUCATIONAL PROGRAM

The academic program of Talladega College is unusually effective and the work offered is well distributed and correlated. The college course covers four years above the twelfth grade. Teacher training is offered as part of the regular four-year course.

The theological seminary offers a three-year diploma course and a five-year bachelor of divinity course, both above the twelfth grade. A combined college course for the bachelor of arts degree and the bachelor of divinity degree requires six years. The department of music is a four-year college course leading to the degree of bachelor of music. The secondary department is divided into a junior high school and a senior high school, each covering three years—grades 7 to 9, and 10 to 12, respectively. The elementary school covers the first six grades. Both the high school and the elementary school are used for practice work in teacher training.

### ADMISSION REQUIREMENTS

Candidates for admission to the freshman class of the college must present credit to the extent of 15 units of secondary school work, either by completion of the high school at Talladega College, by entrance examination, or by certificate from an approved secondary school. Students must also present credentials of good character from the principals of the schools in which they were prepared.

Of the 15 units, a total of 5 is required as follows: English, 3; history, 1; and science, 1. A maximum of 4 units is allowed in a group including industrial or vocational subjects, Greek, and Spanish. Laboratory notebooks must be presented to secure entrance credit for physics and chemistry. Below is shown the methods by which the students admitted to the freshman class of 1926-27 qualified:

Graduation from an accredited high school.....	38
Graduation from nonaccredited high school.....	7
From State without accrediting machinery.....	35

Students are admitted with a maximum of  $1\frac{1}{2}$  units of conditioned subjects. The institution has different stated periods of time when

various types of conditioned subjects must be worked off, some of which run as far as the end of the senior year. The end of the freshman year, however, is the time when most of these conditioned subjects must be eliminated. The number of conditioned students admitted during the last five years is as follows: 1922-23, 4; 1923-24, 3; 1924-25, 4; 1925-26, 4; 1926-27, 5. No special students have been enrolled in the college for the last five years. A few such students have entered the theological school, there being six in 1926-27 who had not completed all the high-school requirements.

Requirements for admission to the school of music include completion of four years of secondary work with 15 units of credit, one of which must be in piano. Entrance to the theological seminary course leading to the bachelor of divinity degree requires two years of college work, and to the course leading to a diploma, the completion of a high-school course or its equivalent.

### GRADUATION REQUIREMENTS

The work at Talladega College is measured in terms of units, a unit being described as a subject pursued five times a week for a period of 12 weeks. A unit is therefore equivalent to three and one-third semester hours. The number of units required for graduation from the various departments is as follows: Bachelor of arts degree, 36 units (120 semester hours); bachelor of music, 36 units (120 semester hours); bachelor of divinity, 45 units (150 semester hours); diploma, 27 units (90 semester hours). Physical training and expression are required in addition to 36 units. The 45 units required for the bachelor of divinity degree include two years of college work required for admission to the theological course leading to a degree.

Of the 36 units required for the bachelor of arts degree, 3 must be in English; 9 in the major subject; 6 either in English, foreign language, music, fine arts, or journalism; 6 in either mathematics, physics, biology, chemistry, applied mathematics, or household economics; and 6 in either history and economics, social science, philosophy and education, Biblical history and literature, or business administration.

The 36 units required for graduation with a bachelor of music degree include a minority of college subjects, together with essential courses in musical theory and with the study of two instruments, or of voice and one instrument. The college courses required include English, modern language, and psychology.

The three-year diploma course in theology prescribes, in addition to courses in Bible, homiletics, church history, religious education, hymnology, systematic theology, missions, and philosophy, courses in English, sociology, education, public speaking, and civil law. The degree course, covering three years' work above two years of college, includes with regular courses in theology specialized courses in theology of an advanced nature.

The teacher-training course in the institution is a regular part of the four-year college course leading to a bachelor of arts degree with a major in education. Practice teaching and observation are required of all students taking this course. Because of the low pay of teachers in Alabama, very few students are taking the four-year teacher-training work. Students desiring to teach prefer to take a normal course at some other institution requiring only one or two years. This college, however, is probably justified in maintaining the four-year course in education as such a program offers the only possible way to produce adequately trained teachers for high schools in the State. A four-year course is needed also to prepare teachers to become supervisors of the elementary schools. It seems to the survey committee of vital importance that the State of Alabama provide adequate salaries for its negro public-school teachers.

### ENROLLMENT

The following table shows the number of college students (not including theological students) enrolled in Talladega College during the last five years.

TABLE 2.—*Liberal arts enrollment*

Year	Freshman	Sophomors	Junior	Senior	Total
1922-23	38	33	26	20	117
1923-24	52	24	22	27	125
1924-25	55	26	19	21	121
1925-26	65	34	32	18	149
1926-27	97	39	35	32	203

These figures show notable gains in the enrollment in the college during the five-year period as follows: Freshman class, 155.2 per cent; sophomore class, 18.2 per cent; junior class, 34.6 per cent; and senior class, 60 per cent. The total gain over this period is 86 students, or 73.5 per cent. The enrollment in the different classes shows a curious flux. It decreased in the sophomore and junior classes between 1923 and 1925, and increased during each of the following two years. The enrollment in the senior class increased for one year, decreased for each of the next three years, and increased the last year. The freshman class has shown a steady increase for each year.

The outstanding facts of enrollment, therefore, are: (1) A steady increase in the freshman class amounting to 155.2 per cent between 1922 and 1926; (2) losses from the freshman classes, ranging from 38.1 per cent to 50 per cent during the four-year period.

The following table shows the number of students enrolled in the theological course for the bachelor of divinity degree during the last five years.

TABLE 3.—Enrollment in theological course

Year	Junior <sup>1</sup>	Middle	Senior	Total
1922-23.....	2	1	4	7
1923-24.....	5	4	3	12
1924-25.....	6	10	3	19
1925-26.....	6	6	3	15
1926-27.....	6	6	4	16

<sup>1</sup> The junior year in this course follows the second year of college. The senior year is equivalent to a year of graduate study.

Enrollment of noncollegiate students at the institution totaled 337 in 1926-27, as compared with 365 in 1925-26, 382 in 1924-25, and 357 in 1923-24.

A study of these figures shows that a slight loss in the total non-collegiate enrollment has occurred over the past five years. The elementary school has been reduced in size by 28.5 per cent, while the junior high-school enrollment has remained practically stationary. In the case of the senior high school there has been a gain of 34 per cent. No colored high schools are accredited by the State department. Decrease of 27 per cent in the enrollment in the elementary school is explained by the fact that classes during the past year have been reduced in size, in order to provide better working conditions for both pupils and practice teachers.

### DEGREES

The following table shows the number of degrees granted by Talladega College during the last six years.

TABLE 4.—Degrees granted

Degree	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27
Bachelor of arts.....	26	20	27	20	18	4
Bachelor of music.....	1				1	
Bachelor of divinity.....		4	1	1	2	4
Total.....	27	24	28	21	21	8

No honorary degrees have been conferred by the institution during the last six years.

### FACULTY

The total number of the faculty teaching courses of college grade is 20. Their work is distributed among 11 departments as follows: Biology, 1 professor and 1 instructor; chemistry, 1 professor; economics and sociology, 1 instructor; education and philosophy, 2 professors and 1 instructor; English, 1 professor; languages, 1 professor and 1 instructor; mathematics and physics, 1 instructor; music, 1 professor and 3 instructors; physical education, 1 associate professor; theology, 2 professors.

In the academic organization, one of the professors of education is dean of the college, while the second is principal of the practice school and the third teacher is principal of the elementary school. The instructor in biology devotes one-third time to chemistry, and the instructor in languages, one-third time to history. One of the professors of theology is also dean of the theological seminary. The professor of mathematics and physics, absent on leave during 1926-27, is not listed in the outline of departments.

Of the 20 teachers listed in Table 9, 13 teach only one subject each. The other 7 teach two subjects each as follows: French and German, Bible and English, history and economics, physics and mathematics, French and history, botany and chemistry. These are not unusual groupings, as the subjects in all the groups except one—history and French—are closely related.

Of the 20 members of the faculty, 7 are women. They teach the following subjects: Chemistry, English, French and history, education, and music. Two of the professors have been connected with the institution from 10 to 15 years, one from 8 to 10 years. All of the professors have been there more than one year; the majority more than five years.

All but one member of the faculty have received bachelors' degrees, and 12 have received second or advanced degrees; two have doctor of philosophy degrees. Four have pursued graduate work beyond their last degree. The following table shows the training of the different teachers.

TABLE 5.—Training of faculty

Case	First degree	Where obtained	Second degree	Where obtained	Other graduate work	Where obtained
1	A. B.	Fisk University.	M. B.	Yale University.		
	A. B.	Yale University.				
2	A. B.	Tufts College.	A. M.	University of Michigan.		
3	A. B.	Talladega College.	A. M.	University of Chicago.		
4	A. B.	Oberlin College.			1 semester and 4 summers.	Columbia University.
5	B. Mus.	do.			1 summer.	Oberlin College.
					1 year.	New York Institute of Musical Art.
6	A. B.	Dartmouth College.	B. D.	Yale University.		
			A. M.	University of Chicago.		
7	A. B.	Fisk University.	B. Ph. Ed.	International Y. M. C. A. College.		
8	A. B.	Morhouse College.				Rochester Theological Seminary.
					5 summers.	University of Chicago.
9	A. B.	University of Pittsburgh.				
10	A. B.	Howard University.	B. D.	Yale University.		
11	Not furnished.					
12	A. B.	University of Kansas.				

TABLE 5.—Training of faculty—Continued

Case	First degree	Where obtained	Second degree	Where obtained	Other graduate work	Where obtained
13	A. B.	Hunter College	A. M.	Columbia University	1 summer	Hunter College
14	A. B.		A. M.	University of Pennsylvania		
15	Not furnished.		Ph. D. A. M.	do.		
16	B. Mus.					
17	A. B.					
18	A. B., B. Mus.					
19	Not furnished.		Ph. D.			
20	do.		B. D.			

The president of the institution has received a first degree from Oberlin College and a master's degree from Yale University. He is also a graduate of Hartford Seminary.

Salaries paid the members of the faculty are as follows: One receives an annual salary of \$3,000; one, \$2,400; six, \$2,200; three, \$1,900; one, \$1,500; one, \$1,320; one, \$1,080; one, \$1,000; two, \$850; one, \$750; and one, \$600. The compensation of one teacher was not furnished the committee. Although the salaries of Talladega College are higher than those in many other colleges surveyed, the training and experience of the faculty warrant these compensations. The annual remuneration of the president is \$3,800 with a perquisite of \$700.

The work of the teachers is not excessive, ranging from 30 up to 380 student clock hours per week. Hours per week of teaching of the staff also are normal with a few exceptions. Of the 20 members of the college faculty, two teach 5 hours per week, one 9 hours per week, one 10 hours per week, twelve 15 hours per week, one 20 hours per week, and two 30 hours per week. It is evident that the teachers with 30 hours of classroom work per week are overburdened and the survey committee recommends that prompt steps be taken to reduce the amount of their work.

The sizes of the classes in the college are generally normal. In 1926-27 there were 6 classes containing from 2 to 4 students, 5 from 5 to 9 students, 9 from 10 to 19 students, 11 from 20 to 29 students, 4 from 30 to 33 students, and 2 from 39 to 41 students. The two classes with an enrollment of 39 to 41 students were in physical education for freshman men and in history of the English drama. The five classes with 30-33 are elementary French, freshman botany, freshman biology, freshman history, and elementary German. This record is unusually good and it shows that the administrative officers of the college recognize a close relationship between size of classes and effective teaching.

To improve the educational program of the college there is a general teachers' meeting held monthly of all workers on the campus to discuss questions of welfare and improvement. Department meetings are also held monthly in which matters of curricula and instruction are considered. Foreign language is taught in the college by phonograph and dictaphone. The freshman English class is divided into three sections according to the ability levels of the students.

### EDUCATIONAL EQUIPMENT

The library of Talladega College contains 25,000 volumes. About 100 magazines are subscribed for, all of value in instruction work in the college. In 1925-26, 5,091 volumes were loaned to students and instructors on two weeks' cards, and 1,902 books taken out over night. Attendance at the library for the same year was estimated at 31,228. Teachers drew out 1,725 volumes; students, 3,198 volumes; and outsiders, 168 volumes. An average of over \$600 has been spent annually for new books during the last five years, including encyclopedias, atlases, yearbooks, and other reference books. The high school has 1,000 books in its own building for use of high-school students in addition to the regular library. In 1926-27, \$150 was spent for a special library for children in the session training school.

Below are shown the annual expenditures for library purposes during the last five years.

TABLE 6.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$400	1610	\$610	\$600	\$750
Magazines.....	100	150	150	200	300
Supplies.....	200	290	290	400	750
Binding.....	100	100	100	200	200
Salaries.....	800	950	950	950	1,200
Total.....	1,800	2,100	2,100	2,350	3,200

The librarian is a full-time librarian, having had considerable experience before coming to Talladega College. She worked in the library at Simmons College and had library experience in New England cities. Her salary is \$900 plus board and room. Five student assistants are employed in the library.

The library budget approved for 1927-28 carries the following items: Books, \$750; magazines, \$300; supplies, \$150; furniture, \$600; binding, \$200; salaries, \$1,200; total, \$3,200.

Modern laboratory equipment, ample for college work in biology, chemistry, and physics, has been installed in the new science building, completed during the summer of 1927. The present equipment for

biology is more complete than that for either chemistry or physics, provision having been made for offering considerable advanced work. There are 59 microscopes in the department, three machines for slicing, and other valuable and necessary apparatus. The equipment in chemistry is ample for the work now being given; that in physics for two years of college work. Additional apparatus is needed to provide for more work in both chemistry and physics.

Below are shown the expenditures for scientific equipment and supplies during the last five years.

TABLE 7.—Expenditures for laboratories

Expenditures	Biology	Chemistry	Physics
For permanent equipment			
1922-23		\$285.84	\$1,180.55
1923-24	\$208.20	321.20	711.90
1924-25	243.42	126.46	172.65
1925-26	1,720.92	552.09	1,452.30
1926-27	2,392.81	951.07	667.41
For supplies:			
1922-23		91.00	28.30
1923-24	15.00	76.73	
1924-25	39.05	68.18	
1925-26	352.81	25.08	
1926-27	340.52	190.24	
Total estimated value of equipment	6,300.00	3,800.00	3,000.00

### EXTRACURRICULAR ACTIVITIES

Athletic activities at the college are conducted by a joint committee of faculty and students. The faculty is represented by the administrative committee and the students by the officers of such student organizations as the Y. M. C. A., the Y. W. C. A., and the student athletic association. The institution is a member of the Southeastern Intercollegiate Association. By-laws of this association are observed in protecting the purity of athletics and in preserving scholarship.

There are three fraternities and sororities at the Talladega College, the Alpha Phi Alpha and the Omega Psi Phi for men and the Alpha Kappa Alpha for women. The institution by action of the board of trustees has limited the number of fraternities to two and has adopted rigid rules with reference to their government. Freshmen are ineligible to membership, as well as students with conditions or poor scholarship. The combined membership of both fraternities can not exceed one-fifth of the total number of men in the college. No member of a fraternity may be elected to any position in organized student activities except by a two-thirds vote of all students eligible to vote for such an election.

The college choir, consisting of 35 voices, and the college orchestra, consisting of 18 members, are both under direction of the professor of music.

### SERVICE TO SOCIETY

The contribution of Talladega College to society is offered primarily through the different departments, which present unusual educational opportunities. The emphasis upon health and right conditions of living is of great value. The attention given to academic surroundings—campus, buildings, and rooms—will have a lasting benefit upon each student who attends the institution. The standards of work adhered to in the various departments will naturally instill the students with the pride of achievement. The board of trustees is to be commended for their devotion to the upbuilding of Talladega College and for their interest in its welfare.

In offering adequate preparation of students for the Christian ministry and for service as high-school teachers, the institution occupies a distinguished position in the South. It seems to the survey committee, however, that too few students are availing themselves of the opportunities in both these fields. A vigorous effort to present the offerings of the institution before a larger number of prospective students, and a judicious direction of students into these two fields, ought to result in a larger enrollment in the courses mentioned. The granting of the degree of bachelor of science in education for the four-year course in teacher-training might help materially. The advisability of offering at the same time a two-year course of training for elementary teachers might well be given serious study by the administration.

The large number of students enrolled in the music courses—106 in all—justifies the emphasis given to music, and suggests another valuable contribution to the cultural life of the race.

### CONCLUSIONS

On the basis of the facts presented in this report, the survey committee recommends:

That in order to provide in large part for the present annual deficit of \$25,000, the tuition fees be raised for both college and high-school students; and that, to provide for needy meritorious students, money be secured for scholarship and loan funds.

That in order to provide permanently for the present annual deficit and to meet the needs of the future growth of the institution, the trustees inaugurate a campaign for at least \$1,000,000 for endowment to extend over a period of not more than four years.

That in view of the fact that the net income on the farm of 750 acres is only \$650 a year, the trustees dispose of the major portion of this land.

That as so few students are enrolled in the four-year teacher-training course, and as the institution possesses an unusual building

with adequate equipment for work in the elementary grades, the administration carefully considers the advisability of offering also two-year training courses for elementary teachers; and that if this course is inaugurated it be closely articulated with the present four-year course in teacher training.

That the degree of bachelor of science in education be conferred, instead of the bachelor of arts degree, upon students who complete the four-year course in teacher training.

That as the survey by this committee shows that the institution will soon be in a position to do graduate work, the academic functions of the college be developed with this end in view.

That the granting of the bachelor of music degree be discontinued and this work be made a major department in the liberal arts college.

That in view of the disparity between the present gymnasium facilities for men and women, the trustees make immediate effort to secure money for an adequate gymnasium for women.

That additional scientific apparatus be secured in order to make it possible to offer more advanced work in chemistry and physics.

### SELMA UNIVERSITY

#### *Selma, Ala.*

Selma University, located at Selma, Ala., was founded in 1878. It was originally known as the Alabama Baptist Normal and Theological School. In 1880 the school was adopted by the American Baptist Home Mission Society and has been supported by that organization since that date. In March, 1881, the school was incorporated under its original name; but in 1885 the name was changed to Selma University. In 1895 the name was changed to the Alabama Baptist Colored University, and in 1908 to Selma University again. The institution is controlled by the Alabama Colored Baptist State Convention.

The university has a board of trustees consisting of 15 members and an advisory board of 85 members. Both bodies are elected by the Alabama Colored Baptist State Convention. Members of the two boards serve for five years, one-fifth of the number being elected each year. The institution is administered principally by the board of trustees in whose name the title to the property is held. All members of both governing boards are colored, and, with the exception of three of the 15 members of the board of trustees and of 16 of the 85 members of the advisory board, all are clergymen. The president of the university, also a clergyman, is an ex-officio member of the board of trustees.

Selma University maintains the following departments: Theological, college, junior high school, primary school, commercial, music, and industrial. A summer school of two terms is also included

in the announced program. The theological department offers two courses: One covering four years of work above the four-year high school and the other five years of work. Only one student was enrolled in the theological department in 1926-27.

The college department consists of a junior college and a senior college. The junior college covers four years of work beginning with the eleventh grade in high school and continuing through the second year of a regular college course. A teacher-training course is listed as part of the junior college. The senior college covers the last two years of a regular four-year college course. No students were enrolled in the senior college in 1926-27. A summer school is also conducted in two terms of six weeks each and is largely attended by Alabama school teachers pursuing normal courses for the purpose of obtaining higher teachers' certificates. The State department of education gives credit for work done at this summer-session.

The Alabama State Department of Education has accredited the teachers' professional course in the junior college and has been granting teachers' certificates since 1919 to students completing this course. Although no formal recognition or accrediting has come to any department of Selma University, high-school graduates have been accepted at the University of Chicago and at the Southern Illinois Normal School. A graduate of the university, with the bachelor of arts degree, entered Fisk University where he was able to complete the requirements for the bachelor of arts degree in one year.

The total enrollment of the institution for the academic year 1926-27 was 451, distributed as follows: 26 college students, 239 high-school students and 196 elementary pupils. Enrollment in the summer session totaled 166, of which 125 were college students.

### ADMINISTRATION

The expenses of the institution are met by student fees, by church appropriations, and by special gifts. There is no productive endowment. The following table shows the income from different sources during the last four years.

TABLE 8.—Income

Sources	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations	\$17,185.15	\$15,938.41	\$12,561.30	\$16,817.05	\$16,142.79
Gifts for current expenses	9,182.44	10,142.11	8,916.89	6,041.83	3,528.16
Student fees	3,263.25	6,411.55	6,676.30	7,201.27	6,030.00
Net income, sales and services	5,943.25	4,078.82	12,978.68	6,906.58	3,823.05
Other sources <sup>1</sup>	762.40	1,467.30	569.71	1,298.05	1,162.19
Total	38,336.49	38,038.19	31,102.88	38,364.78	30,684.79

<sup>1</sup> About \$1,200 of net income, entered in 1925-26, should be part of receipts from this source in 1924-25. Corrected net income from sales and services for these two years is \$4,178.68 and \$5,766.56.

<sup>2</sup> Receipts principally from concerts and old accounts.

As indicated in Table 8, revenues of the institution in 1926-27 amounted to \$30,684.79. Of this total, 52.6 per cent came from church appropriations, 11.5 per cent from gifts for current expense, 19.6 per cent from student fees, 12.4 per cent from sales and services, and 3.8 per cent from other sources.

Church appropriations include donations from individuals, church conferences, Sunday school conventions, churches and Sunday schools, both white and colored, in amounts ranging from 25 cents up to \$1,500. Gifts for current expenses include contributions from the home-mission board of the Southern Baptist Convention, the Home Mission Society of New York, the General Education Board, and other sources.

Student fees include tuition, 35 cents to \$2 a month; incidental fee for all students above fourth grade, \$2 a year; athletic fee, for all students above fourth grade, \$2 a year; medical fee for all boarding students, \$2 a year; and laboratory fee in physics, biology, and chemistry, \$1 a year. The tuition charge for students in the junior college is \$1.50 a month. In addition to these cash payments, each boarding student is required to work one hour a day without pay. The charges for board and room are \$10.75 a month for the young women and \$12 a month (including laundry) for the young men.

The instability of the annual income as shown for the year 1924-25, with a loss of \$7,000 over the previous year, and for 1926-27, with a similar loss of nearly \$8,000, constitutes a serious handicap to the institution. Steps should be taken at once to insure a stable income.

The actual revenue from tuition fees in 1926-27 amounted to about \$5,000, or less than one-third of the cost of instruction for the same year. The 26 college students in 1926-27 paid tuition fees amounting to only \$300. The proportionate cost of instruction in the college was approximately \$38,000. A student, therefore, paid no more than one-tenth of the cost of his instruction, and this in spite of the fact that teachers' salaries are unusually low. Teachers' salaries at Selma University should be considerably higher, and students should be expected to bear a fair proportion of the cost of instruction. In order to insure sincere working interest and to provide each student with an incentive to manifest his good faith, the tuition fees should be considerably increased.

The accounts of the institution are well kept and are audited annually by a competent accountant from Tuskegee Institute. The institution at present is carrying a debt of \$38,000. A financial secretary is now in the field attempting to raise funds to cancel this debt. There is also being conducted a campaign to raise \$100,000 for new buildings and for repair of old buildings. The General Education Board has promised a gift of \$50,000, provided the university raises

\$100,000. It is intended to complete the campaign in celebration of the fiftieth anniversary of the institution.

Some effort is being made to improve conditions in the registrar's office. The work in this office is carried on by the dean of the college, who teaches seven courses amounting to 31 hours a week. The system of keeping student records is not up to standard. Admission credits are not entered on the permanent record sheet; nor are the credit hours for each course completed.

### PHYSICAL PLANT

The physical plant of the university consists of 31 acres of land and eight buildings, one brick, the rest wooden. The campus proper, of 7 acres, is valued at \$28,200 on the basis of the sale price of adjoining property. The farm of 24 acres is valued at \$4,800. The total value of land is thus \$33,000. The eight buildings are valued at \$130,500; equipment is valued at \$14,670. These valuations are based upon original cost with consideration of depreciation and cost of replacement. The total estimated value of the entire plant is approximately \$180,000. Insurance carried on the property amounts to \$82,700.

Responsibility for the care of the buildings and grounds rests upon the president. Students do the janitor work as part of their assigned duties. The general appearance of the buildings and grounds is fair. The Dinkins Memorial Chapel, a new structure, is clean and in a good state of repair. It is used to its fullest capacity and has ample fire protection facilities. The women's dormitory is an old structure in a poor state of repair with leaking roof and falling plaster. It has a fire escape but no extinguishers. The students are crowded in the rooms. In the basement is located the dining room and kitchen, which are dark and poorly ventilated and which have low ceilings. They are, however, as clean as could be expected under the circumstances. The men's dormitory is not in a state of cleanliness. The roof leaks badly, the plastering is falling off the walls, and the stair banisters are falling down. There are too many students in the rooms, some rooms having as many as six occupants. The toilets are insanitary. Rooms are heated by stoves and no fire protection is afforded.

In the campaign to raise \$150,000 for new buildings at the university, it is planned to construct a new dormitory for men and a domestic science building, including a dining room and kitchen. The city and county have agreed to assist in the campaign through the local chamber of commerce, which is to raise \$12,000 of the total fund.

*PREPARATORY SCHOOL*

Although the charter of the institution does not require the maintenance of a preparatory school, there is no thought at present of discontinuing it. The junior college as organized and the junior high school are kept separate and distinct as regards students, and recitations and laboratory periods. No separation exists, however, with regard to buildings, faculty, and finance.

Dinkins Memorial Chapel, erected in 1921 and valued at \$75,000, is one of the principal buildings on the campus. It contains an assembly room, a small library room, four administrative offices, and 14 recitation rooms. Susie Stone Hall, erected in 1889 and valued at \$20,000, is a four-story frame structure containing 57 rooms used for classes, library, and the remainder as living rooms for women students. Susie Foster Hall, erected in 1911 and valued at \$15,000, is a three-story frame building containing three rooms used for laboratory and shop, for offices with the upper floors used as quarters for women students. Other buildings include: Woodsman House, a two-story frame building containing 14 rooms used as quarters for men students and valued at \$4,400; teachers' college, also a two-story frame structure, with 13 rooms, used as a residence for teachers; manual training shop valued at \$600, and the training school valued at \$800, each a one-story frame building. The president's home, erected in 1920, contains 13 rooms and is valued at \$10,000.

*ADMISSION REQUIREMENTS*

Candidates for admission to the junior college (grades 11-14, inclusive) must present certificates from approved secondary schools showing that work has been completed through the tenth grade. For admission to the theological department, students must present certificates showing that work has been completed through a four-year high school (grades 9-12, inclusive). Graduates of a four-year high school are admitted to the third year of the present junior college. All students must present testimonials of good character.

Fifteen students were admitted to the college (third year of junior college) in 1926-27. Of these, only one was admitted as a conditioned student. The maximum number of units of conditioned subjects allowed for admission is two. These must be made up by the end of the first year.

*GRADUATION REQUIREMENTS*

The degree of bachelor of arts is conferred upon students who complete two years of college work (69 hours) above the four years of the junior college. Required subjects include political science, chemistry, negro history, English, philosophy, and ethics. One degree

was granted in 1926 and one in 1921. No students were enrolled for this degree in 1926-27.

The degree of bachelor of divinity is conferred upon students who complete three years of work (96 semester hours) in the theological department above two years of regular college work. The degree, therefore, calls for one year's work above the regular college course. No students were candidates for this degree in 1926-27. The degree of bachelor of theology is conferred upon students who complete four years of work in the theological department (126 semester hours) above the four-year high school. Only one student was enrolled in this course during 1926-27.

Students who complete the four years' work in the junior college (grades 11-14, inclusive), amounting to 69 semester hours above the four-year high school, are granted certificates. The junior college comprises three programs of study as follows: Classical, premedical, and teachers' professional. The first two years of each of these programs are the last two years of the high school—that is, grades 11 and 12. The other two years are regular college work.

The classical curriculum prescribes work in English, Greek, Latin, history, modern foreign language, college algebra, trigonometry, chemistry, sociology, American history, economics, Bible, and music. The premedical curriculum prescribes work in biology, English, chemistry, college algebra, trigonometry, modern foreign language, college physics, physiology, comparative anatomy, sociology, psychology, economics, negro history, Bible, and music. The teachers' professional curriculum prescribes work in English, psychology, education, practice teaching, sociology, cooking, sewing, negro history, economics, Bible, and music.

### ENROLLMENT

The total number of regular college students attending Selma University in 1926-27 was 26. The following table shows the enrollment and the distribution of students of college grade during the last five years.

TABLE 9.—Enrollment

Year	Classical and premedical		Teachers		Theological		Total
	Freshman	Sophomore	Freshman	Sophomore	Freshman	Sophomore	
1922-23	1	0	3	0	0	0	4
1923-24	3	1	5	3	0	0	8
1924-25	0	2	5	2	0	0	9
1925-26	4	0	5	3	4	0	16
1926-27	4	3	10	7	1	0	26

In the year 1925-26, one student pursuing a four-year college course was granted a bachelor of arts degree. Of the four freshmen enrolled in 1926-27, three are pursuing a premedical course, and one a classical course. Of the sophomores, two are registered in the premedical course and two in the classical course. The 10 freshmen in the teachers' professional course are all women.

The figures in Table 9 show a slight but steady increase in the total enrollment in the college proper since 1922-23. The real increase, however, is in the teachers' professional course, from 3 in 1922-23, to 17 in 1926-27. These figures suggest that greater stress should be put upon the teacher-training work, even to the point of eliminating some of the other work at present announced.

There has been a steady and consistent decrease in the total enrollment of noncollegiate students each year since 1923-24. In 1923-24, 643 students were registered in the departments below college grade as compared with 533 in 1924-25, 578 in 1925-26, and 425 in 1926-27. Between 1923-24 and 1926-27, the decrease of noncollegiate students totaled 218, or 33.9 per cent.

#### DEGREES GRANTED

Twenty-three bachelor of arts degrees since 1890 have been granted by Selma University, 9 bachelor of theology degrees, and 16 bachelor of divinity degrees. Since 1916 only 2 bachelor of arts degrees have been conferred, 1 in 1921 and 1 in 1926. Since 1914 no bachelor of divinity degrees have been conferred and only 4 bachelor of theology degrees, all in 1920. The falling off in the number of bachelor's degrees conferred since 1916 seems to the survey committee to warrant the conclusion that the program of college work should be reorganized as to eliminate the practice of granting any bachelor's degrees.

Ten honorary degrees since 1922 have been conferred as follows: 3 degrees of doctor of law in 1922-23; 3 master of arts degrees and 1 doctor of divinity in 1923-24; 2 doctor of literature degrees in 1924-25; and 1 doctor of literature degree in 1925-26. The number of honorary degrees granted since 1922 is entirely out of proportion with the bachelor degrees. The survey committee is of the opinion that the practice of granting honorary degrees by this institution is subject to grave question.

#### FACULTY.

The teaching staff of the college proper is composed of seven members, all negroes. Three are ranked as professors, two as assistant professors, and two as instructors. Work is offered in seven departments of instruction. These departments with the numbers of teachers in each are as follows: Ethics, 1 professor; mathematics,

professor; Greek and theology, 1 professor; English and economics, 1 instructor; physics, 1 assistant professor; biology and chemistry, 1 assistant professor; and education, 1 instructor.

Of the total number of teachers, 2 teach exclusively in the college, 2 in both in the college and the high school, and 3 in the college, the high school, and the elementary school. With the exception of the president, who teaches only a one-hour course in ethics, all members of the faculty teach two or more subjects. One teaches biology, physics, and chemistry; one, mathematics, French, bookkeeping, and Latin; one, economics, history, and English composition. It is impossible to see how one teacher can give effective service in so many different subjects especially when the courses taught range from the elementary grades to the second year of college. It is the opinion of the survey committee that such a distribution invites loose methods in teaching and fails to secure the proper standards of work.

Six of the seven college teachers hold first degrees, and three hold additional degrees—one being an honorary degree. Two others have pursued some graduate study. The following table indicates the training of the teaching staff.

TABLE 10.—Training of faculty

Teacher	First degree	Where obtained	Graduate work	Where obtained
President	A. B.	Selma University	D. D. <sup>1</sup>	Natchez University.
1	A. B.	Brown University	1 summer	University of Chicago.
2	A. B.	Virginia Union University	B. D.	Virginia Union University.
3	A. B.	Selma University	2 summers	Fisk University.
4	B. S.	Howard University	1 summer	University of Pennsylvania.
	C. E.	do		
5	A. B.	Bradley Polytechnic Institute.		
6	None			

<sup>1</sup> This is an honorary degree.

The degrees held by six members of the faculty represent five institutions, three located in the North, and two in the South. Three of the five are negro institutions. Two members of the staff are graduates of Selma University. The teacher who holds the bachelor of divinity degree teaches Greek and theology; the one who holds the civil engineer degree teaches mathematics and physics.

Salaries paid to members of the faculty, exclusive of administrative officers, range from \$600 to \$880, exclusive of the dean, who is also registrar and receives \$1,500. The stipend of three of the teachers is \$800, while one receives \$880 and another \$600. The salary of the president, who also teaches in the college, amounts to \$2,400.

It is evident from the small salaries received that the teachers find it extremely difficult to devote any time to graduate study at other institutions. And considering the heavy teaching schedules

that the teachers carry, it is obvious that they are underpaid. In order that they may be adequately equipped for high-grade work and that they may render the kind of service expected in a modern college, their salaries should be substantially increased and their teaching load considerably decreased.

The present campaign for \$150,000 to be spent entirely on buildings will fail to meet the most urgent need of the university—that is, provision for paying adequate salaries, for increasing the teaching staff, for securing necessary library and scientific equipment—all for the purpose of offering a real educational opportunity to students.

The teaching loads of three members of the staff are unusually heavy, ranging far above 350 student clock hours per week. The loads of the different teachers are as follows: 1 with 10 student clock-hours; 1 with 145, 1 with 328, 1 with 332, 1 with 566, 1 with 896 and 1 with 1,110. The teacher carrying 566 clock-hours is also dean of the college and registrar; he teaches 2 courses in college, 4 in high school, and 1 in the elementary school. The teacher carrying 896 clock-hours teaches 2 courses in college, 3 in high school, and 1 in the elementary school. The teacher with the largest clock-hour load—1,110 clock-hours—teaches one course (physics) in college and four courses (all mathematics) in high school. These figures seem to suggest that at least three teachers should be added to the staff in order adequately to care for the work now being imposed upon the present faculty.

The following shows the teaching schedule prevailing in the college: 1 teacher with 20 hours per week of teaching; 1 with 22, 1 with 24, 1 with 29, 1 with 30, and 1 with 31. The president teaches 10 hours per week.

The size of the classes in the institution varies from 1 to 100 students. There are 10 classes containing from 1 to 5 students; 3, from 6 to 9 students; 10, from 9 to 20 students; 5, from 21 to 30 students; 2, from 31 to 40 students; 1, from 41 to 50 students; 2, from 51 to 60 students; 2, from 61 to 70 students; and 1 from 90 to 100 students. The large number of classes with less than 20 students is explained by the small number of students doing college work. The large college classes have only 17 students each—English and education. The large classes, as might be expected, are high-school classes—history, 57; algebra II, 66; algebra I, 96; geometry, 61; physics, 57. There can be no defense, however, for such large classes even in high school.

#### EDUCATIONAL EQUIPMENT

The institution has no library as far as its practical use is concerned. One small room, called the library, contains about 1,000 books; but this room is kept locked most of the time. Very few of the books

are suitable for modern reference work. Expenditures for library purposes have amounted to \$8 in the last five years. The institution recently purchased a set of Harvard Classics, but has not completed payment on them. No magazines are taken.

The scientific equipment is very meager. The total valuation of the equipment and supplies includes: Biology laboratory, \$80; chemistry laboratory, \$250; and physics laboratory, \$400. The only expenditure for supplies made in the last five years was \$160 in the chemistry laboratory. The available equipment is far from adequate for carrying on the most elementary work in science. A considerable appropriation should be made available at once in order that the college courses now being offered in biology, physics, and chemistry may deserve the credit they are expected to carry.

### *EXTRACURRICULAR ACTIVITIES*

Athletic activities at the institution are administered by the faculty. The college does not belong to any intercollegiate association or conference but has its own rules governing the eligibility of students to participate in interscholastic athletic contests.

### *SERVICE TO SOCIETY*

The list of students who have completed work for degrees and for certificates at Selma University suggests that the service to society rendered by the college department has not been so apparent in recent years as it was before 1914. Between 1902 and 1914, the theological department gave training to a number of men who became preachers. Since 1914, however, the number of preachers trained at the university has been almost negligible.

Greater possibilities attach to the teacher-training work. Since 1920, 24 students have completed the two-year college course for a State certificate. The steady increase in the enrollment in this department suggests an objective for immediate emphasis in the institution. The elementary and secondary schools in the city serve a very useful purpose in offering educational advantages to the boys and girls of the community.

With the completion of the present campaign for \$150,000, new life will undoubtedly be injected into the institution. But additional effort should be spent in removing the obstacles that now block the way of progress. On the basis of the facts presented in this report, the survey committee makes the following recommendations:

That the institution be entirely reorganized, the programs of work simplified and strengthened, and that the energy of the faculty and the administration be concentrated upon the work that the institution is equipped and qualified to offer.

That the curriculum be revised by eliminating courses in Greek and Hebrew and advanced Latin, and by adding more courses in English composition, English literature, public speaking, history, and economics.

That all work in sewing, cooking, and other vocational or industrial subjects be confined to the elementary and the secondary schools, except in the normal course.

That the granting of all degrees, including the bachelor of arts, bachelor of theology, bachelor of divinity, and honorary degrees be discontinued.

That, in view of the fact that the institution is not really organized as a university, and should not be, its name be changed to Selma College or Selma Collegiate Institute.

That, in view of the fact that so large a proportion of the trustees and of the advisory board are colored preachers, that the women of the State have supported the institution so loyally, and that the white people of the community and elsewhere have also supported the institution, new appointments to the governing boards include a few women and prominent business men and educators of the State—both colored and white.

That the trustees take immediate steps to increase the income of the institution, in order to prevent an annual deficit and to raise teachers' salaries. That the tuition fees of both high school and college students be advanced in order to secure additional revenue from this source.

That a new and adequate system of student records be installed, and that the work of the registrar's office be assigned to a person appointed on full time for that purpose.

That, as the present members of the faculty are overworked, at least three new teachers be appointed at once to the staff.

That the range of subjects of members of the faculty be narrowed to include only those subjects in which the teachers have received specialized training.

That, in view of the fact that the institution at present has equipment which is entirely inadequate, at least \$10,000 of the \$150,000, to be secured in the present campaign, be appropriated for books and scientific equipment, including laboratory furniture, apparatus, and supplies.

That the administration take immediate steps to improve living conditions in the dormitories, not only to conserve the health of the students but also to impress upon them the importance of order and cleanliness.

That the catalogue be entirely rewritten and revised to show the nature and content of each course offered.

**MILES MEMORIAL COLLEGE***Birmingham, Ala.*

Miles Memorial College, at Birmingham, Ala., is strategically located in a rapidly growing community in the heart of a large and densely populated negro section of Alabama. The institution, originally established by one of the Methodist conferences of Alabama, has been supported since 1907 by all three conferences of the Colored Methodist Episcopal Church of the State. It was granted a charter by the State of Alabama in 1908.

The affairs of the college are administered by a board of trustees consisting of 30 members, 10 of whom are chosen annually by each of the three supporting conferences. All the trustees are negroes, and, with two exceptions, all are clergymen. The resident bishop serves as chairman of the board. In the interim between board meetings responsibility is lodged in an executive committee of five, elected from the general board. The president of the college is an *ex officio* member of both the board of trustees and of the executive committee.

Miles Memorial College combines a liberal arts college, a secondary school, and an elementary school. The college course covers four years above the twelfth grade. The secondary school is divided into a junior high school with grades 7 to 9, inclusive, and a senior high school with grades 10 to 12. A one-year teacher-training course above high-school grade is offered in the college in addition to the regular four-year course. The elementary school, including the first six grades, is used as a practice school in the teacher-training course.

The total enrollment for the academic year 1926-27 was 562. Of these, 78 were in the college, 404 in the secondary school, and 80 in the elementary school. The institution is coeducational in all departments.

The Alabama State Department of Education has been granting prenormal certificates for the past seven years to students completing the one-year teacher-training course. Although the work in this course has not approached very high standards because of inadequate space and equipment, improved opportunities and more thorough training have been made possible by the completion of the new administration building in the fall of 1927.

No formal recognition other than that given by the State department of education has come to the institution. Several graduates of the four-year course, however, have been admitted to other higher institutions and have made creditable records. One student from the college graduated with honor from the Meharry Medical College in 1926. Two recent graduates have entered northern universities, one

going to the University of Cincinnati, the other to Northwestern. Both students were admitted to graduate standing with only a few credits to be made up.

### ADMINISTRATION

The actual expenses of the institution are met by student fees, by church appropriations, and by special gifts. There is no productive endowment. The following table shows the income from different sources for the past three years.

TABLE 11.—Income

Sources	1924-25	1925-26	1926-27
Church appropriations.....	\$7,000.00	\$7,000.00	\$7,000.00
Gifts for current expenses.....	1,000.00	1,000.00	1,000.00
Student fees.....			10,020.85
Net income from services.....			4,966.45
Total.....	\$8,000.00	\$8,000.00	\$22,987.30

<sup>1</sup> Contributed by the General Education Board.

<sup>2</sup> Figures incomplete for 1924-25 and 1925-26, student fees and net income from service not being included.

<sup>3</sup> 1926-27 income comprises receipts up to Apr. 1, 1927.

Church appropriations include \$6,000 contributed annually by the Colored Methodist Episcopal Church of Alabama and \$1,000 contributed annually by the White Methodist Episcopal Church, South. The Colored Methodist Church of the State makes up all deficits in current expenses each year. Last year the deficit was \$5,800. For the year 1925-26 the church gave \$11,800 instead of \$6,000.

On a basis of the figures given in Table 11, the income of the institution in 1926-27 amounted to \$22,987.30, of which 30.4 per cent was derived from church appropriations, 43.6 per cent from student fees, 21.5 per cent from sales and services, 4.3 per cent from gifts for current expenses. A large proportion of the total income of the institution is obtained from student fees, although the charges are not excessive. These include \$50 tuition per year, entrance fee \$5, athletic fee \$3, library fee \$1, breakage fee \$1, and medical fee. The charge for board and room, including light, fuel, and furnishings, is \$14 a month. As compensation for the low charge for board and room, each student is required to work seven hours each week without pay.

The annual expenditure is not adequate to insure for students the kind of training expected from a standard institution. Considering the proportion of the budget that is covered by student fees, students are bearing a fair share of the cost of instruction. A higher quality of work and an enriched program can come only through a larger income, and the logical source of this income would seem to be a productive endowment.

For the year 1927-28 the board of trustees announced the adoption of a budget system, which fixes the amounts to be expended for the

different departments of the institution. Such a system naturally necessitates a careful study of the needs of each department, and will result in greater efficiency if those needs are accurately evaluated. It devolves upon the president of the college to determine and to administer the budget.

The accounts of the institution, which are well kept, are audited annually by a representative of the General Education Board. The books are kept in accordance with a system installed by that board.

During 1926-27 a new system of keeping student records was introduced in Miles Memorial College to displace the entirely inadequate system employed before. Three large loose-leaf record books are now in use—one for the college, one for the junior high school, and one for the senior high school. Each book is in charge of a separate officer. The blanks previously used for the permanent records of college students contained no space for entering the admission credits. Although the new form is also defective in the same way, it marks a distinct step in advance. It is obvious, however, that an accurate and a serious check should be maintained upon admission credentials, and it is advisable that the record of entrance credits appear on the permanent record form.

### PHYSICAL PLANT

The physical plant consists of a campus of 30 acres, several city lots near the campus, and three brick buildings. The valuation of the entire plant is estimated at \$500,000, this amount being determined by the president in conference with real estate men of Birmingham. This estimate includes the new administration building, completed in 1927 at a cost of \$150,000. Insurance carried on the property at the time of the survey amounted to \$60,000.

Williams Hall, erected in 1907, is a four-story brick structure, including basement. It is used as a women's dormitory. It contains the dining room and kitchen and two classrooms. The building is valued at \$75,000. The equipment in the building is valued at \$7,000. The old administration building was remodeled in 1912. It is a brick structure three stories in height, containing 29 rooms—11 used for recitations, 2 for offices, and 16 for a men's living quarters. The basement has been used in part for laboratories. It is the plan to remodel this building in 1928 for a men's dormitory. The building is valued at \$30,000, the equipment at \$4,000.

The new administration building, erected in 1927, is a brick structure three stories in height, and occupies a commanding position on the campus. It is a thoroughly modern and complete college building and will greatly improve the working conditions of the institution. This building contains a chapel to seat 700, a library room, 20 by 50 feet, administrative offices, science laboratories and lecture

rooms, and a considerable number of good classrooms. The cost of the building, including equipment valued at \$25,000, is \$150,000.

Care of the buildings and grounds is in charge of the president of the college. He is assisted by members of the faculty, who supervise the cleaning of the different buildings. The actual work of keeping the buildings clean and in order is performed by students, each one in the school being required to work seven hours a week without pay. The men's dormitory, now in a bad state of repair, will be put into good condition when the building is remodeled. Considering the condition of the building, it is kept as clean and as sanitary as could be expected. The women's dormitory is in a fair state of repair, and the building is clean and well kept. The dining room, and kitchen, located in the basement, are maintained in a sanitary condition. All the rooms in both the men's and the women's dormitories are heated by stoves. The furniture in both dormitories is old, and most of that in the men's dormitory should be replaced. The women's dormitory has adequate fire protection in extinguishers and outside escapes. The same adequate protection should be provided for the men's dormitory.

#### PREPARATORY SCHOOL

The enrollment in the preparatory department of the institution totals 404, about five times the number of college students. The charter does not require the maintenance of a preparatory school, but as long as it serves a distinctly useful purpose, it is not planned to discontinue the school.

As is the case with many other institutions, Miles Memorial College has not found it possible to keep the college and the preparatory school separate and distinct with regard to buildings, faculty, and finances. College students do not attend classes with preparatory students, and the work of these divisions hereafter is to be offered on different floors of the new administration building. Members of the faculty, however, teach from one to three preparatory classes in addition to their college work. In order to advance the standards of work in both college and preparatory school, it is highly desirable that each department shall have its own faculty. The plan to restrict each department of the institution to a budget, beginning in 1927-28, will enable the administration to determine the amount of money being expended in each department.

#### ADMISSION REQUIREMENTS

Candidates for admission to the college, including the one-year teacher-training course, must have completed satisfactorily the work of a four-year high school or its equivalent. Graduates of the high

school of Miles Memorial College are admitted on certificate. Applicants from other high schools must present credentials showing the completion of 16 units or must stand examinations at the college. They must also present testimonials of good character. No student is admitted to college rank with less than 14 units, and all conditioned units must be made up by the end of the first year. During the last five years, the institution reported no special students.

### GRADUATION REQUIREMENTS

Candidates for the degree of bachelor of arts or bachelor of science must complete at least 18-year courses. A course is described in the catalogue as a "college subject pursued 36 weeks, 5 periods a week and 50 minutes for each period." At least the work of the senior year must be done in residence at the college. Members of the graduating class must pass in all work taken during the senior year whether or not the subjects taken are specific requirements for graduation. No students are enrolled as candidates for the bachelor of science degree because not enough work in science is now being offered to warrant this degree, and unless that work can be greatly enlarged, it would be better to omit reference to the bachelor of science degree in the catalogue.

The 18 courses required for graduation include the following: 3 courses in English; 2 in mathematics; 2 in chemistry or physics; 2 in a single modern foreign language; 3 in social science; 1 course in psychology. The remaining courses are elective. The requirements for graduation in the one-year teacher-training course comprise a full year's work in education. Three months' practice teaching is a part of the prescribed work.

Beginning in 1927-28, the institution has planned to revise its system of measuring college work. The year will be divided into quarters, and credit will be determined upon a quarter-hour basis. This plan will constitute some improvement, especially if the number of credit hours carried by each student is reduced from 22 a week to a normal load of 15 or 16.

### ENROLLMENT

The total number of college students attending Miles Memorial College in 1926-27 was 78. For 1925-26 the number was 58. These figures mark an increase of 34.5 per cent in 1926-27. Although figures for previous years were not supplied it is not probable that the normal yearly increases have been so great.

The following table shows the distribution for the two years mentioned.

TABLE 12.—Enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1925-26.....	40	18			
1926-27.....	51	19	28	50	148

The figures for the freshman class include 16 registered in the teacher-training course in 1925-26 and 28 in 1926-27. Although figures were not available for the years 1923-24 and 1924-25, which would show the losses each year, the mortality in the freshman class of 1925-26 from 40 to 19, or 52.5 per cent, is unusually heavy.

### DEGREES GRANTED

The number of undergraduate degrees granted by Miles Memorial College during the last five years is 13, all of them being bachelor of arts degrees. Of these 1 was granted in 1921-22, 3 in 1922-23, 3 in 1923-24, 1 in 1924-25, and 5 in 1925-26. Since 1922, 7 honorary degrees, all doctors of divinity, have been granted, 3 in 1922-23, and 4 in 1924-25. The apparent stability in the number of bachelor of arts degrees granted since 1921-22 (there were no seniors in 1926-27) seems to indicate lack of expected progress in the college. With eight in the junior class of 1926-27, however; with increased sophomore and freshman classes in 1926-27; with large enrollment in the senior high school; and with the advantages offered by the new administration building, there is every expectation of a distinct advance in enrollment during the coming years.

### FACULTY

The college faculty proper is composed of five professors and two instructors, all of whom are negroes. Work is offered in six departments, which include philosophy, English, education, sciences, mathematics, and foreign languages. Except for the department of foreign languages, which has only an instructor, all of the departments are in charge of a professor.

Every member of the staff teaches in both the college and the high-school departments. The professor of philosophy has been the director of the senior high school; but beginning in 1927-28 he is to be dean of the college. The professor of English is the director of athletics.

With few exceptions the work of each teacher is confined to related subjects. One teaches only chemistry and physics; one only mathematics; one only education. But one teaches psychology, sociology, history, and Spanish; one teaches English and ethics; and one teaches education and physics. Although these are not wholly objectionable

assignments, it is the opinion of the survey committee that better results are obtained if a teacher's work is confined to courses for which he has been especially trained.

All members of the faculty have first degrees, but first degrees only. Four teachers have pursued at least one term of graduate study. The following table indicates the training of the teaching staff.

TABLE 13.—Training of faculty

Case	First degree	Where obtained	Graduate work	Where obtained
President	A. B.	Atlanta University	6 summers	University of Pennsylvania, Northwestern University, University of Chicago.
1	A. B.	Paine College	1 summer	University of Chicago.
2	B. S.	do.		
3	A. B.	Atlanta University	1 summer	Atlanta University, Ohio State University
4	A. B.	Miles Memorial College	do.	
5	A. B.	Texas College		
6	A. B.	Fisk University	1 term	University of Chicago, Hampton Institute.
7	B. S.	Knoxville College		

The eight degrees held by the eight persons listed above represent six institutions, all located in the South. Two institutions, Paine College and Atlanta University, have two representatives each in the group. Only one teacher is a graduate of Miles Memorial College.

Graduate study has been pursued by the president and by four teachers. One teacher continued graduate study in his undergraduate college, the others in northern universities—Northwestern, Chicago, Ohio State, and Pennsylvania. One member of the faculty planned to pursue graduate study at Iowa State University during the summer of 1927. Two teachers have held appointments during summer sessions at another institution, one has taught two summer terms and the other three summer terms at the State Normal School, Montgomery, Ala. A third has carried on extension work and summer school work for the State of Alabama over a period of eight years.

Salaries of the college faculty are very low. Three of the members receive \$900 annually, one \$775, another \$726, and a sixth \$1,125. In the case of the seventh teacher, no information regarding his stipend was furnished the committee. Four of the teachers are allowed perquisites in addition to their salaries, consisting of either living quarters or board. The salary of the president is \$1,500.

It is evident from the small compensation received by the teachers that they will find it extremely difficult, if not impossible, to devote their summers to study for advanced degrees in other institutions. It is the judgment of the survey committee that the salaries paid are out of all proportion to the service rendered and that substantial increases must be provided, in order to enable the teachers to secure the benefits of further study if they are to meet the qualifications necessary to a modern college faculty.

The teaching loads of all members of the faculty are unusually heavy, some teachers being obliged to carry from two to five times in excess of 350 student clock hours a week. Of the seven teachers, one has a load of 495 student clock hours, another 520, a third 540, a fourth 585, and a fifth 1,785. The teaching loads of two of the college teachers were not furnished. Thus the range in teaching loads is from 495 to 1,785. It is impossible to justify a load of 500 clock hours, infinitely less that of 1,785. The teacher with the largest load carries one college class in mathematics and four high-school classes in the same subject. He appears to be doing the work of at least three teachers, how effectively can not be stated. At least five teachers should be added to the staff in order adequately to care for the work now being imposed upon the present faculty.

Practically every member of the college is teaching an excess number of hours per week, one teaching 17 hours, one 18 hours, one 20 hours, and three 25 hours, while the hours per week of one teacher were not given. The teacher carrying 17 hours supervises the practice teacher-training course, adding an additional weekly burden of 17 hours per week.

Regarding the sizes of the classes, information was lacking on those taught by two teachers. Of the classes of the remaining members of the college faculty, 2 contained 4 students, 2 from 5 to 9 students, 5 from 10 to 19 students, 2 from 20 to 29 students, 6 from 30 to 39 students, 1 from 50 to 59 students, 2 from 60 to 69 students, 1 from 70 to 79 students, and 1 from 100 to 110 students.

Of the 22 classes listed, 9 are high-school classes. Only one college class—mathematics—has over 30 students. The two college classes with enrollments of between 20 and 29 are chemistry and English literature. Excessively large classes are therefore found in the high school.

#### EDUCATIONAL EQUIPMENT

At the time of the survey, the library at Miles Memorial College consisted only of a few scattered books, numbering about 500. The new administration building, however, contains a library room 20 by 50 feet in size and the sum of \$5,000 is being expended for library equipment and books. A representative of the library department of Hampton Institute is supervising the purchase of books and equipment. A trained librarian is to be employed at a salary of \$75 a month.

The new building provides also adequate space and equipment for laboratory work in the different sciences taught. Expenditures for all scientific equipment and supplies during the last three years totaled only \$1,050. For 1927-28, however, \$5,042.50 has been set aside for furniture equipment as follows: Chemistry, \$2,540; physics, \$1,520; biology, \$982.50. Scientific apparatus is still needed to

make it possible to offer elementary work in science of high-school grade. Only two courses in science are now offered in the college—both in chemistry. For these courses much new apparatus is needed, and if other science work of college grade is to be offered, a considerable appropriation should be made each year for apparatus and supplies.

### *EXTRACURRICULAR ACTIVITIES*

Athletic activities at Miles Memorial College are under the direction of the faculty with the cooperation of the Students' Athletic Association. The institution is a member of the Southeastern Colored Athletic Conference. The coaching of athletic teams is done by regular members of the faculty, who carry large teaching loads in addition to the work in athletics. Some work is done in dramatics under the direction of the teacher in charge of the teacher-training course. There are no fraternities or sororities in the institution. Literary societies, holding weekly meetings, are maintained for young men and for young women. All students are required to take part in monthly rhetorical managed by a committee of the faculty.

### *SERVICE TO SOCIETY*

The strategic location of Miles Memorial College gives the institution an unusual opportunity for rendering a large service to society. There can be no doubt of the service offered through the organization of the various divisions—elementary, secondary, teacher-training, and college. Specific aims, however, have not been formulated or announced. It seems to the survey committee that the most useful service for the present will come through the preparation of teachers for the elementary schools of Alabama. But whatever the ultimate objectives of the institution may be, there can be no noteworthy achievement under present conditions. The future usefulness of the institution is being jeopardized by excessively large classes, by inadequate equipment, and by an underpaid and overloaded faculty.

### *CONCLUSIONS*

On the basis of the facts presented in this report, the survey committee recommends:

That the trustees of the institution take immediate steps to secure additional sources of support, other than student fees, in order that faculty salaries may be advanced and that additional teachers may be employed.

That considering the fact that all but two of the trustees are clergymen, new appointments include prominent business men of Alabama and men interested and trained in educational matters; that, inasmuch as the white Methodist Church helps to support the institution, several local white men be included in the board of trustees.

That encouragement and greater financial aid be granted members of the faculty in order that they may be enabled to continue graduate study until they secure advanced degrees and thus attain the training that is required of the faculty in standard colleges.

That the work of the college be reorganized on an hour-credit basis of approximately 120 semester hours or 180 quarter hours required for the bachelor of arts degree, exclusive of physical education; that the normal student schedule be reduced to 15 hours a week.

That the work of the institution be so reorganized that it will no longer be necessary for the members of the faculty to conduct classes in both college and high school.

That a second year be added to the teacher-training course as a requirement for a certificate.

That new forms for permanent records be prepared and that the work of keeping student records be concentrated in the hands of one person employed on full time for this purpose.

That the work of athletics and physical education for young men be put under the direction of a member of the faculty appointed primarily for that purpose.

That the bachelor of science degree be discontinued until such time as graduation majors can be offered in all three sciences—biology, physics, and chemistry; that in the meantime the work of these departments be considerably expanded.

### *TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE*

*Tuskegee Institute, Ala.*

The institution which to-day bears the name Tuskegee Normal and Industrial Institute was organized in 1880 in an old church building at Tuskegee, Macon County, Ala. The establishment of the school was the result of the efforts of one white and one colored man to furnish educational opportunities to their vicinity similar to those offered by Hampton Institute, Va. They obtained from Hampton Institute their first teacher, Booker T. Washington, who organized the school with 30 pupils and who spent the rest of his life in building the institution with which his name is inseparably connected. As the result of an act of the State legislature passed in 1881, a normal school was established at Tuskegee and an annual appropriation of \$2,000 was voted by the State for its support.

Tuskegee Normal and Industrial Institute is a privately endowed institution governed by a self-perpetuating board of 19 trustees. Prominent philanthropists and educators from both the North and South are members of the board. Eight trustees are from Alabama and four are from New York City. The principal, who is the head administrative officer of the institution and who is in immediate charge of the school, is a member of the board of trustees.

The institution includes a college division, a secondary division and an elementary school composed of six grades used for practice teaching in connection with the normal work of the college. The college division has four-year and two-year curricula. Curricula are offered in teacher training, agriculture, business, nursing, and technical lines of work. The secondary division, in addition to academic subjects, offers vocational courses in agriculture, trades and industries, and home economics.

It is upon the work conducted in its elementary and secondary divisions that the fame of the institution rests. In these fields, under the inspiration of Booker T. Washington, practical training of negro youth in agriculture and industries was first started in Alabama and is still being carried on with the highest degree of success. The institution also carries on educational activities of a service character, such as conferences and meetings for farmers, industrial workers, and 4-H Club workers. The enrollment for 1926-27 comprised 97 college students, 1,324 high-school students, and 423 elementary pupils.

While no accrediting agency has accredited the college division of the institution as a whole, the teacher training work since 1924 has been generally recognized for certification by States in which students have sought positions as public-school teachers. In addition to such recognition in Alabama, the State department of education in Texas, Louisiana, and North Carolina grant certificates to the graduates of teacher-training courses to teach in the high schools of their respective States. The secondary school is without official rating as the State department of education of Alabama does not accredit negro high schools.

It is desirable to state that the ensuing report on the Tuskegee Normal and Industrial Institute deals only with its college program, and with the relations of its college work to its activities on other levels. The present inquiry is a survey of negro higher education only. On this account all discussion is omitted of the elementary and secondary divisions of the institution in which are concentrated its principal functions. The remarkable achievements of the school in these fields of education and in agricultural and vocational training must be taken into account, in addition to the facts presented by this report, in order to obtain an adequate conception or a true picture of the service that Tuskegee renders.

#### ADMINISTRATION

The major part of the income of the institution is derived from interest on the permanent endowment which amounts to approximately \$6,000,000. Recently this fund has been increased greatly. On May 31, 1925, the total endowment and general invested funds

amounted to \$3,398,640.74; for the same date in 1926 the total was \$6,177,005.51. This sum yielded an income of approximately 5 per cent for the year 1926-27. The institution receives an appropriation from the State of Alabama for the teacher-training work it is doing. It also receives Federal funds under the Smith-Hughes and the Smith-Lever Acts for vocational courses in the secondary school, vocational teacher training, boys' and girls' club work, and extension work. In 1925-26 the General Education Board contributed \$50,000 toward the support of the school, the Carnegie Foundation \$10,000, and the Slater Fund \$3,000.

Table 14 gives the amount of the annual income of the institution for the past five years.

TABLE 14.—Income

Sources	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$14,012.12	\$13,742.16	\$14,234.67	\$13,694.80	\$5,000.00
Federal appropriations.....	15,461.65	15,451.18	10,055.30	3,069.40	8,400.00
Interest on endowment.....	154,436.88	162,967.71	166,019.71	268,401.21	307,962.54
Gifts for current expenses.....	185,198.83	180,540.03	140,193.14	50,990.92	88,196.56
Student fees.....	24,867.00	29,562.50	33,392.00	35,870.00	38,270.00
Other sources.....	1,104.73	202.09	479.48	2,647.36	12,400.00
Total.....	400,479.21	402,466.27	373,374.36	408,577.09	431,168.54

(Macon County School Board, \$1,200. Health work, State through county, \$1,200.)

The total income has increased 12.6 per cent in the period indicated. First in order of importance is the income on endowment which has increased 93.1 per cent. Second in importance is that from "Gifts for current expense." This has declined within the period more than 51.3 per cent. The student fees have increased 54.6 per cent, which corresponds with the growth in enrollment. On a basis of the 1926-27 income, the distribution from various sources was as follows: 68.2 per cent from interest on endowment, 19.8 per cent from gifts for current expenses, 8.5 per cent from student fees, 1.9 per cent from Federal appropriations, 1.1 per cent from State appropriations, and 0.5 per cent from other sources. These data show that this institution is dependent upon private funds for its support, and must look to private sources for the necessary funds for further development.

The institute operates on the budget system, the various items of receipts and expenditures being carried in well-classified schedules. An annual audit is made of the books by certified public accountants employed by the board of trustees.

The registrar's office is well organized for its work and a very complete system for keeping student records is in use. All the administrative offices are organized according to modern practices.

An idea of the organization of the budget, together with information as to the comparative amount of money spent on the various activities of the school, may be had from the estimated budget

expenditures for 1926-27 which follow: Academic and normal, \$92,620; agricultural, \$38,234; administration, \$65,865; aid to students, \$6,000; aid to teachers, \$7,346; extension, \$12,795; general operations, \$11,710; girls' industries, \$16,580; heat, light, and water, \$40,700; health, \$21,000; maintenance, \$74,136; mechanical and industrial, \$41,047; physical and military, \$9,783; religious, \$5,280; research, \$10,215; the total being \$509,297. This does not include an estimate of \$10,703 for contingencies.

The budget for "administration" for 1926-27 is distributed as follows: Chief accountant's office, \$14,210; office building, \$550; principal's office, \$24,810; registrar's office, \$10,890; treasurer's office, \$14,405; trustees' expenses, \$1,000; the total being \$65,865.

The cost of administration seems high in comparison with the total budget of the institute, and especially in view of the fact that the sum of \$50,065 is allotted to pay the salaries of those in the offices stated in the budget for "administration."

### PHYSICAL PLANT

The school owns 1,850 acres of land, 110 of which are used as a campus and the remaining 1,740 as a farm. The accountant's office estimates the value of the land to be \$163,382; the buildings and fixed equipment at \$1,764,716.17; the movable property to be \$273,438.04. The total value of the entire physical property is estimated at \$2,201,536. The total assets of the institution, including the endowment for May 31, 1926, were placed at \$8,559,794.41.

The plant consists of 30 buildings, the majority of which are substantial brick structures. A considerable number are modern, having been built within the past 20 years. The main school buildings include Porte Hall, utilized for administrative and educational purposes, Armstrong Memorial Trade Buildings, Girls' Industrial Building, Rockefeller Hall, Milbank Agricultural Building, and a new trade building. There are five women's dormitories and three men's dormitories on the campus. Tompkins Hall, a structure built in 1910, is used as a refectory. Teachers' quarters are provided in a number of cottages. The institute has a chapel, a hospital, and a central power plant, the latter costing \$68,000. In addition to the agricultural building, there are nine buildings on the farm, including dairy, horse, swine-herd barns, a poultry house, market garden building, green house, veterinary hospital, farm crop, and horticulture buildings.

The college campus is rolling and lends itself to effective landscaping. The setting of the buildings among the trees and shrubbery, interspersed with green plots of ground, together with winding walks and drives, makes an attractive campus and gives evidence of a well-arranged plan extending over many years for the beautification of the physical environment of the school. The care of the buildings

and grounds is under the direction of certain members of the faculty who are made responsible for their condition. The work about the buildings and campus is largely carried on by student labor. A number of students are employed to work during the regular school hours and attend class in the evening. The buildings are maintained in a good state of repair. They are clean and sanitary.

### PREPARATORY SCHOOL

The charter of Tuskegee Institute does not require the maintenance of a preparatory department, but this department is rendering a very useful service by training students in basic secondary school subjects and in vocational lines and by the preparation of students for the college division. The institute is not planning to eliminate the secondary school. The committee approves this view. The curriculum of the secondary school needs strengthening by the addition of more basic subjects and the elimination of some professional and technical ones. The preparatory students are separately classified for classroom instruction. There is also some separation of college and high-school students with respect to buildings used for dormitories and school work. There is no separation of the cost of instruction for these two divisions of the institute.

The "night school" is maintained for students who are unable to pay their expenses in the day school. They, however, are required to pay the entrance fee and the first month's board in advance. They are given employment during the day on the farm, in the shops, and in home industries. Whatever is earned above living expense is placed to the student's credit to be used in the future toward payment of his expenses while in school. Only a limited number of students can be accepted on this program.

### EDUCATIONAL PROGRAM

Students are admitted to the college division of the school by transcript of credits or by examination at Tuskegee. Of the 50 freshmen enrolled in 1926-27, the majority came from secondary schools other than Tuskegee. Fifteen units are required for admission of which four must be in English, three in mathematics and science, and two in American history. The remaining units are elective. The institute has compiled its own list of approved schools from which it will accept students with full credit for their high-school work. A student may be admitted conditioned in one credit which must be made up by the end of the freshman year. In 1926-27 two students were admitted on this basis. Applicants are also required to pass a physical examination and a group of standard achievement tests. Beginning with the year 1925-26 a two-year junior college technical course was offered. For this course admission

is based on the prescription that the applicant must have completed the secondary school course including trade training or must have had sufficient experience in trade work to meet the requirements of the course.

### GRADUATION REQUIREMENTS

Graduation requirements vary with the length of the courses and the field of instruction. For the four-year curriculum in agriculture, 220 quarter hours of credit are required, for the two year curriculum, 110. For the four-year curriculum in education 180 quarter hours are required, for the two-year curriculum, 90. Curricula of the same length and with the same requirements are offered in home economics. The two-year technical curriculum requires 90 quarter hours. The nurse's training curriculum requires for its completion two years of work of four quarters each.

There are outlined in the announcements for 1926-27 two four-year curricula in agriculture: The aim of one of these curricula is to train for leadership "in agriculture and country life" and to prepare for specific positions, such as that of county agent, home demonstration worker, teacher of agriculture and science, and farm manager. The aim of the other four-year curriculum is the preparation of teachers of agriculture, of extension workers in agriculture and home economics, and of rural school supervisors and community leaders in the various phases of country life. There is also outlined a two-year curriculum in agricultural education for the preparation of vocational agricultural teachers in the public school. In view of the similarity of the objectives set forth for these curricula and the limited facilities of the institute for offering college instruction, some of these curricula, especially the two four-year curricula in agriculture, should be combined. Specialization for any variation in objectives to meet the needs of different group interests can be provided by means of a system of major and minor subjects, together with a limited amount of electives to be selected with the approval of the dean or by members of the faculty appointed by the principal of the school.

A four-year curriculum is outlined in education for the training of high-school teachers, and a two-year curriculum for the training of elementary teachers. There is also a two-year curriculum in home economics for the training of home economics teachers and home makers, and a two-year trade-technical curriculum for the training of trade and manual arts teachers. Admission to each of these vocational teacher-training curricula is conditioned by the requirement that a vocational high-school course in the same subject or equivalent practical experience shall be a prerequisite for the college curriculum in the particular subject.

These curricula as outlined include subject matter and technical courses similar to those usually outlined in college catalogues. Some of the curricula are quite comprehensive and require the student to carry too heavy a load. The catalogue states that 220 quarter hours of credit are required for graduation in the four-year agricultural curriculum, but an analysis of the outline of subjects shows 232 quarter hours of credit. In either case an examination of the weekly classroom schedule of the student will show that the time that he is required to spend under instruction is excessively high.

The freshman student is compelled to carry 19 credit hours of work the first and second quarters and 20 the third quarter. To do this he must be in classroom or related activities from 24 to 30 periods per week, which on a six-day basis is equivalent to five hours of instruction daily. His schedule includes three class periods per week each in English, a foreign language, and mathematics. In addition he spends five periods in chemistry, four in animal husbandry and in farm practice.

In the sophomore year 23 quarter-credit-hours of work are required in the first term and 20 in each of the other two. To earn these credits, he must spend 36 periods per week under instruction during the first term and 28 periods per week during the second and third terms. The schedule for the third year is normal, but the work in the senior year is again heavy, 18 credit hours being required for the first term, 24 for the second, and 22 for the third. The two-year agricultural curriculum requires 24 credit hours for the first term, 21 for the second, and 23 for the third, which amounts to 37, 33, and 35 weekly periods, respectively. The quarter credit hours required for the three terms of the second year are 20, 19, and 23, respectively.

The conclusion from this situation is inevitable, either the students are much overworked or standard college requirements are not maintained in all the courses required. The present arrangement requires the student to pass hour by hour from one class to another and from one type of training to another, with the result that at the close of the day there is scarcely time left for two hours of study and meditation in preparation for the next day's work. With such a small proportion of time for study in preparation for classroom recitation and for extracurricular activities, there is grave danger that standards for college work can not be maintained, and that the institute will fail to realize one of the essential aims of college training, the development of the ability to do independent thinking and work.

The curricula are crowded with professional and special vocational courses to the neglect of basic college subjects, such as mathematics, history, economics, English, and foreign languages. Moreover, there is great discrepancy between the number of college courses

listed in the catalogue and the number in which instruction is actually given. The college catalogue, with announcements for 1926-27, gives 215 descriptions of college courses. According to information furnished the survey committee relative to the college classes taught by each instructor, there are only 59 college classes listed in which instruction was given in 1926-27.

For English, 22 courses are announced in the catalogue and 8 classes conducted; for mathematics, the corresponding numbers are 7 and 2; for zoology, 10 and 2; for chemistry, 12 and 3; for physics, 3 and 1; for home economics, 8 and 6; for education, 28 and 16; for social sciences, 13 and 1; for animal husbandry, 5 and 1; for poultry, 5 and 1; for horticulture, 6 and 1; for agronomy, 6 and 1; for agricultural engineering, 5 and 1; for industrial classes, 15 and 1; for botany and plant pathology, 7 and 0; for agricultural journalism, 3 and 0; for dairying, 5 and 0; for rural social science, 13 and 0; and for biology, 4 and 0.

There are, in all, 33 college classes conducted for first-year students, 28 for second-year students, and 6 for third-year students. For the last-mentioned group, there is one class of 3 students in English, two classes of 3 students each in education, and one class with 8 students in poultry.

The college catalogue seriously needs revision: First, to bring it more nearly in harmony with the college instruction actually offered; second, to organize its contents so as to make clear the requirements for the different curricula; third, to show definitely the division between college and high-school instruction in certain subjects; and fourth, to arrange the catalogue material in a better and more logical order so as to facilitate finding desired information.

A summer school is conducted by the institution. It is organized in accordance with the requirements of the Alabama State Board of Education, and with special reference to the needs of teachers in service. Special courses are provided for supervisors and principals, high school and elementary teachers, and teachers of vocational and special subjects. The different school certificates may be earned through summer-school work. Many of the courses are accepted for work toward a degree.

The institute carries on a number of other educational services. An annual two-day conference is held in January at the institution, the program of which is divided into two sections, one for farmers and one for social leaders. There are also exhibits of the products of the farm, the garden, and the farm home, together with illustrative studies of value to the activities of the home and rural life. The program for social workers is organized with special reference to the needs of preachers, teachers, and community leaders.

An annual clinic is held at the hospital during the first week in April in which excellent training is given in connection with the nurses' course. Prominent specialists are secured to give lectures and demonstrations in the care and treatment of the sick. The Tuskegee Institute health service, located at the institute, was established in 1921, and a large amount of health extension work has been done by this agency.

The "movable school," conducted by the institution, is a phase of the agriculture extension work and aims through demonstration and instruction to improve farming methods and living conditions. It reaches the farmers even in the most remote sections. The personnel of the movable school is made up of one man and two women. The man deals with problems of the farm, and one woman deals with problems in home economics, while the second gives instruction in health, hygiene, and nursing. The movable school is equipped with a truck which carries tools, implements, and the necessary supplies to give demonstrations in the lines of instruction offered. The object of the school is to increase efficiency in the work of the farm and home, and to encourage the rural population in an effort toward the improvement of home conditions. The regular extension department of the institute serves to extend educational information of a technical and social nature in the region in which the school is located and to missionaries from foreign countries who seek help in the development of better methods for carrying on farm and home improvement work in the countries which they serve.

Farm demonstration work is conducted in Alabama by county agents who go out from Tuskegee to transmit to the farmers scientific instruction relative to improved methods of farming, methods for the improvement of their homes, and for the improvement of rural life in general. Club work is carried on in various counties by club agents, who organize the children of farmers into boys' and girls' clubs for training in better methods of crop production and stock and poultry raising.

As a part of the work carried on by the experiment station, physical and chemical studies are made of soils, fertilizers, forage plants, milk, and butter, with a view to the further development of the natural resources of the country and with the idea of extending the use made of these natural products.

The department of record and research collects, compiles, and disseminates information relative to both special and general phases of negro life and history. This department has established a library and museum in connection with its work. Through articles, the publication of special pamphlets, and The Negro Yearbook, Tuskegee is being generally recognized as a source of data on negro life.

## ENROLLMENT

The enrollment in the college division for the past four years is shown below:

TABLE 15.—Enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1923-24	21	0	0	0	21
1924-25	35	21	0	0	56
1925-26	70	23	0	0	93
1926-27	50	45	2	0	97

<sup>1</sup> Only 2 years of work offered.

Since college work has been begun at Tuskegee only four degrees have been granted. They were the degrees of bachelor of science. The limited program of instruction and the number of students in the college division make it evident that only a beginning has been made toward the development of a college program.

Emphasis has been rightly placed upon the development of courses in education. At the present time the majority of students taking education courses are in the secondary school. For the year 1926-27 about 32 are expected to graduate from the teacher-training course in the high school. As rapidly as conditions will permit all teacher-training courses should be put on a college level. This will have two distinct advantages: It will furnish better qualified teachers for the State and make it possible to offer more work in basic high-school subjects, with the consequent result that the high school will be able to send better prepared students to the college division of the institute.

## FACULTY

There are 30 members of the faculty of Tuskegee Institute, 11 of whom teach college classes exclusively and the others in both the college division and the high school. There is no classification of the faculty according to professorial ranks. All are ranked as instructors.

Of the 11 instructors devoting full time to college work 2 teach business courses, 2 teach education courses, 4 teach courses in home economics, 1 teaches courses in mathematics and shopwork, 1 courses in animal husbandry, and 1 courses in English. Teachers of the following subjects give instruction in both high-school and college work: Chemistry, physics, social sciences, music, and physical education. Some of these also give additional college work in English and education. The nine teachers in the department of agriculture give college courses in English, chemistry, education, zoology, veterinary science, poultry, soils, agronomy, farm management, horticulture,

engineering, and industrial work. One instructor teaches poultry in the fourth year of high school and the third year of college, English in the third year of college, and a class in industrial work.

The educational training of the members of the faculty is shown in the following table.

TABLE 16.—*Training of faculty*

Case	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	None	Clafin University		
2	A. B.	Talladega College		
3	A. B.	Hampton Institute	1 year	Harvard University.
4	B. S.	Columbia University		
5	None	Hampton Normal and Agricultural Institute		
6	do	Tuskegee, Oberlin College		
7	A. B.	University of California		
8	None	Sargent School of Physical Education		
9	do	Tuskegee Institute		
10	B. S.	University of Nebraska		
11	B. S.	Wilberforce University		
12	None	University of Chicago		
13	None	Hampton Normal and Agricultural Institute		
14	B. Ph.	University of Michigan		
15	B. S.	Columbia University	M. S.	Columbia University.
16	A. B.	University of Kansas	1 year	Harvard University.
17	A. B.	University of Pennsylvania		
18	A. B.	Howard University		
19	B. S.	Kalamazoo College	M. A.	Kalamazoo College.
20	None	Fisk University		
21	B. S.	Howard University	M. A.	University of Pittsburgh.
22	B. S.	Ohio State University		
23	D. V. M.	do		
24	B. S.	Pennsylvania State College		
25	B. S.	Florida Agricultural and Mechanical College		
26	B. S. A.	University of Minnesota		
27	A. B.	Morehouse College		
28	B. S.	Wisconsin University		
29	A. B.	Fisk University		
30	None		2 years college above high school.	
31	B. S. A.	Tuskegee Institute		
32	A. B.	Iowa State University		
33	None	2 years Iowa State College		

Twenty members of the staff hold first degrees, either bachelor of arts, bachelor of science, or bachelor of philosophy; three have their master's degrees. These were obtained from Columbia University, University of Pittsburgh, and Kalamazoo College. One holds the degree of doctor of veterinary medicine. Two have spent one year each in graduate work at Harvard University. Although the majority of the faculty have received their first degrees, relatively few have taken advanced training. In view of the development of college work on the scale indicated in the catalogue, it is highly advisable that a larger number of the staff have more graduate training. The institute has made noteworthy contributions in scientific research in the past, and if this is to be continued, research workers should be trained in graduate departments of outstanding schools.

The faculty is composed principally of members who have served at the institution for periods of time exceeding five years. Service records of the faculty are as follows: Three teachers have served 1 year, four 2 years, four 4 years, one 5 years, one 6 years, one 7 years, four 8 years, one 9 years, one 10 years, one 13 years, three 15 years, one 16 years, two 20 years, one 22 years, and one 23 years. The salary schedules of the institution are wide and varied, there being as many different salaries almost as individuals. Fourteen members receive cash compensation only while 16 others receive both cash and board. There should be a general equalization of the salary schedules. Of the group of 14 teachers paid only cash salaries, two receive \$2,000, one \$1,800, one \$1,620, one \$1,500, one \$1,380, two \$1,200, one \$1,140, two \$1,080, two \$900, and one \$765. The cash salaries paid the teachers who are given board in addition as a perquisite are as follows: One receives \$2,300, two \$1,560, one \$1,344, one \$1,200, one \$1,080, one \$960, one \$900, one \$810, one \$765, four \$720, one \$675, and one \$630.

The teaching load of the staff, based on student clock hours, is as follows: There are 13 instructors who carry less than 100 student clock hours; 6 who have between 101 and 200 student clock hours of work; 3 whose loads amount to between 201 and 300 student clock hours of instruction, 4 instructors with loads varying between 301 and 400 student clock hours; 2 with between 401 and 500 student clock hours; 1 with 527 student clock hours; and 1 with a load of 1,055 student clock hours. These numbers for the student clock hours include work in both the college and the high-school divisions.

The number of hours devoted by instructors to college teaching, only, is as follows: One instructor teaches 6 hours of college work per week, 1 teaches 7 hours of college work per week, 1 teaches 8, 3 teach 9, 1 teaches 12, 2 teach 13, 2 teach 15, 1 teaches 16, 2 teach 17, 1 teaches 18, 1 teaches 19, 3 teach 20, 2 teach 21, 1 teaches 22, 1 teaches 25, 1 teaches 28, and 1 teaches 33.

The number of periods per week in both high school and college subjects as carried by the different instructors is as follows: There are 13 instructors who have less than 10 hours of teaching per week, 1 with 12, 1 with 13, 2 with 17, 1 with 18, 1 with 19, 4 with 20, 3 with 21, 1 with 22, 1 with 28, and 1 with 33.

The size of the classes in college work is as follows: There are 7 classes with 3 students each, 5 with 4 students each, 4 with 5 students each, 11 with 6 each, 12 with 8 each, 2 with 9 each, 14 with 10 each, 1 with 11, 1 with 14, 1 with 15, 1 with 16, 2 with 17, 1 with 19, 1 with 20, and 1 with 22.

Six teachers are carrying student clock-hour loads, both high school and college work included, above the normal. Fourteen

instructors are teaching more than 15 hours per week of combined high school and college work. Following are some examples of abnormal loads carried by instructors:

One instructor in chemistry teaches 21 hours a week, including 9 hours laboratory, and has a load of 384 student clock hours. Of the total, only 24 student clock hours of work are in college subjects. One teacher of writing and drawing, included in the education course, teaches 20 periods per week with a total student clock-hour load of 399, of which number 9 are in college subjects. The instructor in social sciences teaches 21 periods per week and has a student clock-hour load of 480, of which 110 are in college subjects. One instructor in education teaches 28 periods per week and has a student clock-hour load of 488, of which 68 are in college subjects. An instructor in English teaches 33 periods per week and has a student clock-hour load of 1,055, of which 85 are in college subjects.

It is evident that if standards for college work are to be met, such conditions must be corrected. There are, also, instances of subject assignments to instructors which seriously violate the principle of specialization and which are opposed to generally accepted college practice. For example, one instructor teaches poultry courses in both the college and high school, college courses in English, and courses in industrial subject:

Some of the subjects now offered in the high school should be taken out of the high-school curriculum. For example, in the high school there is offered a seminar course in sociology, a course in sociology, a course in veterinary science, and a course in farm practice. In the place of such professional courses there should be more courses in basic secondary school subjects, thus strengthening the high-school program and giving a better preparation for college work.

### EDUCATIONAL EQUIPMENT

The library, which contains 21,667 volumes, is in charge of a full-time librarian who has had one year of training in library science at Hampton Institute. Two regular assistants are employed, one of whom has had training at Hampton Institute. There are three student assistants. Some of the volumes are of doubtful worth for collegiate work. Additional modern books are needed for the expanding collegiate program. Quite a comprehensive list of magazines is available in the library. Plans are under way for the expansion of the library by the addition of an adjacent room to be used for reference work. In connection with the library the institute maintains a museum of negro relics and history. Expenditures for the library for the year 1926-27 were: Books, \$537.96; magazines, \$578.90; supplies, \$48.55; salaries, \$2,270, total amounting to \$3,435.41.

The laboratories for science work in the academic branch are used for both college and high-school work and are hardly adequate for a single college course offered. Considerable additional equipment is needed for standard scientific work of college grade. The laboratories provided for chemistry and biology in the agricultural department are fairly well equipped. The latter appear to be functioning on a college basis for work in agriculture. The institution was unable to furnish a detailed statement of expenditures for scientific equipment and supplies for the different laboratories for the past five years. For the first eight months of 1926-27, the total expenditures for equipment and supplies in all scientific work amounted to \$2,598.35. The estimated present value of scientific equipment owned by the institution is as follows: Biology, \$1,047.14; Chemistry, \$7,842.33; and physics, \$4,010.61.

### EXTRACURRICULAR ACTIVITIES

While there is no official student organization as a participating agency for the control of student affairs and for functioning in the solution of school problems pertaining to the student body, there are meetings, called by the commandant and the dean of women, every Friday afternoon, which all students are required to attend. At these separate meetings held for men and women students, opportunity is given for the discussion of problems bearing upon student life in their relation to the government of the school. These meetings result in much good through clarifying misunderstandings and by stimulating a spirit of loyalty to the school.

The War Department of the Federal Government maintains military training at the institute. Three hours per week are devoted to exercises, military drill, and instruction in military science. All men students who are physically able are required to take military training. The men students are under military discipline, are members of the cadet regiment, and are required to drill and help police the campus.

The institution has regular Sunday morning and evening church services in its chapel. A Sunday school is also maintained at which time student attendance is compulsory. There are also a number of weekly assemblies of groups of students for evening prayer meetings. Voluntary Y. M. C. A. and Y. W. C. A. organizations are maintained. The school publishes semimonthly *The Tuskegee Messenger*, which is devoted to the interests of the students and the faculty. *The Southern Letter* is a monthly publication in the interests of graduates and former students.

There is an athletic committee to promote and control under the supervision of the faculty all the athletic activities of the school. A yearly athletic fee of \$5 is paid by each student. The usual types of

athletics for both men and women are sponsored by the school. The athletic association is a member of the Southeastern Intercollegiate Athletic Association and all athletic activities are scheduled under the regulations of this association. Numerous student organizations of literary character, such as debating clubs, literary societies, and reading circles, have been organized and there are two large bands, an orchestra, and a mixed choir of 150 voices.

### CONCLUSIONS

With the founding of the Tuskegee Normal and Industrial Institute in 1880 and the coming of Booker T. Washington, a new conception of negro education was developed in Alabama. The aim was to provide instruction in the elementary fundamental subjects and to give training in practical lines of vocational work, such as trades, agriculture, and home economics. Through all the years of its existence, this has remained the chief objective of the institution and the service it has rendered is inestimable. Tuskegee graduates are to be found in many States. They have achieved success in many different lines of work and have promoted to a considerable extent the material welfare of the negro race.

A great service has also been rendered the State of Alabama and the public in general by the teacher-training work that has been done at the Tuskegee Normal and Industrial Institute during the past 45 years. It has trained large numbers of teachers of primary schools and high-school teachers, both academic and vocational. Its summer school for teachers has been doing an outstanding work in improving the qualifications of public-school teachers. Through its other activities, including annual institutes, health service, movable school, extension, farm demonstration, and experiment and research department, the institute is providing a service that otherwise could not be obtained.

With the growth of the school, however, complications have developed in its academic program leading to confusion, not only in instruction but in the character of its work. Originally, the institute's functions were confined mainly to vocational and manual training of an elementary type. Later the demand for public-school teachers led to the organization of teacher-training courses. In keeping with the growing demand for more training in general educational subjects, high-school work was organized at the institution and this was followed by the introduction of college curricula. Subsequently a full college division was established.

Due largely to this historical background, the survey committee found in the educational work of the institution a serious lack of classification of the courses offered in the different divisions. Levels of training and specific objectives are being generally ignored. In

several instances, high-school work is included in the college department. A general absence of proper organization as to faculty and instruction is also apparent. On a basis of the facts developed the following recommendations are made:

That immediate steps be taken to revise and reclassify the academic programs and curricula of the different divisions of the institution.

That in the reorganization of the college curricula provision be made for the inclusion of such basic subjects as mathematics, history, economics, English, and foreign languages.

That the secondary school be more completely separated from the college with respect to instruction, educational equipment, staff, and buildings.

That in view of the limited facilities for college work and the few students enrolled in college courses, the institute in the development of its college program concentrate on two-year courses of standard grade before attempting full four-year courses.

That these two-year courses be made up largely of the first two years of college work in arts and sciences, teacher-training, agriculture, home economics, and trades and industries, with sufficient electives to meet the needs of students who are to go into employment upon completing them. This does not mean the establishment of a junior college.

That upon the establishment of a two-year college program on a standard basis the institute consider adding the last two years of college work and the granting of a degree.

That all teacher-training work now being conducted in the high-school division be eliminated and transferred to the college division.

That a clear differentiation be made between the instruction in the college and high school as to objectives and that subjects taught in each division be made to correspond with the level of the particular division.

That the college catalogue be rewritten for the purpose of harmonizing the courses of study offered in the college with those actually taught, of segregating entirely the college and high-school programs, and of presenting in a clear manner to the prospective student the various types of work being given in the institute.

That many of the smaller classes in the college be eliminated by combining those representing two consecutive years and offering courses in alternate years.

That the excessive amount of classroom work now required of students in the college, particularly during the freshman and sophomore years, be reduced.

That the teaching assignments of the college faculty be made in accordance with the principle of specialization in subject matter.

That the laboratories and the library be developed to afford better facilities for work of a college quality.

That teachers in the college be encouraged to increase their training through graduate study.

### BARBER COLLEGE FOR WOMEN

*Anniston, Ala.*

Barber College for Women was opened in 1896 as Barber Memorial Seminary, and from the beginning has been under the control of the board of national missions of the Presbyterian Church in the United States of America. In 1924 the name of the institution was changed to Barber College for Women. The college has no local board of trustees, all final administrative authority being vested in the division of missions for colored people of the board of national missions through its central headquarters in Pittsburgh. This board has direct supervision over all the financial affairs of the institution, paying the operating costs and settling all the accounts by check from its central office. It also has final approval over the annual budget, which is made up by the president.

The institution is organized into a regular four-year college and six-year high school. Enrollment included 33 college students and 101 high-school students in 1926-27. The college has not been accredited by the Alabama State Board of Education because it can not be recognized until a class has graduated. As the State of Alabama does not accredit negro high schools, no rating has been made of the high-school division. In 1927 the college was visited by officers of the State department, who encouraged the establishment of a teacher-training department.

#### ADMINISTRATION

The president has full control of the internal affairs of the college. The dean, however, selects the teachers, subject to the approval of the president and the division of missions for colored people. In the following table is shown the income of the institution for the past three years.

TABLE 17.—Income

Source	1924-25	1925-26	1926-27
Church appropriations.....	\$18,000	\$20,000	\$20,000
Student fees.....	20,000	22,500	24,200
Net income from sales and services (estimated).....	2,500	2,500	(1)
Total.....	40,500	45,000	44,200

Deficit.

The Barber College for Women has two main sources of income—church appropriations and student fees. In 1926-27 the income amounted to \$44,260, 45.2 per cent of which was derived from church appropriations, and 54.8 per cent from student fees. A slight gain has been made in the annual revenues of the college for the past three years, the increase being \$3,760, or 9.2 per cent. In 1926-27 the income declined slightly, which was due chiefly to losses in the operation of the boarding department.

The college receives occasional small gifts from individuals in addition to its regular income. These are utilized to defray the expenses of needy students and do not therefore appear on the books. The college has a large endowment, estimated at from \$500,000 to \$750,000. No income has been received from the endowment due to the fact that it has been inoperative, but in June, 1928, a regular annual yield from this source is to be paid to the college. The endowment is held in trust and invested by the division of missions for colored people of the board of national missions of the Presbyterian Church in the United States of America.

The local business management of the college is directly in the hands of the president, who personally does the buying for all departments of the institution. The president is assisted by two bookkeepers, one who keeps the accounts of the institution in relation to the division of missions for colored people, and the other who keeps the accounts of students and the bookstore. The former prepares both the monthly and annual financial reports for the division of missions for colored people and assists the president in compiling the annual budget. Although small, the business offices have the essential equipment for an institution of this size. The books are kept in good order and are subject to inspection by officers of the division of missions for colored people several times a year. The buildings are insured, the premiums being paid by the division of missions for colored people at its Pittsburgh headquarters.

The dean has immediate charge of the registration and student records. These are kept in metal filing cases. Students' transcripts of high-school records are practically complete. The forms for the class records of college students are satisfactory, although there is need of new forms for the permanent records. Plans are being developed for relieving the dean of the responsibility of keeping the student records by the appointment of a full-time registrar.

#### PHYSICAL PLANT

The college is located on the side of a hill on the outskirts of Anniston. The total acreage owned by the college is 75, of which 15 are used as a farm and 8 as a campus. Value of the land is

estimated at \$175,000, based on an appraisal made by the president of the college, the secretary of the division of missions for colored people, and a former State superintendent of education of Alabama. The school plant consists of four buildings valued at \$153,000, with equipment and furnishing valued at \$30,000. Total estimated value of the plant amounts therefore to \$358,000.

Of the four buildings, one is a major structure and the others minor buildings. The main building is a five-story brick and stone structure rebuilt in 1922 and contains 144 rooms. It contains administrative offices, recitation rooms and laboratories, and living quarters for teachers and students. It is valued at \$150,000, with equipment worth \$30,000. This main building is not fireproof, but is provided with two fire escapes and a number of fire extinguishers. The other buildings on the campus are two small cottages and a barn with a total valuation of \$3,000.

Care of the plant is under the direct supervision of the president who is assisted by a farmer and three laborers, who are paid monthly for their services. Students perform the janitor work in the dormitories. The survey committee found the grounds well kept and the dormitories scrupulously clean and neat. The dining room, kitchen and storerooms were also found in good order.

#### *PREPARATORY SCHOOL*

The college is not required by its charter to maintain a preparatory department, although from its founding the institution has conducted a high school. Students of the high school occupy the main building with the college students but high-school classes are kept distinct from college classes. The high-school faculty devotes its entire time to high-school work and only two of the college faculty teach high-school classes. It is planned to eliminate high-school work as soon as a sufficient number of high schools for negroes are provided in the State of Alabama. In 1927 the first year of the junior high school was discontinued.

#### *ACADEMIC PROGRAM*

The college program is poorly organized, being largely in an embryonic stage. Two curricula in arts and science are offered, one leading to the degree of bachelor of arts and the other to the degree of bachelor of science. While courses of study in chemistry, mathematics, and other fundamental subjects are being taught, sound principles of concentration and distribution of college work are not being applied. The only courses emphasized are English and Bible.

An examination of the annual catalogue of the institution, the last issue of which was in 1924-25, indicates a need for complete

re. sion. Much of its space is devoted to extraneous matter not dealing directly with instruction in the school. No outline is given of the different curricula offered, prescribed work required for graduation, and other matters of interest to prospective students. The description of the courses of study are limited to the literary, Bible music, domestic art and household science departments, the elementary, secondary, and college offerings being grouped under the same general headings.

### *ADMISSION REQUIREMENTS*

Admission to the college is based on the satisfactory completion of 15 units of high-school work. Candidates in order to enter without condition must present transcripts from acceptable secondary schools. Of the 21 freshmen admitted to the college in 1926-27, 13 were graduates of accredited high schools, 7 from nonaccredited schools, and 1 after successfully passing an entrance examination. Conditioned students are accepted with a maximum of one conditioned unit, which must be removed by the end of the freshman year. The records show that only one conditioned student has entered the college. Up to the present time no special or unclassified students have been registered.

### *GRADUATION REQUIREMENTS*

Completion of the two college curricula offered by the institution requires 204 quarter hours of credit and 204 quality points. Of this number, 62 credits are prescribed as follows: English, 18; Bible, 24; physical education, 18; how to study, 2. The remaining 142 credits are elective.

In the program of work, students are given rather wide discretion in the selection of these electives. Those open to freshmen are made up of algebra, European history, French, chemistry, biology, elementary psychology, industrial arts, child study, methods of teaching, harmony, and introduction to teaching. Sophomores may elect trigonometry, public speaking, religious education, and sociology, in addition to the majority of freshman electives. The electives open to juniors are religious poetry, applied psychology and sociology, history of education, principles of education, religious education, and public speaking, contemporary poetry, and Shakespeare, while those available for seniors include in addition to those of the junior year, high-school methods, educational observation, methods of teaching English, practice teaching, educational psychology, and tests and measurements.

The curriculum leading to the degree of bachelor of science is in process of organization, the first year's work consisting largely of scientific

and home economics subjects. The quantitative requirements for this curriculum are the same as for the bachelor of arts degree.

### ENROLLMENT

The college during the past three years has shown definite indication of growth.

TABLE 18.—*Enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1924-25	5				
1925-26	13	4			
1926-27	21	9	3		

On a basis of the figures presented above, increase in college enrollment has amounted to 28 students between 1924-25 and 1926-27. Mortality between the different classes has not been excessive. The 1924-25 freshman class lost two students, or 40 per cent, upon becoming the junior class of 1926-27, while the 1925-26 freshman class had a student loss of but 38.4 per cent in its sophomore year. As indicated by Table 18, no students have progressed sufficiently to be registered in the senior class, consequently no degrees have been granted.

### FACULTY

The Barber College for Women has a college faculty composed of eight white members. All are women, and two do high-school work in addition to their college duties.

The work in the college has not been grouped under departments of instruction such as is found in standard colleges, with the result that practically no academic organization exists. Except in the case of two teachers, who devote their full time to instruction in music and education, there is somewhat heterogeneous assignment of teaching tasks. This is illustrated by the fact that one teacher has classes in chemistry, methods in English, home economics and Bible; another teaches algebra, biology, European history, and sociology; and a third, French, high-school methods, and sociology. The work of the teachers of English and education, however, is confined to instruction in these specialized fields. In the future development of the college, it is essential that the principle of departmental specialization be observed and that an academic organization be created for the purpose of classifying the work of the faculty.

The teaching staff is only fairly well trained, as indicated by the following tabulation showing the degrees held by its various members.

TABLE 19.—*Training of faculty*

Case	First degree	Where obtained	Graduate work and degree	Where obtained
1	A. B.	Albion College		
2	A. B.	Syracuse University		
3	3 1/2 years	University of Illinois		
4	A. B.	Drake University	A. M.	Drake University
5	B. S.	Lake Forest College		
		Lewis Institute		
6	A. B.	Blairsville College	36 hours	University of Pittsburgh
7	R. M.	McPhail College		
8	Graduate	Slippery Rock Normal, Pa.		

Of the eight teachers, six hold first degrees and two have not yet obtained undergraduate degrees. But one member of the faculty holds a master's degree and only one other is doing advanced work of any character to increase her training. All the degrees held by the staff were obtained from leading northern colleges and universities. It is obvious that need exists for increased training of a considerable proportion of the faculty. Two of the members without degrees should be afforded opportunity to secure them.

Service records of the teachers show that seven have been at the institution for one year and one has served for two years. Changes in the staff have been due principally to the inauguration of college work. Salaries of the teachers are uniform. Each teacher receives a cash compensation of \$540 annually with perquisites consisting of board, room, laundry, and traveling expenses to and from home each year. The annual compensation of the dean includes \$1,200 in cash and maintenance while the president is paid \$1,116 annually for his services, receiving in addition a home furnished free and living expenses. The president's wife, who is a preceptress in the school, also receives an annual cash salary of \$600. Considering the fact that the institution is setting up a college program, it is obvious that the remuneration of the teachers is on a rather low level and it is the opinion of the survey committee that if its members are to increase their training through graduate study during their summer vacation a substantial increase will have to be made in their salary schedules. The entire teaching staff, including the president, are beneficiaries of a pension system maintained by the Presbyterian Church in the United States of America.

The teaching loads of the faculty are relatively low. Five teachers, not including the dean and instructors in music and physical training, have student clock-hour loads of 87, 127, 142, 201, and 202, respectively. The dean has a load of six student clock hours per week and the loads of teachers of music and physical education are 393 and 362. Hours of teaching per week of the staff range from 11 to 25 hours. A summary of them is as follows: 1 teacher with 11 hours

of teaching per week, 1 with 13 hours, 1 with 15 hours, 1 with 16 hours, 1 with 19 hours, 1 with 21 hours, and 1 with 25 hours. The instructors in education and psychology, music, and physical education have the heaviest loads, all being in excess of 15 hours per week. That a material reduction should be made in the work assigned to the teachers of education and psychology is evident. In the case of the instructors in music and physical education, who teach 21 and 25 hours, respectively, the loads imposed can not be considered unduly heavy in view of the fact that a relatively small amount of time is required for classroom preparation. However, no increase in their present teaching schedules is advisable.

Because of the limited enrollment in the college the classes are not excessive in size. There are 2 classes with 2 students, 5 with 3 students, 1 with 5 students, 3 with 6 students, 4 with 7 students, 1 with 8 students, 4 with 9 students, 3 with 11 students, 1 with 13 students, 5 with 14 students, 1 with 15 students, 2 with 16 students, 2 with 20 students, 1 with 21 students, 2 with 22 students, 1 with 27 students, 1 with 32 students, and 1 with 35 students. As indicated by these figures, 20 classes contain less than 10 students, practically all of which could be greatly increased without interfering with classroom efficiency.

### EDUCATIONAL EQUIPMENT

The library contains 2,300 books. It is located in a small room with accommodations for 25 or 30 students. A full-time librarian is employed, who has had some practical training. The books are catalogued according to the Dewey decimal system. No record has been kept of library expenditures by the institution up to 1926-27. In this year \$300 was expended for books, \$50 for magazines, \$150 for supplies, \$50 for binding, and \$1,000 for the librarian's salary. The library is open both day and evening for college students and its use is increasing. An examination of the books showed a lack of books and magazines for both high-school and college purposes. If generally recognized standards are to be maintained, a much more comprehensive selection must be made in accordance with departmental needs.

The college is provided with a fair beginning for the teaching of high-school sciences. In chemistry the facilities are sufficient for general inorganic chemistry but more equipment and supplies are needed for advanced college courses. The equipment and supplies in biology and physics do not meet accepted college standards. The value of the entire science equipment of the institution amounts to \$3,500. Recently there has been installed at the institution a small printing plant, equipped with modern job presses and a linotype machine, which is to be utilized for educational purposes.

### EXTRACURRICULAR ACTIVITIES

Considerable attention is given to physical education in the college. However, the facilities for gymnastics are entirely inadequate. Athletics are under the control of a joint committee of the faculty and students, and the college is a member of a local athletic association. The students are encouraged to participate in musical, dramatic, and literary activities.

### CONCLUSIONS

For over 30 years the Barber College for Women has been rendering a valuable service in Alabama. The institution in the past has been conducted as a secondary school, but since 1924 it has been found desirable to extend its educational effort to include college work. In making this change in program little attention has been paid apparently to the necessity of providing additional income to pay the increased cost of such an undertaking, the revenues of the institution not having advanced to any perceptible extent. Similarly no provision has been made with regard to the necessary educational equipment. The physical plant also has not been enlarged in any way.

The survey committee was impressed with the opportunities existing for an alteration in the objectives of the institution and for the establishment of a college for negro women in Alabama. If this is to be accomplished, however, a complete revision in the government, finances, and academic organization of the institution should be effected. In this connection the following recommendations are made:

That a local board of trustees composed of leading white citizens and of alumni be created to govern the institution.

That the president be relieved of minor details of administration, such as personally purchasing supplies and managing the printing plant, and devote his full time to the upbuilding of the college.

That a building program commensurate with the needs of a four-year college be developed as soon as feasible with a view of providing a suitable physical plant.

That the college curricula be reorganized on a basis of group and major requirements and that fundamental subjects generally required in courses leading to degrees be prescribed.

That special emphasis be placed on the development of a strong teacher-training department so organized as to meet in full the requirements of the Alabama State Department of Education.

That an academic organization be established consisting of at least eight departments of instruction, each under the supervision of a qualified member of the teaching staff.

That the institution arrange for the publication of a catalogue annually describing in a conservative manner the teaching personnel, objectives, curricula, and other significant matters connected with the program of work offered.

That the present salary schedules be raised in order that a faculty of mature teachers, including both men and women, may be gradually built up.

That members of the teaching staff be encouraged to increase their training through the pursuit of graduate studies during their summer vacations.

That steps be taken at once to provide proper housing for the library and scientific laboratories and to furnish them with equipment suitable for college work.

## Chapter V

# ARKANSAS

CONTENTS.—Introduction—Philander Smith College, Little Rock—Shorter College, North Little Rock—Agricultural, Mechanical, and Normal College, Pine Bluff

Although negro higher education has been generally neglected to such an extent in Arkansas that fewer members of the race in proportion to population are receiving college training than in any other Southern State, an improvement in the prevailing situation is developing.

Arkansas has three institutions of higher learning for negroes which were included in this survey. The list comprises the Philander Smith College at Little Rock, Shorter College at North Little Rock, and the Agricultural, Mechanical, and Normal School at Pine Bluff. While the Agricultural, Mechanical, and Normal School, the State supported negro land-grant college, is excellently located at a south-central point in the State, the situation of the other two colleges in practically the same city, in close proximity to each other, has had the effect of retarding the development of both institutions. The concentration of all the colleges in the central portion of the State has also left negro residents of northern, eastern, and western sections without any higher educational facilities whatever.

The disadvantageous geographical distribution of these institutions is reflected in the small number of members of the race at present obtaining the benefits of higher learning in the State. Enrollment of resident college students, exclusive of extension and summer schools, in the three colleges totals but 101, while the negro population of Arkansas is 494,700. The proportion attending colleges is approximately 2 students to every 10,000 negro persons. A further cause of this discouraging situation is disclosed in the paucity of negro youths obtaining secondary education in the State, without which it is impossible to enter upon college work. According to the latest statistics, 2,181 students are enrolled in negro high schools, the percentage being 40 students to each 10,000 negro inhabitants. The white inhabitants of the State number 1,396,300, of which 32,571 are attending high school. There are, therefore, 230 white students in preparatory schools per 10,000 population, as compared with 40 negroes.

The Arkansas Department of Education, however, has recently manifested a keen interest in ameliorating the present conditions prevailing with regard to negro higher education in Arkansas. The publicly-supported State negro institution is being inspected three or four times a year and a regular policy of accrediting high schools as well as privately-controlled colleges has also been adopted. In the case of the latter, the department conducts examinations of academic functions and facilities upon request with a view of recognizing approved teacher-training institutions.

The department's accrediting requirements are based on the standards set up by the North Central Association of Colleges and Secondary Schools. For the last biennium the Arkansas Legislature appropriated \$275,000 for negro higher education.

### PHILANDER SMITH COLLEGE

*Little Rock, Ark.*

Philander Smith College is located in the central part of Arkansas at Little Rock, the capital of the State. The institution was established in 1877 as Walden Seminary and operated under this name until 1883, when as a result of a gift of \$10,000 by Philander Smith, of Oak Park, Ill., its title was changed to the Philander Smith College. Later it was incorporated under the laws of the State of Arkansas and came under the auspices of the board of education of the Methodist Episcopal Church, with headquarters in Chicago.

Under the present organization of the college this board has complete jurisdiction in formulating its policies and supervising its government. The institution, however, has a local self-perpetuating board of 20 trustees serving for a term of two years each, 10 being elected annually. Of the members now serving, 19 are negroes and 1 is a white person, and all are residents of Arkansas except 2, one of whom resides in Kentucky and the other in California.

The board of trustees has four officers, a president, who is a bishop of the church, a vice president, secretary, and treasurer. It has organized itself into executive, building and property, finance, laboratories, library, and auditing committees.

Because of the authority vested in the board of education of the Methodist Episcopal Church, however, the local trustees have little power and serve merely in an advisory capacity. In deciding all financial questions, appointment of teachers, and changes in administrative or academic procedures in the college final approval must be obtained from the Chicago church organization.

Philander Smith College comprises a liberal arts college and a secondary school. In the college are offered two-year and four-year curricula in teacher training, graduates of the former receiving State

teachers' certificates. The high school includes the seventh to the twelfth grade, but on account of the cost of their maintenance two grades are to be discontinued. The first two years of college work in the institution have been accredited by the Arkansas State Department of Education and the high school has also been recognized as standard. Individual recognition has been given to several of the students of Philander Smith College, one holding a bachelor of arts degree being accepted conditionally in the 1926 summer session of Columbia University, and another, with senior classification, being admitted in 1926 to the University of Minnesota with junior standing.

In 1926-27 Philander Smith College enrolled 58 resident college students and 196 high-school students, the total being 254. Three extension students were also registered in the college. The institution is coeducational and by far the greater proportion of its students are residents of the State of Arkansas.

#### ADMINISTRATION

The president of the institution has complete authority over the administration of the affairs of the college, subject to the board of education of the Methodist Episcopal Church.

At the time of its visit, the survey committee found the college engaged in an effort to expand its physical plant. The Chamber of Commerce of Little Rock has offered to contribute \$25,000 toward the erection of a combined administrative and academic building on the campus and the General Education Board has also agreed to donate \$25,000 conditionally for this purpose. A subscription campaign was being conducted by the institution to raise the necessary additional funds to pay its share of the cost of the erection of this structure.

An imperative necessity exists for a complete reorganization of the institution's business offices and accounting system. Although repeated requests were made for a detailed statement of its annual income from different sources over the past five years, the only information that could be obtained was a partial report showing yearly appropriations made by the board of education of the Methodist Episcopal Church for the support of the school, except in the case of the year 1924-25 when more detailed figures were given. A copy of this report follows:

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$13,000	\$13,000	\$15,000.00	\$15,000	\$15,000
Gifts for current expenses.....			542.40		900
Student fees.....			10,935.44		
Other sources.....			3,468.01		
Total.....	13,000	13,000	29,938.45	15,000	15,900

As indicated by Table 1, the institution is supported almost entirely by church appropriations. The \$900 shown in 1926, under the item "Gifts for current expenses," is a contribution made by the Slater Fund in part payment of the salary of a teacher in English. The exact amount of revenues from other sources in this year could not be secured by the survey committee on account of the inadequate bookkeeping methods employed in the business office.

In the management of the institution, the president is assisted by a secretary (who also serves as librarian), a bookkeeper, a registrar, a matron, and a superintendent of buildings and grounds. Student records in the college are kept in fairly good shape, considerable attention being devoted to this administrative function. The institution has also a college physician.

An examination of the fees assessed against students attending the institution indicates that considerable income is derived from this source. Tuition in the college is \$45 per year, and ranges from \$36 to \$45 in the other divisions of the institution. An entrance fee of \$10 is charged each boarding student in addition to a registration fee of \$2. Other fees include athletics \$3, breakage \$1, library \$1, medical \$3, graduation \$5 and laboratory \$2 to \$5. The charge for board, including fuel, lights, room, and laundry, is \$16 per month. Students may also obtain their meals at a small cafeteria, operated by the college.

The Philander Smith College has an endowment fund of approximately \$3,000. This fund was started several years ago with \$400, and, as a result of a public-subscription campaign, has been gradually increased to its present amount. Because of the fact that the principal of the endowment has not been invested, no annual yield is received from it and there is a probability that the money may be diverted to the construction of the proposed new building on the campus.

### PHYSICAL PLANT

Property owned by the institution comprises 40 acres of land and 5 buildings.

The land, which is located within the corporate limits of Little Rock, was purchased originally at a cost of \$42,000, but is now valued at \$60,000 on a recent appraisal made by real-estate dealers. The college uses only 2 of the 40 acres as a campus, the remainder lying idle.

Of the 5 buildings, 2 are of brick and 3 of frame construction. No records as to the dates of their erection or their original costs are available but a local real-estate board has estimated their value at \$110,500. While the contents of the buildings, including school equipment and furnishings, are valued at \$25,000, these figures are largely estimates, the institution keeping no property ledger and

making no inventories of its movable property. On a basis of these valuations, the total value of the entire plant, including lands, buildings, and equipment, amounts to \$195,000.

The central building on the campus is a small one-story frame structure in which are located the administrative and business office, two recitation rooms, and two rooms used for a library. It is wholly inadequate for the purposes used, and the fact that the affairs of the school are directed from such quarters has the effect of lowering the tone of the entire institution. The brick buildings are Budlong Hall and Webb Hall, the former being four stories in height and used as a dormitory for men, and the latter being three stories high and used as a dormitory for women. The lower floor of Budlong Hall also contains 16 recitation rooms and two laboratories. Other buildings on the campus are Adeline Smith Home, a two-story frame dormitory, containing 23 rooms for women students; and College Hall, also two-stories in height and of frame construction with 14 rooms. The college rents, for \$360 annually, a building which is located the commercial department of its secondary school. Notwithstanding the fact that they are not of modern construction, the two brick buildings on the campus are fire resisting. Each of the buildings including contents is insured separately, the policies being held in the name of the board of education of the Methodist Episcopal Church and the premiums paid through its Chicago office.

The officer immediately responsible for the care of the buildings and grounds is a superintendent, who has a force of one full-time helper and three student assistants who receive payment through credits on their accounts. Students living in the dormitories perform the janitor work under the supervision of a matron. In its examination of the buildings the survey committee found the dormitories generally neat and in good order.

### PREPARATORY SCHOOL

The preparatory school at the Philander Smith College is not kept separate and distinct from the college except as regards students. The same buildings are used for both departments, the finances are not segregated, and six members of the college faculty teach in the high school. College and preparatory students, however, do not attend the same lecture, recitation, and laboratory groups.

Although the institution is concentrating on collegiate work, no plans exist at present for the discontinuance of the secondary department, which is not required under the school's charter.

### EDUCATIONAL PROGRAM

The academic program of Philander Smith College consists of a four-year curriculum leading to the bachelor of arts degree, and a two-year normal curriculum leading to a diploma. The latter is in reality a major in the regular liberal arts curriculum.

In its annual catalogue, work in the college is only fairly well presented. The four-year curriculum is not outlined and no mention is made regarding the two-year education curriculum, which has only been recently inaugurated. It meets, however, the requirements of the Arkansas State Department of Education.

Included in the academic program of the college is an extensive list of courses of study numbering 78, of which only 24, or 30.7 per cent, were actually given in 1926-27. In the following tabulation are shown names of the courses offered, and those taught in this year:

TABLE 2.—Courses in college

Course of study	Number offered in catalogue	Number actually taught in 1926-27	Course of study	Number offered in catalogue	Number actually taught in 1926-27
Biology.....	9	3	Mathematics.....	4	1
Chemistry.....	4	2	Philosophy.....	5	None
Economics and political science.....	6	2	Psychology.....	2	2
Education.....	12	2	Physics.....	2	1
French.....	2	2	Sociology.....	9	1
German.....	4	None			
English.....	7	3	Total.....	78	24
History.....	12	1			

As indicated in Table 2, there is considerable padding in the catalogue. In this connection, the survey committee is of the opinion that the catalogue should be rewritten with a view to including only those that are actually to be given.

### ADMISSION REQUIREMENTS

Students are admitted to the college upon the presentation of a certificate from an approved secondary school or by entrance examination.

The completion of 15 units of preparatory work is required, of which 3 must be in English, 3 in mathematics, 2 in foreign language, 1½ in history, and 2 in science. The remaining 3½ units are elective subjects.

Twenty-one freshmen were admitted to the college in 1926-27, all upon certificates from standard high schools, no college entrance examinations being conducted. Conditioned students are not accepted, but are required to remove their conditions by attending summer school before enrolling in the college. During the past five years the following number of special students have been admitted:

6 in 1922-23, 3 in 1923-24, 4 in 1924-25, 6 in 1925-26, and 9 in 1926-27. Most of these special students are public-school teachers of Arkansas pursuing work to improve their training and other unclassified students not candidates for degrees.

**GRADUATION REQUIREMENTS**

Requirements for graduation in the curriculum leading to the bachelor of arts degree comprise 180 (120 semester hours) quarter hours of credit.

The prescription of work is extremely limited. Of this total only 72 quarter hours of credit are prescribed as follows: 18 credits in English, 18 in science, 18 in foreign languages, 10 in mathematics, 5 in economics, 5 in American government, 3 in Bible, and 5 in psychology. The remaining 108 quarter hours of credit are free electives.

**ENROLLMENT**

Enrollment of college students in the Philander Smith College has shown a slight decline during the past five years as disclosed by the accompanying table:

TABLE 3.—Total college enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	36	34	2	6	68
1923-24	35	33	12	2	82
1924-25	24	33	15	11	83
1925-26	28	9	10	14	71
1926-27	21	17	9	14	61

Includes 3 extension students who have had 5 years' work. Figures include the normal students.

In 1926-27 there were 61 college students attending the institution as compared with 68 in 1922-23. An analysis of Table 4 also shows that a heavy student mortality is occurring in the college. The 1922-23 freshman class, which originally contained 36 students, declined to 14 students in the senior year of 1925-26, a loss of 61.1 per cent, while the 1923-24 freshman class fell off from 35 to 14 students in 1926-27, the mortality amounting to 60 per cent. Even a larger loss occurred in the 1924-25 freshman class which was reduced by 62.5 per cent in its senior year.

TABLE 4.—Noncollegiate enrollment

Year	Number of students in junior high school	Number of students in senior high school	Total
1923-23	99	162	261
1924-25	88	192	280
1925-26	44	233	277
1926-27	20	176	196



Between 1922-23 and 1926-27, the attendance in the secondary division of the institution has fallen off by 65 students, or 24.9 per cent. This is due to the decision of the administration to concentrate on college work in the future. Because of its expense, the junior high school is to be abandoned in 1927-28 and the funds expended for its operation diverted to the college.

The Philander Smith College has granted 37 degrees in course during the past five years as follows: 4 in 1921-22, 6 in 1922-23, 2 in 1923-24, 11 in 1924-25, and 14 in 1925-26.

### FACULTY

The college faculty of the Philander Smith College consists of eight members, six of whom do both college and high-school work. All are negroes and all hold the rank of full professor.

The college has eight departments of instruction including English, education, mathematics, language, social science, chemistry, biology, and physics. Each department has a single teacher. The survey committee found the college organization well planned but rather extensive in scope. Such subjects as chemistry, biology, and physics, all of which are sciences which should be grouped in a single department, were set up as individual departments of instruction. In examining the teaching schedules, however, it was discovered that departmental organization was being adhered to and that no college professors were teaching subjects outside the departments of instruction to which they were assigned.

The faculty is only fairly well trained, although an effort is being made by the majority of the members to increase their qualifications through graduate study. All of the 8 members hold undergraduate degrees, 1 a master's degree, and 5 are working for advanced degrees as revealed by the accompanying table:

TABLE 5.—Training of faculty

Case	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	B. E.	Syracuse University		
3	A. B.	University of Denver		
3	A. B.	Syracuse University	1 summer session (9 semester hours' credit).	Syracuse University.
4	B. S.	Clark University	10 semester hours' credit.	University of Wisconsin.
5	A. B.	University of Kansas	5 semester hours' credit.	Northwestern University.
6	A. B.	Ohio State University	14 semester hours' credit.	University of Kansas.
7	A. B.	Walden University	4 semester hours' credit.	University of Nebraska.
8	A. B.	Straight College	1 term.	Northwestern University.
			2 summers.	University of Chicago.
			Extension course.	University of Wisconsin.
			A. M.	Straight College.
			1 year.	University of Chicago.

Of the eight undergraduate degrees held by the staff, five were obtained from northern institutions. The other three were secured from negro colleges. The master of arts degree, held by one of the staff members, was obtained from Straight College and, as this institution is not equipped to do graduate work, it is believed that the degree is an honorary one rather than a degree in course.

The faculty of the college has been almost entirely reorganized during the past three years. Six new members have been employed during this period. The remaining two teachers have served for 6 and 12 years at the institution, one being a teacher of foreign languages and the other of mathematics.

Annual salaries paid by the college to the faculty are very low and incompatible with both the type of service expected and the work required of the teachers. Two of the teachers receive \$950 per year, five receive \$900, and one \$810. Although five of the teachers receive perquisites valued at \$225, the situation with regard to underpaid teachers in the college is serious and immediate remedial steps are essential if the institution is to establish itself on a standard college basis. How five members of the faculty of the Philander Smith College have been able to pursue advanced studies at summer sessions of leading northern graduate schools under such financial handicaps is difficult to comprehend.

Work in the college is fairly equitably distributed as regards teaching tasks assigned the different members of the faculty. Six out of the eight teachers have loads of less than 400 student clock hours per week while two have loads varying between 401 and 500 student clock hours. The latter are professors of mathematics and chemistry who teach large high-school classes in addition to their college duties. It is the opinion of the survey committee that these teachers should be relieved from preparatory instruction in order that the loads imposed upon them may be brought down to normal.

Two members of the faculty were found teaching from 15 to 18 hours and six from 20 to 23 hours. This situation is due almost entirely to the practice of using college teachers for high-school work.

On account of the limited enrollment in the college the size of the classes is comparatively small, none exceeding 30 students. Of the 24 classes organized in 1924, 6 contained less than 5 students, 9 between 5 and 10 students, 7 between 11 and 20 students, and 2 between 21 and 30 students.

### EDUCATIONAL EQUIPMENT

The Philander Smith College has the nucleus of a standard college library. Although not adequately housed it contains 2,800 scientific, liberal arts, and reference volumes, most of them well-selected and suitable for college work.

A part-time trained librarian is employed, who is now pursuing a course in library training at the Hampton Normal and Agricultural Institute. The library has been recently classified, refurnished, and restocked with the advice and aid of the librarian of the free library service bureau of the State Department of Education. The institution was unable to furnish its annual expenditures on the library for the past five years.

The laboratories were also found of a standard type, well-equipped for teaching college chemistry, biology, zoology, and botany. More apparatus, however, is needed in physics to place it on a collegiate footing. As in the case of the library, the institution was unable to furnish detailed annual expenditures for scientific equipment and supplies covering the last five-year period.

### EXTRACURRICULAR ACTIVITIES

Athletic activities in the college are administered jointly by the athletic coach representing the faculty and student-managers of the different teams. The institution is not a member of any intercollegiate athletic association.

There is one fraternity organized among the students, the Phi Beta Sigma, which operates without any particular faculty control. Other extracurricular activities include a choral club with 30 voices, two literary societies, Y. M. C. A., and Y. W. C. A., all under faculty advice.

### CONCLUSIONS

Primarily organized for the purpose of providing education for the negro youth of Arkansas when few other facilities existed in that State, the Philander Smith College has rendered a worthy service to society for a period extending over 50 years.

In the development of its aims, its activity has been centered in the secondary field and at the present time the greater proportion of its enrollment is in its junior and senior high schools. Within the past decade, however, the institution has expanded its functions to include work of a collegiate level and has concentrated its objectives in this division. During the last two years the Arkansas State Department of Education has accredited the institution as a junior college and grants State teachers' certificates to graduates of a two-year normal curriculum conducted in the college.

The Philander Smith College operates with a very limited annual income and wholly inadequate physical plant. The attempt to con-

duct a college and secondary school under such adverse conditions is reacting to the disadvantage of both. Supported almost entirely by appropriations from a church organization, with headquarters in Chicago, the institution appeared also to be isolated so far as local interest in its welfare is concerned, although the Chamber of Commerce of Little Rock recently agreed to provide \$25,000 toward the erection of a building on its campus provided certain conditions were met. Considering this situation and on the basis of the facts developed in this report the following recommendations and suggestions are offered:

That the government of Philander Smith College be reorganized with a view of vesting the authority over its administration in local hands.

That a new board of trustees be created with this purpose in view, and that the length of the term of the trustees be extended, two years being too short a period of time for its members to familiarize themselves with the institution's affairs.

That the church organization in control of the college increase its annual appropriations for the support of the institution and take immediate steps to improve the physical plant.

That the administration take immediate measures to reorganize its business offices, install an adequate accounting system, and issue annually a financial balance sheet.

That a property ledger be kept in the future, annual inventories made of the movable property, and yearly audits of the accounts by outside certified public accountants.

That unless additional financial support is obtained, the college program be concentrated upon junior college work with emphasis on teacher training.

That the curricula offered in the college be revised for the purpose of eliminating courses not actually given and for which there is no demand.

That the catalogue be reedited and that both the four-year liberal arts and normal curricula be outlined showing courses of study offered in each.

That the graduation requirements in the normal curriculum be definitely stated in the catalogue including credits that must be earned in each course.

That the salary schedule be substantially raised.

That as soon as practicable more suitable administrative offices be provided.

## SHORTER COLLEGE

*North Little Rock, Ark.*

Shorter College was founded in 1886 by the African Methodist Episcopal Church. Originally it was known as the Bethel University and was located in the Bethel African Methodist Episcopal Church at Little Rock, Ark. By change of title, it became the Bethel Institute in 1888 and three years later, after money had been raised for the purchase of a site, the institution was moved to Arkadelphia, and the name changed to Shorter University.

The school was operated at Arkadelphia until 1897 when a schism occurred in the board of trustees with regard to its removal to North Little Rock. A plant, nevertheless, was established at North Little Rock and for almost a year two branches of the school were conducted. The school at Arkadelphia, however, was finally abandoned. In 1901 a fourth change in the name of the institution was made when it was designated as Shorter College.

Shorter College is an incorporated institution governed by a board of 72 trustees, all of whom are negroes. The board is made up of representatives from the five conferences of the African Methodist Episcopal Church in Arkansas, each being entitled to 14 members. Under the terms of the charter the trustees serve for a term of four years with the result that a new board is created every four years. The bishop of the church presides over the board and is its president. Other officers are the vice president and secretary-treasurer. In addition to the 70 regularly elected trustees, there are two members *ex officio*.

Because of the unwieldy character of this general board, an executive committee of eight members has been named with direct control and supervision over the college. This committee, which is chosen for a period of four years, is headed by a chairman, and meets once every month to transact the business of the institution. Three of its members are residents of Little Rock in close contact with the school. Appointment of the members of the faculty is made through the executive committee on nomination by the president, but on several occasions the committee has acted on its own initiative and made its own selection of teachers.

Shorter College is a school of collegiate, secondary, and elementary grade. While a four-year course in liberal arts and three-year courses in theology are offered, not a great deal of college work is being done at the institution. The preparatory school includes four grades and the elementary school eight grades. The Arkansas State Department of Education has accredited the high school but the college has not received recognition. Two premedical students of Shorter College have been accepted at the Meharry Medical School and two

freshman were given advanced standing upon applying for admission at Wilberforce University.

The institution failed to furnish information regarding its enrollment for 1926-27. For the year 1925-26, there were enrolled 10 college students, 16 theological students, 75 preparatory students, and 48 elementary pupils, the total amounting to 149.

Shorter College has not issued a catalogue since the year 1922-23.

### ADMINISTRATION

Administration of the institution has been characterized by vacillating policies and frequent changes in its executive officers. Since the school was founded, it has had 17 presidents, some of whom have served less than a year. The present incumbent, however, has been head of the school since 1925.

Shorter College is supported almost entirely by church appropriations from the five conferences of the African Methodist Episcopal Church of Arkansas and by student fees. The accompanying table shows the revenues from different sources for the past five years.

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$19,372	\$18,907	\$19,376	\$17,356	\$16,550
Gifts for current expenses.....	1,100	1,156	1,252	1,050	1,052
Student fees.....	5,052	5,005	5,785	4,595	4,570
Total.....	25,524	25,068	26,412	23,001	22,172

The total income of the institution in 1926-27 was \$22,172, of which 74.7 per cent was derived from church appropriations, 19.7 per cent from student fees, and 4.5 per cent from gifts for current expenses. For several years the General Education Board contributed \$1,000 annually to pay the salary of a critic teacher, but this donation was discontinued in 1925. The Jeanes Fund also assisted the college, giving \$500 annually for industrial education until two years ago.

Between 1922-23 and 1926-27, the total revenues of Shorter College have declined to the extent of \$3,352, the loss being 13.1 per cent. The principal cause of the decrease was a reduction in church appropriations by 14 per cent. There was likewise a loss in student fees amounting to 8.9 per cent, while gifts for current expenses fell off 0.8 per cent.

Business affairs of the college are under the supervision of the resident, who is assisted by a secretary and collector. The secretary-treasurer of the college is also the secretary-treasurer of the board of trustees. A steward is employed who has supervision over the boarding department. The charge for tuition is low, only \$ per month being assessed against students for attendance in the

college and the high school. Other fees are charged. These are nominal in amount and include incidentals \$1, medical fee \$2, athletics \$3, and library \$1. The charge for board and room is \$12 per month.

### PHYSICAL PLANT

Although not large in size, Shorter College has a physical plant suitable to its needs. The campus comprises .4 acres upon which are located five buildings, three being substantial brick structures. The value of the land included in the campus is \$20,000. The buildings are evaluated at \$135,000 and their contents at \$10,805, making the total estimated value of the entire property \$165,805. As no inventories have been taken, these valuations are based largely on appraisals made by the president and a committee of the board of trustees.

The main structure on the campus is Tyree Hall, a three-story edifice erected in 1903 and valued at \$55,000. On the first floor are located the administrative offices, the library, 10 recitation rooms, and a laboratory, while the upper floors are utilized as quarters for men students. Conner Hall, another three-story building constructed in 1917 and valued at \$45,000, contains a chapel, four recitation rooms, and the dining room and kitchen on the lower floors, with rooms for women students on its other floors. Other buildings are the Girls' Industrial Home, valued at \$30,000 and used principally for the department of home economics of the secondary school, and the Boys' Industrial Hall, valued at \$2,000 and containing a printing shop and editorial rooms used for the publication of a church paper and also for vocational education in the secondary school. The latter building is two stories high and provides living quarters for men students. The fifth building on the campus is the president's home containing six rooms and valued at \$3,000.

Care of the grounds is under the supervision of a watchman. The dean of the college has charge of keeping the recitation rooms and boys' dormitories in order while a matron looks after the girls' dormitories. Students are used both as janitors and caretakers and are required to perform two hours' work per day without compensation.

### PREPARATORY SCHOOL

With only a small enrollment of college students in the institution, little attempt has been made toward the segregation of the college and high-school departments. The same buildings are occupied by both college and preparatory students and no separation exists with regard to finances. Two members of the college faculty teach high-school classes. College students, however, attend recitation and laboratory classes distinct from the preparatory department.

### ACADEMIC PROGRAM

Curricula of collegiate grade offered at the institution comprise a liberal arts course leading to the bachelor of arts degree; a 3-year theological course requiring 4 years of college preparation and leading to the bachelor of divinity degree; a 3-year English theological course leading to a certificate; and a 2-year teacher-training course.

While 36 courses of study make up the academic program of the college, only one-fourth of them were actually taught during the academic year of 1926-27. A summary of the courses of studies includes 4 courses in mathematics, 5 in philosophy, 3 in Latin, 3 in Greek, 3 in French, 2 in German, 2 in Spanish, 4 in education, 2 in English, 6 in natural science, and 3 in history and social science.

### ADMISSION REQUIREMENTS

To obtain admission to the college, candidates must present certificates from accredited high schools of equal standing with the Shorter College preparatory school, or pass satisfactory examinations. All the freshmen entering in 1926-27 were graduates of the Shorter College high school, which has been accredited by the Arkansas Department of Education. Conditioned students are accepted in the college with a maximum of one conditioned subject which must be removed by the end of the first year. Special students are also admitted, one being enrolled in the department of theology in 1926-27.

### GRADUATION REQUIREMENTS

Requirements for completion of the different courses in the college are as follows: Four-year liberal arts course, 120 semester hours of credit; three-year theological courses, 90 semester hours of credit.

In outlining the requirements for graduation in the liberal arts course leading to the bachelor of arts degree the institution fails to discriminate between prescribed subjects and electives. The result is that no clew exists as to the particular studies that must be pursued or the credits allowed for their completion. According to the outline the 120 semester hours of credit may be earned from any of the following list of studies: 12 credits in English, 40 in mathematics, 20 in Latin, 42 in science, 14 in political science, 16 in philosophy, and 4 in theism.

The 90 semester hours of credit required for graduation in the theological courses include prescribed work in Hebrew, Greek, church history, theology, ethics, polity, homiletics, archaeology, psychology, and missionary activities.

## ENROLLMENT

Enrollment in the college has remained stationary during the past four years as disclosed by the following table:

TABLE 2.—College enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	2	3	4	1	10
1923-24.....	3	3	2	1	9
1924-25.....	2	4	1	—	7
1925-26.....	3	4	2	1	10

On account of the fact that in 1924-25 and 1925-26 the sophomore classes increased over the preceding freshman classes by admittance of students with advanced standing, no accurate figures could be obtained on the mortality in the college during the recent years given in Table 2.

Registration in the two courses of theology has been very small, indicating indifference to this type of work. Except for 1925-26, when 16 were enrolled in the English theological course, this department has been without students over a period of four years. The two-year teacher-training course has never had any students since it was first offered several years ago.

TABLE 3.—Noncollegiate enrollment

Year	Number of students in elementary school	Number of students in high school
1922-23.....	145	11
1923-24.....	150	13
1924-25.....	50	7
1925-26.....	48	7

Heavy losses in both the elementary and high-school department enrollments have occurred during the past four years. Attendance in the elementary school has fallen off from 145 students in 1922-23 to 48 students in 1925-26, a loss of 97, or 66.9 per cent. In the high school, the decline in enrollment has not been so great, although 7 less students were in attendance in 1925-26 than in 1922-23, a decrease of 26.6 per cent.

## DEGREES GRANTED

Degrees in courses granted by the institution have been so few as to raise the question whether any justification exists for the continuation of college work in the school. For the last five years only three bachelor of arts degrees have been granted, one in 1922-23; one in 1923-24; and one in 1925-26. The institution has granted no bachelor of divinity degrees in course during this entire period. Four honorary doctor of divinity degrees were granted; one in 1921-22, two in 1922-23, and one in 1923-24 or one in excess of the degrees in course.

## FACULTY

The college faculty is made up of four members, two of whom supplement their college work with instruction in the high school. Three are ranked as professors and one as associate professor. The academic organization is small in size consisting of departments of instruction in English, mathematics, science, and social science. Each department is headed by a professor with the exception of social science, which is in charge of an associate professor.

It is evident that many of the 36 courses of study comprising the college curricula are offered on paper rather than through actual classroom instruction. This applies particularly to the seven courses in French, Spanish, and German; five courses in philosophy; and four courses in education, for which no departments of instruction have been created.

With regard to the training of the teachers, the survey committee found too much inbreeding in the faculty. Four members of the staff were reported as holding the bachelor of arts degree and one a bachelor of divinity degree. No graduate study was being done by any of the teachers to improve their training. Of the four members making up the teaching staff, three are comparatively new teachers who joined the faculty within the past four years while the fourth has served at the institution over 15 years.

The salaries paid by the college are so low as to scarcely constitute a living wage. Three members of the staff receive an annual compensation of between \$700 and \$750, no perquisites of any character being allowed them. With such small compensation, it can hardly be expected that college work of a very high quality is possible of attainment. The other member of the faculty is paid \$1,200 annually with a perquisite valued at \$150. In the case of the president, his annual stipend is also small amounting to only \$1,600 supplemented by a perquisite valued at \$300.

An examination of the teaching schedules in Shorter College shows that 10 classes were taught in 1926-27. Of this total, six were laboratory classes in science courses and four were classes in other academic studies. Because of the small enrollment, it is obvious that none of the faculty members was overburdened with work. Two professors had teaching loads of 130 student clock hours, one 70 and another 55 student clock hours. Five was the maximum number of hours of teaching per week being done by any of the college teachers. The size of the classes was small, varying from 1 to 10 students.

### EDUCATIONAL EQUIPMENT

Shorter College library is largely of secondary school level. The institution was unable to furnish the survey committee with any figures on the number of volumes in its library or a classification of the different works. Great need exists for additional reference books on scientific, biographic, and general subjects. During the past two years, total expenditure on the library has amounted to \$60, used entirely in the purchase of magazines. Prior to 1925-26, the college reported expenditures of \$900 in 1922-23, \$250 in 1923-24, and \$530 in 1924-25. No librarian is employed, the work in the library being performed by two students.

Facilities for instruction in the sciences are extremely limited. Since 1922-23, no expenditures have been made either for equipment or supplies in the chemistry, biology, or physics laboratories. The institution reported that \$100 had been expended in 1926-27 on supplies for other sciences. The total estimated present value of all equipment is as follows: Biology \$125, chemistry \$375, physics \$300, and other sciences \$400, the total being \$1,100.

### EXTRACURRICULAR ACTIVITIES

Athletic activities at Shorter College are administered by a joint committee of the faculty and the student body, which comprises two faculty members and one student, who is president of the Student Athletic Association.

The institution does not belong to any intercollegiate athletic association or conference, but is planning to join one of these organizations in the near future. There are no fraternities or sororities at the school. Other extracurricular activities include two literary societies, a choral club, and several glee clubs all under the supervision of faculty advisors.

### CONCLUSIONS

With its annual income declining and a continual loss being recorded in its student enrollment, Shorter College has reached a crisis in its history. Either immediate steps will have to be taken to provide additional financial support or the institution will in all probability go out of existence within the next few years.

As revealed in the foregoing report, Shorter College, while having in most respects an acceptable physical plant, is lacking in educational program, academic organization, and necessary equipment. On account of limited funds, the liberal arts college is having difficulty in maintaining morale on the part of its personnel and the salaries

being paid the faculty are so low as to preclude achievement of high standards. No catalogue has been issued by the institution over a period of five years, due to an apparent inability to pay for the cost of its printing.

The survey committee made a careful study of Shorter College particularly with regard to its present aims and objectives and to the opportunities for its future development. As a result, the following recommendations are submitted:

That the organization assuming responsibility for the support of Shorter College make definite arrangements to increase its annual appropriations to the school by at least 100 per cent.

That in the event such additional appropriations can not be provided the operation of the institution be discontinued and its physical plant disposed of.

That should this organization arrange to furnish revenues sufficient to meet its needs, Shorter College be completely reorganized.

That its four-year college be modified to cover only a two-year junior-college program.

That teacher-training courses be established and so organized as to receive recognition from the Arkansas Department of Education so that its graduates may receive State teachers' certificates.

That the elementary school be abolished except that a sufficient number of pupils for a model school for practice teaching and observation be retained.

That the secondary school be retained for the purpose of preparing students for the junior college and normal school.

That at least four new members be added to the faculty properly qualified for college teaching, and that arrangements be made for the present teachers to obtain increased training through the pursuit of graduate studies.

That the salaries of the members of the college faculty be greatly increased.

That a trained librarian be employed and funds for building up a library of junior-college grade be provided.

That essential scientific equipment including supplies be furnished for the first two years of college work in biology, chemistry, and physics.

That the question of adequate compensation of the president should be raised, keeping in mind the salaries paid competent executive administrators in other institutions.

That a catalogue be issued every year by the institution.

**AGRICULTURAL, MECHANICAL, AND NORMAL COLLEGE***Pine Bluff, Ark.*

The Agricultural, Mechanical, and Normal College of Arkansas, located at Pine Bluff, was created by the State General Assembly of Arkansas in 1872 under the name of the Branch Normal College. Ever since its founding the institution has been the negro land-grant college of Arkansas, but it bore the name of the Branch Normal School until 1922, when its title was officially changed to the Agricultural, Mechanical, and Normal College. The school receives Federal appropriations under the Morrill Acts, the Nelson amendment, and the Smith-Hughes Act. Under the terms of the original act of the legislature, the institution was made a branch of the University of Arkansas and its government was vested in the board of trustees of that institution, which was composed of seven members with the governor of the State, and the State superintendent of public instruction serving *ex officio*.

At the time of the visit of the survey committee, however, the institution was being taken out of the control of the State university, an independent board of trustees was being created, and a complete reorganization of the institution was taking place. The plans for its reorganization provide for the abandonment of the present site and the location of the school on a 182-acre farm 2 miles outside of the city. This farm has already been acquired and rapid progress is being made in its transformation into an educational plant. A very large barn for use in agricultural instruction, which is reported to be the finest in the State of Arkansas, has already been completed. Money for the erection of a central college building at a cost of approximately \$450,000 is at hand, having been raised through appropriations by the State and contributions by the General Education Board. The architect's plans for this structure are now being drawn. Authorization has also been obtained for the disposal of the old plant and the funds derived from its sale are to be used on the new plant. The State Department of Education of Arkansas is largely responsible for the reorganization of the institution and is directing all the plans with a view to establishment of a negro land-grant college of the very highest type.

On its field trip to this college, the survey committee conducted an examination of the new site and improvements so far made upon it, and also of the college as it is operated at present. On account of the fact that the reorganized institution has not yet been opened, this report is written on a basis of conditions found in the existing school.

The Agricultural, Mechanical, and Normal College of Arkansas conducts a junior college, preparatory and elementary schools. A

six-weeks summer session is held every year attended largely by colored school teachers. The high school includes the ninth to twelfth grades while the elementary school, which is used for practice teaching and observation, has only five of the grades. A trade department is operated in the secondary school with work in plumbing, steam, and electrical instruction, carpentry, agriculture, commerce, auto mechanics, and machine shop. Training in household economics is likewise given. The Arkansas State Department of Education has accredited the teacher-training work in the junior college since 1924, but has not yet rated the other courses as standard. The institution's secondary school has also been accredited by the department since 1924. While a number of colleges accept students from the high school with full credit for preparatory work, no students attending the junior college have been received by other colleges with advanced standing.

Enrollment in the institution in 1926-27 was divided as follows: 21 college students, 225 preparatory students, and 60 elementary pupils, the total being 306. The school is coeducational and the entire student body is made up of residents of the State of Arkansas, many of whom are day students from the city of Pine Bluff. With the opening of the school term of 1927-28, the number of students enrolled in the college increased to 30, made up of 12 boys and 18 girls.

### ADMINISTRATION

The chief administrative officer of the school is the superintendent; but, because of the system of dual control existing, the State university exercises such power over finances and disbursements as to leave this local official with little authority. As soon as the new independent board of trustees begins to function, this anomalous situation is expected to end and full responsibility will rest on the executive head of the institution for the management of its affairs.

The Agricultural, Mechanical, and Normal College is supported chiefly by State and Federal appropriations as shown by the following table giving the annual income received from different sources for the past five years:

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$68,000.00	\$68,000.00	\$63,000.00	\$68,000.00	\$76,500.00
Federal appropriations.....	13,636.66	13,636.66	13,636.66	13,636.66	13,636.66
Student fees.....	5,000.00	6,000.00	7,000.00	6,000.00	6,000.00
Net income from sales and services.....	200.00	200.00	200.00	800.00	500.00
Total.....	\$94,836.66	\$97,836.66	\$83,836.66	\$88,436.66	\$106,642.66

For 1926-27, the total revenues of the institution amounted to \$96,642.66, of which 79.1 per cent was derived from State appropriations and 14.1 per cent from Federal appropriations. Thus 93.2 per cent of its support came from these two sources. Revenues from student fees represented 6.2 per cent of the income, and net income from sales and services 0.6 per cent. While not large in amount, the annual income of the school has increased over the past five years. This gain amounts to 11.3 per cent between 1922-23 and 1926-27. The advance of State appropriations was 12.5 per cent, while student fees gained 20 per cent. Federal appropriations remained stationary.

Small revenues realized from student fees are due to the fact that no charges for attendance in the school are made, with the exception of a matriculation fee of \$5 per semester and a student's activity fee amounting to \$4. Under the law tuition is free to all residents of the State of Arkansas. The charge for board is \$16 per month and for room rent \$1 per month.

Management of the business affairs of the institution is in charge of the superintendent, who is assisted by a secretary and a bookkeeper. The survey committee found the administrative and business offices located in an old brick building with small, poorly lighted, and uncomfortable rooms. The quarters of the bookkeeping department were crowded and congested, the filing cases for keeping the records inadequate, and a lack of proper facilities was in evidence on every hand. The committee was unable to obtain desired information regarding the costs of the boarding department, expenditures for supplies and other disbursements. However, the State department of education was cooperating with the institution in the installment of a new accounting system, which is expected to be put into use in the near future.

The secretary to the president handles the student records, which were discovered to be in fair shape, although in need of revision. A very good transcript of record blank has been provided and other forms covering admission, registration, and teachers' reports are in use. The permanent student record, a most important document in any student-accounting system, is poorly drawn up, incomplete, and ineffective. No monthly students' report cards were found among the forms. The official acting as registrar was unable to present the transcript of some of the students enrolled in the college when called upon for them.

### PHYSICAL PLANT

The present plant of the college consists of 22 acres of land and 10 buildings. In addition, the institution owns 182 acres of farm land recently acquired.

Total value of both of these pieces of land is estimated at \$104,000 based on local real-estate prices. The administrative offices were able

to furnish the valuation of only 4 out of the 10 buildings, the amount being \$82,000, and no figures were obtainable on the value of the school equipment and furnishings.

The principal building on the campus is Corbin Hall, which was erected in 1877 and is two stories in height. The structure contains the administrative and business offices, the library, and five recitation rooms and two laboratories. Other educational buildings include the training school, one story in height, built in 1917, with five recitation rooms; and the household economy building, two stories high and erected in the same year, with three recitation rooms and six laboratories. Work in the trades school is conducted in an old one-story structure built in 1877, in which are located one recitation room and nine laboratories and shops.

There are two dormitories on the campus, one providing quarters for men students and the other for women students. The men's dormitory, which is two stories in height, was built in 1877 and contains 20 rooms. The women's dormitory, which is a modern structure, erected in 1917, has 56 rooms. The remaining buildings include a superintendent's cottage, a barn, a laundry, and an abandoned building known as the registrar's office. All the buildings are non-fire resisting. A serious fire hazard exists throughout the plant.

Care of the buildings and grounds is under the supervision of a committee of the faculty. The force employed to clean the grounds and buildings consists of eight students, a hired man, and an engineer. Notwithstanding the age of the majority of the buildings, they were found generally neat and clean, the women's dormitory being particularly well cared for.

### PREPARATORY SCHOOL

In the dual operation of a college and a high school on the same campus, the two departments are only partially segregated. While college and secondary students attend separate recitation and laboratory classes, the same buildings are occupied by both, and the finances of the two divisions are kept in one general account. All the teachers on the college faculty with one exception teach high-school classes.

Because of the shortage of negro public high schools in the State of Arkansas, no plans exist at present for the discontinuance of preparatory work in the institution.

### EDUCATIONAL PROGRAM

Four curricula are offered in the junior college which include pre-medical, teacher training, Smith-Hughes agriculture, and industries. In the Smith-Hughes agriculture curriculum, only three courses in agriculture are available. In teacher training there is a total of 11 courses. No industries courses of a collegiate level are listed in the

institution's catalogue and the liberal arts courses are limited to 1 in English, 4 in foreign languages, 1 in mathematics, 1 in sociology, and 6 in science. For 1926-27 there were 28 courses of study offered, of which 12 were actually taught. In the accompanying table is shown the courses offered in each department together with the number taught.

TABLE 2.—*Courses in college*

Division	Number of courses offered in junior college	Number of courses taught in 1926-27	Division	Number of courses offered in junior college	Number of courses taught in 1926-27
Agriculture.....	2	None	Physical education.....	1	1
Education.....	11	4	Science.....	6	1
English.....	1	1	Sociology.....	1	1
Foreign languages.....	4	2	Total.....	28	11
Mathematics.....	1	None			

In its study of the academic program of the junior college the survey committee found that a single course in rhetoric comprises all the work offered in English. This is a serious deficiency, particularly when it is considered that the institution is training teachers for the public schools of the State. If the best results are to be attained, more subjects in English should be provided in the education, premedical, agriculture, and industries courses. It was also noticed that no course in American history is included in the college curriculum.

#### ADMISSION REQUIREMENTS

Admission to the junior college is on the basis of the completion of four years of standard high-school work. The number of high-school units that must be presented is not specified, although no conditioned students are accepted. In 1926-27 there were 10 admitted to the college, all of whom were graduates of the secondary school of the Agricultural, Mechanical, and Normal School. No special students were registered in the college during 1926-27.

#### GRADUATION REQUIREMENTS

Sixty semester hours of credit are required for graduation from each of the four different curricula offered in the junior college.

In the outline of the two-year education course leading to a State teacher's certificate,  $42\frac{1}{2}$  of the 60 semester hours of credit are prescribed. They include  $22\frac{1}{2}$  credits in education, 10 in physical education, 5 in sociology, and 5 in psychology. Presumably the other credits may be earned in electives, although no information on this point was obtained.

To complete the premedical course students are required to earn 43 semester hours of credit in the following subjects: 5 credits in English, 10 in French or Spanish, and 28 in natural science. The

remaining credits are elective in sociology, psychology, and vertebrate anatomy. In the Smith-Hughes agriculture curriculum, 50 semester hours of credit are prescribed, 10 of which are in English, 10 in mathematics, 10 in education, 10 in science, and 10 in agriculture, the remainder being elective. No outline showing the prescription of work in the industries course is given.

**ENROLLMENT**

In 1926-27 there were 21 students pursuing the junior college courses, which was 6 less than were enrolled in this department in 1922-23. The loss over this five-year period, therefore, was 22.2 per cent.

TABLE 3.—Total collegiate enrollment

Year	First-year class	Second-year class	Total
1922-23			
1923-24	27	None	27
1924-25	23	None	23
1925-26	10	None	10
1926-27	19	11	30
	10	11	21

Mortality has been extremely heavy between the classes except during the past two years. The first-year classes of 1922-23 and 1923-24 lost all their students in their second years, but the 1924-25 first-year class gained one student upon becoming the second-year class of 1925-26, due to the admission of students with advanced standing. In the case of the first-year class of 1925-26, its rate of mortality was slightly below the normal, being 42.1 per cent.

TABLE 4.—Total noncollegiate enrollment

Year	Number of elementary students	Number of high-school students	Total of elementary and high-school students
1922-23	90	144	234
1924-25	143	197	340
1925-26	122	231	353
1926-27	70	225	295

As disclosed by Table 4, the noncollegiate enrollment of the institution has shown a steady advance over the past five years, notwithstanding a reduction in its elementary school division. This gain amounts to 21.4 per cent. Attendance in the high school, in particular, has been developing rapidly, the number of students increasing by 81 between 1922-23 and 1926-27, or 56.2 per cent. Indicative of the policy of the institution to eliminate elementary work except for practice-teaching purposes the enrollment of the elementary department has declined by 29.2 per cent in this five-year period.

## FACULTY

The junior college faculty of the Agricultural, Mechanical, and Normal School of Arkansas is composed of three members, all of whom are negroes. Only one teaches exclusively in the college.

Because of the limited number of courses offered and the small collegiate enrollment, no attempt has been made to perfect a departmental organization. Of the three teachers, one gives instruction in education and sociology, another teaches natural sciences, and the third English and foreign languages.

TABLE 5.—*Training of faculty*

Case	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	A. B. ....	Fisk University .....	A. M. ....	Fisk University.
2	None .....	.....	B. D. ....	Hartford Seminary.
3	( <sup>1</sup> ) .....	.....	.....	.....

<sup>1</sup> Studying for literature-medical degree. Bachelor of science deferred until medical course is completed

As shown by Table 5, the teaching staff is fairly well trained. One of the members has obtained an undergraduate degree and two graduate degrees while another has taken five years' work toward a literature-medical degree, the granting of the bachelor of science degree having been deferred until he completes his medical course. The third member, while holding no first degree, has obtained a diploma from Ohio State University and has attended that institution for one summer session and Chicago University for two summer sessions.

The three college teachers are comparatively new members of the faculty having been employed within the past four years. One has served for two years and two for four years. The salaries paid them range from \$1,365 to \$1,600 per year, or slightly more than the average of negro institutions throughout the country. The compensation of the superintendent is \$3,251.16 per year.

Two of the teachers carry heavy student clock-hour loads. Both were giving instruction in the secondary school in addition to their college duties. One, the instructor in science, had a load of 900 student clock hours, while the load of the other, an instructor in English and foreign languages, amounted to 920 student clock hours. That classroom work of high quality can not be attained with teachers so overloaded with work is self-evident and the survey committee is of the opinion that, regardless of the future plans for the reorganization of the institution, steps should be taken to relieve at once the burden of work imposed on these two instructors.

In addition to these burdensome student clock-hour loads, the members of the college faculty were found teaching between 25 and 32 hours per week. Such long teaching tasks are an imposition not

only on the teachers, but prevent proper preparation for classroom instruction, thus lowering the general standard of efficiency and academic work throughout the institution. Of the 12 classes taught in the junior college in 1926-27, all were small in size, containing from 4 to 17 students.

### EDUCATIONAL EQUIPMENT

The library of the Agricultural, Mechanical, and Normal School of Arkansas contains 1,600 volumes. During the past four years a little effort has been made to build up the library but only a scanty assortment of educational works and magazines used for collateral reading in the normal school is provided. In the accompanying table are shown the expenditures for library purposes made by the institution for the past five years.

TABLE 6.—*Expenditures for library*

Item	1923-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$100	\$500	\$500	\$250	\$200
Magazines.....	100	100	100	100	100
Supplies.....					15
Total.....	200	600	600	350	315

A part-time librarian has charge of the library. No student assistants are employed.

The institution has a fair amount of laboratory equipment, practically all being of a secondary grade. Recently the biology, chemistry, and physics laboratories were considerably strengthened by the purchase of additional apparatus. Facilities in chemistry have been improved and a regular amount of money is being set aside to buy supplies. Much more will have to be done, however, if the laboratories are to be brought up to a standard college level. The expenditures for scientific equipment made by the institution for the past five years are as follows: \$500 in 1923-24, \$100 in 1925-26, and \$100 in 1926-27 for biology; \$600 in 1924-25, \$300 in 1925-26, and \$200 in 1926-27 for chemistry; and \$800 in 1924-25, \$200 in 1925-26, and \$100 in 1926-27 for physics. Supplies purchased for the past five years are confined to \$750, expended in the chemistry laboratory in 1923-24, 1925-26, and 1926-27.

The total value of all the laboratory equipment owned by the institution amounts to \$2,300.

### EXTRACURRICULAR ACTIVITIES

Athletic activities at the institution are administered by a committee of the faculty composed of four members, the students having no representation. The school is a member of the Arkansas Athletic Association of Colored Colleges and enforces the by-laws of this

organization in protecting the purity of athletics and in preserving scholarship. No fraternities or sororities have been organized in the student body. Other extracurricular activities at the school include two literary societies.

### CONCLUSIONS

The Agricultural, Mechanical, and Normal School of Arkansas throughout its long history has been rendering a service to society that justifies the support it has received through State appropriations and other sources.

While much of its work has been concentrated in the secondary and elementary fields, achievements of real value in the advancement of the negro race in the State have been attained by the institution. The school is now located in an unsightly neighborhood of Pine Bluff surrounded by railroad yards, and its buildings are in a run-down condition and wholly inadequate for its needs. That the institution has been able to accomplish results under such adverse circumstances is a tribute to the officials and members of the faculty who have devoted themselves to attaining its objectives.

At the time of the visit of the committee, the school was on the verge of a complete reorganization under the direction of the Arkansas State Department of Education so that conditions existing in the school at the present time are shortly to undergo a complete change. Commendation is due the State department of education and the people of Arkansas upon their decision to reorganize the institution into a modern, up-to-date land-grant college comparable with those existing in other States. In view of this reorganization and of the facts developed in this report the following suggestions and recommendations are offered:

That the curricula be expanded to include additional courses in English, mathematics, agriculture, social science, mechanic arts, and philosophy, and that a course in American history be introduced at once in the junior college.

That an academic organization be created consisting of not less than six departments of instruction with a professor as the directing head of each.

That at least four new college teachers be added to the present staff and that they be selected with particular regard to their qualifications to teach the additional courses it is proposed to add to the college curricula.

That the part-time librarian be relieved from other duties in order to devote full time to the library and that the start already made in improving the library be continued until it is placed on a full junior college basis.

That modern equipment and apparatus be purchased for the chemistry, physics, and biology laboratories in order to bring them to a junior college level.

That a full-time registrar be appointed to handle the student-records and that the present system of student-accounting be expanded and perfected.

That the business offices be completely reorganized in accordance with the system proposed by the Arkansas State Board of Education.

That without further delay the teaching loads imposed on two members of the present faculty be reduced to not more than 350 student clock hours per week.

## Chapter VI

# DELAWARE AND MARYLAND

CONTENTS.—Introduction—State College for Colored Students, Dover, Del.—Morgan College, Baltimore—Princess Anne Academy, Princess Anne

In the States of Delaware and Maryland are three institutions for higher education of the negro race, all of which are included in this survey. They are the State College for Colored Youth at Dover, Del., Princess Anne Academy at Princess Anne, Md., and Morgan College at Baltimore, Md.

The single institution in Delaware is publicly supported and centrally located at the State's capital, but is small, having a total enrollment of but 14 collegiate students. This figure represents a small proportion of the 29,800 negro population of the State, being 5 students per 10,000 inhabitants. That interest in the education of the negro race in Delaware is at a low ebb is further substantiated by the fact that only 297 youths of this race are attending preparatory schools, or approximately 12 high-school students per 10,000 negro inhabitants. In the case of the white population, which totals 209,200, the white students receiving secondary education number 5,410, or 26 per 1,000 population. The Delaware State Department of Education does not have a separate organization for the promotion of negro education and makes no regular examinations of the State's only negro college, although this school has been placed on the State's approved list of normal schools.

An improved situation with regard to negro higher education is found in Maryland, due to the rapid development of one of its negro colleges, which is excellently located at Baltimore, in the central part of the State. While the other institution is situated at a favorable location on the Maryland eastern shore, its development has been so slow because of a lack of organized control that it can hardly be classified as having reached the grade of a college. Due to the geographic disposition of these two institutions, however, the entire western portion of the State is without any higher educational

facilities for negroes, and the need exists for the establishment of a college in this section if the whole negro population is to be afforded opportunities for college training.

The total negro population of Maryland is 254,000, and the number of members of the race attending these two institutions is 388, or 15 per 10,000 population, a fair proportion as compared with other States. A further encouraging outlook for the future is found in the fact that improved secondary school facilities for negroes are being developed in the State, with the result that preparation of the youth of the race for college training is going forward. Enrollment of negro students in high schools of Maryland totals 2,901, the ratio being 110 to each 10,000 negro population. With regard to the white population, totaling 1,315,000, there are 30,377 white students attending secondary schools, or 230 per 10,000 inhabitants.

The Maryland Department of Education keeps on file a list of approved negro colleges, one of the institutions being accredited as a class A standard college and the other as a normal school. Graduates receive State teachers' certificates. The State also makes regular appropriations for the support of both of the negro colleges, although one is a private institution.

### *STATE COLLEGE FOR COLORED STUDENTS*

*Dover, Del.*

The State College for Colored Students of the State of Delaware was established under an act of the General Assembly of the State, May 15, 1891, the year following the passage of the second Morrill Act by Congress. With the first State appropriation a tract of land of about 100 acres, known as the Loockerman farm, was purchased as a site for the college. In 1919 the property was increased by the purchase of another 100 acres.

The college is under the control of a board of trustees, seven in number, appointed every four years by the governor. The president of the college is a member of the board *ex officio*. The board meets annually, elects its own officers and the members of the faculty, and exercises general supervision over the affairs of the college. Of the seven trustees, five are white and two are colored. The board functions largely through an executive committee of four, including the president of the college. The president recommends all teachers, subject to the board's approval.

The State College for Colored Students is organized as a junior college, which comprises a two-year normal curriculum; curricula in agriculture and home economics, and the high school. The junior college enrollment in 1926-27 was 19 and that of the high school 144. There is no elementary school on the campus.

The two-year normal course and the high school were accredited by the State of Delaware in 1925. In this year a graduate of the college was given advanced standing without penalty at Lincoln University. Other graduates have also received advanced standing at New York University, University of Pennsylvania, and Howard University.

### ADMINISTRATION

The administration of the college is in the hands of the president. He is assisted by a clerk who acts as registrar and stenographer. The office of the treasurer and the bookkeeper is in Dover. Until 1927 few accounts have been kept at the college, all work of that kind having been handled at the office of the treasurer at Dover.

The income of the college is derived from two sources: Appropriations of the State and annual Federal appropriations under the Morrill Acts and Nelson amendment. The revenues of the college for the past five years are as follows:

TABLE 1.—Income

Sources	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriation.....	\$15,000	\$15,000	\$15,000	\$21,000	\$21,000
Federal appropriation.....	10,000	10,000	10,000	10,000	10,000
Total.....	25,000	25,000	25,000	31,000	31,000

Until 1925-26 appropriations for the college by the State remained practically stationary. In this year, however, the State raised its appropriation to \$21,000 a year, an increase over the preceding years of \$6,000, and in 1927-28 this appropriation was again advanced to \$22,700. The Federal appropriation is limited by statute; consequently no increase has been possible from this source. The institution charged no tuition fees until 1927, but beginning with this year nonresidents of the State will be required to pay a tuition fee of \$2 a month. An incidental fee of \$2, an athletic fee of \$2.50, and a medical fee of \$1 for boarding students and \$0.50 for day students are also charged. Board and room are obtainable at the college for \$17 a month. The net income from board and room for the five-year period was not obtainable.

In 1926-27 the State of Delaware appropriated \$125,000 for a new administration and academic building. This amount was supplemented the same year by a gift of \$60,000 from P. S. du Pont. The institution is operating on a budget system. Monthly and annual reports of receipts and disbursements are made to the board of trustees. The business offices of the college are located in a temporary structure. They are supplied with the necessary

equipment but are overcrowded. As the bookkeeping of the college has been conducted at the Dover office, there has been no need until this year of a fully equipped business office on the campus. Owing to the growth of the institution and because of changes in administration, the authorities are now installing a modern college accounting system at the college. Adequate provisions are made in the plans of the new administration and academic building for the business offices and for the work of the registrar.

The registration of students and the custody of student records are in charge of the teacher of science who is assisted by the president's secretary. Owing to the prolonged illness of one of the office assistants, the work of registration and the care of student records add heavily to the burdens of the existing office staff. Plans are now being arranged to add to the office force. The registration procedure was carefully checked and found entirely adequate for the needs of the college. Examination was also made of the students' records and of the transcripts of the records of entering students. These were properly filed. The file of high-school transcripts showed that in only three cases an adequate record of high-school work had not yet been obtained.

#### PHYSICAL PLANT

The physical plant of the college comprises a campus, farm, and seven buildings, valued, with their equipment, at \$155,736. The campus is 25 acres in extent and is valued at \$3,875. The farm is 175 acres in extent and valued at \$27,125. These values are based upon actual cost plus the increase in value estimated by members of the board of trustees. The grounds are well located, fronting the main State highway 2 miles from Dover.

Among the buildings making up the school plant is Loockerman Hall, a three-story brick structure erected in 1729 and valued at \$25,000. It contains 29 rooms, with the lower floor used for recitation, dining room, and kitchen and the upper floors as living quarters for women students. Lore Hall, four stories in height and valued at \$20,000, has 28 rooms and is utilized chiefly for academic purposes. This building was erected in 1901. The men's dormitory, known as Cannon Hall, is a frame structure with 15 rooms built in 1905 and valued at \$10,000. Science Hall, a modern fire-proof structure completed in 1923 at a cost of \$40,000, is used chiefly for instruction in science. It is one story in height, with three recitation rooms and three laboratories. The remaining buildings include a small chapel, valued at \$5,000, and a practice school with two classrooms, valued at \$9,000. On the farm are 13 buildings, including a farmhouse, 6 barns and sheds, valued at \$14,122.

A new administration building is now in the process of construction at a cost of \$185,000, which will furnish additional space for the various functions of the college and greatly enhance the character and efficiency of the school's services. It is two stories in height and will contain office rooms, library, combined auditorium and gymnasium, including 12 classrooms, laboratories for agriculture, biology, chemistry, physics, lecture room, and a home-economics unit. There is also \$20,000 available for equipment. The buildings of the college are insured under a blanket insurance policy, the premiums being paid by the State.

The care of the physical plant of the college is under the direction of the professor of agriculture. Boys are employed by the hour to do the work and are paid in cash. The grounds are well cared for, and even the old buildings are kept in repair and in reasonably good order. The rooms of the students in the dormitories were attractive and clean.

### PREPARATORY SCHOOL

A preparatory school is not required by the college charter, the institution having been founded as a land-grant college. However, the need for a preparatory school has been great ever since the institution was established. Until recent years it was conducted on the basis of a technical high school. The preparatory school or high school is not distinct from the college with respect to the division of the work of the faculty, in the housing of students, in educational buildings, or in the handling of finances, but college and high-school students are entirely separate in their classes. It is the plan of the administration gradually to discontinue the secondary school work, as the State is increasing the number of high schools giving two years of work or more above the eighth grade.

### EDUCATIONAL ACTIVITIES

Students who desire to enter the freshman class of the junior college must have completed a standard four-year high school or equivalent. A minimum of 15 units is required, which should be distributed as follows: English, 3 units, mathematics, 2; science, 1; social studies, 3; and electives, 6. Transcripts of the students' high-school records are also required. Of the 13 students in the entering class of 1926 all were graduates of recognized high schools and transcripts were on file for each student with the exception of three.

*Graduation requirements.*—For 1927-28 four two-year curricula are offered, the junior college curriculum requiring for its completion 72 semester-hour credits, the agricultural curriculum requiring 70 semester-hour credits, the curriculum in home economics

requiring 64 semester-hour credits, and the curriculum in education requiring 73 semester-hour credits.

The 72 semester-hour credits required in the junior college curriculum include 12 in English and English and American literature, 6 in mathematics, 6 in European history, 8 in chemistry, 8 in biology, 12 in French, 4 in physical education, and 12 in electives during the second year of the course.

The 70 semester-hour credits required in the agricultural curriculum include 12 in English, 6 in mathematics, 6 in history, 12 in chemistry, 8 in biology, 4 in physics and farm mechanics, 2 in marketing and agricultural economics, 12 in agricultural subjects, and 8 in military science.

The 64 semester-hour credits required in the home-economics curriculum include 12 credits in English, 12 in chemistry, 6 in history, 18 in home economics; 6 in physiology and health education; 3 in physics; 4 in physical education; and 3 electives.

The 73 semester-hour credits required in the normal curriculum include the following: English, 6; oral expression, 2; music,  $3\frac{1}{2}$ ; art,  $3\frac{1}{2}$ ; handwriting, 1; physical education and games, 2; biology, 3; nature study and school gardening, 2; general psychology, 3; child psychology, 3; educational sociology, 3; educational methods, 3; introduction to teaching, 3; school and community hygiene, 2; teaching of arithmetic, 3; teaching of geography, 3; teaching of reading, 3; teaching of social studies, 3; children's literature and story-telling, 3; primary methods, 3; technique of teaching, 3; and directed observation and practice, 12. Regular students completing the course above will be granted a first-grade certificate.

An examination of the catalogue shows only six college departments listed. In view of the expansion of the work of the college, a more complete statement of the several departmental offerings is essential.

The college conducts a summer school under the general direction of the State department of education. In addition to the program of high-school courses a number of elementary teachers' courses are offered which lead to the State's first-grade certificate, subject to the proviso that the student must complete the work in a standard four-year high school in addition to the completion of the curriculum of the summer school or other equivalent curriculum covering two standard years of work.

### ENROLLMENT

Enrollment of college students at the institution in 1926-27 totaled 19 students. In Table 2 is given the attendance of college students for the past three years.

TABLE 2.—Total collegiate students.

Years	First	Second	Total
1924-25	1	0	1
1925-26	5	1	6
1926-27	13	6	19

Of the total college students attending the institution in 1926-27, 5 were doing junior college work and 14 pursuing normal courses. Enrollment in the secondary school totaled 144 students in 1926-27. For the two previous years enrollment in this division was 120 students in 1924-25 and 145 in 1925-26.

A comparative study of these figures indicates that the institution is passing through a stage of transition leading toward definite collegiate aims. Enrollment in the normal school is somewhat indicative of the increase of interest in the teaching profession.

The survey committee spent considerable time in the classes of the college and normal groups and talked at length with the students and teachers. It is the committee's opinion that the students are well qualified for the work now offered and that the instructors are prepared to give instruction of college grade. If the administration continues to weed out the unfit or poorly prepared high-school graduates there can be little question as to the effectiveness of the institution in training excellent teachers for the service of the State.

The enrollments in the junior college proper are still very small doubtless will remain so, as the vocational opportunities made available by the normal course appear to be more attractive. Notwithstanding the good attendance in the high school, it is the purpose of the college to leave to the public high schools the burden of training secondary school students and to concentrate more on college, normal, agricultural, and technical training in accordance with the requirements of the Federal acts under which the college was established. The college does not grant degrees.

### THE FACULTY

There are nine instructors who devote a whole or part of their time to teaching in college or normal classes. Only one gives full time to subjects above the high-school grades. The others share their time with the high school.

In regard to training, all but one member of the teaching staff hold a first degree from recognized colleges or universities, and of these five have received their degrees from Howard University. Two have the master's degree—one from the University of Pennsylvania and one from Howard University. Three have gained considerable credit toward advanced degrees at well-known universities.

TABLE 3.—Training of the faculty

Case	First degree	Where obtained	Graduate work or degrees	Where obtained
1	A. B.	Virginia Union University	M. A.	University of Pennsylvania
	Ph. B.	University of Chicago		
2	B. S.	Howard University	Graduate work	University of Chicago
3	A. B.	do	do	University of Pennsylvania
4	B. S.	Hampton Institute		
5	A. B.	Oberlin College	Graduate work	University of Pittsburgh
6	Phar. G.	Howard University		
7	None			
8	A. B.	Howard University	M. A.	Howard University
			Graduate work	University of Pennsylvania
9	Mus. B.	do		

The committee was favorably impressed with the training of the teachers and with their interest in the educational problems of the school. It is essential, however, in the development of the college courses that the faculty be strengthened by those who can devote their time exclusively to college work and that those who have not had the privilege of continuing their studies for advanced degrees be given temporary leave of absence for that purpose.

The salaries of the members of the college faculty range from \$1,250 to \$2,000. Of the nine teachers, one receives \$2,000, one \$1,920, one \$1,550, two \$1,500, two \$1,400, one \$1,300, and one \$1,250.

On account of the fact that practically all the college instructors teach in both the college and the high school, a considerable per cent of them are overburdened with work. An examination of the student clock-hour loads carried by the different members of the staff shows 1 teacher with 99 student clock hours, 1 with 141, 1 with 203, 1 with 338, 1 with 394, 1 with 603, 1 with 690, 1 with 744, and 1 with 874. Thus five of the teachers have loads in excess of 350 student clock hours.

Likewise the number of hours of teaching per week is excessive. Of the nine instructors, one is teaching 8 hours per week, one 13 hours, one 21 hours, one 24 hours, two 26 hours, one 31 hours, one 34 hours, and one 48 hours. While in several instances the classes of these teachers are of laboratory type, it is evident that while devoting such long hours to classroom instruction it is impossible for teachers to make proper preparation, particularly in work of a college grade.

### EDUCATIONAL EQUIPMENT

The library, which consists of a collection of 3,364 volumes, is inadequately housed. The selection of educational books is fair, its strength lying principally in modern works on education, English, science, agriculture, and home economics. There are not sufficient books of the proper classification to meet fully the standards of a

junior college. The library has, however, little useless matter. More educational and technical magazines are needed.

A part-time librarian is employed who has the assistance each day of at least two students who are assigned to duty at specified periods. The library is open in the afternoons daily and during the evening four days a week. The library is catalogued according to the Dewey decimal system.

The expenditures for library purposes for the past four years are shown below:

TABLE 4.—*Expenditures for library*

Items	1923-24	1924-25	1925-26	1926-27
Books.....				
Magazines.....	\$1,000	\$200	\$125	\$538.00
Supplies.....		18	31	34.00
Binding.....				23.00
Salaries.....				4.30
Total.....	1,000	218	157	600.30

It is the committee's belief that as soon as possible adequate space and equipment should be given to the library and that additional appropriations be made so as to bring the library fully up to recognized junior college standards.

The college has a modern building devoted to science teaching and other technical classes. The laboratory rooms are large, well lighted and ventilated. The chemistry laboratory has excellent basic equipment but is lacking in college equipment and supplies. The physics and biological laboratory is commodious but is greatly deficient in equipment and supplies from the standpoint of a first-class high school or junior college.

Disbursements for laboratory purposes have been rather meager during the past five years. In biology \$45 has been expended for permanent equipment and \$32 for supplies; in chemistry, \$150 has been expended for permanent equipment and \$551 for supplies; and in physics, \$150 for permanent equipment and \$140 for supplies. Expenditures for agriculture and other sciences have amounted to \$542 for permanent equipment and \$154 for supplies covering this same period. The total estimated present value of scientific equipment is as follows: Biology, \$138; chemistry, \$551; physics, \$575; and other sciences, \$120.

Next to the development of a first-class library it is the committee's opinion that the development of college laboratories should be given attention. With laboratory rooms as commodious and convenient as those now available there should be little difficulty in bringing the science work of the college to a high plane of efficiency.

### EXTRACURRICULAR ACTIVITIES

The college has ample space for out-of-door sports and athletic events. The general supervision of athletics is vested in an athletic council composed of faculty representatives and students. It includes two groups. In the group for men are three professors and two men students; in the group for women are three women teachers and two women students. All eligibility rules originate with the council. The college is a member of the Eastern Athletic Association.

### CONCLUSIONS

During the 36 years of its existence the college has steadily grown from a humble beginning to a fully recognized secondary school and teacher-training institution. It has also to a lesser degree fulfilled its obligation in training students in agriculture, mechanic arts, and home economics. In view of the service rendered by the institution to the State, the legislature of Delaware is beginning to recognize the college as worthy of the fullest support.

The State is to be commended for its liberal attitude in increasing the annual maintenance fund and because of its appropriation for a commodious, well-equipped main college building. With the addition of this building the college will be in possession of three modern building units and an adequate farm, all of which are essential in a land-grant college. In order to promote higher standards for the college, the survey committee recommends—

That the administrative organization be strengthened and that greater responsibility for the financial management of the school be placed upon the president and his associates.

That an additional full-time office assistant be employed at the campus.

That a full-time registrar be employed and that more adequate facilities be provided for maintaining proper student records.

That the library be strengthened by liberal purchases of modern books in the major fields of the school's activities. That a full-time librarian be employed and that both teachers and students be encouraged to make greater use of the library.

That the scientific laboratories be brought up to junior-college standards by the addition of equipment and supplies.

That more careful supervision be given to the farm stock and equipment.

That the further development of subject-matter departments under the direction of competent heads be encouraged.

That the college limit its objective to that of a junior college, with emphasis on teacher training, agriculture, mechanic arts, and home economics, including secondary school work in trades and industries.

**MORGAN COLLEGE***Baltimore, Md.*

Morgan College, which was founded in 1867, was originally chartered by the State of Maryland as the Centenary Bible Institute for the education of young men for the ministry. The institution operated under this designation until 1890, when Dr. Lyttleton F. Morgan, a former president of the board of trustees, made a substantial gift to the school for its expansion into a college. Its name was then changed to Morgan College. For many years the college was located in the down-town section of Baltimore, but in 1917 a large tract of land was purchased on the outskirts of the city, which is the present site of the institution.

Morgan College is a privately controlled institution administered by a self-perpetuating board of 25 trustees, one of whom is the president of the college serving *ex officio*. The other trustees serve for a term of four years each, six being elected annually. As at present organized the board is composed of three bishops and seven ministers of the Methodist Episcopal Church, the remainder being laymen. The officers of the board of trustees include a president, vice president, secretary, and treasurer. For administrative purposes the board has an executive committee of 12 members, an auditing committee of 3 members, and an investment and finance committee of 8 members. Under the terms of the charter the full board meets twice a year to conduct the business of the institution.

Morgan College comprises a liberal arts college, with four-year courses in education and music. At the time of the visit of the survey committee the institution was also conducting a secondary school consisting of the tenth, eleventh, and twelfth grades, but it was abolished at the end of the 1926-27 school term, a subfreshman class being organized in its place. In 1926-27 the college enrolled 377 students and the high school 48 students. The institution is coeducational, approximately 60 per cent of the students being women. By far the larger proportion of those registering in the college come from the city of Baltimore, although the student body contains quite a number from New York, New Jersey, Pennsylvania, Delaware, Virginia, West Virginia, and the District of Columbia. A summer session is conducted by the college, attended largely by negro teachers of Maryland. In 1926 it enrolled 129 students.

The Maryland State Department of Education has rated the institution as a class A standard college since 1910. Graduates of its department of education receive State teachers' high-school certificates. Other State departments of education have also

accredited the college. In 1925 the Association of Colleges and Secondary Schools of the Middle States and Maryland placed Morgan College on its accredited list, it being one of the first negro institutions to be accredited by this association. Individual recognition of the work in the college has been given through the acceptance of its graduates as full candidates for advanced degrees by Columbia University, and the Universities of Chicago, Pennsylvania, and Boston.

A number of improvements have been made in the college as a result of recent examinations conducted by the Association of Colleges and Secondary Schools for the Middle States and Maryland and by the General Education Board. The most important of the changes were the employment of a trained librarian, increase in the faculty by two members, addition of 20 new courses and reorganization of curricula, and adoption of a new accounting system based on a model provided by the General Education Board.

### ADMINISTRATION

The president is the chief administrative officer of the institution, having supervision over all its functions. He is assisted by a treasurer, who is also the treasurer of the board of trustees, a registrar and a secretary. The institution has two secretaries who work in the field:

Morgan College is supported principally by church appropriations, student fees, State appropriations, interest on endowment, and gifts for current expenses. The institution is the only negro college in Maryland training public high-school teachers and for this reason the State provides annual funds toward the maintenance of its educational department. Supplementing its appropriation in 1926-27, the State government authorized the construction at public expense of a \$125,000 applied science building at the institution. The following table gives the annual income received from different sources for the past five years:

TABLE 5.—Income

Sources	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$2,750	\$4,500	\$6,000	\$7,000	\$7,000
Church appropriations.....	31,730	65,316	31,347	20,000	20,000
Interest on endowment.....	3,558	3,411	2,246	3,400	3,400
Gifts for current expenses.....	6,052	8,764	5,000	.....	4,000
Student fees.....	12,087	12,455	13,663	21,419	24,000
Sales and services <sup>1</sup> .....	22,037	21,504	21,548	22,600	25,000
Other sources <sup>2</sup> .....	2,620	3,894	2,970	6,015	8,000
<b>Total.....</b>	<b>81,434</b>	<b>110,844</b>	<b>83,774</b>	<b>80,600</b>	<b>87,000</b>

<sup>1</sup> Represents gross income.

<sup>2</sup> Includes income from rentals on real estate.

In submitting the figures contained in Table 5 the institution included gross revenues from sales and services, which had the effect of greatly expanding total income shown for each of the five years. Deducting receipts from this source, the actual net educational income is considerably smaller in amount and is as follows: 1922-23, \$59,397; 1923-24, \$98,340; 1924-25, \$62,190; 1925-26, \$57,900; 1926-27, \$62,566.

On a basis of the gross annual income of the institution as presented in Table 5, total revenues for its support in 1926-27 amounted to \$87,964, of which, 7.8 per cent was derived from State appropriations, 22.6 per cent from church appropriations, 3.6 per cent from interest on endowment, 4.5 per cent from gifts for current expenses, 28.3 per cent from student fees, 29.9 per cent from gross receipts from sales and services, and 3.7 per cent from rentals on real estate.

In analyzing the income of Morgan College it is seen that church appropriations for the support of the institution have gradually declined, the decrease in receipts from this source between 1922-23 and 1926-27 amounting to 37 per cent. On the other hand, receipts from student fees have steadily increased, making a gain during the five-year period of 105.4 per cent. An examination into the variation of receipts from these two sources seems to indicate that whenever an increase occurred in student fees church appropriations were correspondingly reduced. The result of this counterbalancing of student fees and church appropriations is that the total annual income of the college has remained almost stationary during the past five years, the gain being only 8 per cent.

Morgan College has a productive endowment amounting to \$67,410. For the past five years no addition has been made to the endowment, with the exception of \$1,060 obtained in 1923-24. The institution received an interest yield of approximately 5 per cent on its productive endowment fund in 1926-27. Prior to the increase in the principal of the fund in 1923-24 the yield on the endowment was larger than at the present time, the rate being 5.4 per cent.

Business offices of the college are well organized and operating efficiently. The boarding department is conducted on an independent balanced budget as a private business. The laundry is run in the same manner. All receipts from dormitories are entered on the books as income from the property along with other revenues from quarries, tenement houses, and similar noneducational activities. Student fees amount to approximately \$105 annually and include matriculation \$20, tuition \$80, and athletic fee \$5. The charge for board is \$16 per month and for dormitory rent \$5 per month.

A full-time registrar is employed by the institution who has charge of the student accounting. In its study of the student records of Morgan College the survey committee requested that blank forms

be submitted of all records in use in the registrar's office. In examining the exhibit presented it was found that one of the most essential forms, the permanent office record, was missing, probably due to an oversight. An excellent collection of admission cards, each different in color, is being utilized. No forms were included in the exhibit covering monthly reports to students and parents and with respect to classroom attendance and scholarship records. A proper check-up on whether students enter their classes after having registered in the college has apparently been overlooked.

The campus of Morgan College is spacious and attractive and the entire physical plant presents a prepossessing appearance. Land owned by the institution includes 85 acres, of which 30 acres are used as a campus, 20 acres as a farm operated by the school, and 35 acres rented to outside parties. An annual rental of \$3,500 is received from the latter. Value of the land is fixed at \$85,000, based on an appraisal made five years ago by a committee of architects, realtors, and insurance representatives.

The educational plant consists of eight main buildings and a number of residences, valued at \$379,690. Equipment and furnishings owned by the college have an estimated value of \$62,500, the basis of both these figures being replacement costs and insurance company estimates. Total value of the entire property, including land, buildings, and contents, amounts to \$527,190.

While only two of the nine principal buildings on the campus are modern, all are substantial structures of stone with slate roofs. The dates of erection of seven of the buildings are unknown. Carnegie Hall, built in 1919, largely through a donation by Andrew Carnegie, is an imposing four-story structure around which the activities of the school center. It contains the administrative offices, the library, 10 recitation rooms and 3 laboratories, and is valued at \$100,000. Washington Hall, also a three-story structure, is used by subfreshmen students, and contains three recitation rooms, one laboratory, a library, and several additional rooms.

The survey committee found in its examination of the plant that the college was handicapped by a lack of space for recitation rooms and laboratories. A check showed that there were only 11 rooms available for recitation and 4 for laboratories, an unusually small number in view of the heavy enrollment in the school. That first-rate academic work can not be long accomplished in such limited quarters is self-evident, and while these conditions are no doubt to be remedied by the construction of a new \$125,000 applied science building it is believed that some temporary arrangements should be made to relieve the situation pending the completion of this new structure.

Women's living quarters are provided in two large buildings, both three stories in height, known respectively as Cummings and Woolford Hall, each containing 41 rooms. Rooms for men students are located in Bellevue Hall and Frat House, also three stories in height, with 27 rooms each. The chapel and assembly hall is situated in an excellent two-story structure, valued at \$18,000, with a capacity of 400 students. A central power plant valued at \$97,000 furnishes heat and power for the institution. The college also has a water plant. All except one of the buildings are fire resisting.

Care of the buildings and grounds is under the supervision of a superintendent employed for this purpose. He has a corps of workers under him consisting of two farm hands and helpers, a carpenter and electrician, a plumber's helper, and an engineer. Fifteen students are employed to supplement this force. They do janitor and other work about the buildings and campus for which they are paid in cash.

### *EDUCATIONAL ACTIVITIES*

The academic program of the college comprises curricula in liberal arts, education, and music, leading to the degrees of bachelor of arts, bachelor of science, bachelor of science in education, and bachelor of science in music. The institution's catalogue contains an excellent presentation of the work of the college. Admission requirements are stated in a specific manner, graduation requirements are succinctly outlined, and the courses are described clearly with the credits allowed for their completion meticulously given.

Curricula of the college were recently revised and 20 new courses added. A total of 96 courses of study are offered in the catalogue, although in the academic year of 1926-27 those actually taught amounted to 58.

### *ADMISSION REQUIREMENTS*

Candidates for admission to Morgan College must present at least 15 units of preparatory work from an accredited high school of accepted standing. In case properly accredited credentials can not be presented, the applicant must stand a special entrance examination.

Of the 15 preparatory units, the institution requires that 3 units be in English, 2 units in languages, 2 units in history and social sciences, 2 units in mathematics, and 2 units in natural science, the remainder being elective. Of the 91 freshmen entering the college in 1926-27, 90 were admitted on the basis of accredited secondary work and 1 on nonaccredited secondary work.

Of these students, 31 entered from Baltimore high schools, 14 from the Morgan College secondary school, and the remainder from other parts of the United States. Prior to their admission to the college the entire freshman class was compelled to stand an examination in English and also undergo special intelligence tests.

Students are permitted to enter the college conditioned in one subject, which must be removed at the end of the first year. Because of the lack of proper scientific instruction in many negro high schools, a considerable number of conditioned students enter Morgan College annually. The records showed 5 conditioned students in 1922-23, 7 in 1923-24, 10 in 1924-25, 9 in 1925-26; and 11 in 1926-27. Thus, on a basis of the figures given above, 12 per cent of the freshman-class enrollment in 1926-27 consisted of conditioned students. The college also accepts special students, who are described as students not pursuing work leading to a degree. Following is the number registered in the college for the past five years: 4 in 1922-23, 6 in 1923-24, 3 in 1924-25, 4 in 1925-26, and 2 in 1926-27. All special students are required to fulfill the entrance requirements of the college.

#### GRADUATION REQUIREMENTS

The completion of 120 semester hours of credit is required for graduation in the different curricula offered in Morgan College. No system of majors and minors is in use, and most of the courses are largely prescribed, with a few elective subjects, which must be selected from specified groups of subjects dependent on the degree granted.

In the course leading to the bachelor of arts degree 24 semester hours of credit are required in English, 16 in science, 18 in foreign language, 6 in social science, 6 in mathematics, with 50 credits elective, which must be earned in either philosophy, psychology, ethics, logic, or political science. Students pursuing the course leading to the bachelor of science degree must secure 24 semester hours of credit in English, 12 in foreign language, 6 in social science, 12 in mathematics, and 32 in science. The remaining 34 credits are elective in philosophy, psychology, ethics, logic, or political science.

The minimum requirements for graduation, with a degree of bachelor of science in education, include the following prescribed credits: 24 in English, 16 in science, 12 in foreign language, 6 in social science, 6 in mathematics, and 36 in education. There are 20 credits elective in this course, which must be chosen largely from the college's education curriculum, although as high as 10 credits in philosophy, logic, and ethics may be selected. Of the 120 semester hours of credit required for completion of the course leading to the bachelor of science in music degree, 24 credits are prescribed in English, 6 in psychology, 6 in physics, 12 in French, 12 in Italian, 6 in history, 6 in social science, 6 in mathematics, and 36 in music. Six credits are free electives.

**ENROLLMENT AND DEGREES**

Morgan College's enrollment has grown rapidly during the past five years, indicating an unusual interest in the type of college work being offered.

TABLE 6.—*Total college enrollment*

Years	Freshman	Sophomore	Junior	Senior	Total
1922-23	31	14	50	36	131
1923-24	57	50	48	24	190
1924-25	61	56	50	32	203
1925-26	113	38	206	30	387
1926-27	91	89	130	64	377

Between 1922-23 and 1926-27 attendance in the college has increased 246 students, or 187.7 per cent.

TABLE 7.—*Enrollment in liberal arts college*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	31	14	31	36	112
1923-24	57	50	36	24	167
1924-25	61	45	40	32	178
1925-26	102	34	72	30	238
1926-27	91	83	80	64	318

The principal advance in the school's enrollment has occurred in the liberal arts college courses, the gain amounting to 183.9 per cent. Because of a special arrangement by which students from the city of Baltimore are allowed to attend the institution for a part of the year and drop out until they have earned sufficient funds to reenter at a later time, it is practically impossible to figure the student mortalities prevailing in the college. For instance, the 1923-24 freshman class started with 57 students and advanced to 64 students in the senior year of 1926-27 due to this arrangement. Similarly the freshman class of 1924-25 increased from 61 students to 80 students when it became the junior class of 1926-27.

TABLE 8.—*Enrollment in four-year education course*

Years	Freshman	Sophomore	Junior	Senior	Total
1922-23			19		19
1923-24	11		12		23
1924-25	4	11	10		25
1925-26	11	4	134		149
1926-27	3	6	50		59

An anomalous arrangement exists with regard to students pursuing the four-year course in education, as disclosed by an examination of Table 8. Under the practice in vogue, no time limit

is fixed for completion of the course and students are permitted to accumulate credits over a period of years. This situation explains the fact that 134 students are listed as juniors in 1925-26 and in 1926-27 when the sophomore classes of the previous years included only 11 and 4 students. In some cases it takes students four or five years to accumulate enough credits to be registered in the senior class.

In accordance with the plan of discontinuing preparatory work at the institution, the enrollment in the secondary school has been gradually diminishing during the past five years. There were 101 high-school students in 1922-23, 76 in 1924-25, 63 in 1925-26, and 48 in 1926-27. On the basis of these figures enrollment of the high school declined 52.4 per cent between 1922-23 and 1926-27, when it was finally abandoned.

### DEGREES GRANTED

Morgan College has granted 123 degrees in course during the past five-year period, 98 of which were degrees of bachelor of arts, 6 bachelor of science in education, and 19 master of arts.

TABLE 9.—Degrees granted

Years	Bachelor of arts	Bachelor of science in education	Master of arts
1921-22.....	18		
1922-23.....	20		
1923-24.....	15	3	11
1924-25.....	15	2	4
1925-26.....	24	1	4
Total.....	98	6	19

Although no graduate work is done in the college through its regular faculty, masters' degrees are granted to students pursuing work in English, education, and sociology under a special faculty composed of members of the teaching staff of the Johns Hopkins University.

In regard to the six bachelor of science in education degrees, shown in Table 9, it is noted that no students were enrolled as seniors in the education course for the three years in which these degrees were granted.

The institution has been rather profuse in the granting of honorary degrees during the past five years, a total of 15 having been conferred. Of these 3 were doctors of pedagogy in 1921-22, 1 doctor of literature and 1 doctor of science in 1922-23, 1 master of science in 1923-24, 1 doctor of law and 5 doctors of divinity in 1924-25 and 3 doctors of divinity in 1925-26.

As indicated by these figures, the college has not only granted a large number of honorary degrees but also a wide variety, a practice which, in the opinion of the survey committee, should be discouraged. A comparison of the figures on honorary degrees with those on degrees in course reveal that for every seven degrees granted in course in the liberal arts college one honorary degree has been conferred. Among the list of honorary degrees conferred in 1923-24 was a master's degree. This degree should not be granted except in course.

### FACULTY

The faculty of Morgan College consists of 23 members, 13 being part-time teachers. Of the latter approximately one-half are members of the teaching staff of the Johns Hopkins University, who give lectures and conduct a limited number of classes. Thus the students attending the institution are afforded the opportunity of obtaining instruction from members of the faculty of this leading university as well as from the teachers of Morgan College.

TABLE 10.—Training of the faculty

Case	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	Not given		S. T. D.	Columbia University.
2	A. B.	Oberlin College	A. M. Lit. D. Work	Do. Not furnished. University of Colorado.
3	B. S.	Knoxville College	do.	Johns Hopkins University.
4	B. D.	Gammon Theological Seminary	M. A. D. D.	Columbia University. Gammon Theological Seminary.
5	A. B.	Clark University	Ph. D. Ph. D. Work	University of Pennsylvania. Clark University. Harvard University.
6	A. B.	Queen's University	do. A. M. Work	University of Illinois. Queen's University. Johns Hopkins University.
7	B. S.	Tufts College		
8	A. B.	Morgan College	Work	Columbia University.
9	A. B.	Oberlin College	do.	Do.
10	A. B.	Amherst College	do.	Amherst College.
11	A. B.	St. Mary's College	A. M. Ph. D.	Johns Hopkins University. Do.
12	A. B.	University of Cincinnati	A. M.	University of Cincinnati.
13	A. B.	Harvard University	A. M.	Harvard University.
14	None			
15	A. B.	Morgan College	A. M.	Morgan College.
16	B. S.	Not furnished		
17	None			
18	A. B.	Morgan College	A. M.	Do.
19	A. B.	do.		
20	B. Mus.	Not furnished		
21	B. S.	do.		
22	None			
23	A. B.	Not furnished	Work	Columbia University.

The faculty is divided into 12 full professors, 8 assistant professors, and 3 instructors. Seven are white and 16 are negroes. The organization of the college consists of 10 departments of instruction, each headed by a professor. These departments, with the number of teachers in each, include: Arts, 1 instructor; biological science, 1

professor; chemistry and physics, 2 professors; education, 2 professors, 3 assistant professors, and 1 instructor; English, 2 professors and 2 assistant professors; foreign languages, 1 professor and 2 assistant professors; history, 1 professor; mathematics, 1 professor and 1 assistant professor; music, 1 professor and 1 instructor; and social science, 1 professor. Work in the college is systematically organized along the lines of modern institutions of higher learning. Although practically all teachers are assigned work in the departments of instruction to which they belonged, the professor of social science has classes in philosophy and education as well as in history.

The faculty of Morgan College appears fairly well trained, with 20 members, or 86.9 per cent, having obtained undergraduate degrees, and 11 members, or 47.5 per cent, holding masters' degrees, while 5 of the remaining 12 members without graduate degrees are pursuing studies leading to them. Of the 20 first degrees, 6 were secured from negro institutions and the remainder from Northern institutions. In the case of advanced degrees only 2 out of the 11 were obtained from negro institutions, the others being granted by leading universities in the North. College teachers doing graduate work are all studying in such well-known institutions as Columbia, Johns Hopkins, Amherst, and University of Illinois.

Morgan College has a comparatively new faculty, 16 members having been employed by the institution in the course of the past five years. The length of service of the faculty at the institution is reported as follows: Six members who have served 1 year, five 2 years, two 3 years, two 4 years, one 5 years, two 6 years, two 7 years, and one 11 years. The information on one teacher was not furnished. The oldest member of the faculty is the professor of science, who has served 11 years.

Salaries paid the full-time members of the staff are higher than the average in negro institutions. Except for an instructor who receives \$900, the annual stipend of the staff ranges from \$1,280 up to \$3,000. The dean of the college receives a cash salary of \$2,820 plus a perquisite valued at \$600. The salary schedules of the other full-time teachers are as follows: One receives \$3,000, one \$2,600, two \$2,560, one \$2,060, one \$1,860, one \$1,560, one \$1,280, and one \$900. Compensation of the 13 part-time teachers in the college varies from \$100 to \$1,000 annually, the average being \$355. Of the total, five teachers receive from \$100 to \$150 and eight from \$200 to \$1,000 annually. The president's salary is \$4,800. No perquisite is allowed him.

A study of the student clock-hour loads of the different members of the faculty indicates that the greater proportion are not overburdened with work. According to records, 10 teachers have loads of less than 100 student clock hours per week, 4 between 100 and 200 hours, 4 between 201 and 300 hours, 1 between 301 and

400 hours, 3 between 401 and 500 hours, and 1 between 501 and 600 hours. The teachers with loads ranging between 401 and 500 student clock hours are assistant professors, whose teaching assignments might be reduced in the interest of efficiency. In the case of the staff member with a load in excess of 500 student clock hours this teacher gives instruction in Spanish and French, and the work is such a character that the best results can not be attained with a burden of this size. In the opinion of the survey committee, the classes of this teacher should be divided into sections and an additional teacher provided for these two foreign languages.

The work in the college is well arranged with regard to the hours per week of teaching of the members of the staff. An examination of the teaching schedule shows one teacher giving classroom instruction for 1 hour per week, 6 for 2 hours, 2 for 3 hours, 1 for 5 hours, 2 for 6 hours, 2 for 8 hours, 1 for 9 hours, 1 for 11 hours, 3 for 12 hours, 1 for 13 hours, 1 for 14 hours, 1 for 15 hours and 1 for 17 hours. In an examination into the sizes of the classes the survey committee found that the administration has apparently paid little attention to this important phase of academic work. Out of the 58 classes organized in 1926-27, 18 classes, or 31 per cent, contained in excess of 31 students and as high as 60 students. According to the record, there were 2 classes with less than 5 students, 9 between 5 and 10 students, 16 between 11 and 20 students, 13 between 21 and 30 students, 7 between 31 and 40 students, 2 between 41 and 50 students, and 9 between 51 and 60 students. A further study showed that practically all of these larger classes were in such subjects as Spanish, history, education, and college algebra, which require a considerable degree of individual instruction. That the highest teaching efficiency can not be maintained under these circumstances is generally recognized, and it is believed that all classes having an excess of 30 students in the college should be reorganized with the view of reducing them to this size or less.

### EDUCATIONAL EQUIPMENT

The institution's library contains 6,500 volumes. It has a fairly good selection of books for collegiate work and is in excellent condition. The following table shows annual expenditures for library purposes made by the college during the past five years:

TABLE 11.—Expenditures for library

Items	1922-23	1923-24	1924-25	1925-26	1926-27
Books	\$68.00	\$126.98	\$169.22	\$357.96	\$792.38
Supplies	18.50	58.70	73.45	81.60	128.97
Printing	19.45	82.95	243.99	210.00	463.70
Salaries	750.00	900.00	950.00	670.00	300.00
Total	855.95	1,168.63	1,476.66	1,319.56	2,685.05

A partly trained librarian who took summer courses in library science at Columbia University is employed full time. Two student assistants also work in the library.

Morgan College's scientific facilities are of a high grade in every respect and conform to standard requirements. Funds are set aside annually for their proper upkeep as well as for the purchase of necessary supplies. Below is given the annual expenditures for laboratory equipment and supplies in detail for the past five-year period.

TABLE 12.—*Expenditures for laboratories*

Expenditures	Biology	Chemistry	Physics
<b>For permanent equipment:</b>			
1922-23	\$162		
1923-24	724	\$225	
1924-25	458		
1925-26	387	153	
1926-27	450	225	
<b>For supplies:</b>			
1922-23	70	420	40
1923-24	245	953	5
1924-25	219	792	112
1925-26	138	855	21
1926-27	115	750	261
Total estimated present value of equipment	4,385	4,450	1,538

The total present value of scientific equipment owned by the institution amounts to \$10,385.

### EXTRACURRICULAR ACTIVITIES

Athletics at the institution are administered by two committees composed of representatives of the faculty and students. One of the committees has jurisdiction over the athletic activities of men students and the other of women students. The men's committee consists of 11 members—4 from the faculty, 3 from the alumni association, and 4 students, with one from each class. The women's committee includes 4 teachers and 4 students, with one from each class. Morgan College is not a member of any intercollegiate athletic association or conference.

There are six fraternal organizations at the school, three being fraternities and three sororities. The fraternities include the Omega Psi Phi, Phi Beta Sigma, and Alpha Phi Alpha, while the names of the sororities are the Delta Sigma Theta, the Zeta Phi Beta, and the Alpha Kappa Alpha. A council on conduct exercises control over the fraternities and sororities, which were originally established with the consent of the college faculty council.

Other extracurricular activities comprise the Ciceronian Literary Society, the Y. M. C. A., the Y. W. C. A., orchestra, chorus, quartette, social club for girls, scientific research club in biology, student council, and Pan-Hellenic Council, an interfraternal organization.

### SERVICE TO SOCIETY

Morgan College is strategically located in the city of Baltimore and is the only colored institution of higher learning offering four-years college courses in the State of Maryland.

Throughout its history the college has rendered an excellent public service in the development of leadership and in the advancement of the negro race. Achievements of the institution are illustrated by the number of its graduates who have attained distinction after having been educated at Morgan College. Among them is the superintendent of the Freedmen's Hospital at Washington, D. C., a bishop of the Methodist Episcopal Church, and another of the African Methodist Episcopal Church, and a leading negro attorney of Baltimore who received the degree of bachelor of law at Yale University. Several other alumni have received masters' degrees at the University of Pennsylvania and Harvard University. One became the president of the Alabama State Agricultural and Mechanical Institute, another a member of the faculty of the Southern University at Baton Rouge, and a third the dean of the Lynchburg Baptist College. The principal and vice principal of two public schools in Baltimore are graduates of Morgan College.

During the past five years the institution has undergone a rapid expansion and its service to society has been augmented to a high degree. Through its policy of allowing students to accumulate credits for degrees over a long period of time and of permitting them to drop out of the college to return later after earning sufficient funds to defray their expenses, Morgan College is affording exceptional educational opportunities to the negro youth of Baltimore and its environs. In the special arrangement by which members of the faculty of Johns Hopkins University are teaching part time in Morgan College students attending the institution are also being given a superior type of academic instruction.

### CONCLUSIONS

The survey committee is of the opinion that Morgan College is functioning well in all of its departments and is worthy of increased financial support. While the present annual income may appear sufficient for its present needs, additional funds are necessary if the institution is to develop. In connection with examination of the college, the committee recommends:

That the church organization responsible for the partial support of Morgan College arrange to contribute a fixed sum annually instead of varying its appropriation from year to year.

That in case the revenues of the college in any year should exceed the disbursements as a result of this arrangement the surplus be

utilized in expanding the facilities of the institution or increasing endowment.

That the administration take immediate steps to provide more recitation rooms pending the completion of the new applied science building.

That Morgan College discontinue its policy of granting what appears to be an excessive number of honorary degrees and that hereafter the master's degree be granted only in course.

That the academic administration make a reduction in the size of the classes containing more than 40 students.

That the student clock-hour load of the teacher in Spanish and French be reduced.

### PRINCESS ANNE ACADEMY

#### *Princess Anne, Md.*

Princess Anne Academy, located in the southeastern part of Maryland, is a school operated under the bifurcated administration of the State of Maryland and a private self-perpetuating board of trustees. The institution is the negro land-grant college of Maryland, receiving a part of its support from Federal appropriations under the Morrill Act in addition to State appropriations. All revenues derived from these sources are expended exclusively for maintenance of the agricultural, mechanic arts, and home-economics departments, so that State supervision extends only over these three divisions of the school. The State exercises its control through the regents of the University of Maryland, the Princess Anne Academy having been officially designated as a branch of this institution.

The remaining academic activities of the school are administered by its own board of 24 trustees, which includes 12 white and 12 negro men. This board has the same membership as the board of trustees of Morgan College, a privately controlled negro institution of higher education in Baltimore. The president of Morgan College is also president of Princess Anne Academy.

Princess Anne Academy is organized into a junior college and a secondary school. The junior college has been in operation for only two years, having been inaugurated at the beginning of the 1925-26 term. It has not yet been accredited by the Maryland State Department of Education, although teacher-training work in the twelfth grade of the high school is rated as standard by the department. In 1926-27 the academy enrolled 11 college students and 111 preparatory students. No catalogue has been issued by the institution and, because of a fire which partially destroyed the plant in 1924, few records are available.

## ADMINISTRATION

While the executive head of the institution is its president, the internal administration of the school is under the jurisdiction of a principal, who resides on the campus and is responsible for its operation. The principal also teaches three college classes and one high-school class.

The Princess Anne Academy has a substantial annual income which is out of all proportion to the number of students enrolled and the results being attained by the school. In the course of this survey of negro colleges a number of institutions, particularly in some of the Southern States, were found with annual incomes less than that of the Princess Anne Academy, where more than twice the number of students were being provided with educational advantages. At the same time practically all of them had been able to publish an annual catalogue presenting their academic programs, an essential that has apparently been overlooked by the Princess Anne Academy.

TABLE 13.—Income

Sources	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$18,120	\$18,120	\$18,120	\$18,120	\$18,120
Federal appropriations.....	10,000	10,000	10,000	10,000	10,000
Gifts for current expenses.....		921		999	1,000
Student fees.....	7,964	8,302	7,207	6,336	7,550
Gross income from industries.....	1,946	1,781	2,363	1,021	2,760
Other sources.....			119	236	
Total.....	38,080	39,124	37,809	36,702	39,420

The figures presented in Table 13 show that the principal sources of support of the institution are State appropriations and Federal aid. In 1926-27 the total income amounted to \$39,420, of which 45.9 per cent was derived from State appropriations, 25.4 per cent from Federal appropriations, 19.1 per cent from student fees, 2.6 per cent from gifts for current expenses, and 7 per cent from gross receipts from industries. For the past five years a slight increase has been recorded in annual revenues, the gain being \$1,390 between 1926-27 and 1922-23, or 3.6 per cent. State and Federal appropriations have remained stationary over this five-year period, but the income from sales has increased by 4.2 per cent and gifts for current expenses have gained by 100 per cent. Student fees fell off 5.1 per cent in the course of the five years. For the fiscal year of 1927-28 the institution is to receive \$5,000 additional in State appropriations, bringing its annual income to considerably over \$40,000.

Decline in the institution's revenues from student fees is due chiefly to the reduction in the secondary school enrollment, which has fallen off gradually from year to year as new public high schools

for negroes have been opened in the State of Maryland. Receipts from this source in 1926-27 were distributed as follows: Entrance fees, \$1,000; room rental, \$5,500; tuition day students, \$800; music fees, \$150; diploma fees, \$75; and breakage fees, \$25. Agricultural products raised by the students in the agricultural department and articles made by students in the home-economics department provide considerable annual receipts for the school. The gross income from industries in 1926-27 included \$2,000 from agriculture, \$500 from animal husbandry, \$50 from horticulture, and \$200 from home economics. The accounts of the institution are audited annually and a financial statement issued covering each fiscal year.

The student accounting is in fair shape. Too little attention, however, is being paid to the transcript of records of students entering the junior college. An examination of the registrar's books showed that two students had been admitted without any credentials being presented. In one case a student was accepted from a high school in Dover, Del., and in the other from a high school located in Taft, Okla. Of the blank record forms submitted to the survey committee most were of secondary school type. If the institution is to continue to operate a junior college it will be necessary to install a student-record system of collegiate type.

The physical plant of the Princess Anne Academy consists of 195 acres of land and 13 buildings. An area of 15 acres is used as a campus, while the remaining land is utilized for educational purposes as an experimental farm. Value of the land owned by the institution is estimated at \$20,000, while the buildings on a basis of original costs are valued at \$94,800. Their contents include furnishings and equipment valued at \$10,300, so that the total valuation placed on the entire property amounts to \$125,100.

The main building of the school, known as the administration building, is a large three-story fireproof brick structure erected in 1925 following the fire. It cost \$35,000 and contains 23 rooms, in which are located the administrative offices, library, and five recitation rooms. The remaining rooms are used for storage and other purposes. Three other small buildings are utilized for educational purposes. They include the Red Cross building, one story high, with two rooms used as a shop; Mechanics' Hall, three stories in height, containing two laboratories and shops; and the blacksmith shop, with one room utilized for practical instruction in blacksmithing.

The institution has only one dormitory—a frame structure three stories high, erected in 1914, and containing 64 rooms. Other buildings on the campus include a three-story modern residence,

with 17 rooms used by the principal for a home, a two-story refectory, built in 1917, with kitchens and dining room, and four small cottages for teachers. On the farm are two barns, known as the academy barn and the other as the State barn. All the structures, with the exception of the new administration building, are nonfire resisting and are protected by fire insurance policies. The three-story frame dormitory has a fire escape.

Care of the buildings and grounds is under the supervision of the proctor and horticulturists. All janitor work is performed by the students. The campus is in good condition and is cleaned by students in the horticultural department.

### *PREPARATORY SCHOOL*

Little segregation has been made between the junior college and the preparatory school at the Princess Anne Academy. The same buildings are used by college and high-school students and the financial of the two departments are included in the same accounts. All except one of the six members of the college faculty teach in the secondary school. Students in the junior college are kept separate and distinct from the high-school students in academic work. The institution has no plans for discontinuing preparatory work, as its charter requires the maintenance of a secondary school.

### *EDUCATIONAL ACTIVITIES*

The junior college offers courses in arts and science, agriculture, industries, and home economics, with special emphasis on teacher training. The high-school and junior-college work are closely correlated, the curriculum extending over a period of six years.

In 1926-27, 10 courses were being conducted in the college, comprising psychology, economics, sociology, English, trigonometry, college algebra, chemistry, Latin, and French. On account of the fact that the institution has issued no catalogue, it was difficult to obtain adequate information regarding its academic program.

### *ENTRANCE REQUIREMENTS*

Admission to the junior college is based upon graduation from an accredited secondary school. Of the nine freshmen admitted in 1926-27, seven entered from the Princess Anne Academy's preparatory school and two were from outside high schools. None furnished transcripts of records. Students are accepted in the junior college with a maximum of one conditioned subject, which must be worked off by the end of the first year. None have been admitted since the junior college was inaugurated two years ago.

## GRADUATION REQUIREMENTS

Total requirements for graduation in the junior college include 60 semester hours of credit. Prescribed work in a number of fundamental subjects is included in the different curricula offered.

## ENROLLMENT

The junior college opened with 4 students in 1925-26 and increased to 11 students in 1926-27. Of the 11 enrolled in 1926-27, 9 were registered in the first-year class and 2 in the second-year class. The college has not been operating long enough to provide any important data on student mortality. Attendance in the institution's secondary school has shown a gradual decline during the past five years. Between 1922-23 and 1926-27 there was a loss of 34 students, or 23.3 per cent. The high-school enrollment for this period is as follows: 145 students in 1922-23, 138 in 1924-25, 120 in 1925-26, and 111 in 1926-27.

## FACULTY

The junior-college faculty of the Princess Anne Academy is composed of 6 members, 5 of whom teach in both the college and high school. The staff has not yet been classified as to rank, all members being designated as instructors. The academic organization has not been divided into departments of instruction.

With regard to the teaching schedules, the survey committee found that most of the instructors were teaching related subjects, with two exceptions. The instructor in English was teaching a history class and the instructor in Latin was also giving instruction in English.

Training of the staff is of only a mediocre quality, a third of the members not yet having obtained undergraduate degrees.

TABLE 14.—Training of faculty

Case	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	A. B.	Morgan College	A. M., Ped. D.	Morgan College.
2	A. B.	do.	Work	Columbia University.
3	Not furnished		A. M. by correspondence.	Princeton University
4	No degree		Work	Princeton, Ind.
5	B. S.	Hampton Institute	do.	Columbia University.
6	No degree			University of Pennsylvania.

<sup>1</sup> Principal.

A study of Table 14 shows that three of the undergraduate degrees were obtained from negro institutions, while no information was furnished as to the place where the fourth was secured. Two of

the instructors have masters' degrees, one being obtained by correspondence from an obscure proprietary correspondence school. This teacher is doing graduate work. One other member of the staff is pursuing advanced study.

The salaries paid by the institution to the members of the teaching staff are generally low. Except for the principal, who receives \$2,240, and one instructor, who is paid \$1,620 annually, the stipend of the remainder of the faculty ranges from \$900 to \$1,200. Such low remuneration is not of a character to inspire initiative on the part of the teachers and renders it difficult for them to secure additional training through the pursuit of graduate study in the summer.

None of the members of the teaching staff has excessive student clock-hour loads. According to the teaching schedules, two have loads of less than 100 student clock hours per week, two between 100 and 200 hours, and two between 200 and 300 hours. These figures are based on both the college and high-school work being done by the staff.

An even distribution of the college work has been arranged as far as the number of hours per week of teaching of the academic staff is concerned. One member has a load of 5 hours per week, one 9 hours, one 11 hours, one 18 hours, and two 20 hours. While two members teach 20 hours per week, it is not believed that their work is burdensome, as the greater proportion of it is high-school instruction.

Because of the limited enrollment in the junior college, the classes are small, ranging between 2 and 10 students in size. In 1926-27 a total of 10 classes were taught, 4 of which contained less than 5 students and 6 of which contained between 5 and 10 students.

### EDUCATIONAL EQUIPMENT

The Princess Anne Academy has no library, the institution having not yet replaced the one destroyed by fire in 1924.

The scientific laboratories were also destroyed at that time and have only been partially replaced. Chemistry and physics equipment is meager and its total value is not over \$1,000. No attempt has been made to install a biological laboratory.

### EXTRACURRICULAR ACTIVITIES

Athletic activities at the institution are administered by a joint committee of the faculty and the students, comprising three teachers and three members of the student body. Princess Anne Academy is a member of the Scholastic Athletic Association, which includes schools located in the States of New Jersey, Delaware, Pennsylvania, and Maryland. The by-laws of this association are enforced

in protecting the purity of athletics, preventing professionalism, and preserving scholarship.

There are no fraternities nor sororities at the school. A number of student organizations have been established, including the Bird Lyceum, Senate, Success Club, Morganite, a paper, and a glee club.

### CONCLUSIONS

As revealed in the foregoing report, the Princess Anne Academy has not realized to any great extent its possibilities as the negro land-grant college of Maryland.

The institution suffered considerable loss from a fire which partly destroyed its plant in 1924 and which has materially retarded its expansion. With a regular annual income from Federal and State appropriations, however, opportunities seem to have existed for achievement far beyond that so far attained by the school.

The mission of the Princess Anne Academy is largely centered in secondary education, a field which is being gradually contracted on account of the establishment of free public high schools for negroes in the State of Maryland. Two years ago a junior college was established for the first time, but its development has been slow, the authorities of the school apparently being reluctant to emphasize it at the expense of the preparatory work.

The survey committee is of the opinion that the Princess Anne Academy is being handicapped by the lack of a vigorous attitude on the part of those responsible for its welfare. The fact that the institution has no organization for securing contact with prospective students and that no catalogue has been published presenting its academic program is evidence of the absence of a progressive spirit in its administration. In view of present conditions, the following recommendations are made:

That the government of the school be vested in an independent board of trustees in order that it may have undivided attention of those responsible for its welfare.

That when this change has been effected the institution be provided with its own president separate and distinct from the executive head of Morgan College.

That the academic program of the institution be organized into a continuous four-year senior high school junior college course so arranged as to integrate the work and eliminate the present sharp demarcation between the last years of high school and the first years of college.

That, as the negro land-grant college of Maryland, special emphasis be placed on agricultural, mechanic arts, and home-economics instruction of junior-college standard.

That, because of the growing need for colored public-school teachers in the State, teacher-training courses be established in the college of such quality as to secure recognition from the Maryland Department of Education.

That the faculty either be reorganized or its present members afforded opportunities to secure additional training.

That the institution set aside sufficient funds in its budget for the publication of an annual catalogue.

That steps be taken at once for the replacement of the library destroyed by fire and that in the purchase of new books attention be directed to acquiring works suitable to a senior high school-junior college library.

That chemistry and physics laboratories, which have only been partly replaced, be further strengthened, and that a biological laboratory be installed in the college.

That the necessary forms and other records be provided and a standard system of student accounting inaugurated for the benefit of the junior college.

That the level of salaries paid the members of the college teaching staff be raised.

## Chapter VII

# DISTRICT OF COLUMBIA

CONTENTS.—Introduction—Howard University, Washington: Administration—Physical plant—Educational program—Graduation requirements—College of applied science—Other schools and colleges—Graduate work—Enrollment—Degrees granted—Faculty—Training of faculties—Teaching loads—Educational equipment—Extracurricular activities—Conclusions.

Due to the fact that Howard University is located in the National Capital and that this institution receives large annual appropriations from the Federal Government, the District of Columbia stands first among all the States in the higher education of the Negro.

According to the latest statistics, the negro population of the District is 123,100. Howard University has an enrollment of 2,118 college students; so that the proportion of negroes obtaining higher learning is 184 to every 10,000 inhabitants. This is exclusive of a negro normal school operated by the District of Columbia, which was not included in this survey. A considerable proportion of the attendance at Howard is from outside the District of Columbia, however, and these figures do not, therefore, accurately represent attendance by the negro population of the District.

Negro higher education is further facilitated in the District by the excellent high-school advantages and the large number obtaining secondary education. Out of the total population, 302 negro youths in every 10,000 inhabitants are attending preparatory schools. The white population of the District of Columbia totals 397,000 and there are 9,756 white students obtaining secondary education, or 245 per 10,000 inhabitants, so that the ratio of negroes enrolled in high schools actually exceeds that of whites.

The Board of Education of the District of Columbia maintains a separate unit for the promotion of negro education under the supervision of a first assistant superintendent of schools. The work of this unit, however, is largely concentrated in elementary and secondary education and, but for the certification of graduates as teachers in the public schools, no actual supervision, except in the case of the normal school, is exercised over higher educational institutions. The negro normal school in the District is conducted and officially accredited by the Board of Education of the District of Columbia. No relationship exists between this organization and Howard University.

## HOWARD UNIVERSITY

*Washington, D. C.*

Howard University was founded in 1866, just after the close of the Civil War. It was incorporated by an act of Congress passed in March, 1867, and named after Gen. Oliver Otis Howard, philanthropist and commissioner of the Freedmen's Bureau. Originally the institution was planned for the education of colored youth in the ministry, but almost from its inception it included nearly all the branches of higher education. Both white and negro students attended the school for a brief time after its establishment. Later it became a university exclusively for the colored race.

In its early history the institution was supported principally by the Freedmen's Bureau, but in 1873 this agency went out of existence. Subsequently it was maintained largely through private contributions and donations. The Federal Government in 1879 granted an annual subsidy to the university amounting to \$10,000. This subsidy has been increased gradually and for the fiscal year 1927-28 the institution received \$368,000 from the United States Government, of which \$218,000 was for maintenance and \$150,000 for capital outlay. All Federal appropriations for its support are made through the Department of the Interior, the university reporting annually to the Secretary of the Interior regarding expenditures.

Howard University is a privately controlled institution, governed by a self-perpetuating board of 28 trustees of whom 22 are regularly elected and six are honorary members. The regular trustees serve for a term of three years each and are elected in groups of seven or eight every year. There are 15 whites and 13 negroes now serving on the board. The present membership is made up chiefly of leading educators, jurists, publicists, clergymen, and other prominent citizens from widely-scattered parts of the country. Ten of the trustees are residents of Washington, D. C., 6 of New York City, 3 of Boston, 2 of New Haven, Conn., 1 of Chicago, 1 of Cambridge, Mass., 1 of Nashville, Tenn., 1 of Newport, R. I., 1 of Austin, Tex., 1 of Chattanooga, and 1 of Baltimore.

The board of trustees meets twice a year. It is organized into 15 standing committees for the government of the university. Of these committees, the principal ones are the executive committee, which meets once a month, and the finance committee, which meets every week. The executive head of the university is an ex-officio member of all standing committees of the board.

Howard University is the only institution of higher learning in the United States for the education of the Negro race exclusively maintaining a complete university organization including undergraduate, graduate, and professional schools. It is organized into

the following divisions: College of liberal arts; college of education; college of applied science; school of medicine, including the medical, dental, and pharmaceutical colleges; school of music; school of religion; and school of law.

The liberal arts college of the university has been accredited by the Association of Colleges and Preparatory Schools of the Middle States and Maryland since 1921. The college of medicine is a member of the Association of American Medical Colleges and is rated Class A by the American Medical Association, this rating having been in effect since 1892. The school of pharmacy has been recognized as standard by the Association of the American Colleges of Pharmacy, the date of recognition being 1927. The dental college is a member of the American Association of Dental Schools. The school of law has recently applied for admission to the Association of American Law Schools, which maintains fixed standards for membership.

Students completing the liberal arts college of Howard University are accepted generally by graduate schools of principal universities. Included among these are the Universities of Pennsylvania, Illinois, Cincinnati, Chicago, Columbia University, and Ohio State University. The college of education has been accredited upon Class A basis by the North Carolina State Department of Education, and a number of other States grant State teachers' certificates to graduates of Howard University when specifically recommended by the dean of education of the institution.

In 1926-27, Howard University enrolled 2,118 college students, of whom about 63 per cent were men and 37 per cent women. The geographical distribution of the student body is both national and international in scope, 36 States and 10 foreign countries being represented. Of the total enrollment in 1926-27, only 39 per cent came from the District of Columbia as compared with 58 per cent from outside States and 3 per cent from foreign countries.

### ADMINISTRATION

The administrative authority of Howard University is lodged in the president under the general supervision of the board of trustees. The institution operates on an annual budget, which is carefully scrutinized by the board's finance committee before being submitted to the trustees for final approval. This committee also keeps in close touch with the direction of the financial policies. For the year ending June 30, 1926, the institution had an operating deficit of \$17,241.19.

Howard University is supported chiefly by Federal appropriations, student fees, and interest on endowment as shown by the accom-

panying table giving its revenues from different sources for the past five-year period:

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Federal appropriations.....	\$190,000.00	\$195,132.41	\$231,627.39	\$292,131.37	\$447,014.88
Interest on endowment.....	16,633.92	20,995.11	26,478.40	30,960.78	33,000.11
Gifts for current expenses.....	27,193.39	16,570.37	14,562.40	11,611.41	10,000.11
Student fees.....	179,370.62	174,611.25	182,712.51	187,473.72	226,322.88
Dental infirmary.....	7,654.76	6,610.34	3,567.91	5,408.20	5,000.11
Dormitories net income.....	4,719.43	7,609.86	1,135.70	3,659.38	4,000.11
Interest and rentals.....	1,378.28	390.36	460.88	522.34	500.11
Athletic field fund.....	4,643.96	6,857.60	47,105.52	53,044.57	1,000.11
Gross total.....	435,601.36	428,406.60	507,648.71	686,813.75	736,824.48
Less dining room net loss.....	6,838.13	2,856.39	2,155.90	4,036.72	400.11
Net total.....	428,763.23	425,550.21	505,492.81	682,777.03	736,424.37

In 1926-27 the total gross income of the institution amounted to \$736,824.48. Of this amount, 60.7 per cent was derived from Federal appropriations; 4.5 per cent from interest on endowment; 2.6 per cent from gifts for current expenses; 30.7 per cent from student fees; 0.7 per cent from dental infirmary; 0.5 per cent from dormitory rentals and 0.3 per cent from athletic field fund.

These figures, however, do not represent the net educational operating income of the university for this year. Included in the Federal appropriations are capital outlays amounting to \$229,435.06, leaving the income from this source for actual maintenance \$218,000. Similarly the income under the heading "Athletic field fund" represents revenues for athletic purposes. This totals \$1,925.39. Deducting these amounts, the net educational operating income of the institution for 1926-27 was \$504,770.68.

On the basis of the figures presented in Table 1, the revenues of Howard University have shown a steady growth during the past four years. Between 1922-23 and 1925-26, the increase amounted to \$254,013.80, a gain of 59.2 per cent. Federal appropriations advanced 106.3 per cent, including capital outlays for new buildings; interest on endowment, 86.7 per cent; and student fees, 4.5 per cent. There were decreases of 57.3 per cent in gifts for current expenses, 29.4 in dental infirmary receipts, 15.8 per cent in dormitory rentals, and 164 per cent in interest and rentals. The operating deficit of the dining room was reduced by \$2,801.41 or 41 per cent during this period.

The total productive endowment fund of Howard University amounted to \$744,116.75 as of June 30, 1927. Of this total, \$428,240.83 comprised an endowment for the school of medicine, \$161,125.92 for general purposes, \$87,551.70 for professorships, \$65,934.80 for scholarships and student aid, and \$1,263.50 for miscellaneous objects. A large gain has been made in the productive endowment of the institution during the past five years. Between 1922-23 and

1926-27, the endowment advanced \$422,789.54, an increase of 131.5 per cent. The annual yield from the productive endowment has been approximately 6 per cent for the past five years.

Fees assessed against students attending the institution range from \$125 to \$205 per year. A matriculation fee of \$5 is charged against all students registering in the university. In the colleges of liberal arts, education, and applied science, the tuition is \$120 annually, in addition to which are laboratory fees ranging from \$3 to \$7.50 and an athletic fee of \$5. There is a general fee of \$3 in the school of music, with a charge of from \$4 to \$18 for two lessons per week. In the school of law, the tuition is \$125 per year, and library and athletic fees total \$7.50. Charges for attendance in the school of medicine are as follows: Medical college tuition, \$200; dental college tuition, \$175; and pharmaceutical college tuition, \$150 per year. Each student in the school of medicine must also pay the athletic fee of \$5 annually and laboratory fees. No tuition is charged students enrolling in the school of theology, its only fee being \$5 for matriculation and a library and athletic fee of \$5.

Under the system of conducting four quarters of school work each year, many students working their way through the colleges register for one quarter and after completing it drop out to earn enough money to pay the expense of attending the next quarter. A great deal of employment is available for students in the city of Washington. To facilitate the securing of jobs for students the university operates an employment bureau in charge of the dean of men. In addition to an endowment scholarship fund amounting to \$65,000, with an annual income of \$3,257, the institution has a student-aid fund from which loans are made to needy students.

The survey committee was favorably impressed with the energy displayed by the administrative officials of Howard University in assisting students to overcome financial obstacles. The policy of operating four quarters each year combined with the maintenance of evening classes is affording higher educational advantages for the negro youth of the District of Columbia and contiguous territory that would not be available otherwise.

The business offices of the university are well-organized and equipped. More space, however, is needed, as there is considerable congestion in the quarters provided for this work. The business offices are in charge of the secretary-treasurer of the university, who is aided by an assistant secretary-treasurer, chief clerk, cashier and bookkeeper, assistant cashier and bookkeeper, bookkeeper, and six clerks and stenographers. The accounts are kept in first-rate condition and are audited annually by outside certified public accountants.

A widely scattered system of handling student records exists in the university, leading to considerable duplication of effort, lost motion,

and lack of centralized responsibility. While a large central registration office is maintained in charge of a full-time registrar with a force of four employees, its work includes only the handling of the student records of the colleges of liberal arts, education, applied science, and the school of music. Registration, admission, and other student records of the school of medicine, dental and pharmaceutical colleges, religion and law, which comprise the graduate and professional divisions of the institution, are handled by the deans of these schools and colleges.

In its examination into this institutional function, the survey committee reached the conclusion that the present plan of distributing student-registration and record among five or six officials of the university organization is a doubtful administrative policy. The keeping of all student records, including the graduate schools and colleges, should be concentrated in the central registrar's office, thus relieving the deans of these divisions from the performance of routine work of this type and permitting them to devote more time to their academic duties.

The committee found the central office well organized for assuming the responsibility of this additional work. In the handling of the student records of the colleges of liberal arts, education, applied science, and music an exceptionally complete set of forms has been provided. The permanent student record is an unusually good form, the contents being sufficient to serve every purpose. Most of the reports in use are of uniform size, so that they can be attached and readily filed. The registrar's office also issues a manual to every student that is of considerable advantage to him in keeping a record of his academic work.

Howard University has an organized alumni association, which is growing in scope. Several years ago, a field secretary was appointed and a suite of offices set aside in the administration building as headquarters for the organization. The field secretary is doing effective work in preserving an accurate record of all graduates and former students, their whereabouts and the lines of work in which they are engaged, in interpreting the institution to the outside world, and in aiding in financial campaigns for upbuilding and improvement.

### PHYSICAL PLANT

The physical plant of Howard University consists of 25 acres of land and 22 buildings. All of the land is used for campus purposes, is situated within the corporate limits of the city of Washington, and has an estimated value of \$744,097.54 based on an appraisal made by a committee of bankers and business men in 1908. The buildings are valued at \$1,031,088.65 and the equipment and movable property at \$479,500, the latter representing its book value.

On a basis of these figures, the entire plant, including land, buildings, and equipment, is worth \$2,254,686.49. Through capital outlays authorized by Congress the value of the plant is to be augmented by the sum of \$520,000. These additions include a new medical building, which is being erected at a cost of \$370,000, and a new girl's dormitory, for which an appropriation of \$150,000 has been made.

Of the 25 buildings on the campus, 17 are old structures of the nonfire-resisting type. Five of the buildings are modern and fire-proof. Although the Federal Government has recently made provision for rather extensive improvements in the plant, serious need exists for the replacement in the immediate future of a number of buildings on the campus. The institution carries insurance on all the structures, each, including contents, being insured separately. Activities of the university center around what is known as the main building, a large four-story brick structure erected in 1870, in which are located the administrative and business offices. This building, which contains 23 recitation rooms and 2 laboratories, is utilized almost entirely for academic and administrative purposes. The stairs are of steel, but floors and partitions between the different recitation rooms are of wood. The building is a fire hazard. In the opinion of the survey committee, urgent necessity exists for the immediate replacement or rehabilitation of this structure.

The principal buildings of the liberal arts, applied science, and music divisions of the university are Thirkield Science Hall, Applied Science Building, Conservatory of Music, and Carnegie Library. Thirkield Science Hall, which is a fairly modern structure built in 1909, is three stories in height and contains 39 rooms, the majority of which are used for laboratories. The Applied Science Building is also a modern brick structure erected in 1910. This building, used entirely for recitation and laboratory purposes, contains eight recitation rooms, four large laboratories and shops, and several offices.

The Conservatory of Music, an old-fashioned building erected in 1870, was originally planned as a residence. Although providing 14 rooms for recitation and studios, it is unsuitable for the needs of the music department of the university. The dining hall, erected in 1922, is of brick construction, three stories high, and is an excellent building throughout. In addition to being utilized as a refectory it provides a number of recitation rooms and laboratories, including a model apartment for the home economics department. Carnegie Library, a building erected in 1909, is two stories in height and is used almost exclusively for library purposes. The offices of the president are located here. There is one large recitation room assigned to the college of education in the basement. A large chapel is located on the campus near the main building.

The present medical building, which is being replaced by a new structure with funds provided by the Federal Government, is four stories in height and contains 39 rooms, which are utilized for recitation, laboratories, an amphitheater, and medical library. Another structure used by the medical school is the dental college building, which is an old two-story structure with 12 rooms erected in 1869. The law building is the only structure owned by the university that is not located on the campus proper. It is situated on Judiciary Square in the city of Washington, is three stories in height, and contains 12 rooms, the larger proportion being used for recitation. Two rooms in this building house a fairly large library.

Dormitory facilities of the institution are limited to Miner and Clark Halls. The former is a three-story structure containing 124 rooms, and is used exclusively as living quarters for girl students. As previously stated, it is being replaced by a new girls' dormitory at a cost of \$150,000. Clark Hall is one of the older buildings on the campus having been originally built in 1870. It is four stories in height and contains 115 rooms, all of which are used as dormitories for boy students except 4 rooms that have been converted into laboratories and shops. In its examination of the physical plant, the survey committee found Clark Hall in a condition of disrepair, insanitary, and nearing the end of its usefulness as living quarters for students. That the best type of academic work can not be attained by students occupying such quarters is evident by a cursory examination of rooms in the building.

Among the other structures on the campus is a fine new up-to-date gymnasium erected in 1925. This building contains all modern improvements with running track, shower baths, swimming pool, and gymnasium apparatus. A number of rooms are used for recitation purposes including quarters for the military science and tactics department. The president's home consists of a large residence valued at \$20,500, while four other smaller residences are used as dwellings by professors and their families.

The grounds are well kept and present a fairly attractive appearance. On account of the age of some of the buildings upkeep is difficult.

Care of the buildings and the campus is in charge of a superintendent, who works under the direct supervision of the secretary-treasurer and business manager. The corps employed for this purpose includes 3 carpenters, 1 plumber, 1 electrician, and 2 laborers. Additional mechanics, skilled, and unskilled laborers are hired from time to time for special work. All large repair jobs, such as roofing, painting, and laying of roads, are let by contract through competitive bidding. There are also employed 2 watchmen, a full-time janitor for each building, and a number of student assistants.

*EDUCATIONAL PROGRAM*

To be admitted to the colleges of liberal arts, education, applied science, and the school of music, applicants must present 15 units of secondary-school work, including the following 7, which are prescribed for all students: English, 3 units; algebra, 1; geometry, 1; one foreign language, 2, or science or history, 2. Whether or not the applicant desires to be admitted on certificate or by examinations, either by the university or by the college entrance examination board, he must present to the university through the principal of his school, a report giving records of his subjects and grades for the four-year period, a statement regarding his character, scholarly interest, and special ability. The university may receive a student without a transcript of his high-school record; but if the transcript is not on hand within a month after the beginning of the quarter, he will be required to take the entrance examinations.

Admission to the school of law is conditioned on the presentation of satisfactory evidence of having completed two years of standard college work of such character as would be acceptable for admission to the junior year of college. To be admitted to the theological college of the school of religion, the student must have received a high-school education or its equivalent, and to the graduate school of the school of religion, the applicant must have received a college education or its full equivalent.

The basis of admission to the medical college is the completion of four years of work in an accredited high school, with at least 15 units of credit, and also the completion of two years work or 60 semester hours in a recognized college or university. The required high-school subjects include English, 3 units; algebra, 1; plane geometry, 1; French or German, 2; history and civics, 1; electives, 7. Two units of Latin are also urged. The college requirements must include 42 credits as follows: Chemistry, 12 semester hours; physics, 8; biology, 8; English, 8; French or German, 6. The 18 electives remaining may be distributed in comparative vertebrate anatomy, psychology, or social science. Applicants for admission to the dental college and college of pharmacy must present credentials of having completed 15 units of high-school work.

In 1926-27, 883 freshmen were admitted to the colleges of liberal arts, education, applied science, and the school of music. All of these fulfilled the requirements of presenting official transcripts of their high-school records. Of this number, 515 were new students, while 383 were freshmen students admitted the year before. The latter had completed only one or two quarters of freshman work during 1925-26, having temporarily left the institution for the purpose of earning sufficient money to continue their college work.

Students are admitted with a minimum of one conditioned subject. This condition must be removed before the beginning of the sophomore year. The applicant can not during the freshman year add this conditioned subject to the regular number of college courses usually prescribed; it must be included in that number. A student may be conditioned in both algebra and geometry if he presents at least 14 acceptable secondary-school credits and removes all conditions during the freshman year. The number of conditioned students admitted to Howard University has been large, 211 being enrolled in 1922-23, 208 in 1923-24, 217 in 1924-25, 211 in 1925-26, and 229 in 1926-27.

Unclassified or special students are accepted. They include students who are not candidates for degrees, but who meet the entrance requirements. The number of unclassified or special students in attendance at the institution for the past five years are as follows: 9 in 1922-23, 28 in 1923-24, 23 in 1924-25, 32 in 1925-26, and 12 in 1926-27.

As several Southern States had not officially accredited negro high schools through their State departments of education, Howard University was confronted with the problem of evaluating the secondary credentials presented by applicants for admission. In order to solve this problem, the registrar prepared a list of accredited negro high schools. This list is based on the accrediting made by the State departments of education wherever such accrediting is made; through information obtained on blank forms for accrediting sent by Howard University to the principals of the different high schools; by a thorough study of the records of the students from the different high schools as shown by their class work at Howard University; and by visiting high schools.

The registrar has also arranged a plan of keeping accurate check on the college records of all students in relation to the records of their high-school work. This is done through a loose-leaf book in which the records of all freshmen are entered and grouped according to the high schools from which they come. As a result the first-year college records of the students coming from any particular secondary school are instantly available. This permits an evaluation of the product of any specific high school. As the records under this arrangement continue to increase it will be possible for the registrar to judge which negro high schools are worthy of accrediting and which are not by the work done by their graduates at the university. This institution also makes it a practice at regular intervals to send to the principals of the high schools the records and grades of their students attending Howard University, thus indicating subjects that perhaps need strengthening in the high school. A number of the principals of the high schools have utilized this opportunity to raise the standards in these studies so that preparation of their students in the future will be of acceptable quality.

**GRADUATION REQUIREMENTS**

The college of liberal arts offers programs of study leading to the degrees of bachelor of arts, bachelor of science, bachelor of science in commerce, and bachelor of science in chemistry. These degrees are conferred on those who have obtained 36 units of credit (120 semester hours) exclusive of required work in physical education and freshman lectures.

The selection of the courses offered for a degree must be distributed so that at least 15 units (50 semester hours) shall be in one of the following groups and 4 units ( $13\frac{1}{3}$  semester hours) in each of the two remaining groups:

Group 1. English, German, Greek, Latin, Romance.

Group 2. Botany, chemistry, geology, mathematics, physics, psychology, engineering, home economics, art and architecture.

Group 3. Economics (including commerce), education, history, philosophy, political science, sociology, history of art.

Three units (10 semester hours) of English, including public speaking, are prescribed for all students. Students selecting Group 1 as their concentration group must earn at least six units (20 semester hours) in languages other than English and at least three of the total number of such units (10 semester hours) must be in one language.

Students who select Group 2 as their concentration group must fulfill the following requirements: At least four units ( $13\frac{1}{3}$  semester hours) in modern languages shall be included in the college credit. The total number of units in high school and college shall be at least six (20 semester hours). Three (10 semester hours) of these six units shall be in one language.

Students who present no secondary-school credit in mathematics other than elementary algebra and plane geometry must earn three units (10 semester hours) in this subject. For every college half-unit in secondary mathematics beyond elementary algebra and plane geometry up to two half-units, this requirement is diminished by one unit. This provision requires that every student in this group shall earn at least one unit ( $3\frac{1}{3}$  semester hours) in mathematics in college.

Candidates for the degree of bachelor of science in chemistry must complete the following course of study: Chemistry, 19 units ( $63\frac{1}{3}$  semester hours); mathematics, 6 units (20 semester hours); French or German, 3 units (10 semester hours); physics, 3 units (10 semester hours); mechanical drawing, 1 unit ( $3\frac{1}{3}$  semester hours); English, 2 units ( $6\frac{2}{3}$  semester hours); economics, 2 units ( $6\frac{2}{3}$  semester hours); electives, 4 units ( $13\frac{1}{3}$  semester hours) from a selected list in pure and applied science and engineering.

Introductory curricula, usually two years in extent, are also offered by the liberal arts college. The premedical course of study includes two full years of college work or 18 units (60 semester hours) dis-

tributed as follows: Chemistry, 5 units; physics, 3; biology, 3; English, including public speaking, 3; French or German, 3; elective, 1 with physical education and freshman lectures.

A preidental course, one year in extent, is also offered, nine academic units (30 semester hours) being required. Students are expected to obtain personal advice as to the choice of subjects to be taken. Introductory courses in journalism also have been established. A five-year course in nursing leading to a degree from the college and a diploma in nursing is to be established in connection with Freedmen's Hospital.

The college of education offers curricula leading to the degrees of bachelor of science in education and bachelor of arts in education. The general requirements for these degrees, in addition to physical education and the freshman lectures, include the completion of 36 units (120 semester hours) of work distributed as follows: Every student must complete the three prescribed courses in English, and one course in biological science is also required; foreign language is required of all subject to the following arrangements: A student who receives entrance credit for three or more units (10 semester hours) in one foreign language is not required to take additional work in foreign language. One who receives entrance credit for less than 3 units in one foreign language must earn in college 2 units (6½ semester hours) in the foreign language taken in high school or 3 units in some other foreign language.

The professional requirements for these degrees include the following courses or their equivalent: Introduction to education, general psychology, educational sociology, technique of teaching, methods of teaching the major subject, practice teaching, history and principles of education. Every student planning to teach specific subjects must choose a major and usually a related minor.

For the bachelor of science in education the student must major in one of the following subjects or subject groups: Applied art, botany, chemistry, physics, zoology, fine arts, home economics, music, and physical education. To secure the degree of bachelor of arts in education the student must major in English, history, foreign language, mathematics or in some other subject, not included in the majors offered under the requirements for the bachelor of science degree in education.

The college has worked out carefully the essential sequence for the teaching of majors including English, history, French, German, Spanish, Latin, mathematics, chemistry, physics, botany, zoology, and education. Those majoring in music, fine arts, applied art, home economics, or physical education are required to follow fixed curricula.

**COLLEGE OF APPLIED SCIENCE**

The college of applied science offers curricula leading to the degrees of bachelor of science in art, in architecture, in civil, mechanical and electrical engineering and in home economics. Graduation requirements for the curriculum in architecture comprise 62.5 units or 208.3 semester hours, distributed as follows: Mathematics, 16.7 semester hours of credit; English, 13.3; foreign language, 13.3; physical science, 3.3; art, 38; physical education, 15; architecture, 82; and engineering, 26.7.

In the curriculum in art 50.9 units or 169.6 semester-hour credits are required for graduation on a basis of the following work: English, 10 semester hours of credit; foreign language, 6.7; architecture, 3.3; psychology, 3.3; social science, 3.3; physical education, 15; art, 11.3; other subjects, 6.7; electives, 10.

The curriculum in applied art requires 47 units or 156.6 semester-hour credits for graduation, comprising the following subjects: English, 10 semester hours of credit; physical science, 10; social science, 13.4; psychology, 3.3; physical education, 15; foreign language, 6.7; applied art, 61.5; home economics, 13.4; electives, 23.3.

The graduation requirements for the curriculum in civil engineering are 48.5 units or 161.6 semester-hour credits, which must be earned as follows: Mathematics, 20 semester-hour credits; English, 10; physical science, 20; social science, 10; physical and military training, 15; civil engineering, 56.6; and other engineering 30.

The graduation requirements for the curriculum in mechanical engineering are 51.5 units or 171.6 semester-hour credits, which must be earned as follows: Mathematics, 20; English, 10; physical science, 16.6; social science, 10; physical and military training, 15; mechanical engineering, 63.3; and other engineering, 36.7.

In the curriculum in electrical engineering 52.5 units or 175 semester-hour credits are required with the following prescribed courses of study: Mathematics, 20; English, 10; physical science, 16.7; social science, 10; physical and military training, 15; electrical engineering, 30; and other engineering, 73.3.

The home economics department is included as a division of the college of applied science. Two courses, a general home economics and a dietetic and nutrition, are offered. Graduation in the general course requires 45 units or 150 semester-hour credits, with the following prescribed work: English, 10; history, 6.7; physical science, 20; foreign language, 6.7; social science, 6.7; psychology, 3.3; physical education, 15; art, 23.3; home economics, 38.3; and electives, 20. In the dietetics and nutrition course 40.5 units or 135 semester-hour credits are required with the subjects distributed as follows: English, 10; physical science, 30; foreign language, 10; social science, 3.3; psy-

chology, 3.3; physical education, 15; art, 6.7; home economics, 46.7; and electives, 10.

The curricula of the college of applied science are well organized, but, excepting the curriculum in home economics for the study of dietetics and nutrition, the total requirements are rather heavy. In this matter Howard University does not differ from the practice of a large group of engineering and home economics schools. However, it has come to be recognized that technical programs that exceed 145 semester-hour credits are too heavy for most students and tend to increase unnecessarily the student mortality or to increase activities to such an extent that the student has no time for the development of initiative or for private study.

The school of music offers four curricula leading to the degrees of bachelor of music and bachelor of music in harmony, which include piano, violin, voice, and organ. The total graduation requirements comprise 120 semester hours of credit. The prescribed work is largely the same in the different curricula, with 40 semester hours of credit required in either piano, voice, organ, or violin and 20 additional credits in a second music subject. The remaining credits must be earned approximately as follows: 10 credits in English; from 33 to 41 $\frac{3}{8}$  in musical history, theory, or practice; 3 $\frac{1}{8}$  in psychology; from 5 to 10 hours of practice teaching in the piano and violin curricula, and 6 $\frac{3}{8}$  in the organ curriculum. Students pursuing the curriculum in voice are required to earn 13 $\frac{1}{8}$  credits in foreign language distributed as follows: French, 6 $\frac{3}{8}$ ; Italian, 3 $\frac{1}{8}$ ; and German, 5 $\frac{1}{8}$ .

In the curriculum leading to the degree of bachelor of music in harmony, the 120 semester hours of credit are prescribed as follows: Harmony, 10; counterpoint, 10; solfeggio, 10; composition, 10; analysis, 5; instrumentation, 5; principles of teaching, 20; history of music, 5; Italian, 3 $\frac{1}{8}$ ; psychology, 6 $\frac{3}{8}$ ; general theory, 5; English, 10; second piano, 20. The school of music at Howard University is doing excellent service despite certain handicaps in its equipment. A number of students were examined and their training was found to be excellent. In recent years students of the school have been selected to receive the scholarships offered by the Julliard Foundation. With increased support the school of music is in a position to become a national center for the training of negro musicians.

#### OTHER SCHOOLS AND COLLEGES

The school of religion is divided into four divisions: Graduate school of religion, theological college, vocational training department, and extension department. For those who have received a college education the graduate school offers a three-year curriculum leading to the degree of bachelor of divinity. Students having received a high-school training or equivalent are admitted to the four-year

theological course of study leading to the degree of bachelor of theology. This degree is planned to be coordinated with the bachelor of arts or bachelor of science degree. The vocational training department offers two-year courses, in church work for parish workers, Sunday-school workers, and social-service workers, with entrance requirements the same as for the theological college. In the extension department of the school of religion are included correspondence courses leading to the degrees of bachelor of theology and bachelor of divinity. It also offers special instruction through Bible conferences and extension institutes held yearly.

The school of law offers a three-year curriculum leading to the degree of bachelor of laws. The entrance requirements and the program of studies are in accordance with the programs of the Association of American Law Schools and the American Bar Association. The law library contains an excellent selection of more than 11,000 law works.

The school of medicine of Howard University includes three divisions: The medical college, the dental college, and the college of pharmacy. In the medical college are offered both graduate and undergraduate courses of study. In addition to the regular four-year medical curriculum leading to the degree of doctor of medicine combined curricula in liberal arts and medicine are offered leading to the degree of bachelor of arts and doctor of medicine or bachelor of science and doctor of medicine. Seven years are required to complete the program. The college of dentistry has a four-year curriculum leading to the degree of doctor of dental surgery. The college of pharmacy has two curricula, a three-year course of study leading to the degree of pharmaceutical chemist, and a four-year course of study leading to the degree of bachelor of science in pharmacy.

### GRADUATE WORK

Courses of study leading to the degree of master of arts or master of science are also included in the academic program of Howard University. At least one year of residence is required in order to obtain a master's degree. A minimum of eight courses must be pursued in addition to the thesis, and a reading knowledge of both French and German is also required of candidates. The graduate work of the university is conducted under the direction of a committee composed of the dean of the college of liberal arts, the dean of the school of religion, the dean of the college of education and three professors.

The university has for some time conducted graduate work in a number of fields with success, and the survey committee is of the opinion that the graduate school should be considerably strengthened with a view of placing further and greater emphasis on this type of

higher education. One of the important discoveries in this survey of negro colleges was the apparent failure of negro higher educational institutions to develop graduate schools where members of the race might receive training to become teachers in negro colleges. As one center of negro education in the United States it is evident that Howard University should lead in this particular field, and steps should be taken at once for the development of its graduate school to the highest possible standard.

### ENROLLMENT

Enrollment of students at Howard University has shown a moderate growth during the past five years as disclosed by the following table:

TABLE 2.—Total university enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	821	308	328	208	1,665
1923-24	731	308	365	278	1,772
1924-25	740	468	357	334	1,909
1925-26	1,029	414	359	335	2,137
1926-27	1,035	427	357	299	2,118

The total number of students in attendance at the institution in 1926-27 was 2,118, which represents a gain of 303 students or 16.6 per cent over 1922-23. This relatively low growth is probably due in a large measure, to the rigid scholastic standards maintained and the strict admission requirements enforced. At the time of the visit of the survey committee, 230 students were reported on probation.

TABLE 3.—Enrollment in liberal arts college

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	557	171	125	98	951
1923-24	408	240	133	141	822
1924-25	469	204	155	160	988
1925-26	449	186	150	151	936
1926-27	411	144	126	122	797

On a basis of the figures presented in Table 3, students enrolled in the liberal arts college have decreased from 951 in 1922-23 to 797 in 1926-27, a loss of 154 students or 16.1 per cent. Decline in the enrollments in this division is traceable to the recent heavy registration of students in the college of education, who up to two years ago were included in the liberal arts college. A study of the mortality shows that an abnormal student loss is also taking place between the different classes in the college. The freshman class of 1922-23,

which originally contained 557 students, fell off to 151 students in the senior year of 1925-26, the rate of mortality being 72.9 per cent, while the 1923-24 freshman class suffered a loss of 284 students upon becoming the senior class of 1926-27, the student mortality amounting to 69.9 per cent. This exceptionally heavy mortality raises the question of the desirability of conserving if possible a larger per cent of those who for different reasons are forced out of the liberal arts college without compromising its high scholastic standards.

TABLE 4.—Enrollment in college of education

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23			18	17	35
1923-24			21	21	42
1924-25			42	37	79
1925-26	296	82	52	63	493
1926-27	316	132	86	73	607

Because of the fact that prior to 1925-26 freshman and sophomore students pursuing courses in education were registered in the liberal arts college, it is not possible to obtain accurate figures on the exact gain in enrollments in the college of education over the past five-year period. The principal increase of students in the university, however, has occurred in this division, the gain between 1925-26 and 1926-27 amounting to 189 or 28.9 per cent. Mortality in the college of education has also been low as compared with other branches of the institution, the loss not averaging over 50 per cent.

TABLE 5.—Enrollment in college of applied science

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	24	13	10	13	60
1923-24	29	14	8	12	63
1924-25	43	22	7	12	84
1925-26	48	20	9	8	85
1926-27	34	25	13	14	86

As disclosed by Table 5, attendance in the college of applied science has gained steadily over the past five years, the number of students increasing from 60 in 1922-23 to 86 in 1926-27, an advance of 26 students or 43.3 per cent. This gain has been largely offset by a heavy mortality in this division, the freshman class of 1922-23 suffering a loss of 66.6 per cent and the freshman class of 1923-24 showing a loss of 51.7 per cent upon reaching their senior years. While the latter class showed an improvement, the 1924-25 freshman class, which originally contained 43 students, fell off to but 13 students upon becoming the junior class of 1926-27, thereby recording a mortality of 69.7 per cent.

TABLE 6.—Enrollment in school of music

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	15	17	2	8	42
1923-24.....	18	5	14	2	39
1924-25.....	25	17	9	6	57
1925-26.....	23	18	10	15	66
1926-27.....	26	7	11	8	52

The school of music has recorded a progressive increase in students in the past five years, there being 52 registered in 1926-27 as compared with 40 in 1922-23, a gain of 23.4 per cent. Due to the fact that a number of students entered with advanced standing, the mortality of the freshman class of 1922-23 was not ascertainable, but in the 1923-24 freshman class the student loss was considerable by the time it had become the senior class of 1926-27, the rate being 55.5 per cent. The same situation existed with regard to the freshman class of 1924-25, which dropped 61 per cent by the junior year.

TABLE 7.—Enrollment in medical school

Year	First-year class	Second-year class	Third-year class	Fourth-year class	Total
1922-23.....	53	59	47	29	211
1923-24.....	49	57	95	36	237
1924-25.....	58	49	61	79	247
1925-26.....	61	53	52	60	226
1926-27.....	60	54	68	50	232

Enrollment in the school of medicine has shown only a small advance between 1922-23 and 1926-27, the increase amounting to 14 students during this five-year period. An analysis of Table 7 indicates that the students in this division of the university progress from the lower to the higher classes with considerable irregularity due to the arrangement of permitting students to drop out for one or two quarters in order to earn funds to pay their expenses for the next quarter. The exact rate of student mortality consequently between the first and fourth year classes is difficult to ascertain. Except for the Meharry Medical College in Tennessee, the medical school at Howard University is the only one maintained exclusively for the training of negro physicians in the United States. In studying its enrollment figures the survey committee was unable to account for the relatively slow growth that is shown in view of the excellent work given and the real need for more well-trained negro physicians. With the completion of the new \$370,000 medical building and fortified by an endowment of \$428,000, the committee is of the opinion that the administration of the institution will be in a better position to take the necessary steps to increase the enrollments of the school of medicine in all its branches.

TABLE 8.—Enrollment in school of pharmacy

Year	First-year class	Second-year class	Third-year class	Total
1922-23.....	35	32	26	93
1923-24.....	37	14	33	84
1924-25.....	21	16	11	48
1925-26.....	37	20	16	73
1926-27.....	24	17	19	60

Loss of students in the school of pharmacy has been unusually heavy over the past five years as disclosed in the figures given in Table 8. Between 1922-23 and 1926-27 enrollments in this division declined to 33 students

TABLE 9.—Enrollment in school of dentistry

Year	First-year class	Second-year class	Third-year class	Fourth-year class	Total
1922-23.....	30	32	58	101	211
1923-24.....	30	28	20	63	141
1924-25.....	13	29	28	34	104
1925-26.....	26	15	29	31	101
1926-27.....	17	23	17	27	84

Similarly the enrollment in the school of dentistry has declined at a precipitate rate, the students pursuing this work falling off by 127 between 1922-23 and 1926-27, a loss of 60.1 per cent. It is noticeable that the number of freshmen entering this school is declining—13 less registering in 1926-27 than in 1922-23. A study of Table 9 shows a satisfactory situation with regard to mortality, the student loss being far below the average. Because students are not required to pursue the curriculum over a straight four-year period, but are allowed to withdraw from the school and reenter, most of the advanced classes show gains over the classes of the preceding years.

TABLE 10.—Enrollment in school of law

Year	First-year class	Second-year class	Third-year class	Total
1922-23.....	47	40	40	127
1923-24.....	52	33	36	121
1924-25.....	15	30	34	79
1925-26.....	25	13	36	74
1926-27.....	26	18	20	64

A constant reduction in attendance is also occurring in the school of law as revealed by Table 10. During the past five years a decline of 63 students has been recorded in this division, the rate of loss being 49.5 per cent. The number of new students entering the institution's school of law has decreased by 21 students in the last five years. An excellent student retention record has been made, however, the

mortality being but 26.7 per cent for the first-year class of 1922-23 and 30.7 per cent for the first class of 1923-24. The 1924-25 first-year class showed a gain of students in its third year.

TABLE 11.—Enrollment in school of theology

Year	First-year class	Second-year class	Third-year class	Fourth-year class	Total
1922-23.....	6	14	2	4	26
1923-24.....	5	6	7	3	21
1924-25.....	10	1	10	5	26
1925-26.....	20	7	5	7	39
1926-27.....	9	7	3	5	24

While the enrollment in the school of theology is not large, attendance figures for the past five-year period show that the number of students pursuing this work has remained steady, the loss amounting to only two students. Because of additions to the advanced classes, little student mortality occurred in the first-year classes of 1922-23 and 1923-24, but the first-year class of 1924-25 showed a student loss of 70 per cent upon reaching its third year and the first-year class of 1925-26 fell off by 65 per cent in its second year.

A considerable number of unclassified students are being enrolled in the university annually. These include older persons, not candidates for degrees and taking subjects of their own selection. Unclassified students must satisfy the entrance requirements unless exempted by the faculty. Unclassified students in attendance at the institution are as follows: 54 in 1922-23, 106 in 1923-24, 87 in 1924-25, 74 in 1925-26, and 67 in 1926-27.

### DEGREES GRANTED

Howard University has granted 1,411 degrees in course during the past five years.

TABLE 12.—Degrees granted

Degree	1921-22	1922-23	1923-24	1924-25	1925-26
Bachelor of arts.....	41	66	77	73	6
Bachelor of science.....	53	67	45	52	6
Bachelor of science in education.....	0	5	3	4	1
Bachelor of science in music.....	2	7	2	6	4
Bachelor of science in architecture.....	0	2	0	1	1
Bachelor of science in engineering.....	1	4	2	8	1
Bachelor of science in home economics.....	9	10	5	4	1
Master of arts.....	2	1	1	3	1
Master of science.....	0	2	0	2	0
Master of laws.....	0	0	0	1	1
Bachelor of laws.....	58	34	32	26	9
Doctor of medicine.....	22	27	27	72	6
Doctor of dental surgery.....	27	60	40	26	20
Pharmaceutical chemist.....	19	22	31	11	11
Bachelor of divinity.....	1	0	0	0	1
Bachelor of theology.....	2	4	4	3	1
Total.....	237	311	269	287	81

With the exception of the year 1922-23, the number of degrees granted by the university has steadily increased over this five-year period. In 1922-23, 311 were graduated, or four more than in the year 1925-26. This excess was due to the unusually large number receiving the bachelor of science degree and because of the comparatively large graduation classes in home economics and dentistry.

With the exception of the year 1924-25 the number receiving the bachelor of arts degree has increased, the percentage of increase being 124 for the five-year period. The number receiving the degree of bachelor of science was higher than the number receiving the bachelor of arts degree for the years 1921-22 and 1922-23. The average number of bachelor of arts degrees granted during the five-year period was approximately 70; that of bachelor of science degrees 55.

The number of degrees granted in engineering and architecture has been very small and there has been a definite decline in the number of degrees granted in home economics. On the other hand, both the degrees granted in education and music show for the past three years a tendency to increase.

The master of arts degree was granted to a limited extent each year of the five-year period. The degree of master of science was granted twice in 1922-23 and 1924-25. The degree of master of laws was granted once in 1924-25 and once in the year 1925-26. Comparatively large classes have received the bachelor of laws degree; but there has been a definite drop each year in the number of such degrees granted, with the exception of 1925-26, when a slight increase is noted.

The degrees granted in medicine maintained a somewhat constant figure from 1921-22 to 1923-24. In 1924-25 they had tripled and in 1925-26 they had dropped to only double the number granted in 1923-24. The number of degrees in dentistry has fluctuated considerably, the average number granted each year being more than 36. A similar situation has existed in the case of degrees granted in pharmacy. Only two have received the degree of bachelor of divinity within the past five years. On the other hand, the number receiving the degree of bachelor of theology has shown a slight tendency to increase.

Twenty-seven honorary degrees have been conferred by the university within the five years as indicated in the following table:

TABLE 13.—Honorary degrees granted

Degree	1921-22	1922-23	1923-24	1924-25	1925-26
Master of arts.....	0	0	0	3	1
Doctor of laws.....	0	1	1	1	3
Doctor of divinity.....	2	2	3	0	1
Other degrees.....	1	2	2	3	1
<b>Total.....</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>6</b>

According to the foregoing data, the number of honorary degrees granted each year since 1923-24 has been double the number granted in 1921-22. It would seem that the university should, as far as possible, avoid increasing to any marked extent the granting of honorary degrees beyond the number in 1925-26. The granting of honorary masters' degrees should be discontinued entirely in the future.

### FACULTY

The teaching staff of Howard University is composed of 171 members. Each division of the university has its own faculty and departmental organization.

The college of liberal arts has a teaching staff of 41 members, all of whom are negroes with the exception of 3. There are 16 departments of instruction, as shown in the following table:

TABLE 14.—Number of instructors, college of liberal arts

Department of instruction	Number of full professors	Number of associate professors	Number of assistant professors	Number of instructors	Number of assistants	Total
Botany.....	1	0	0	0	0	1
Chemistry.....	1	0	1	1	1	4
Economics and commerce.....	2	0	0	1	0	3
English.....	4	3	1	3	0	11
Geology.....	1	0	0	0	0	1
German.....	1			1		2
History.....	2	1	0	1	0	4
Latin.....	1	0	0	0	0	1
Mathematics.....	3	0	0	0	0	3
Philosophy.....				1		1
Physics.....	2					2
Political science.....	1					1
Psychology.....			1			1
Romance languages.....		1				1
Sociology.....	2					2
Zoology.....	1			2		3
Total.....	22	5	3	10	1	41

A study of the organization of the liberal arts college shows it is unevenly developed in several respects. While most of the departments of instruction have from one to four professors, it is found that the department of philosophy contains but a single teacher with the rank of instructor. Similarly the department of psychology has only one teacher, ranked as an assistant professor. It is evident that both of these departments of instruction, which offer important courses of study in the liberal arts and college of education programs, should be headed by teachers with the full rank of professor, and that, if possible, at least an additional teacher should be added to each. The department of romance languages is also conducted without a teacher of the rank of professor.

The college of education has an independent staff of 2 full-time members and 17 part-time members, who also teach in the college of liberal arts, the college of applied science, and the school of music.

The dean of the college is one of the two full-time teachers. Aside from the two giving instruction in education, the college of education has no special personnel, its chief function being that of administering the curricula in education as most of the teachers are under the administrative control of the other colleges. All courses in education are listed under the department of education of the college of liberal arts.

It is the opinion of the survey committee that immediate action should be taken by the authorities of Howard University to organize an independent college of education with a faculty of not less than six full-time members. Enrollment of students in educational curricula of the university has increased at a rapid rate during the last three years and unusual opportunities exist for the institution to develop this division into a national training school for both high-school and college negro teachers. In the development of a college of education special preparation should be made and equipment provided for graduate work including educational and general psychological research. At present, the school of education is using one of the public high schools of Washington for practice teaching and observation. This is an unsatisfactory arrangement, and a training school should be established on the campus for this important phase of teacher training.

The college of applied science has a teaching staff of 10 members, 7 of whom are colored and 3 white. There are seven large subject matter divisions, which are indicated in the following tabulation:

TABLE 15.—Number of instructors, college of applied science

Department of instruction	Number of full professors	Number of associate professors	Number of assistant professors	Number of instructors	Total
General engineering.....	1				1
Electrical engineering.....				1	1
Architecture.....				2	2
Machine shop.....				1	1
Civil engineering.....				1	1
Art.....	1		1	1	3
Home economics.....				1	1
Total.....	2		1	7	10

The teaching staff of the school of music is composed of 8 members of whom 2 are full professors, 3 assistant professors, and 3 instructors. In the school of religion are 5 teachers, 3 being listed as full professors and 2 as instructors. The school of medicine has a faculty of 84 members. Of this number 7 are full-time members and 36 part-time members teaching exclusively in the college of medicine; 9 divide their time between the colleges of medicine, dentistry, and pharmacy; and 10 devote a portion of their time to the colleges of medicine and pharmacy. The faculty of the college of pharmacy comprises 9 members, 1 of whom is on a part-time basis and 3 of

whom are also members of the liberal arts college teaching staff. Making up the staff of the college of dentistry are 8 full-time teachers and 9 part-time teachers, the total being 17. The school of law has a faculty of 12 members headed by a dean; 9 hold the rank of professor, 1 of assistant professor, and 1 instructor.

### TRAINING OF FACULTIES

The training of the faculty of liberal arts is shown as follows:

TABLE 16.—Training of faculty, college of liberal arts

Case	First degree	Where obtained	Graduate degree	Where obtained (and additional study)
1	A. B.	Amherst College		
2	B. S.	Chicago University	M. S.	Chicago University.
3	A. B.	Ohio State University	A. M.	Ohio State University.
4	A. B.	Fisk University	A. M.	Illinois University.
			Ph. D.	Do.
5	A. B.	Wilberforce University	A. M.	Columbia University.
6	B. S.	Howard University	M. S.	Chicago University; 1 summer at Pennsylvania University for doctor of philosophy degree.
7	A. B.	do	A. M.	Howard University.
8	A. B.	Indiana University	A. M.	Columbia University
	B. P.	do		
	A. B.	Columbia University		
9	No degree			Residence and extensive travel in Europe.
10	A. B.	Howard University	A. M.	Howard University.
			LL. B.	Do.
			LL. M.	Do.
11	B. S.	do	M. S.	Cornell University.
12	A. B.	do	A. M.	Chicago University.
			Ph. D.	Do.
13	A. B.	Fisk University	A. M.	Do
	A. B.	Chicago University		
14	A. B.	Virginia Union University	A. M.	Do.
15	B. S.	Howard University		Harvard University, 2 summers.
				Harvard University, 1 term.
16	A. B.	do	A. M.	Harvard University.
17	A. B.	Lincoln University	A. M.	Lincoln University.
	S. T. B.	do	B. D.	Princeton Theological Seminary
18	A. B.	Washburn College	A. M.	Chicago University, 2½ years.
			B. D.	Chicago Theological Seminary.
19	A. B.	Dartmouth College	Ph. D.	Chicago University.
20	B. B.	Shaw University	M. B. A.	New York University.
21	A. B.	Williams College	A. M.	Catholic University.
22	A. B.	Bates College		Chicago University, 4 quarters.
23	A. B.	Howard University	A. M.	Wilberforce University.
24	A. B.	Dartmouth College	A. M.	Harvard University; 3 quarters Chicago University for doctor of philosophy.
25	A. B.	Howard University	B. D.	Yale University; Berlin University, 1 semester; Marburg University, 3 semesters.
26	A. B.	Trinity College	M. S.	Washington State College.
27	B. S.	Washington State College		
27	A. B.	Northwestern University	A. M.	Northwestern University.
			B. D.	Garrett Biblical Institute.
28	A. B.	Michigan University	A. M.	Michigan University.
			B. D.	Virginia Theological Seminary.
29	A. B.	Hanover College	A. M.	Harvard University.
30	A. B.	Howard University	A. M.	Columbia University, 2 summers.
31	A. B.	do	LL. B.	Howard University.
			LL. M.	Howard University; 1 summer Columbia.
32	B. S.	do		Michigan University, 2 summers.
33	A. B.	do	LL. B.	Howard University.
			S. T. B.	General Theological Seminary.
34	A. B.	do	A. M.	Harvard University.
			Ph. D.	Chicago University.
35	A. B.	Fisk University	A. M.	Yale University.
			Ph. D.	Harvard University.
36	B. S.	Colby College		
37	A. B.	Wellesley		University of Paris, diploma.
38	A. B.	Howard University	A. M.	Howard University.
39	B. L.	Western Reserve University		New York State Library School, 1 year.
40	B. S.	Wilberforce University	M. S.	Chicago University.
	B. S.	Chicago University		
41	A. B.	Howard University	A. M.	Do.

As indicated by the foregoing table, 39 of the 41 members of the liberal arts college staff hold the degree of bachelor of arts or bachelor of science and 1 the degree of bachelor of library science. Of the first degrees, 24 have been obtained from negro colleges and 16 from northern institutions. Fifteen of the 24 degrees received from negro colleges were secured from Howard University. In addition to their first degrees 33 teachers have received one or more advanced degrees from recognized universities. Twenty-three have the master of arts degree, 5 the master of science degree, 5 the doctor of philosophy degree, 5 the bachelor of divinity degree. Two of those holding first degrees in arts and sciences also hold the degrees of bachelor of laws and master of laws. One also holds the degree of M. B. A. Eleven members of the staff, including four that do not have advanced degrees, have taken graduate work at such institutions as the University of Pennsylvania, Howard University, University of Chicago, University of Berlin, University of Marburg, University of Michigan, New York State Library School, and one has received a diploma from the University of Paris.

The two members of the faculty of the college of education are well-trained. One holds a bachelor of arts from Howard University and a master's degree from both Howard and Columbia Universities. He has also obtained credit for one summer's work at Columbia for a doctor of philosophy degree. The other has obtained two first degrees, a bachelor of arts from Virginia Union University and a bachelor of philosophy from the University of Chicago, with advanced degrees that include a master of arts and a doctor of philosophy at the University of Chicago. The training of the faculty of the school of applied science is indicated in the following table:

TABLE 17.—*Training of faculty, school of applied science*

Case	First degree	Where obtained	Graduate degree	Where obtained
1	B. S. in C. E.	Connecticut State College	M. E.	George Washington University.
2	B. S. in E. E.	Catholic University	M. E.	Work at Cornell University.
3	B. Arch.	Columbia University		Cornell University.
4	B. Arch.	University of Pennsylvania		
5	B. S. in E. E.	Howard University		
6	B. S. in C. E.	do.		
	S. B. in E. A.	Massachusetts Institute of Technology		
7	Graduate	Pratt Institute		
8	B. S.	University of Missouri	A. M.	University of Missouri.
			Ph. D.	Cornell University.
9	Graduate	Pratt Institute		
	B. S. in H. E.	Howard University		
10	B. S. in Art	Syracuse University		

Of the 10 members of the faculty of the college of applied science, all but one hold first degrees in engineering, architecture, art, home economics, or in general science. Those without first degrees are graduates of Pratt Institute. Three have advanced degrees; two of

the engineering faculty have the degree of mining engineer, and one of the home economics faculty holds the master of arts degree from the University of Missouri and the doctor of philosophy degree from Cornell University.

The faculty of Howard University is made up chiefly of teachers who have served for more than five years at the institution. Thirty-six of the 53 members making up the staff of the college of liberal arts, education and applied science have served in excess of 5 years and 16 in excess of 10 years, while 11 have been on the faculty between 20 and 40 years. There are 17 teachers who have been employed within the past 5 years.

The survey committee found the annual salaries of the faculty on a fairly equitable basis. The remuneration of dean is \$3,500 a year, while that of professors ranges from \$2,250 to \$3,500; associate to professors from \$1,700 to \$2,350; assistant professors from \$1,500 to \$2,650; and instructors from \$1,500 to \$2,000.

### TEACHING LOADS

The student clock-hour loads of the staffs of the colleges of liberal arts, education, and applied science are generally abnormal, and in order to prevent the members from being overworked it is necessary to employ a considerable number of fellows, laboratory and other assistants. According to the record submitted to the committee, two teachers have loads of less than 100 student clock hours, twelve between 100 and 200, eleven between 201 and 300, seven between 301 and 400, eight between 401 and 500, five between 501 and 600, four between 601 and 700, and three between 701 and 800 student clock hours. Information regarding the load of one of the teachers was not furnished. As indicated by an examination of these figures, 20 of the 53 teachers comprising the staff of the college have excessive teaching schedules, and while assistants may be available to relieve them from a part of the work, it is believed that higher efficiency will be attained if these loads are materially reduced. The members of the faculty with loads varying between 500 and 800 hours include college teachers in such subjects as English, history, education, psychology, sociology, and chemistry. In addition to their day assignments, some of these teachers give instruction in evening classes.

While the hours per week of teaching in the university have been arranged on a less burdensome basis, it was found also that a considerable number of the teachers were carrying heavy schedules in this respect. This situation was true particularly in the college of applied science. The information relative to hours per week of teaching submitted is as follows: Two teachers with 5 hours per week of teaching, one with 7, two with 9, one with 10, one with 11, two with 12, one with 13, four with 14, eighteen with 15, four with 16, one with

17, four with 18, one with 19, one with 21, one with 23, two with 24, one with 25, one with 26, one with 28, and one with 49. Included among the teachers with heavy classroom assignments are the deans of colleges of education and applied arts. The former teaches 20 hours, 10 being day classes and 10 evening classes, while the latter has a 24 hours' per week schedule. In the case of two teachers in the art department, one has classroom assignments totaling 24 hours and the other 49 hours per week. Much of this work, however, is of the laboratory type. It is the opinion of the survey committee that the question of revising the teaching schedule of the members of the faculty, with hours per week of teaching in excess of 15, should receive the attention of the administration of the institution. The highest scholastic standards can not be maintained and the best results expected of teachers with such long hours of classroom duty.

The average size of the classes in the colleges of liberal arts, education, and applied science is small, although in some instances classes containing an excess of students were found. In 1926-27, a total of 420 were organized; of this number there were 53 with less than 5 students, 78 with 5 to 10 students, 75 with 11 to 20 students, 67 with 21 to 30 students, 75 with 31 to 40 students, 46 with 41 to 50 students, 11 with 51 to 60 students, 7 with 61 to 70 students, 1 with 98 students and 1 with 101 students. The large classes included the subjects of chemistry, physics, education, English, and sociology. After visiting a number of the larger classes, the committee felt that the teachers were working under considerable strain. It is therefore desirable that classes that normally exceed 40 in attendance be divided into smaller sections.

### EDUCATIONAL EQUIPMENT

The library of Howard University consists of 43,500 volumes. It is under the direction of a fully trained librarian who is also professor of bibliography and instructor in Italian. Four full-time librarians are employed, all of whom have had some training in library science. One student assistant is also employed.

The selection of books and magazines is good and fully meets the requirements of a standard college.

The following table shows the expenditures for the library during the past five years:

TABLE 18.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$601.33	\$1,012.34	\$1,490.36	\$1,111.49	\$1,200.00
Magazines.....	352.75	395.70	365.24	221.06	325.00
Supplies.....	58.26	48.90	578.95	123.16	310.00
Miscellaneous expenses.....	3,979.11	2,707.12	2,548.34	2,924.43	2,800.00
Salaries.....	4,179.25	5,960.00	6,076.75	6,800.00	7,000.00
Equipment.....	540.23	2,144.50	1,458.00	638.30	350.00
Total.....	9,710.93	12,268.56	12,617.64	11,818.44	11,985.00

The provisions for the teaching of science at Howard University are excellent. The classes in science are held in the science building, which is a modern structure provided with well-equipped laboratories for the teaching of biology, chemistry, physics, or geology. The psychological laboratory is also located in this building.

The table following shows the expenditures made for laboratory equipment and supplies during the five-year period indicated.

TABLE 19.—*Expenditures for laboratories*

Expenditures	Biology	Chemistry	Physics	Geology	Psychology
<b>For permanent equipment:</b>					
1922-23	\$1,084.50	\$255.07	\$628.65	\$412.13	
1923-24	1,724.11	2,340.18	1,015.44	156.39	
1924-25	1,207.57	1,694.92	375.27	157.37	
1925-26	1,471.95	548.15	830.16	334.82	\$11.00
1926-27	1,550.00	500.00	624.37	250.00	
<b>For supplies:</b>					
1922-23	339.70	5,316.16	187.16	401.44	72.00
1923-24	601.02	6,084.82	497.28	647.19	
1924-25	970.81	6,404.63	1,712.35	284.71	
1925-26	1,721.57	7,787.83	466.19	288.49	\$1.00
1926-27	1,950.00	8,200.00	115.00	230.00	\$25.00
<b>Total estimated present value of equipment</b>	<b>3,700.00</b>	<b>24,000.00</b>	<b>14,400.00</b>	<b>5,000.00</b>	<b>60.00</b>

The equipment of the college of applied science has been well selected, but there is not sufficient space in the building for the proper accommodation of the laboratories and equipment now in use nor for that which will be required in the future.

Furthermore, the machine and pattern shops are located in the poorly lighted basement of the men's dormitory, and no facilities are provided for a foundry or forge shop. A separate building should be provided to house these shops in order that efficient training may be accomplished in these subjects. The machine shop lacks several pieces of machinery needed to provide suitable instruction. The cost of such machinery as planers, milling machine shapers, gear cutters, etc., has been prohibitive with the appropriation available.

The mechanical, hydraulic, and electrical laboratories are located in the basement of the applied science building. These laboratories contain testing apparatus for several branches of engineering, but no equipment for the testing of gas or gasoline engines, steam or water turbines.

The full seating capacity in the departments of art and architecture is now reached and efficient instruction can not be given to more students than are at present enrolled in these departments. Many books are needed for the art and architectural libraries. At present the total number of books in both departments does not exceed 200 volumes.

The college of music is housed in a two-story building formerly used as a private residence. The necessary practice pianos and pedal

organ are provided, but the building is not adapted for music classes. There is great need for a modern conservatory of music housed in an appropriately designed edifice. This should include the necessary concert and audition halls and should be provided with genuine pipe organs as well as concert pianos.

### *EXTRACURRICULAR ACTIVITIES*

The university maintains several literary organizations and debating clubs for the student body. There are also a number of societies for the encouragement of dramatics, classics, foreign-language study, medicine, education, religion, commerce and finance, music, engineering, history, and chemistry.

The following fraternities have chapters at Howard University: for college men, Alpha Pi Alpha, Omega Psi Phi, Phi Beta Sigma, and Kappa Alpha Psi; for college women, Alpha Kappa Alpha, Delta Sigma Theta, and Zeta Phi Beta; for women students of law, Epsilon Sigma Iota; for medical men, Chi Delta Mu; for dental men, Cusp and Crown Fraternity; for medical women, Rho Psi Phi; for students of dental school, Chi Lambda Kappa (honorary); for men in premedical courses who have attained scholarship, Mu Delta Phi (honorary); for men students of law, Tau Delta Sigma.

All student organizations and activities are under the direction of a committee of five including two of the deans. The athletic activities of the university are controlled by a joint committee of the faculty, alumni, the secretary-treasurer, and the director of physical education.

This committee is known as the board of athletic control. It has a printed constitution containing by-laws that regulate and control the intercollegiate athletics of the institution as well as intramural athletics. The board also has supervision and administration of all funds pertaining to athletic activities and interests. An annual budget, covering receipts and expenditures for athletics, is prepared by the board of athletic control and is subject to the approval of the executive committee of the board of trustees of Howard University.

Rigid eligibility rules are contained in the by-laws of the board of athletic control for the protection of purity of athletics, prevention of professionalism, and maintenance of scholarship.

### *SERVICE TO SOCIETY*

During the 61 years of its existence Howard University has steadily grown and has rendered increasing service to its constituency and to society in general. The quality of its instruction and the character of its training have led to full recognition of its educational work by leading educational authorities.

This recognition is due in part to the vision of the founders and in part to the excellent leadership that has been maintained at the institution throughout the decades of its existence.

During this time the primary function of the university has developed from one designed for the education of colored ministers of the Gospel to one which covers in some respect every field of higher educational activity. In increasing thus its educational service the university has reached a position of leadership. The further development of this educational service is of the greatest importance.

Not only should Howard University continue to train for general leadership and for the different forms of professional and vocational life, but it should be a national center where should be made manifest the productivity of the negro mind in research and original literature, science, social science, art, music, and education, in law and religion and their applications to one common civilization.

Howard University faces these alternatives: Either to continue at present as an institution with marked limitations as to personnel, buildings and equipment, and support in carrying out its legitimate functions, or to broaden its objectives and to undertake the task of leadership in research and other forms of higher educational service. If the latter alternative is accepted, it will mean the addition of a substantial number to the teaching and research staffs, a more comprehensive building program, and larger investments in books and equipment than is now proposed.

The university has been fortunate in having a board of trustees who by their public spirit and influence have been able to enlist the support of both private individuals and the Federal Government. Although a substantial permanent endowment has been raised, the trustees have come to rely more and more on the good will of the Government, which is now the most important source of support of the university. It would seem, however, that in bringing the university to a higher plane of service, the university authorities should consider the wisdom of maintaining the institution on a private foundation rather than to depend upon a relationship to the Government that is not clearly defined.

### CONCLUSIONS

It is the opinion of the survey committee that if the greater possibilities of the service of Howard University are fully made known to its constituency and the public, there will be little difficulty in obtaining this needed support. In case this view is not taken the authorities of the university will be obliged to commit themselves to piecemeal contributions of uncertain continuity. It is therefore recommended that the authorities strengthen the educational program of the institution in order that more adequate training for leadership in

the negro race may be provided in the several fields of knowledge and human activity.

That the board of trustees of the university seek at once to provide an adequate permanent endowment sufficient to take care of the rapidly growing needs of the institution.

That a school of graduate studies be established under the administration of a competent dean and that in view of the progress made in the departments of history, English, education, philosophy, zoology, mathematics, German, and sociology, provision be made to strengthen the graduate work in these departments so as to make possible the granting of the doctor of philosophy degree.

That the organization of the college of education be strengthened and that an independent faculty of not less than six full-time teachers be employed to devote their time to professional training.

That a school for educational observation, practice, and experimentation be established and that new buildings be provided to house the college of education and the proposed training schools.

That in the expansion of the college of education special facilities be provided in order that educational and general psychological research may be conducted.

That the several curricula in the college of applied science be revised for the purpose of reducing the total units required for graduation and that a curriculum in building construction be added to its program of work.

That provision be made also for the installation of modern shops and laboratories for the department of engineering in the college of applied science.

That a new administration building be erected to house the offices of the president, the treasurer, the registrar, the alumni secretary, and other university officials, and to provide the necessary conference rooms for the meetings of the faculty and other officers of the institution, with space for a faculty club.

That a new building be provided for the school of music with the necessary equipment, including audition rooms, pipe organ, and pianos, and that early attention be given to either the rehabilitation or replacement of Clark Hall, the building now in use as a men's dormitory.

That the practice of having the deans of the schools and colleges of medicine, dentistry, pharmacy, religion, and law handle the student accounting of their divisions be discontinued and that the keeping of the student records of the entire university be concentrated in the main registrar's office.

That, as no appraisal of the physical properties has been taken since 1908, a new appraisal be made in the immediate future for the purpose of ascertaining the present value of the plant.

That, because of the fact that many conditioned students are admitted and an unusual number of students are constantly on probation, a study be made as to whether the conditioned students do not make up the greater proportion of students on probation.

That the faculty of the liberal arts college further consider means of overcoming the heavy mortality in the student body without endangering the academic standards of the college.

That a more comprehensive program of extension education, including evening classes, be organized, upon principles of sound finance and utilization of staff without undue strain upon their time and energy.

That the administration of the university encourage the further training of the members of the faculty who do not hold advanced degrees.

That the excessive teaching loads in the colleges of liberal arts, education, and applied science be reduced and the abnormally large classes be divided into sections.

## Chapter VIII

# FLORIDA

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CONTENTS.—Introduction—Florida Agricultural and Mechanical College, Tallahassee—Edward Waters College, Jacksonville—Bethune-Cookman, Daytona Beach

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The higher education of the negro in Florida is developing slowly, with prospects of a more rapid advance in the future. In this survey three institutions in the State were examined, of which the Florida Agricultural and Mechanical College at Tallahassee was one, the Edward Waters College at Jacksonville a second, and the Bethune-Cookman College at Daytona Beach the third.

The Florida Agricultural and Mechanical College, the State negro land-grant college, is located in the northwestern section of the State and the two privately controlled colleges in the northeastern. As a result of this geographical distribution, the entire southern part of the peninsula of Florida does not contain a single institution of higher learning for negroes.

From the standpoint of the proportion of negro college enrollment to population, Florida does not rank so high as a number of other Southern States. The total negro population of Florida is 410,700, and there are 163 college students enrolled in these three institutions. The ratio of negro college enrollment to population is four students to every 10,000 inhabitants.

A lack of negro high schools, where students may prepare themselves for college work, is the principal cause of the limited enrollment in the negro institutions of higher learning. Although fairly adequate provision for secondary education of the 879,300 white inhabitants has been made, there being 383 white high-school students for every 10,000 white persons, the latest statistics show only 31 negroes attending preparatory schools per 10,000 inhabitants.

The State government through the board of control and the department of education has recently taken steps for the promotion of negro higher education in the State. The State department of education makes an inspection at regular intervals of the Agricultural and Mechanical College and has recognized this institution as a standard four-year college, granting State teachers' certificates to its graduates. Although neither of the two privately supported colleges has been

placed on its accredited list, the department plans the standardizing of them in the future. There is a State agent of negro education, who has supervision over the Jeanes, Slater, and Rosenwald funds, but his salary is paid by the General Education Board.

State appropriations for the higher-education of the race during the biennium ending in July, 1927, amounted to \$392,670.

### *FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE*

*Tallahassee, Fla.*

Florida Agricultural and Mechanical College for Negroes is a State-supported and State-controlled institution. It was established in 1887 as a normal school under the direct management of the Florida State Board of Education. In 1905 the school was placed by act of the State legislature under the supervision of the board of control of the State institutions of higher learning. In 1909 the name of the school was changed to the Florida Agricultural and Mechanical College for Negroes.

The State board of control is composed of six members, with a chairman and a secretary. This board has jurisdiction also over the University of Florida, the Florida State College for Women, and the Florida School for the Deaf and the Blind.

Florida Agricultural and Mechanical College is the negro land-grant college of Florida, and as such receives Federal support under the Morrill Act, the Nelson amendment and also under the Smith-Hughes Act for vocational education. Its principal income, however, is derived from State appropriations, which include funds both for maintenance and for new buildings.

The institution is organized into the following divisions: College, normal school, and preparatory department. The college offers both two-year and four-year courses, as does also the normal school. The preparatory department is divided into a junior high school and a senior high school. An elementary department is maintained for practice work in the teacher-training courses. In addition to the regular college and preparatory school work, the institution conducts a night school, a summer school, and extension and correspondence divisions.

Enrollment in the institution for the academic year 1926-27 included 101 students in the college. There were 954 enrolled in the high school, and 179 in the elementary grades during 1925-26, the institution not furnishing the attendance in these departments for 1926-27. Enrollment in the summer school of 1926 was 301 students. Enrollment in the extension and correspondence courses for the year 1925-26 totaled 229 students. Forty-two counties out of the 66 in the State of Florida were represented in the resident

student body of 1926-27. The institution is coeducational, with about the same number of boys as girls.

The institution has been accredited both as a standard normal school and as a standard college by the Florida State department of education. The high school has not yet been accredited by the State department of education, the school never having applied for recognition. An application is to be presented to the department in the near future.

The North Carolina department of education accredited the college in 1923-24. A Florida graduate has been accepted with advanced standing by both the Yale University Law School and the University of Michigan Medical School. The Iowa State Agricultural College also credited with three years of college work one of its students sent there on a General Education Board scholarship after four years' work done at the Florida Agricultural and Mechanical College.

### ADMINISTRATION

The administration of the institution is in charge of the president, who works in closest cooperation with the State board of control. The president is assisted in the administrative work by a business manager, a bookkeeper, an assistant bookkeeper and cashier, and a secretary. The business manager is assisted by a secretary.

The expenses of the institution are met largely by State appropriations. There is no endowment fund. The following table shows the income for the last two years (figures for earlier years were not supplied):

TABLE 1.—Income

Source	1925-26	1926-27
State appropriations	\$400,670.00	\$315,725.50
Federal appropriations		25,820.00
Gifts for current expenses		100,000.00
Student fees, board and room		40,730.00
Net income on sales and services		4,380.00
Other sources	157,400.00	
Total	458,070.00	486,655.50

<sup>1</sup> Included in receipts from other sources in 1925-26 are Federal appropriations, gifts, student fees, and sales and services.

As shown by Table 1, total revenues of the institution for 1926-27 amounted to \$486,655.50, distributed as follows: 64.9 per cent from State appropriations; 5.3 per cent from Federal appropriations; 20.5 per cent from gifts for current expenses; 8.3 per cent from student fees, board, and room; and 0.9 per cent from sales and services.

For the biennium of 1927-1929, the Board of Control of the Higher Institutions of Florida recommended appropriations amounting to

\$322,500 for new buildings at the Florida Agricultural and Mechanical College for Negroes. Gifts for current expenses amounting to \$100,000 represented donations from the General Education Board, from the Rosenwald fund, and from negro people of Florida. Income from sales and services included receipts from the hospital, mechanical department, and agricultural department.

Tuition is free at the institution. Income from student fees consisted of receipts from the following fees: Registration, \$2; resident physician, \$2; entertainment, \$2; athletics, \$5; and breakage, \$1. The charge for board and room, including light and fuel, is \$15 a month. Out-of-State students are charged the very low tuition fee of \$20 for the academic year.

Florida maintains a State budget system, and the institution submits biennial budgets to the board of control. The board studies the budgets, makes whatever revisions are deemed essential, and submits the revised budgets to the governor and the State legislature. The accounts of the college are audited annually by examiners from the State auditor's office. The survey committee found that the books were kept in proper form.

Students' records are properly kept on forms adequate for the purpose. With the enrollment as large as it is, it is the judgment of the survey committee that a full-time registrar should be appointed to take charge of the work of keeping these records and of other details belonging to such an office.

### PHYSICAL PLANT

The physical plant of the institution consists of 250 acres, valued at \$42,072, and 19 buildings, valued at \$283,500, with equipment valued at \$80,690. The total valuation of the property is \$406,262. This estimate is based upon the original cost of the buildings together with consideration of present worth. Insurance carried on the buildings and equipment amounts to \$287,725.

Of the 19 buildings, only 5 are of brick construction; the rest are frame. Ten of the buildings were constructed before 1911, two between 1914 and 1920 and seven since 1920. The buildings erected before 1911 include the following: Tucker Hall, a girls' dormitory; Men's Union, the boys' dormitory; Gwinn Cottage, home for teachers; laundry, library, hospital, agriculture building, model school, home economics building; and mechanics arts building.

The buildings erected between 1914 and 1920 include Melvin Lodge, a girls' dormitory, and Mabane Cottage, a home for teachers. The buildings erected since 1920 include the following: Junior high school; Clark Hall, a girls' dormitory; the chapel; the dining hall; the science building; new girls' dormitory; and the nurses' cottage.

The following buildings are brick: Agriculture building, library, mechanics arts building, dining hall, and the new girls' dormitory. The latest session of the State legislature made provision for the erection of an administration building to cost \$150,000.

The campus is located on high ground and commands a fine view of the city of Tallahassee and of the surrounding country. The general appearance of the campus and of the buildings is very good. Virtually all the buildings are in a fine state of repair and are kept neat and clean. The hospital particularly is maintained in an almost perfect condition. Its equipment is modern and is sufficient for all the needs of the nurses' training school.

The responsibility for the care of the grounds and buildings rests upon the business manager, who is assisted by a landscape gardener employed on full time, by students who serve as janitors of the buildings, and by students who do plumbing, carpentry, masonry, and electrical work as part of their industrial and mechanical arts courses in the institution. Students who act as janitors receive pay according to the work assigned. The women's dormitories are very neat and attractive. The boys' dormitory, however, needs closer supervision, and the toilets especially should be made completely sanitary.

#### *PREPARATORY DEPARTMENT*

Although the charter of the institution does not require the maintenance of a preparatory school, there is no thought at present of abolishing the school. Indeed, the fact that high-school facilities in the State are so poor constitutes a strong argument for the continuance of the school.

Under the present organization, students in the college and in the preparatory school have separate dormitories and separate classrooms, with the exception of science laboratories. They are separate also as regards class and laboratory sessions. Only one teacher of college subjects teaches any high-school subject, and that is one class in the high-school commercial department. The finances of the institution have not been kept separate as regards college and preparatory school.

The elementary department is a part of the regular school program and is used for practice teaching. The county board of education pays the salary of one teacher in connection with the practice school.

#### *EDUCATIONAL PROGRAM*

The work of college grade in the Florida Agricultural and Mechanical College is distributed as follows:

1. College curriculum leading to the degree of bachelor of arts.
2. Normal course of two years leading to the degree of licentiate of instruction in education, or to a diploma.

3. Home economics curricula, including a four-year course leading to the degree of bachelor of science in home economics and a two-year course leading to a certificate for teacher training.

4. Mechanic arts curricula, including a four-year course leading to the degree of bachelor of science in mechanic arts (or vocations); a two-year course leading to a certificate; and a two-year commercial course.

5. Agricultural curricula, including a four-year course leading to the degree of bachelor of science in agriculture; two-year course in poultry husbandry leading to a diploma; two-year course in horticulture and vegetable gardening leading to a diploma; and two-year course in dairy husbandry leading to a diploma.

6. Nurse training course of three years leading to a certificate.

7. Music course of three years taken only as a minor in the liberal arts course.

### ADMISSION REQUIREMENTS

Students are admitted to the college division upon the presentation of proper credentials showing the satisfactory completion of 16 high-school units. They must present, also, satisfactory recommendations as to personal character.

The institution has compiled a list of high schools in the State from which graduates are admitted by certificate. Candidates unable to present satisfactory credentials must take the college entrance examinations as outlined by the college entrance examination board. In 1926-27 one freshman was admitted on an examination taken at the institution, and seven were admitted on examination by the college entrance examination board. The remaining freshmen entered the college either from the preparatory school of the Florida Agricultural and Mechanical College or from other approved high schools in the State.

Students are admitted with a maximum of two conditioned units, but they are not classified as freshmen until the conditions are removed. One unit of such deficiency must be made up before the beginning of the sophomore year and the other before the beginning of the junior year.

No complete list of required units or subjects for admission appears in the catalogue; but single half units are accepted only in the sciences and in civics, and less than two units of a single foreign language are not accepted in fulfillment of entrance requirements. Three conditioned students were admitted in 1925-26 and four in 1926-27. Special students include those not pursuing the regular college course and those whose preparation is below standard. Two special students were admitted in 1926-27.

It is the judgment of the survey committee that a full statement of required subjects for admission should appear in the catalogue, and

that it would help to strengthen the work now being done in the high schools of the State if the college would urge the presentation of a full year's work in science, including laboratory work.

### GRADUATION REQUIREMENTS

According to a statement in the catalogue, candidates for degrees in the four-year courses must complete 124 credit hours. Candidates for diplomas or certificates in the two-year courses must complete 64 credit hours. The credit hours for a given course may be less than the number of times the course meets a week.

Each candidate for a degree must elect a major department and must complete in that department not less than 18 credits or more than 36 credits. Physical education is required of all students for at least one year. The catalogue contains no statement regarding any quality requirements for graduation.

The specific requirements in the different curricula are as follows:

*Arts and science.*—The 124 credits for the degree of bachelor of arts call for 36 hours of English, 16 hours of Latin, 16 hours of mathematics, 8 hours of physics, 8 hours of modern language, 8 hours of ethics, 24 hours of social science, and 24 hours of education and psychology. This program calls for 140 semester hours for 124 credits and leaves no choice for elective subjects. The courses listed for the sophomore year total 21 hours a week for each semester.

*Agriculture.*—The requirements for the degree of bachelor of science in agriculture include 65 hours of agriculture, 40 hours of science, 15 hours of English, 8 hours of education, and 8 hours of ethics, sociology, and psychology. This program calls for 136 hours for 124 credits. The work of the freshman year calls for 22 hours a week. Three two-year courses are offered leading to diplomas—one in horticulture and vegetable gardening, one in poultry husbandry, and one in dairy husbandry. In addition to specialized subjects in these courses, two years' work in English is required in each course.

*Mechanic arts.*—The requirements for the degree of bachelor of science in mechanic arts (or vocations) include 54 hours of mechanics, 29 hours of English, 17 hours of mathematics, 13 hours of science, 3 hours of economics, and 2 hours of public speaking. The following vocations are listed in the catalogue as major subjects for the degree of bachelor of science in vocations: Mechanical and architectural drawing, brickmasonry and plastering, carpentry, painting, applied electricity, steam engineering and power-plant operation, automobile mechanics, tailoring, and printing.

Two-year courses leading to certificates are given in trades and commercial subjects: In the trades course 13 hours of English, 2 hours of hygiene, 5 hours of geography, and 2 hours of history are

required in addition to courses in trades. In the commercial course 10 hours of Spanish, 10 hours of English composition, 4 hours of economic geography, 2 hours of public speaking, and 2 hours of sociology are required in addition to courses in commercial subjects.

*Home economics.*—The 124 credits required for the degree of bachelor of science in home economics include 62 hours of home economics, 26 hours of English, 8 hours of mathematics, 14 hours of foreign language, 16 hours of science, 6 hours of psychology, 6 hours of social science, and 4 hours of physical education. Electives are allowed in social science, ethics, and chemistry. The hours required total 142. The work of the freshman year schedules 24 hours a week. The 64 credits required in the two-year course leading to a certificate in home economics include 55 hours of home economics, 14 hours of English, 18 hours of science, 12 hours of psychology and education, 4 hours of physical education, and 3 hours of rural sociology. The work of each of the two years averages more than 26 hours a week through each semester.

*Education.*—The 124 credits required for the degree of bachelor of science in education include 28 hours of psychology and education, 28 hours of English, 24 hours of science, 8 hours of mathematics, 8 hours of foreign language, and 32 hours of continued industries. The work in continued industries consists of a general survey, by laboratory practice and theory, of the various trades with the view of using industries for purposes of vocational guidance. To the survey committee the amount of time devoted to continued industries seems out of proportion to the time given to preparing the students to teach particular subjects in high school. Surely considerable time should be devoted to practice teaching. The program set up seems designed to equip students to teach vocational subjects only. It should be expanded to include other subjects.

The two-year normal course leading to a licentiate of instruction in education includes 10 hours of English and 8 hours of psychology in addition to required work in methods of instruction, practice teaching, and other subjects in education. Four hours each week are required in practice teaching, including at least 16 lessons in each subject and grade. The hours set down for the first semester of the first year total 28 a week in addition to the time devoted to practice teaching.

It is the judgment of the survey committee that the college administrators should revise the programs of study as set forth in the bulletin for 1926-27, with a view to strengthening the work of college grade by eliminating from the college curriculum courses not up to college standard, such as elementary courses in commercial subjects and elementary courses in trades, and by reducing the weekly loads of students to 15-17 hours with the same credit hours. This reduction should call for more intensive application to fewer subjects. It is the

judgment also that the college course leading to the degree of bachelor of arts should be liberalized to the extent of allowing for a considerable number of elective courses.

### ENROLLMENTS

The following table shows the number of resident college students in attendance at the institution during the last five years:

TABLE 2.—Enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	22	13	11	8	53
1923-24.....	28	14	8	10	60
1924-25.....	22	19	8	4	53
1925-26.....	30	27	12	8	77
1926-27.....	42	29	20	10	101

The increase in the total enrollment for the five-year period amounts to 94.3 per cent. The increase by classes during this period is as follows: Freshman, 91 per cent; sophomore, 123 per cent; junior, 82 per cent; senior, 66.7 per cent. The heaviest losses belong to the year 1924-25, which shows a mortality of the preceding freshman class of 32 per cent. The senior class of 1924-25 suffered a mortality of 50 per cent, and the junior class a mortality of 43 per cent. The losses for the other years are normal. The increase in the sophomore class of 1925-26 over the freshman class of 1924-25 is due to the admission of advanced students. Since 1924-25, then, the college has held a reasonable number of its students.

The following table shows the registration for 1926-27 by courses:

TABLE 3.—Registration by courses

Course	Freshman	Sophomore	Junior	Senior	Total
4-year agriculture.....	1	1	7	2	11
4-year home economics.....		2	2	1	5
4-year mechanical arts.....	1	2	2		5
4-year education.....	14	6	9	7	36
2-year normal.....	11	13			24
2-year commercial.....	10	5			15
2-year premedical.....	2				2
Special students.....	3				3
Total.....	42	29	20	10	101

In the two-year normal course, the records included 16 students taking home economics in the high school under Smith-Hughes vocational education as in the college. These were eliminated from the total college students for 1926-27. No candidates for the degree of bachelor of arts were reported in attendance for 1926-27.

### DEGREES GRANTED

The institution has granted 39 undergraduate degrees during the last five years, of which 10 were the degrees of bachelor of science, 4

bachelor of science in agriculture, 3 bachelor of science in mechanic arts, and 22 bachelor of science in education. Six of the degrees were granted in 1921-22, 10 in 1922-23, 10 in 1923-24, 4 in 1924-25, and 9 in 1925-26. No bachelor of arts degrees have been granted by the college. The number of bachelor of science degrees has not appreciably increased during the last five years. Information was not supplied concerning the number of two-year certificates awarded during the last five years. The institution has not granted any honorary degrees during the last five years.

### THE FACULTY

The college faculty consists of eight members, one of whom teaches a high-school class. All the teachers are negroes. The work of the college is organized into seven departments of instruction as follows: Education with 2 teachers; social science with 1 teacher; English with 1 teacher; mathematics with 1 teacher; science with 1 teacher, agriculture with 1 teacher, and commerce with 1 teacher.

If all the 101 college students were enrolled in the same curriculum, a faculty of eight teachers would be entirely adequate; but that number is not adequate to handle the diversified programs announced in the catalogue. Unless the faculty, therefore, can be considerably enlarged, the programs should be reduced or combined. College work of standard grade is impossible under present conditions. Logical additions to the faculty would include assistant professors and instructors.

All members of the college faculty hold undergraduate degrees from well-recognized institutions. One holds also a bachelor of laws degree, and three others have taken some graduate work—one each at New York University Law School, Columbia University, and University of Minnesota. Members of the faculty hold two types of faculty meetings monthly—one for the discussion of topics pertaining to instruction, the other for discussion of problems dealing with administrative matters and policies. In addition there are department meetings dealing with specific problems of instruction. The following table shows the training of the faculty:

TABLE 4.—Training of faculty

Case	First degree	Where received	Graduate degree	Where received	Graduate work
1	A. B.	Lincoln University			Law student New York University.
2	B. S.	Iowa State College			
3	A. B.	Lincoln University			Columbia University.
4	B. S.	Howard University			
5	A. B.	Walden University	LL. B.	Hamilton College of Law	1 year Indiana University.
6	A. B.	University of Indiana			1 quarter, University of Minnesota.
7	A. B.	Atlanta University			Special work, 2 terms, University of Pittsburgh.
8	Ph. B.	University of Chicago			

With the exception of two teachers, all the members of the faculty have served the college for only one year. One has been there four years, another two years. The fact that the present faculty is new to the institution should make possible the harmonious accomplishment of the ideals set up for the institution.

A study of the student clock-hour loads of the members of the faculty shows that only one teacher is carrying more than the normal load of 300 student clock hours. The teacher with 389 clock hours teaches a class of 48 pupils in the high school. All the other teachers carry student clock-hour loads ranging from 212 to 261.

One member of the staff was teaching 10 hours, two 13 hours, two 17 hours, one 23 hours, one 24 hours and one 30 hours. The teacher who teaches 10 hours a week is dean of the college and supervisor of practice teaching. One of the teachers who teaches 13 hours a week devotes about 15 hours a week to directing athletics. The teacher with 30 hours teaches eight subjects, the teacher with 23 hours six subjects. The heavy hour schedules carried by three members of the faculty warrant the addition of two teachers to the faculty, in order that the present work may be adequately taken care of.

The classes, with only a few exceptions, are not above normal in size. Of the 45 classes organized in 1926-27, 5 contained between 1 and 5 students, 13 between 6 and 10 students, 21 between 11 and 20 students, 4 between 21 and 30 students, 1 between 31 and 40 students, and 1 between 41 and 50 students. The class with 48 students is a high-school class in trigonometry. Two classes in education have 30 and 35 students, respectively. One class has only one student, and two classes have only two students each. The majority of classes have from 6 to 20 students.

Teachers' salaries range from \$960 to \$1,215 a year in addition to board and room. Two teachers receive \$960; one receives \$1,000; one \$1,040; one \$1,120; one \$1,160; and one \$1,215. The dean of the college receives \$1,800 and board and room. The president of the institution receives a cash salary of \$3,600 and perquisites valued at \$400, making a total salary of \$4,000.

Teachers' salaries are much lower than they ought to be. On such low salaries teachers can hardly be expected to devote any of their summer vacation to study for advanced degrees at other institutions. The president's report for the year ending June 30, 1926, recommends that salaries for the biennium beginning 1927-28 be increased from 15 to 33 per cent; but even with these increases, the salaries of the teachers will not be high.

### EDUCATIONAL EQUIPMENT

The library, which is located in a single building, contains about 4,000 volumes, which are fairly well selected for the courses offered in the college. There are more than 200 books on education, and two magazines are taken for each department of instruction. Circulation of books showed that 314 were withdrawn from the library and 400 read in the reading room during a single month. All told, 90 magazines and papers are subscribed for. To meet college standards, however, more books of a college grade are needed. The following compilation shows expenditures for library purposes by the institution during the last five years:

TABLE 5.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$256.53	\$289.47	\$343.08	\$378.75	\$363.21
Magazines.....	93.00	125.50	138.00	145.00	160.00
Supplies.....	35.00	54.71	83.00	78.32	85.00
Salaries.....	656.00	656.00	900.00	1,128.00	1,192.00
Total.....	1,020.53	1,125.68	1,327.65	1,730.07	1,802.21

During the last five years the total amount expended for books was \$1,616.09. Most colleges of standard grade spend considerably more than that amount each year. Although the amount spent in 1926-27 was 50 per cent larger than the amount spent in 1922-23, it is far below what should be expected of a standard institution.

A librarian is employed on full time. She has not had technical library training, but has completed two years of college work at Kansas University. She planned to take a library course at Syracuse this year.

Expenditures of the institution for scientific equipment during the last five years in all the different sciences are as follows: 1922-23, \$94.12; 1923-24, \$135.13; 1924-25, \$336.57; 1925-26, \$386.03; and 1926-27, \$485.18. Expenditures for supplies include: 1922-23, \$527.11; 1923-24, \$651.52; 1924-25, \$578.91; 1925-26, \$977.24; and 1926-27, \$1,569.16. The total estimated present value of scientific equipment is \$3,200.

The scientific equipment is inadequate for the courses offered in the college. Apparatus in the physics laboratory is insufficient for the two years provided in the science course and the biology equipment is scarcely enough for one year's work. The chemistry laboratory is fairly well equipped.

### EXTRACURRICULAR ACTIVITIES

Athletic activities of the institution are administered by a joint committee of faculty, students, and alumni. Student members of

the committee are elected by the entire student body. The institution is a member of the Southeastern Intercollegiate Athletic Association.

The young men of the institution are organized into cadet companies in charge of a commandant. The officers of the companies are chosen from students of college grade. The organization is maintained to help in the well-rounded physical, mental, and moral development of the boys. There are no fraternities in the institution.

### *SERVICE TO SOCIETY*

There can be no doubt of the service that the institution is rendering to society. Very good training is being given in the trades and industries, and the work in the high school is of a high quality. The work in the teacher-training department likewise is to be commended for its value to prospective teachers and the schools of the State. Especially significant is the influence of the campus life upon the students in that they are brought into intimate relations with neatness and order as requisites of a good social environment.

### *CONCLUSIONS*

The institution has good opportunity of developing into an excellent State college for negroes. Some of the four-year college courses offered, however, fall below the standard. The industrial course is one which does not meet the collegiate requirements. No attempt should be made to give a degree for the class of work being done in the industrial college course. This work should be reduced to two years concentrating upon industrial and mechanical arts. The four-year course in home economics also needs strengthening, if the institution intends to continue to grant degrees to students completing the work. In the normal and four-year education course the practice school is not up to standard. More room and better equipment and instructional material are needed. A two-year college commercial course is included in the educational program in which college credits are given for typewriting, shorthand, and penmanship. This is very doubtful practice.

The survey committee is of the opinion that the Florida Agricultural and Mechanical College is just at the beginning of a period of great development and usefulness. The following recommendations are made with this idea in mind:

That the State legislature seriously consider an increase in annual appropriations, in order that adequate salaries may be paid the members of the faculty, in order that necessary equipment, apparatus, and supplies may be purchased at once for the proper conduct

of work in science, and in order that the minimum needs of a college library may be met.

That some provision be made at once for offering better opportunities for practice teaching, rooms and equipment being badly needed.

That the programs in the four-year courses in education be revised to include considerable practice teaching, and special methods courses.

That the work in trades and industries be confined to the level of high school and of two years of college work.

That a careful study of the field of the institution be made with a view to determining the advisability of abolishing the bachelor of arts degree.

That the teaching loads of several members of the faculty be reduced, and that at least two additional teachers be secured at once.

That additional teachers be added to set up proper college courses in history, economics, and foreign languages, especially if the practice of granting the bachelor of arts degree is to be continued.

That the finances of the institution be separated as regards high school and college.

That a registrar be appointed on full time to attend to the duties of that office.

That the academic year be extended to conform to the length of a standard college.

That the material in the catalogue be reorganized in such a way as to prevent overlapping and repetition.

## EDWARD WATERS COLLEGE

### *Jacksonville, Fla.*

Edward Waters College, at Jacksonville, is controlled and supported by the African Methodist Episcopal Church of Florida. The college had its beginning as Divinity High School in 1888. This was a school instituted by Mount Zion African Methodist Episcopal Church in Jacksonville. In 1901 the school was destroyed by fire, and thereafter, until 1905, classes were held in various rented halls. In that year, however, the first permanent building was erected on the present campus. The school took its name from one of the prominent bishops of the church.

The affairs of the institution are administered by a board of trustees consisting of 147 members representing the six conferences of the church in the State. The general board, however, has elected an executive board of seven members headed by the resident bishop (also called the chancellor of the college), which is in immediate charge of the institution. All members of the board are negroes, and all

but 25 of the 147 are clergymen; 21 members of the board live in Jacksonville, including three officers of the executive board. The other four members of the executive board reside in Daytona, Tampa, Gainesville, and Tallahassee. All members of the board are elected simultaneously by the six conferences for a term of four years. The president of the college is not listed as a member of either governing board.

The title to the school property is held in the name of the African Methodist Episcopal Church. Insurance policies are in the custody of the executive board but are made payable to the general board of trustees.

Edward Waters College includes in its organization a college of liberal arts, a normal school, a school of theology, a preparatory department, and an elementary department. The institution is co-educational, although no women were enrolled in the theological course, and no men in the normal course. The great majority of students come from Florida.

The Florida State Department of Education has not accredited either the college or the high school. An application was made in November, 1926, for recognition of the high school, but no action had been taken by the State department at the time of the survey. The only recognition given the school is that graduates of the high school are accepted by the Florida Agricultural and Mechanical College for Negroes as freshmen without examination, and that some of its graduates from the preparatory school have been received with full credit at Howard University and the University of Detroit.

#### ADMINISTRATION

The expenses of the institution are met by church appropriations, gifts for current expenses, and student fees. There is no productive endowment. The following table shows the income reported to the survey committee from different sources for the last five years:

TABLE 6.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$40,000	\$40,000	\$60,000	\$60,000	\$75,000
Gifts for current expenses.....		3,000	1,500	1,200	700
Student fees.....	30,000	30,000	35,000	35,000	35,000
Total.....	70,000	73,000	110,000	96,200	110,700

Of the total income of the institution in 1926-27, amounting to \$110,700, 67.7 per cent came from church appropriations, 31.5 per cent from student fees, and 0.6 per cent from gifts for current expenses. As revealed in Table 6, the revenues of the college have gained

steadily during the past five years. Between 1922-23 and 1926-27, the increase has amounted to \$40,700, or 78.1 per cent.

Church appropriations received by the school include donations from the six conferences of the African Methodist Episcopal Church of Florida. The amounts contributed by each conference range from about \$2,000 to \$3,600, according to the report of the treasurer for the year 1925-26. Receipts from student fees include board and room. The regular fees collected from students are as follows: Board for young men (including laundry and tuition), \$16 a month; board for young women (including tuition), \$15 a month; tuition for city students in college or normal, \$2 a month; senior high school, \$1.50 a month; junior high school, \$1.25 a month; elementary school, 75 cents a month. All students pay a registration fee of \$2 a semester, and all above the sixth grade pay an athletic fee of \$5 at entrance. Laboratory fees for college and normal students are \$3 a semester, for high-school students, \$2 a semester.

Since the institution is in great need of funds for salaries, books, equipment, apparatus, and supplies, it is the judgment of the survey committee that regular tuition fees should be charged all students in addition to the present charges for board and room. Moreover, a fair charge for tuition will give the student larger appreciation of his educational opportunity and will make him feel that he is really paying for a fair part of his instruction.

The financial accounts of the institution are well kept. An annual audit of the books is made by outside certified accountants. All checks in payment of bills are signed by the president of the college and countersigned by both the secretary and the treasurer of the executive board. The report of the treasurer is published with the annual report of the president.

The records of attendance have not been accurately kept. No figures were available for the years previous to 1924-25. Adequate forms are used for entering and reporting grades; more convenient forms, however, might be provided, especially for sending reports of grades to parents.

The physical plant of Edward Waters College consists of a campus and athletic field of 16 acres, valued at \$75,000; 10 buildings, valued at \$191,000; and equipment, valued at \$92,000. The total estimated value is \$358,000, based upon original cost and a rough estimate of replacement cost. In addition to this property the college owns 12 lots in South Jacksonville, 12 lots in Sweetwater, 13 acres at Hibernia, 60 acres at High Springs, and 680 acres near South Jacksonville, the gift of the Florida East Coast Railroad.

Salter Hall, erected in 1905, is a three-story frame building valued at \$5,000 and containing 71 rooms, 11 used for recitations for the elementary school, two for offices, dining room and kitchen and the

remainder for a women's dormitory. Hurst Hall, erected in 1908, is also of frame construction, with 3 stories containing 52 rooms used for a men's dormitory and for quarters for some of the teachers. The building and equipment are valued at \$7,000.

Centennial Building, erected in 1916 at a cost of \$40,000, is a three-story brick building used as the administration, auditorium, and the trades building. The third floor is used for the academic department. Science Hall, built in 1918 and valued at \$7,000, is a two-story brick building containing the science laboratories on the second floor and a laundry for girls on the first floor. The Lee Theological Seminary is the finest structure on the campus. It was erected in 1927, is four stories in height, and contains a chapel, recitation rooms, library room, offices, and dormitory rooms for theological and college students. It is valued at \$125,000, and is equipped to the extent of \$75,000. In addition to these buildings, there are the bishop's residence, the president's residence, two deans' residences, and three teachers' houses.

The grounds are well kept and the buildings in a fair to excellent state of repair. The dormitory for women students is neat and clean, as are also the dining room and kitchen. The men's dormitory is not kept so clean as it should be. City fire regulations are enforced at the school. All the buildings are provided with fire escapes and fire extinguishers. Regular fire drills are held in the girls' dormitory.

Care of the grounds and buildings is under the direct supervision of the president. A full-time janitor is employed to take care of the Lee Theological Seminary, and two night watchmen are employed about the grounds. Other janitor work is performed by students without pay.

#### *PREPARATORY SCHOOL*

No effort has been made at Edward Waters College to keep the high school and college separate with reference to faculty, buildings, courses of instruction, or finances. All of the college teachers, except one, teach high-school subjects; and a few of the regular high-school teachers give instruction to college classes in music, education, and other subjects. As long as such a distribution of work prevails, there will be no possibility of regarding the work done in college as of standard grade.

Since the charter of the institution requires the maintenance of a secondary school, and since the enrollment is so large there is no thought of discontinuing the school.

#### *EDUCATIONAL PROGRAM*

The Edward Waters College offers a four-year course above the twelfth grade; the normal course offers two years of work above the

twelfth grade. The school of theology offers four courses as follows: A degree course of three years above the second year of college; a diploma course of three years above the twelfth grade; a Bible-training course of unspecified length open to students who are able to do the work of the sixth grade; and a mission study course of two years open to high-school graduates. The secondary department is organized into a junior high school, with grades 7 to 9, inclusive, and a senior high school, with grades 10 to 12, inclusive. The elementary school comprises the first six grades.

In addition to the divisions mentioned, there are announced also the following courses: Business, two years; printing, four years; tailoring, four years. The work in these courses is not above high-school level. A six-weeks summer school of theology is also conducted by the institution.

### ADMISSION REQUIREMENTS

Candidates for admission to the college department or to the normal school must present a certificate from a recognized accredited high school showing the satisfactory completion of 15 units of work. Candidates from a nonaccredited school must take a written examination before they are given classification. This regulation appears to be very loosely enforced, however, since 11 students from nonaccredited high schools were admitted to freshman standing in 1926-27 without examination.

Students are accepted in the college with a maximum of one conditioned unit, which must be made up by the end of the first year. Six conditioned students were admitted in 1926-27. Although no special students were reported for the college in 1926-27, 21 were reported for the theological seminary.

The requirements for admission to the theological seminary vary according to the course elected. Candidates for admission to the degree course must have completed two full years of college work or its equivalent. Candidates for admission to the diploma course or to the mission study course must either present a certificate of graduation from some reputable high school or pass a satisfactory examination. The requirements for admission to the Bible-training course call for ability to do work of the six grade.

To be admitted to the senior high school (tenth grade), a pupil must present a certificate of graduation from a school of eight grades and in addition show proof that he has done satisfactorily the work of what is commonly known as the ninth grade. To be admitted to the junior high school (seventh grade), a pupil must present satisfactory evidence showing that he has completed the first six grades of a recognized school.

Each applicant, regardless of the method by which he aims to be admitted to the college, must present through the principal of his high

school, a statement as to his character, academic interests, and special ability.

In view of the practice of the institution regarding the admission of students, the rigid statements appearing in the catalogue and in printed circulars seem compiled from the standards set up for high-grade fully accredited institutions; and unless the stated requirements are rigidly adhered to, it would be best to change them by bringing them into harmony with the practice prevailing in the institution.

### GRADUATION REQUIREMENTS

Candidates for the degree of bachelor of arts must complete 120 semester hours of credit; for the normal diploma, 60 semester hours of credit; for the degree of bachelor of divinity, three years of work above the second year of college, amounting to 25 majors (a major is described as a five-hour course pursued through one semester); for the diploma in theology, "the prescribed studies," length of term not being specified other than that the courses of study in the degree course and in the diploma course are "substantially the same." For graduation from the college, the last year at least must be spent in residence. The passing grade in both secondary school and college is 70 per cent, represented by the letter C, which extends from 70 per cent to 80 per cent. With so high a passing grade in college work, either a large number of students will fail or the standards of marking will be very low.

The prescribed studies for the bachelor of arts degree include 23 semester hours in English, 14 in mathematics, 18 in foreign language, 40 in natural science, 10 in social science, 18 in philosophy, and 4 in Bible. The prescribed studies in the normal course include 8 hours in English, 4 in history, 4 in industrial arts, and the remainder in education. The theological course prescribes in addition to regular theological studies, courses in psychology, Hebrew, Greek, ethics, and social service.

### ENROLLMENT

The total number of students of college grade enrolled in the institution in 1926-27 was 52. These were distributed as follows: College, 27; normal course, 11; theological seminary, 14. The following table shows a partial record of the enrollment of college students in these three divisions during the last three years, complete figures for these and earlier years not being available because of inadequate and loosely kept records:

TABLE 7.—Enrollment

#### COLLEGE

Year	Freshman	Sophomore	Junior	Senior	Total
1924-25	5	2	0	1	8
1925-26	12	4	4	0	20
1926-27	15	4	8	3	30

TABLE 7.—Enrollment—Continued

## NORMAL SCHOOL

Year	First year	Second year	Total
1925-26.....	4	0	4
1926-27.....	6	5	11

## THEOLOGICAL SCHOOL

Year	Junior	Middle	Senior	Total
1925-26.....	5	3	6	14
1926-27.....	8	5	6	19

The figures in Table 7 are not at all adequate as a basis for drawing conclusions regarding enrollment. Several observations, however, are in point. There has been a gain in the total enrollment of college-grade students for each year reported. The losses between some of the classes in the college division are rather disconcerting, while the increases between other classes are puzzling. The loss of 20 per cent of the freshmen of 1924-25 is only normal, but the loss of 66 $\frac{2}{3}$  per cent of the freshman class of 1925-26 is altogether too high. The 50 per cent increases in the junior class of 1925-26 over the sophomore class of 1924-25, and in the senior class of 1925-26 over the junior class of 1924-25, were not explained. Likewise the losses and increases in the theological seminary were not explained. In conference it was reported that there were no candidates for the bachelor of divinity degree in 1926-27.

The number of pupils enrolled in the preparatory and elementary departments for 1926-27 was given as 532, which with the 21 special theological students below college grade makes a total of 553 non-collegiate students attending the institution. No enrollment figures were supplied for other years, officers stating that the records do not provide detailed information. The catalogue reports an increase in the total enrollment in the institution for 1925-26 over that for 1924-25, amounting to 17 per cent. This increase is based upon a stated enrollment of 602 for 1924-25 and 706 for 1925-26. No deduction is made from these figures for students counted twice.

The enrollment of noncollegiate students for 1926-27 shows a decrease of 30 students from the enrollment of 1925-26. The enrollment in the senior high school, however, shows an increase of seven students.

## DEGREES GRANTED

The number of bachelor of arts degrees granted during the last five years is 10; the number of bachelor of divinity degrees was not stated, although two were reported for 1925-26. One of the degrees of bachelor of arts was granted in 1921-22, another in 1922-23, three

in 1924-25, and five in 1925-26. It is not the practice of the institution to confer honorary degrees.

The enrollment figures do not coincide with the number of degrees granted. For example, there was only one senior reported for the college in 1924-25, whereas the report made to the survey committee listed three bachelor of arts degrees for that year. One of the six seniors reported for 1925-26 evidently failed to secure the degree. With three degrees conferred in 1925 and five in 1926, and with only three seniors enrolled in 1926-27, it appears that the great majority of college students drop out before their senior year.

### FACULTY

The teaching staff of the college, the normal school, and the theological seminary consists of 11 members, at least 6 of whom teach in both high school and college. All are colored. There are 20 or more other teachers in the high-school department. Since no differentiation is made in the catalogue between the teachers of the three or four upper divisions and since incomplete information was furnished concerning the exact status of the work of each teacher, it is not possible to present a complete report. The work of college grade is offered in six main departments. These departments with the number of teachers in each are as follows: Mathematics, 1 professor and 1 instructor; theology, 1 professor and 2 instructors; science, 2 instructors; education, 1 instructor; foreign languages, 2 instructors; and English, 1 instructor.

In addition to the teachers listed above, there is a dean of women who does no teaching; a commandant, who has charge of athletics; and a few high-school teachers, who give instruction to college classes in music, education, and other subjects. Of the teachers, two serve also as administrative deans. Three teachers teach only 1 subject each; two, 2 subjects; three, 3 subjects; and three, 4 subjects. One teacher teaches English and history; 1, French and German; 1, Hebrew, English, and history; 1, algebra, chemistry, and physics; 1, education, philosophy, and psychology; 1, theology, psychology, English, and sociology; 1, theology, geography, arithmetic, and English; 1, chemistry, biology, physics, and geology.

With such a miscellaneous grouping of subjects, it is impossible for teachers to do standard work. Such a distribution of work is to be regretted, and the only way to remedy it is to add a number of teachers to the faculty at once. It is difficult, too, to see how any institution can offer a two-year program of normal work with only one teacher.

Of the 11 teachers referred to, all but one have received first degrees, and one has received a higher degree. Several others have pursued

some graduate study. The following table shows the training of the teaching staff:

TABLE 8.—Training of faculty

Case	First degree	Where obtained	Other degrees	Where obtained	Graduate work	Where obtained
1	A. B.	Western Reserve University	A. M.	Western Reserve University		
2	B. D.	Talladega College			1 summer	Northwestern University and Garrett Biblical Institute.
3	B. D.	Paine Theological Seminary				Wilberforce University.
4	Student	Florida Institute and correspondence courses				
5	B. S.	Florida Agricultural and Mechanical College				
6	A. B.	Clark University				
7	A. B.	Oberlin College			1 summer 1 quarter	Ohio State University. University of Chicago.
8	A. B.	Howard University				
9	A. B.	Morehouse College				
10	A. B.	Edward Waters College				
11	A. B.	Talladega College			1 summer	Columbia University.

The president of the institution holds the degrees of bachelor of arts from Atlanta University, bachelor of divinity from Turner Theological Seminary, and master of arts from Morris Brown University. The dean of women has studied at Edward Waters College, at Columbia University, and at Temple University. The director of athletics has studied at Morris Brown University and at Dartmouth College; he served in the United States Navy for two years.

The undergraduate degrees received by members of the faculty are well distributed among negro colleges of the South and two northern institutions. The graduate study engaged in has been pursued at high-grade northern universities. It is apparent from the table, however, that more advanced degrees are needed by the faculty if the work of the institution is to be advanced to that of a modern standard college.

The salaries paid by the institution to the members of its teaching staff are summarized as follows: Two teachers received \$1,800, two \$1,200, one \$1,100, two \$850, one \$800, and three \$750. In addition to cash compensation practically all the college teachers receive perquisites, the value of which was not furnished. However, in view of what appears to be a generous allowance in this respect, it is believed that the salaries of the teachers at Edward Waters College are altogether too low. Salaries should be increased and the teaching loads should be reduced also, if work and compensation are to approximate standard values. With present low salaries, the teachers will find it exceedingly difficult to use their summers in study for advanced degrees.

The teaching loads of virtually all members of the faculty are unusually heavy. No information was supplied as to the size of the classes, but the small number of teachers and the large enrollment in the high school suggest very large classes. The record of work in the college includes: 1 teacher with 10 hours of teaching per week, 1 with 15, 2 with 20, 5 with 25, 1 with 27, 1 with 28, and 1 with 30. The two teachers with 10 and 15 class hours a week are deans.

Work of standard college grade is impossible with such teaching schedules, even though the few college classes taught have from 5 to 20 students each. Unless this condition can be promptly removed by the appointment of additional teachers, the progress of the institution will be seriously retarded and its future jeopardized.

### EDUCATIONAL EQUIPMENT

The library equipment is very meager and scattered. Of the 850 books owned by the institution, there are only a few reference books, and these are out of date. A few good books are available on education; 12 magazines are taken. The approximate expenditures for library purposes during the last five years are shown in the following table:

TABLE 9.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$50	\$100	\$100	\$100	\$100
Magazines.....		45	15	20	25
Supplies.....	50	100	100	25	30
Salaries.....		540	540		675
Total.....	100	755	755	145	830

A full-time librarian is employed. She has not taken a library course, but is a graduate of Northwestern University.

The laboratory equipment is hardly adequate for two years of college chemistry and for one year's work in physics and in biology. The scientific apparatus is very limited, having an estimated present value of \$1,450. Disbursements for the past five years include \$50 in 1922-23 and \$500 in 1924-25 for biology equipment; \$100 in 1922-23 and \$500 in 1924-25 for chemistry equipment; and \$100 in 1922-23 and \$250 in 1924-25 for physics equipment. No expenditures for supplies in any of these sciences were reported for this period, although \$500 was expended for this purpose for other sciences.

It is evident, therefore, that the equipment, apparatus, and supplies secured during the last five years are hardly worth mentioning. High-school laboratories, in order to be satisfactory, require much larger expenditures than that listed for the entire institution; the value of scientific apparatus, in addition to all furniture, tables, and similar equipment necessary for a modern standard college offering

four year's work in each of the three sciences, has been placed at approximately \$5,000 for each science; for two years of college work apparatus worth at least \$2,000 is needed for each science.

### *EXTRACURRICULAR ACTIVITIES*

Extracurricular activities, including athletics, are administered by a joint committee of the faculty and the students. On questions of discipline and regulations the student council acts in an advisory capacity to the faculty. The college has no fraternities or sororities.

### *SERVICE TO SOCIETY*

Edward Waters College is an institution organized with a varied program extending from the elementary to the college field of education, including courses of study in business, printing, tailoring, and the regular type of academic work. Three different curricula of secondary and college grades are offered in theology. The work of the college is so diversified and scattered that real achievement in any particular field is difficult. On the basis of the facts presented in this report, the survey committee recommends:

That some means be provided for substantially increasing the annual income of the institution.

That tuition fees be increased for all the students in the college, normal school, and high school.

That the various farms and outlying city lots owned by the college be sold and the proceeds spent for necessary equipment or placed into a permanent endowment fund.

That strong teacher-training courses be established and that the entire work in both the college and high school be strengthened.

That at least four teachers be added to the present staff, that a reasonable amount of equipment, apparatus, and supplies be purchased each year for the science department, and that a large purchase of much-needed and well-selected books for the library be made.

That an accurate and satisfactory system of keeping records of enrollment, admission credits, grades, and promotions be installed at once.

That the curriculum of the college be revised so that students will have a number of free electives, and that the departments be reorganized and developed more equitably.

That the programs of the theological seminary be modified to allow for more thorough work by reducing the requirements for the bachelor of divinity degree to the equivalent of 90 semester hours above the second year of college.

That the diploma course, which should be considerably different from the degree course, be revised and outlined in detail in the catalogue.

That since students below college level are admitted to the theological courses, this course also be outlined with studies different from the degree course and the diploma course and that it be restricted to students who have completed the eighth grade.

That the teaching loads of the faculty be reduced, by the employment of additional teachers, and that the work be redistributed to harmonize with the special training of each teacher.

That strict adherence be given to the requirements and the procedure for admission as stated in the catalogue.

That the salaries of the teachers in the college be substantially increased.

### *BETHUNE-COOKMAN COLLEGE*

*Daytona Beach, Fla.*

Bethune-Cookman College, located in Daytona Beach, Fla., is as its name indicates a combination of two educational institutions—the Daytona Normal and Industrial Institute for Negro Girls and Cookman Institute. The Daytona school was established by Mary McLeod Bethune in 1904; a charter was secured in 1905. In 1923 the institution came under the auspices of the board of education of the Methodist Episcopal Church, and was merged with Cookman Institute, a coeducational school for negroes, founded in 1872, and maintained by the Methodist Church in Jacksonville, Fla. The name of the new institution was derived from the founder of the Daytona school and from Cookman Institute. When the two schools were combined, the board of education of the Methodist Episcopal Church agreed to donate a minimum of \$20,000 annually to the support of the institution. The insurance policies covering the buildings and equipment are held by the Methodist Board of Education.

The affairs of the institution are administered by a self-perpetuating board of trustees composed of 48 members. The terms of the members of the board are from two to five years. A majority of the members belong to the Methodist Church, and a number are of national prominence. Both white and colored persons serve on the board; five of the members are women. An advisory board, composed of 34 women, cooperates with the board of trustees in promoting the welfare of the institution. Special committees representing these two boards include a finance committee, a beautification committee, and a publicity committee. In 1926-27, the trustees for the first time appointed from their membership an executive committee of 12 with authority to manage the institution. The president of the

college is a member of the board of trustees and also of the advisory board.

Bethune-Cookman College comprises a junior college, a normal school, a high school, an elementary school, a training school for nurses, and a school of religious education. The records on enrollment show that the institution has a large geographic field, only one-third of its students coming from Daytona Beach and the immediate vicinity.

None of the divisions of the institution has been accredited by the Florida State Department of Education. Application for accrediting the high school will be made in 1928. It is worth noting in this connection that only two colored high schools are accredited in Florida. Although no formal recognition has come to the institution, several students who have completed the freshman year in the college have been admitted with full credit as sophomores at Fisk University and Talladega College. Graduates of the high school have entered these institutions as freshmen.

### ADMINISTRATION

The expenses of the institution are met principally by church appropriations, interest on endowment, gifts for current expenses, and student fees. The following table shows the income from different sources during the last five years.

TABLE 10.—Income

Source	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations .....			\$39,652.31	\$120,705.28	\$21,999.96	\$17,000.00
Interest on endowments .....	\$115.90	\$75.97	1,500.00	1,500.00	2,932.00	2,932.00
Gifts for current expenses .....	22,923.77	29,116.94	24,111.39	53,510.53	44,198.75	23,010.83
Student fees .....	11,554.84	14,392.04	25,564.64	32,789.91	37,378.43	37,710.00
Other sources .....	5,377.11	14,308.75	20,000.00	17,750.00	5,000.00	22,128.00
Total .....	39,971.62	57,893.70	120,828.54	226,225.42	111,509.14	102,780.81

As shown in Table 10 the total income of the school in 1926-27 was \$102,780.81. Of this amount, 16.5 per cent was realized from church appropriation, 2.8 per cent from interest on endowment, 22.4 per cent from gifts for current expenses, 36.7 per cent from student fees, and 21.6 per cent from other sources.

Church appropriations include donations by the board of education of the Methodist Episcopal Church both for support and for new buildings. A large share of the income for 1924-25 was spent for buildings. Gifts for current expense include annual contributions made by the Methodist board. The gifts from other sources include money received for dormitories. In 1926-27, \$8,625 was realized from garden supplies.

Student fees include board and room, tuition, athletic fees, etc. It will be noted that the total amount received from this source has increased from \$11,000 in 1921-22 to \$37,000 in 1925-26. The fees are distributed as follows: Registration fee, each semester, \$1; tuition fee for boarding students, \$10 a year; tuition fee for day students is \$10 a month for college students, \$5 a month for high-school pupils, and \$3 a month for elementary pupils; laboratory fees from \$1 to \$2.50 a semester; general organization fee for all students above the seventh grade, \$5 a year; entertainment fee for boarding students, \$2 a year; dispensary fee for boarding students, 25-cents a month; damage fee for boarding students, \$2 a year. The charge for board and room is \$17 a month. The survey committee is not able to see the justification of the difference in the tuition fees paid by day students, \$10 a month, and by boarding students, \$10 a year. One seems too low and the other somewhat high.

The interest received on endowment funds has increased from \$75 in 1922-23 to \$2,932 in 1926-27. But the amount of endowment funds represented by this income is very low—about \$50,000. This amount is far from being adequate to the needs of the institution. The additions to the endowment fund have been negligible during the last four years. The faculty and students pay the premium on a \$25,000 insurance policy on the life of the president. This amount will become a part of the endowment. The books of the cashier of the institution are well kept. All accounts are sent monthly to the Chicago office of the Methodist Board of Education.

An accurate system of student's records is kept by the registrar. The forms used are well adapted to the purpose. The permanent record card contains ample space for the entry of the preparatory school record and of other facts concerning the student. Additional forms might be used to expedite the work of registration and of administrative control.

### PHYSICAL PLANT

The physical plant consists of a campus of 5 acres, a farm of 26 acres adjoining the campus, 33 city lots, and 10 buildings. The valuation of the entire plant, including land, buildings, and equipment, is approximately \$500,000. The location of the campus in the geographic center of the city gives the ground unusual value. Real-estate men interested in purchasing the property recently valued it at \$1,000,000. Insurance carried on the buildings amounts to \$71,350; on the equipment to \$16,500.

Of the 10 buildings on the campus, 6 are fireproof construction; the rest are frame. All buildings, however, are amply protected against fire. The city fire requirements are complied with, and the

fire inspector visits the buildings twice a year. Fire drills require only two minutes to get all students out of the dormitories.

The oldest building on the campus, Faith Hall, was erected in 1907, and is valued at \$20,000. Since being completely renovated in 1922, it has been used for the dining room and for the elementary school. White Hall, the administration building, was erected in 1926. It contains well-appointed offices, recitation rooms, and an auditorium that will seat 1,000. Its value is fixed at \$25,000. The women's dormitory, Curtis Hall, erected in 1922 at a cost of \$67,275, is three stories in height and contains 63 rooms, well furnished, with accommodations for 200 girls. The men's dormitory, Cookman Hall, a modern structure built in 1924, is three stories in height and contains 75 rooms with accommodations for 200 men students. It is valued at \$63,500. The library building, which is small but very attractive, is a one-story frame edifice with a valuation of \$15,000; its equipment being valued at \$975.

The hospital, erected in 1911, and valued at \$10,000, is a well-appointed building with 20 rooms. Two wards are provided; one with nine beds for men, the other with six beds for women. Three cottages provide living accommodations for teachers. All of these buildings, which are modern in plan and equipment, are valued at about \$12,000. The present science building, which is a temporary structure worth \$1,000 was erected in 1926; is one story in height and contains four rooms.

The officer in charge of the grounds and buildings is a superintendent who receives a salary of \$1,200 a year, including house. The work in caring for the campus and the buildings is performed by students, each one being required to do one hour's work a day free of charge.

The grounds present a very attractive appearance. They are well kept and the atmosphere of the school indicates efficiency and progress. All the buildings are in an excellent state of repair. Both the boys' and girls' dormitories are neat and clean. Only single, white enamel beds are used and each room has a large built-in clothes closet. The students seem to take pride in maintaining their dormitories in a state of cleanliness and neatness.

### PREPARATORY SCHOOL

As might be expected in an institution with only 11 out of 329 students enrolled in the college department, it has not been found practicable at Bethune-Cookman to keep the different divisions completely separate with respect to buildings, faculty, or finances. College and preparatory students do not attend the same lecture, recitation, or laboratory groups except in classes in foreign language.

As the college department grows, complete separation will become imperative if the work done in college is to be recognized as that of a standard institution. Although the charter of the institution requires the maintenance of a preparatory school, it is planned to discontinue the school after a full senior college is established. It will probably be some years, however, before this change is made.

### *EDUCATIONAL PROGRAM*

The college course in Bethune-Cookman College covers two years of work above the twelfth grade. The secondary department is divided into a junior high school, with grades 7-9, inclusive, and a senior high school, with grades 10-12.

Beginning in 1927-28, it was planned to organize the high school on a four-year basis. The normal course covers two years of work of college grade. A two-year teacher-training course is offered as part of the senior high school program. The elementary school covers the work of the first six grades. The school for nurses covers three years of work, 12 months of the year.

The catalogue lists also a school of religious education, a home economics school, an industrial arts school, and a school of music. These divisions, however, except home economics, consist only of courses of study offered in the regular programs of college, high school, or elementary school. The home economics department offers a three-year high-school course, and a two-year normal course above high-school level. All boys in the junior high school and in the first two years of the senior high school are required to take some trade.

### *ADMISSION REQUIREMENTS*

Candidates for admission to the junior college and to the two-year college normal course must present 16 units of secondary work. The maximum number of conditions allowed is two units; one of these must be worked off before the beginning of the second year, the other by the end of the second year. Special students not pursuing the regular college course are admitted to the junior college. During the last three years, 10 special students have been admitted, 5 in 1925-26, and 5 in 1926-27. Most of the freshmen who have entered the college have come from the Bethune-Cookman High School.

Candidates for admission to the four-year high school must present a certificate of graduation from a school of eight grades. Candidates for admission to the training school for nurses must be between the ages of 18 and 30 and must have finished at least two years of high-school work above the eighth grade.

## GRADUATION REQUIREMENTS

No degrees are offered at Bethune-Cookman College. Graduation from the junior college or from the two-year normal course requires the completion of 60 semester hours above the twelfth grade. Students who complete the three-year course in nurses' training and who pass the examination of the State nursing board are granted the professional title of registered nurse.

The list of required subjects in the junior college course includes English, public speaking, mathematics, natural science, social science, and foreign language. The subjects required in the two-year college normal course include education, 25 hours; English, 12 hours; science, 10 hours; music, 2 hours.

## ENROLLMENT

The following table shows the number of college students enrolled in the junior college since it was started three years ago:

TABLE 11.—Enrollment in junior college

Year	Freshman	Sophomore	Total
1924-25.....	6		6
1925-26.....	25	3	28
1926-27.....	3	8	11

No students were enrolled in the college normal course in 1926-27. Of the 11 students enrolled in the college in 1926-27, three were girls and eight were boys. Only two came from the county in which the school is located.

The enrollment in the preparatory and elementary departments for the last three years includes 267 students in 1924-25, 304 in 1925-26, and 318 in 1926-27. In the four-year high school, grades 9-12, inclusive, the enrollment for 1926-27 was 120; 37 being listed as seniors, in the twelfth grade.

With the year 1927-28 it is planned to discontinue all work below the eighth grade provided arrangements with the city schools can be made for practice teaching in the normal course. If such an arrangement can not be made a certain number of grades will be maintained for practice work.

## FACULTY

The college teaching staff is composed of five members all of whom teach both in the college and the high school. All the teachers are negroes.

The different departments of instruction in the junior college include education, English, foreign language, mathematics, and science.

Each has one teacher. Three of the five teachers have work in more than one department. One teaches education and mathematics; one, chemistry and zoology; one, Latin and French.

All members of the college faculty have received first degrees and one has received a second degree. All have pursued graduate study. The following table indicates the training of the teaching staff:

TABLE 12.—*Training of faculty*

Case	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	A. B.	Oberlin College	A. M. 1 summer quarter	Yale University. University of Chicago.
2	A. B.	Talladega College	1 summer	Iowa State University.
3	A. B.	Lane College	do	Ohio State University.
4	A. B.	Cornell College, Iowa	2 summers	University of Chicago.
5	A. B.	Claflin University	1 term	Columbia University.

The president, who is a graduate of the Moody Bible School, has a master of arts degree from Scotia Seminary. The five members of the faculty represent 5 different colleges, 3 in the South and 2 in the North. Two teachers have pursued graduate study at the University of Chicago, one each at Yale, Iowa, Ohio, and Columbia. One has pursued graduate study at two universities—Yale and Chicago.

The salaries paid the members of the faculty are as follows: One teacher, \$1,800; three, \$1,080; and one, \$990. The cash salary paid the president is \$2,500. With salaries so low the teachers will have great difficulty in continuing their graduate study during summers, and advanced degrees for the faculty are necessary if the institution is to meet the qualifications necessary to a modern college.

The teaching loads of the college teachers are not unusually heavy since most of their work is in the high school. They are summarized as follows: One teacher with 127 student clock hours per week; one with 177, one with 545; one with 397, and one with 468. The dean of the college teaches one college course and two high-school courses; a second teacher gives instruction in three college courses and one high-school course; a third, one course for both high school and college students and three high-school courses; a fourth, two college courses and two high-school courses; and the fifth, one college course and three high-school courses. There is some slight compensation, therefore, in the fact that the heavy loads of the latter two teachers consists of three-fourths high-school work and in that each of them teaches only four different courses. But their programs should be reduced in order to insure more satisfactory results.

An examination of the hours per week of teaching shows that the members of the staff are burdened with too much work. Of the

five teachers, one teaches 13 hours a week, one 18 hours, one 21 hours, one 25 hours, and one 28 hours. The load of the English teacher is particularly excessive, considering the nature of the instruction. Even for the present enrollment in the high school and college, an additional teacher is greatly needed.

The sizes of the classes in the school vary from 9 to 39 students. In 1926-27 there were 7 containing from 6 to 9 students, 1 from 10 to 19 students, 5 from 20 to 29 students, and 2 from 30 to 39 students. The two classes with the largest enrollment are in high-school English and Latin. Six other high-school classes taught by other teachers have an enrollment between 30 and 39. These classes are physics, geography, English (2 classes), and history (2 classes).

### EDUCATIONAL EQUIPMENT

The library contains about 3,000 books. Although they are not catalogued the books are arranged systematically on shelves by subjects so that any desired volume is readily found. Twenty-one magazines are subscribed for and others are donated by friends. Although the librarian has not received technical training she is employed on full time and is doing effective work. She is assisted by one student helper. Everything about the building is extremely neat and orderly. The reading room is used to capacity nearly every day. The following table shows the expenditures for the library for the last five years:

TABLE 13.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$15.00	\$72.00	\$18.00	\$22.00	\$38.00
Magazines.....	6.00	14.00	8.75	15.00	22.00
Supplies.....	7.20	5.25	17.15	32.15	18.20
Salaries.....	540.00	720.00	810.00	900.00	900.00
Total.....	568.20	811.25	853.90	969.15	978.20

The science laboratories are used for both high-school and college classes. No college courses are offered in physics and only one in biology. Two college courses are offered in chemistry. The chemistry laboratory has meager equipment, hardly sufficient for two years of work of college grade. Additional laboratory space is needed for science, especially if college and high-school classes are to be kept separate. Considerable additional equipment and apparatus and supplies will have to be secured before college work can be offered in physics and biology. The following table shows the expenditures for scientific equipment and supplies during the last four years:

TABLE 14.—Expenditures for laboratories

Expenditures	Biology	Chemistry	Physics
<b>For permanent equipment:</b>			
1923-24.....		\$211.87	\$155.00
1924-25.....		293.14	
1925-26.....		217.00	76.15
1926-27.....		78.00	100.06
<b>For supplies:</b>			
1923-24.....		52.30	36.78
1924-25.....		332.00	177.00
1925-26.....		82.17	278.32
1926-27.....	\$88.16	215.00	27.52
Total estimated present value of equipment.....	200.00	975.00	100.00

### EXTRACURRICULAR ACTIVITIES

Athletic activities at the institution are administered by the faculty. There is a student council called the student general organization, however, that acts as an advisory body for the school government in making suggestions to the faculty. Frequently questions of discipline are referred to this organization for settlement. There are no fraternities or sororities at the school.

### SERVICE TO SOCIETY

Bethune-Cookman College is rendering a distinct service to society in several ways. Being the only institution of its kind south of St. Augustine, its opportunity for service is unusually large. By virtue of its location it has attracted the attention of many who have contributed to its support. Through the agency of community meetings, held in the auditorium every Sunday afternoon, the institution is making a unique contribution to society in spreading the gospel of racial understanding and good will.

The administration of the college is firmly committed to the idea of making the institution meet its immediate obligations to the colored race, without looking too far ahead. Present limitations encountered and the most obvious needs of the individual are the guiding motives.

Effective and much needed training is being given in the nurses' training course, and the hospital itself, through its care of the sick, is meeting a most urgent need. In the course of one year more than 200 patients were admitted to the hospital and 1,800 students and patients were served through the dispensary.

Valuable work likewise is being done in the home economics department in giving training in sewing and cooking and in other activities of home life, including gardening, poultry raising, and handcraft work. The institution derives a considerable support from the sale of articles made in this department. It was planned to expand the home economics course so as to offer work of college-grade in 1927-28.

It is to be hoped that this new opportunity will be seized by a number of students who will thereby qualify themselves as teachers of the subject in the grades and in high school.

The decision to eliminate work in the first seven grades, provided satisfactory arrangements for practice teaching can be made with the city schools, will enable the institution to concentrate its effort upon the high school and the junior college. This plan will increase the opportunities of the students and will improve the quality of work being done.

### CONCLUSIONS

On the bases of the facts presented in this report, the survey committee recommends:

That the administration adhere to the present plan of offering only work above the seventh grade through and including the second year of college; and that every effort be made to lift the level of the work being done.

That the teacher-training work be confined to the first two years of college grade, thus relieving the high school of this responsibility, and that the college work in home economics be set up for the purpose of training teachers in this subject for elementary grades and high school.

That the trustees take prompt measures to increase the annual income of the institution so that adequate salaries can be paid the college teachers and so that more funds will be available for yearly additions to scientific equipment and to the library.

That funds be secured promptly for the erection of a science building and for the purchase of equipment, apparatus, and supplies adequate for courses of college level.

That the books in the library be catalogued at once and that additional volumes be purchased to provide the necessary references for the courses now being taught.

That on the present bases at least one teacher be added to the faculty.

That the difference in tuition fees be equalized for all students enrolled in the same division, whether day students or boarding students.

## Chapter IX

# GEORGIA

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CONTENTS.—Introduction—Clark University—Morris Brown University—Morehouse College—Atlanta University—Spelman College—Paine College—Georgia State Industrial College—The State Agricultural and Mechanical School for Negroes—Georgia Normal and Agricultural College.

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Negro institutions in Georgia included in this survey are nine in number, the list consisting of Clark University, Morris Brown University, Morehouse College, Atlanta University, and Spelman College, located at Atlanta; Paine College, at Augusta; Georgia State Industrial College, at Savannah; State Agricultural and Mechanical School for Negroes, at Forsyth; and Georgia Normal and Industrial College, at Albany.

The geographical distribution of the institutions is disadvantageous to the higher education of the negro population of the State as a whole, five colleges being concentrated within the city limits of Atlanta. The State's negro land-grant college is well located in the eastern section and the privately controlled institution is situated in the northwestern part of the State. The other two institutions, which are largely of secondary grade, are the only ones located in the central and southeastern sections. Thus the southern and central portions of Georgia are practically without facilities for the higher education of the negro.

The number of negroes obtaining the benefits of higher education in Georgia is slightly above the general average in Southern States. The negro population of the State consists of 1,229,500; and there are 1,224 resident students, exclusive of extension and summer schools, enrolled in these nine universities and colleges. The proportion of negroes attending college to the total population is 10 out of every 10,000 negro inhabitants.

Undoubtedly there would be a greater attendance in the negro institutions of higher learning but for the inadequate negro secondary school facilities in Georgia and the meager enrollment of the high-school students. The latest figures show only 5,617 negro students attending preparatory schools in the State, or about 45 students per 10,000 population. As the high schools are the feeders to the universities and colleges, it is evident from these figures that the number of colored students being prepared for college work in the State is

limited. A different situation exists in the case of the white population of Georgia, which amounts to 1,890,000. There are 59,929 white students attending high school, or approximately 320 students for every 10,000 white inhabitants.

The Georgia State Department of Education does not maintain a separate organization for the promotion and development of negro education. A school supervisor, however, with headquarters in the department has charge of the Rosenwald, Jeanes, and Slater funds contributed to the State for this purpose. The State department publishes a regular list of approved negro colleges, junior colleges, and normal schools. Publicly supported institutions are inspected by the department several times annually and privately supported colleges whose graduates receive State teachers' certificates at more or less infrequent intervals.

The standards for accrediting adopted by the State are based on the requirements of the Southern Association of Colleges and Secondary Schools. Three different types of teachers' certificates are granted, which include provisional, professional, and life certificates, for college, high school, elementary, special, and vocational teachers. While the standards of the Southern Association of Colleges and Secondary Schools are rigidly adhered to in accrediting white universities and colleges, the State department of education states that it does not strictly enforce these requirements in granting recognition to negro higher educational institutions.

### CLARK UNIVERSITY

*Atlanta, Ga.*

Clark University, which is located a short distance south of the corporate limits of the city of Atlanta, Ga., was founded in 1870 by the Freedman's Aid Society, now the Board of Education of the Methodist Episcopal Church, and during the first two years of its existence was situated in the downtown section of Atlanta. In 1872, however, its present site, consisting of 100 acres, was purchased and became its permanent home. Adjoining its campus is the Gammon Theological Seminary, an institution for the training of negro preachers, which is under practically the same control.

While Clark University is under the jurisdiction of the Board of Education of the Methodist Episcopal Church, with headquarters in Chicago, a self-perpetuating board of trustees has been organized, which functions to some extent in its government. This board consists of 30 members, serving for a term of five years each, who are elected in groups of five or six every year. Of the total membership, 18 are residents of Georgia, 4 of Ohio, 2 of New York, 1 of Indiana, 1 of Pennsylvania, 1 of Tennessee, 1 of Florida, and 1 of

Louisiana. The trustees include 4 bishops, 13 clergymen, and 12 laymen of the Methodist Episcopal Church. The president of Clark University is a member, *ex officio*.

Officers of the board comprise a president, first vice president, and second vice president, all three of whom are bishops, and a secretary and treasurer. The board has a number of standing committees, the principal one being an executive committee composed of nine trustees.

Clark University is organized into a liberal-arts college and a preparatory school. In the college is offered a four-year course leading to a bachelor's degree and a two-year normal course leading to a certificate. An elementary practice school, including a kindergarten, attended by local children, is operated for teacher-training purposes. The liberal arts college has been accredited by the Georgia State Department of Education as has also the two-year normal course. The North Carolina State Department of Education has rated the institution as a Class B college, which comprises the recognition of three years' credit for college work instead of the full four years' credit. Only one graduate of Clark University has been accepted by leading universities for graduate work, and this one was required to pass an entrance examination. Two freshmen were admitted to Northwestern University with full credit for one year's work.

In 1926-27, Clark University enrolled 417 students, 219 being college and 198 high-school students. The institution is coeducational. A little less than half the college students come from the State of Georgia. The majority are enrolled from near-by Southern States and a few from Northern States.

### ADMINISTRATION

Administration of the institution is lodged in the president under the joint supervision of the board of trustees and the Board of Education of the Methodist Episcopal Church. The latter organization holds all financial resources, including title to the lands and buildings, the productive endowment, and other property. Insurance policies are underwritten in the name of this church board, which pays the annual premiums from its Chicago offices.

Clark University is supported chiefly through church appropriations made by the Board of Education of the Methodist Episcopal Church, through interest on its endowment and through student fees. In the accompanying table is given the annual income of the institution received from different sources for the past five years.

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$15,000	\$18,000	\$37,245	\$33,177	\$29,723
Interest on endowment.....	2,500	2,800	2,500	6,000	11,000
Gifts for current expenses.....			1,700		1,712
Student fees.....	7,364	10,876	2,007	16,900	18,644
Other sources.....					900
Total.....	24,864	31,376	54,052	56,077	68,768

The total income of the institution in 1926-27 was \$58,768. Of this amount, 49.8 per cent was derived from church appropriations, 18.7 per cent from interest on endowment, 27.1 per cent from student fees, 2.9 per cent from gifts for current expenses, and 1.5 per cent from other sources. Gifts for current expenses, shown in the foregoing table, represent donations by the General Education Board for repairs at the school, and the \$900 income from other sources was a contribution from the Slater Fund to pay the salary of a teacher in science.

During the past five-year period the institution's income has grown rapidly. In 1926-27 the income amounted to \$58,768, as compared with \$24,864 in 1922-23, a gain of \$33,904, or 136.3 per cent. The Board of Education of the Methodist Episcopal Church has increased its church appropriations by 95.5 per cent during this time, while the interest on endowment has advanced 340 per cent. Student fees have also gained 115 per cent, gifts for current expenses 100 per cent, and revenues from other sources 100 per cent.

The productive endowment fund of Clark University totaled \$163,000 in 1926-27. The endowment has been increased by \$107,000 in five years, the gain amounting to 191 per cent. Most of the endowment of the institution has been derived from the sale of land, which was purchased nearly 50 years ago. On a recent sale, the Board of Education of the Methodist Episcopal Church set aside \$40,000 realized from the transaction as a building fund for the college.

The Board of Education of the Methodist Episcopal Church through its headquarters in Chicago has complete control of the institution's endowment, arranging for the investment of the principal and paying the interest annually to the school. In 1922-23, 1923-24, and 1924-25 the rate of yield was about 4.5 per cent annually, while in 1925-26 and 1926-27 it amounted to approximately 5.46 per cent.

The charge for tuition was \$36 per year in 1926-27 for college students, but was raised to \$40 in 1927-28. In the opinion of the survey committee, tuition could be increased by approximately 50 per cent without retarding attendance to any great extent and at the same time provide the college with additional income. In the high school the tuition is \$36 per year. Other fees include athletics, \$2.50; library and mentor, \$1.50; and laboratory, from \$2 to \$4. The cost

of board is \$14.50 per month, and room rent is \$2.75. The latter seems a very small amount to charge for quarters in a college dormitory.

Business affairs of the school are under the direct control of the president, who is assisted by a bursar, a registrar, and other office employees. The business offices were found well organized and the books in good shape. All the accounts of the institution are kept on forms provided by the Board of Education of the Methodist Episcopal Church and duplicates are sent monthly to the Chicago office of this board along with bank statements and canceled checks. Thus an accurate check is maintained with regard to all entries in the books and to financial transactions of the school. The books are audited at regular intervals.

When the survey committee visited Clark University, a new system of student accounting was being devised for the purpose of eliminating duplication between the offices of the registrar and the dean, where different sets of student records were maintained. Through this change, both the high-school and college records of the students were consolidated and all student accounting was concentrated in the registrar's office. New forms to accomplish this object were examined by the survey committee. The new system was found to be excellent, covering each essential and successive step of registration, class attendance, and scholastic work up to the graduation of the student from the institution. The permanent record showed care in preparation and covered every detail of the student's work in the college. On the reverse side of the form was a complete outline of the student's personal record.

However, much of the advantage of the improved student accounting system is being nullified by the fact that the registrar is being overburdened with work. In addition to his duties as registrar, he is in charge of the department of mathematics in the college and teaches 17 hours per week. Under these circumstances, it is practically impossible for him to keep the student records up to date. In its examination of the records, the survey committee found the transcripts of high-school records were not being properly scrutinized, with the result that students were being admitted to the freshman class whose scholastic work was below normal.

### PHYSICAL PLANT

The physical plant of Clark University consists of an area of 100 acres of land, upon which are located nine buildings. Only 50 acres of the land are used as a campus, the remainder being included in a farm which is gradually being sold off and the money placed in the institution's productive endowment fund. An average of \$1,000 per acre has been received for the land that has been disposed of.

Land comprising the campus is valued at \$75,000, while the farm has an estimated value of \$50,000, making the total valuation of the land \$125,000. The valuation placed on the nine buildings amounts to \$435,000, and on the equipment, including furnishings, \$75,200, making the total evaluation of the entire property \$635,200. This figure is in excess of recent appraisals of the plant made from outside sources. In 1922, Carnegie representatives appraised the entire property at \$545,000, and in 1924 the Georgia State Department of Education after an inspection valued the buildings at \$350,000 instead of \$435,000.

Of the group of buildings comprising the university, the principal structure is Leete Hall, an edifice of brick and stone. It was erected in 1922 at a cost of \$215,000; is modern in every respect, and fireproof. Leete Hall contains the administrative offices, a fine chapel, a library, and a gymnasium, but is otherwise used for academic purposes. On the second floor are located a number of classrooms, while the laboratories are situated on the third floor. Chrisman Hall, a second brick building four stories in height, was built in 1872 and contains 57 rooms, 8 used for recitation, and the remainder as rooms for men students. A third brick building is Warren Hall, also four stories, with 61 rooms used as quarters for women students. Ballard Hall, a fourth structure, is also of brick construction and has three recitation rooms on the lower floor, while the upper floors are utilized as living quarters for teachers. There are also four teachers' cottages, one of brick and three of frame construction.

Another large structure located on the campus is Thayer Hall, a three-story modern brick building erected in 1922 by the Woman's Home Missionary Society of the Methodist Episcopal Church. This building is operated for the purpose of training women teachers in home economics and kindergarten and is under the exclusive control of the Woman's Home Missionary Society, the authorities of Clark University having no jurisdiction either over its uses or its management. During 1926-27 the society failed to secure an instructor of home economics and the entire equipment in the building remained idle. Women students from the college, however, rented the dormitories, so that the structure was partially occupied. It is the opinion of the survey committee that this building should be made an integral part of Clark University, placed under the control of the president, and the home economics work conducted in the building included in the institution's academic program.

The campus, which consists of rolling ground covered with shade trees, presents an attractive and inviting appearance. While the dormitories in Thayer Hall were found unusually well kept, the regular men's and women's dormitories operated by the university were not in the best of condition. Both buildings are old and the floors and stairs badly worn, indicating the necessity of their complete renovation.

tion in the near future. The kitchen and dining room, which are located in Warren Hall, were found to be sanitary, clean, and wholesome throughout. A new athletic field was in course of construction at the time of the visit of the survey committee.

Care of the buildings and grounds is under the supervision of the engineer and the keeper of grounds, while the janitor work in the dormitories is in charge of several matrons and proctors. A head janitor is employed for the administration building. Students perform most of the labor connected with the cleaning of the buildings and campus, each being required to do one hour's work daily for the university without charge. For this reason opportunities for self-help are limited, although students are able to find remunerative employment in the city of Atlanta while working their way through the college.

**PREPARATORY SCHOOL**

Except in the case of finances, which are kept in the same accounts, Clark University has completely segregated its college and high-school departments. The college and high-school students occupy separate buildings, attend separate classes, and the two divisions are otherwise operated as distinct establishments. A separate college faculty has been organized, and none of its teachers does secondary school work of any character. Although the institution has recently abolished two of the lower grades of its high school, no plans exist for the elimination of the secondary school in its entirety.

**ACADEMIC PROGRAM**

The academic program in the college is rather broad in scope, considering the facilities provided for conducting the different types of work. The curricula offered are as follows:

- (1) Four-year liberal arts courses leading to the degrees of bachelor of arts and bachelor of science.
- (2) Four-year course in business administration leading to the degree of bachelor of science in commerce.
- (3) Two-year course in education leading to a diploma and State teacher's certificate.

A total of 118 courses of study of a collegiate grade is offered, of which 59, or 50 per cent, were actually taught during the academic year of 1926-27. In the accompanying table are shown the number of courses offered and the number given in each of the departments.

TABLE 2.—Number of courses offered and number given in each department.

Department	Courses offered, 1926-27	Courses given, 1926-27	Department	Courses offered, 1926-27	Courses given, 1926-27
Business administration	12	8	Natural science	25	11
Social science	12	8	Psychology	2	2
Education	14	7	Philosophy	3	1
Religious education <sup>1</sup>	2	Not given	Public speaking	5	None
English	14	7	Home economics	6	None
Foreign languages	15	9	Total	118	59
Mathematics	8	0			

<sup>1</sup> All classes in religious education are taught in Gammon Theological Seminary.



In addition to those outlined above, the college offers a course in surveying, but because of failure to provide equipment it was not conducted in 1926-27.

The survey committee was not particularly impressed with the character of scholastic work being done in the college. In analyzing the semester reports of the college teachers, a tendency was discovered to be lenient in the grading of students. The level of the grades in practically all instances was found so liberal that little danger existed of any of the students receiving a failing mark.

#### ADMISSION REQUIREMENTS

For admission to the college, students must present 15 units of credit from a four-year high school, 3 of which must be in English, 3 in mathematics, 2 in science, 2 in language, and 1 in history. Candidates unable to present such credentials must pass an entrance examination. No examinations were held in 1926-27.

The institution has no requirements regarding accredited secondary schools, students being accepted from both accredited and non-accredited schools. The 96 members of the freshman class of 1926-27 were admitted by the following methods: Graduation from accredited high schools, 62; graduation from nonaccredited high schools, 15; presentation of high-school certificates, 19.

Although students are accepted with a maximum of two conditioned subjects, which must be made up by the end of the first year, the records of the institution show that no conditioned students have registered in the college during the last two years. In 1924-25, however, there were three conditioned students enrolled. Special students are also enrolled and are allowed to pursue any of the courses offered by the institution, providing they are not candidates for degrees. The number enrolled for the last five years includes 18 in 1922-23, 10 in 1923-24, 27 in 1924-25, and 2 in 1925-26. None registered in 1926-27.

#### GRADUATION REQUIREMENTS

Requirements for graduation in the courses leading to a degree comprise 123 semester hours of credit. In the two-year education course 60 semester hours of credit are required.

While the proscribed studies in the different curricula are clearly presented in the catalogue as well as the credits that must be earned in each of them, requirements with regard to the majors and minors that each student must complete are not specifically outlined in the liberal arts courses. The result is that it is impossible from a perusal of the catalogue to ascertain the total number of credits required in major and minor subjects or the credits that may be earned through free electives.

Of the 123 semester hours of credit required for completion of the liberal arts courses leading to the degree of bachelor of arts or bachelor of science, the following are prescribed: Twelve credits in English, 6 in education, 12 in foreign languages, 6 in mathematics, 16 in science, 12 in history, 3 in psychology, and 3 in religious education. Candidates for the bachelor of science degree are required to present at least one major in each of two sciences or one major in one science and two minors in two others.

An outline of the course in business administration leading to the bachelor of science degree in commerce includes the following courses, from which must be earned 123 semester hours of credit: Commerce, at least 60 credits; English, 12; social science, 15; modern language, 12; mathematics, 6; psychology, 3; science, 15; and religious education, 3. Typewriting is also required, for which no credit is given. Students pursuing the regular liberal arts course may major in business, earning 30 semester hours chosen from 12 in accounting, 6 in commercial law, 6 in banking and investment, 6 in real estate and insurance, and 15 in economics.

Requirements for completion of the four-year course in education leading to the bachelor of arts degree, which is in reality a major in the liberal arts college, comprise the regularly prescribed work in the liberal arts course, with an addition of 30 semester hours of credit in education. In the two-year course in education the 60 semester hours of credit may be made up from the following: 25 semester hours in education, 6 in psychology, 12 in English, 6 in social science, 4 in hygiene and sanitation, 8 in science, 2 in music, and 2 in drawing. A course offered in music includes both preparatory and collegiate work, and students may earn 12 semester hours of college credit toward the bachelor of arts degree by pursuing study in it.

### ENROLLMENT AND DEGREES

Total enrollment of college students in Clark University has shown a gradual increase in the past five years, but it has not been so rapid as was found generally in negro institutions.

TABLE 3.—Total collegiate enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	62	42	36	33	173
1923-24	57	30	47	31	165
1924-25	67	28	21	12	128
1925-26	95	46	30	22	193
1926-27	96	69	21	23	219

As disclosed by the figures shown in Table 3, 46 more college students were attending the institution in 1926-27 than in 1922-23. This is a gain of 26.5 per cent.

TABLE 4.—*Liberal arts college enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	26	20	27	21	94
1923-24	34	14	47	31	126
1924-25	31	19	21	12	83
1925-26	65	22	30	22	139
1926-27	72	56	21	23	172

<sup>1</sup> Up to 1923-24 the institution operated both a junior and senior college, the enrollments of which are combined in this table.

In submitting its enrollment figures the institution did not segregate the students pursuing the four-year course of business administration nor those pursuing the four-year education course, so that they are included in the total enrollment of the liberal arts college given in the foregoing table.

Attendance in this division has had a healthy growth, the increase between 1922-23 and 1926-27 amounting to 78 students, or 82.9 per cent. Probably due to the existence of a lenient policy in the grading of students, the rate of mortality between the different classes has been low. The 1922-23 freshman class, which originally contained 26 students, lost only 3 in the course of four years. The student loss in this class was only 11.5 per cent. In the case of the freshman class of 1923-24, the mortality increased slightly, but it was not heavy, as the senior class of 1926-27 contained 23 students out of 34 originally included in the 1923-24 freshman class, the loss amounting to 32.3 per cent. Similarly the freshman class enrolled in 1924-25 has shown an unusual student retention up to the junior year, the rate of mortality being 32.2 per cent.

TABLE 5.—*Two-year normal course*

Year	First-year class	Second-year class	Total
1922-23	36	22	58
1923-24	23	16	39
1924-25	36	9	45
1925-26	28	24	52
1926-27	24	13	37

The number of students pursuing the two-year normal course at the institution has declined steadily during the past two years. The decrease between 1922-23 and 1926-27 amounted to 21 students, or 36.2 per cent. Student mortality has also been consistently heavy. Except for the first-year class of 1924-25, the mortality of which was limited to 33.3 per cent, the other first-year classes have lost from 52.1 to 55.5 per cent of their students in their second year.

The survey committee found that the number of students pursuing the four-year course in business administration was not large and that most of the work was being done as a major in the regular liberal arts college. In 1926-27 there were, all told, but 17 students taking the different business subjects offered.

**DEGREES GRANTED**

Clark University has granted a total of 49 degrees in course during the past five years, all of which were bachelor of arts degrees. Six were granted in 1921-22, seven in 1922-23, seven in 1923-24, eleven in 1924-25, and eighteen in 1925-26.

No honorary degrees have been granted by Clark University during the past five years. The institution is to be commended for having adopted a definite policy against conferring such degrees.

**FACULTY**

The college faculty is made up of 13 members, one being white and the remainder negroes. In addition there are two student instructors who have several classes in the college. None of the college faculty teaches in the institution's secondary school. Of the 13 members, 11 hold the rank of professor and 2 are associate professors.

The institution has a first-rate organization for the conduct of its academic functions, the work being divided into 10 departments of instruction, each headed by a professor. Only one member of the staff, an associate professor in English, was discovered teaching classes outside of his department. He was giving instruction in three classes in French in addition to his English work. The departments of instruction; with the number of college teachers assigned to each, are as follows: Philosophy, 1 professor; biology, 1 professor; business and economics, 1 professor and 1 assistant professor; political science, 1 professor; education, 2 professors; English, 1 professor and 1 assistant professor; languages, 1 professor; mathematics, 1 professor; physics, 1 professor; and chemistry, 1 professor.

The faculty is fairly well trained for standard college work, all its members holding undergraduate degrees, five the master's degree or its equivalent, and four pursuing studies for their graduate degrees.

TABLE 6.—*Training of faculty*

Case	First degree	Where obtained	Advanced degrees or graduate work	Where obtained
1	B. S.	Tri-State College		
	B. S. C.	Albion College		
2	B. S.	Northwestern University		
3	B. S.	Ohio State University		
4	A. B.	Rust College	2 summers	Chicago University.
5	B. S.	Walden University	3 years	Harvard University.
6	A. B.	Wiley College	1 year	Columbia University.
7	A. B.	Samuel Huston College	A. M.	Northwestern University.
			1 summer	University of Southern California.
8	B. S.	Olivet College	M. S.	Olivet College.
			M. D.	Meharry College.
9	A. B.	Lincoln University	1 summer	Northwestern University.
			1 semester	Columbia University.
10	A. B.	Wilberforce University	M. A.	Northwestern University.
			(Work completed)	
11	A. B.	Howard University	A. M.	Howard University.
12	A. B.	do	A. M.	Columbia University.
13	B. S. C.	Northwestern University		

Of the undergraduate degrees held by the staff, 5 were obtained from northern colleges and 8 from negro institutions, while 4 of 5 higher degrees were secured from northern universities and 1 from a negro institution. The 4 college teachers pursuing graduate work are attending leading northern institutions.

Salaries paid the college teaching staff of Clark University are extremely irregular in amount and unequal for teachers of the same rank. Eight professors receive from \$1,500 to \$1,600 per year, while four other professors receive but \$900. Of the two associate professors, one receives \$1,600 and the other \$810 annually. The average salary of the faculty is \$1,285. Each member of the staff receives a perquisite consisting of board and room in addition to his cash remuneration. The salary of the president is \$2,200, with a perquisite valued at \$1,200.

The student clock-hour loads of the different members of the faculty are not excessive except in two cases. Two teachers have loads amounting to less than 100 student clock hours. The loads of 3 are between 100 and 200 hours, of 2 between 201 and 300 hours, of 4 between 301 and 400, and of 2 between 401 and 500 hours. The two members of the staff whose loads range between 401 and 500 student clock hours are the professor of mathematics and the professor of social science. It would appear advisable to readjust the assignments of those teachers in order to reduce their load to approximately 350 student clock hours.

The teaching schedules of the faculty seemed fairly well arranged so far as the hours per week of its individual members were concerned. Of the 13 teachers, one was teaching 3 hours per week, one 5 hours, one 9 hours, one 12 hours, three 14 hours, three 15 hours, one 17 hours, one 18 hours, and one 21 hours. These figures show that three professors in the college were teaching between 17 and 21 hours per week, which exceed the generally accepted standard of 15 hours. While the classroom hours of the professors of mathematics and foreign languages, which are 17 and 18, respectively, may not be regarded as burdensome, the 21 hours per week of teaching imposed on the professor of business administration is excessive and should be reduced.

While the average of the 59 classes taught in Clark University in 1926-27 was not above the normal in size, 9 classes, or 15.2 per cent, contained more than 30 students and ranged as high as 60 students. The sizes of the classes were as follows: 6 classes contained fewer than 5 students; 19 classes contained between 5 and 10 students; 12 between 11 and 20 students; 13 between 21 and 30 students; 7 between 31 and 40 students; and 2 between 50 and 60 students. The survey committee visited several of the larger classes in the college and was particularly impressed with the difficulties of doing

work of a college standard. It is believed that the size of these classes should be reduced by dividing them into sections.

**EDUCATIONAL EQUIPMENT**

The library of Clark University was reported to contain 6,300 volumes, but in the judgment of the survey committee this is a high figure, if only live books are considered. For the amount of collegiate work being done at the institution, the library is inadequate in equipment, books, and magazines, and also is improperly housed. Some good magazines were found in the library, but more are needed. There is likewise a fair supply of reference books available in the offices of the professors of science.

It is planned to move the library into one of the wings of the main building, where more space is to be provided. The institution has a fund of \$700 available for the purchase of new books. Below are given the expenditures for the library during the past five years.

TABLE 7.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$300	\$300	\$400	\$600	\$300
Magazines.....	30	30	35	40	45
Supplies.....	25	30	35	200	60
Salaries.....	600	600	600	645	700
Total.....	955	960	1,070	1,485	1,105

A full-time partly trained librarian is employed, assisted by two students.

Clark University has sufficient equipment for two years of college work in chemistry, physics, and biology. The same laboratories are utilized for instruction of both college and high-school students, but the classes are separated. All three of the laboratories are without gas, the city mains of Atlanta not having yet been extended to the campus. Regular appropriations are made for the upkeep of the laboratories as shown in the following compilation of expenditures for scientific equipment and supplies made during the past five years:

TABLE 8.—Expenditures for laboratories

Expenditures	Biology	Chemistry	Physics
<b>For permanent equipment:</b>			
1922-23.....			
1923-24.....			
1924-25.....	\$200	\$2,400	\$300
1925-26.....	450	350	500
1926-27.....	480	250	500
Total.....	360	640	840
<b>For supplies:</b>			
1922-23.....	125	800	240
1923-24.....	100	400	100
1924-25.....	120	300	90
1925-26.....	150	400	125
1926-27.....	90	300	100
Total estimated value at present of equipment.....	2,750	4,800	3,775

The total estimated present value of laboratory equipment and supplies owned by the institution amounts to \$11,050.

### EXTRACURRICULAR ACTIVITIES

Athletic activities of Clark University are administered by the faculty. The student body has an athletic association, which serves in an advisory capacity to the faculty. The institution is a member of the Southeastern Conference.

The Alpha Phi Alpha and the Omega Psi Phi are the only fraternities at the college. These fraternities have not yet been officially recognized by the faculty, but will be in the near future when suitable methods for their control have been outlined and adopted. Other extracurricular activities conducted in the college include several literary societies, a debating organization, Y. M. C. A., Y. W. C. A., Queen Esther Circle, and a modern Sunday school.

### CONCLUSIONS

Clark University, one of the older institutions established in the South for the education of the negro race, is developing rapidly and has built up an organization capable of doing work of college standard.

Administration of the school is on a sound basis, the academic departments have been organized along modern lines, and a well-trained faculty has been assembled, which is completely segregated from the high-school department of the institution.

The survey committee found, however, that the college curriculum is deficient in cohesion and that a tendency exists to extend it in too many directions. The result is that the academic program is lacking in concentration, and the college is apparently without sufficiently definite educational aim.

The institution recently inaugurated a four-year course in business administration leading to the bachelor of science degree, and also a course in surveying for which no equipment is provided. Normal and four-year curricula in education are also offered, but the number of students pursuing these courses has recently declined at a serious rate. In the liberal arts college both the bachelor of arts and bachelor of science degrees are granted. During the past five years, however, no student has graduated with a bachelor of science degree. In view of the situation described, the following recommendations and suggestions are offered:

That both the two-year and the four-year courses in education be emphasized and be made the central objectives of the institution in the future.

That the college discontinue the granting of the bachelor of science degree in commerce, and that the course in business administration be included as a major in the liberal arts curricula.

That the introduction of new courses be postponed until financial resources of the institution have been increased sufficiently to justify further expansion.

That the necessary steps be taken to revise the system of grading students so that the scholastic standards in the college will be raised to a higher level.

That the part of the catalogue relating to majors and minors be rewritten and that the credits required for them be specifically stated.

That the larger classes in the college be reduced in size.

That either the present registrar be relieved from his duties as teacher in the college or a full-time registrar for keeping the student records be employed.

That Thayer Hall, now operated as a separate establishment by the Woman's Home Missionary Society, be made an integral part of Clark University and placed under the direct control of the institution's president.

That the salaries of professors and associate professors in the college, amounting to only \$810 and \$900 annually, be substantially increased.

That the library be located in better quarters, be reequipped, and strengthened by the purchase of additional works of collegiate grade.

That as no graduate or professional work is being done at the institution, the use of the title "university" be discontinued and its name be changed to Clark College.

That the tuition fees be raised and an increased charge for board and room made in order to secure additional revenues from these sources.

### **MORRIS BROWN UNIVERSITY**

*Atlanta, Ga.*

Morris Brown University, located at Atlanta, Ga., is an incorporated institution under the control and direction of the African Methodist Episcopal Church of Georgia. It is a coeducational institution and had its origin in an act passed in 1881 by the North Georgia Conference of the African Methodist Episcopal Church for founding a school to meet the needs of the church for an educated ministry and also to provide higher educational opportunities in academic and practical subjects for negro men and women. The erection of the building was started in 1884, and in October, 1885, Morris Brown College was opened for students. The first class was graduated in 1890. In 1906 the institution was incorporated under the laws of the State of Georgia as Morris Brown College. In 1913 the name of the institution was changed from Morris Brown College to Morris Brown University.

The board of trustees is composed of 182 members representing the eight different conferences of the State. The entire board is elected annually. An executive committee chosen from the board of trustees has direct supervision and management of the university. The president and secretary of the executive committee, are the president and secretary of the board of trustees. The immediate administration of the school is delegated to the president, who can negotiate loans, provided a mortgage is not required for security. He is also vested with the authority to employ teachers and to fix salaries.

Since it was opened for instruction in 1885 there have been 10 different persons heading the administrative work of the school.

The school has been unfortunate in having so many administrative changes. With the exception of the present incumbent, who became president in 1926, only one president served for a term of more than four years. These short administrative terms have affected adversely the work of the institution. Under such conditions, especially when so much responsibility is placed upon the president, there can be no long-term program planned for the development of the school and carried out to completion.

Morris Brown University is composed of a four-year college of arts and sciences, a three-year theological school (Turner Theological Seminary), a two-year normal school, a four-year high school, and some elementary grades. There are 186 enrolled in the four-year college and 257 in the four-year high school.

The State Department of Education of Georgia rates this institution as a college and grants certificates to teach in the schools of the State to those who have completed the required courses in education. This full recognition of the school as a college was accorded in December, 1926. The Texas State Department of Education also recognizes the college, and upon application grants to the graduates who have completed the required courses in education certificates to teach in the schools of the State. Northwestern University has given three years of credit toward the bachelor's degree to one graduate.

#### ADMINISTRATION

The support of the institution comes mainly from church appropriations and donations made by the various districts of the eight conferences of the African Methodist Episcopal Church of Georgia. The sums range from \$25 to \$300 for the different church districts. The school has no endowment fund.

The school receives an appropriation of \$1,000 from the John F. Slater Fund to pay the salary of a science teacher, and \$1,000 from the General Education Board to pay the salary of a supervisor of practice teaching in the normal school. The income for the year

1926-27 was incomplete at the time the survey committee visited the school, but an estimate based upon the amount of money already received, and quite definite prospects, places the income for 1926-27 at about \$17,000.

For the year 1925-26 the total income was \$48,865.70, which was received from the following sources: Church appropriations, \$38,124.40; tuition fees, \$7,552.50; other student fees, for instruction work, \$3,188.80. Thus church appropriations provided approximately 78 per cent of the entire income of the institution.

Student fees include: College tuition, \$3 per month; high-school tuition, \$2 per month; English department, \$1.50 per month; athletic and physical training fee, \$5 per year; medical fee, \$1 per month; library fee, \$2 per month; science laboratory fees, \$3.50 per semester; domestic science laboratory fees, \$3 per semester; music tuition fees, \$2 to \$2.50 per month; sewing, tailoring, painting fees, \$2 per month. Tuition in the seminary (theological course) is free, and board and room are furnished to students in this department at \$8 per month. Diploma fees include theological and college, \$5; normal and commercial, \$4; and other certificates, \$3.

Room and board are at the rate of \$14 per month. The gross receipts for board and room in 1925-26 amounted to \$16,811. The institution loses money on the boarding department. The amount charged for board is too low. The boarding department should be made self-sustaining by increasing the charges for the service. With an efficiently conducted dining hall, the cost can be maintained from the boarding fees without making the charges excessive to college students. The charge for board and room should be more than \$14 per month.

The president is assisted in the business operation of the school by a secretary, a bookkeeper, a registrar, and an assistant registrar. The bookkeeping system in use is satisfactory for the needs of the institution. The president is favorable to a budget system and for the auditing of the accounts by a certified public accountant, but neither is employed at present.

The blanks developed for student records are fairly complete, and the records are filed according to a system that makes the information they contain usable. There has been adopted a new card for keeping the permanent record of student work, which is a great improvement over the old method and makes easily available the total record of work done by any student. This information is now accessible through the registrar's office to anyone who may need it. There needs to be developed a better form for furnishing transcripts of work done in this school. A card for recording the activities of each student who has gone out from the school should be developed and an accurate record

thus kept of the graduates of the institution. This would help the school to keep its alumni group interested in its development.

### PHYSICAL PLANT

Morris Brown University is located on a tract of land containing 6.5 acres in the city of Atlanta. The estimated value of this real estate is \$50,350. The school also owns a farm and other property near Macon, Ga. The farm, which is valued at about \$40,000, is leased at an annual rental of \$1,000.

The five buildings erected on the campus are valued at \$191,020, and the equipment they contain at \$10,000. Insurance of \$88,000 is carried on the property of the school. The value of the property on the campus is placed at \$251,370. The total value of all the property owned by the school, including that at Macon, Ga., is placed at \$285,370.

There is an indebtedness against the institution of approximately \$75,000, of which \$38,000 is in the form of a mortgage on the property, and \$36,500 in notes discounted by banks.

Of the five buildings on the campus, three are of brick construction and two are frame. The main building, which was erected in 1884 and is valued at \$110,000, is a five-story brick edifice containing 73 rooms, used as classrooms, offices, library, laboratories, chapel, dining hall, kitchen, and women's dormitories. The Turner Theological Seminary is housed in a two-story brick building and the training school in a two-story frame building. These two buildings are valued at \$45,000. Another building on the campus is a five-story brick structure containing 58 rooms, which was erected in 1913 and is valued at \$29,120. This building is used for dormitory and recitation purposes. The home economics building, which was erected in 1903 and is valued at \$5,000, is a frame structure containing 10 rooms.

The buildings, especially the interiors, are in a bad state of repair. In general, the dormitories are kept as clean and neat as the worn condition of their interiors will permit. The kitchen and dining room are in a fair state of repair and are clean. The exteriors of the brick buildings indicate that they are substantial structures, but the interiors, especially of the dormitories, need complete remodeling. The floors are wearing into holes, and the stair-railings are giving away. Many of the window lights are broken. It is impossible to make the dormitories sanitary and clean or to give them an attractive appearance.

It would probably be economical to replace some of the buildings with new modern structures. The institution is in great need of a building program if it is to maintain, properly housed and equipped, a collegiate school that will meet modern requirements. The grounds have some natural beauty and could be made into an attractive

campus if sufficient money were spent for their improvement. Walks, trees, and shrubbery are needed.

The four-year high school is kept separate from the college as to classes and classrooms; however, high-school classes use the same laboratories. The financial accounts are not kept separate.

### *EDUCATIONAL PROGRAM*

Admission to the four-year college is based upon the completion of four years of high-school work. Admission to the degree course of the three-year theological seminary requires the completion of the work for a bachelor's degree. Candidates for admission to the freshman class must present 15 units of high-school work with the following required: English, 3; foreign language, 2; history and civics, 2; mathematics,  $2\frac{1}{2}$ ; and science, 2. The college admits students from high schools of the State that are on its approved list. An occasional student is admitted on transcript of his work, subject to reclassification if he does not carry the freshman work successfully. Where no satisfactory information concerning the character of the school from which the applicant comes can be obtained, the applicant is required to take an entrance examination at the college. Applicants are admitted as conditioned students if they lack not more than 2 units of the 15 required. These conditions must be removed by the end of the first semester.

Of the 52 freshmen entering the college in the year 1926-27, 10 were admitted as conditioned students. Students whose classification has not been established are admitted as special students. In 1926-27, 10 special students were admitted. Most of these were enrolled in the theological and commercial departments. The entrance requirements should be more strictly enforced. Too many conditioned and special students lower the tone and character of the college classes and make it impossible for the teachers to maintain class instruction of college standard.

### *GRADUATION REQUIREMENTS*

The total requirements for graduation in the different curricula offered in the college include 128 semester hours of credit for the curriculum in arts and science, 128 semester hours for the curriculum in education in the four-year college, and 70 credits for the curriculum in the two-year normal school.

The three-year degree curriculum in theology requires three years of prescribed work. The completion of the four-year course in the regular subjects requires only 120 semester hours of work, the completion of the normal school curriculum of 60 semester hours; but additional credits are required in physical training, music, and any other subject that the school authorities may designate. Students

pursuing courses for the bachelor of arts degree are required to include the following subjects, with the designated amount of work in each: Latin or Greek, 8 semester hours; English, 20; modern language, 14; social science, 16; mathematics, 8 or 10; and religion, 4.

Morris Brown University grants a bachelor of arts degree "in science," which differs from the regular bachelor of arts degree in that neither Latin nor Greek is required. However, an increased number of credits in mathematics are required, making a total of 16 credits. Sixteen credit hours of work in two sciences are also required for a bachelor of arts degree in science. It is recommended that this degree be eliminated and that either a bachelor of science degree or a bachelor of arts degree with a science major be substituted for it.

Those preparing to teach in high school take the four-year college course in education and are granted the degree of bachelor of arts in education. Included in the requirements for this degree are: English, 14 semester hours; modern languages, 14; natural sciences, 8; mathematics; physics or chemistry, 8; social sciences, 14; general psychology, 4; education (a major), 30; religion 4; and electives, 32.

A candidate for a degree is also required to complete a major of not less than 20 nor more than 40 hours of work in one department. Fifty hours of work are required in a group of related subjects, in the department in which the student is majoring. At least 10 hours of work in the department in which the student is majoring must be in courses open only to junior and senior college students. The student is limited in his free electives by a rule requiring the student to take a variety of subjects. This rule states that the student may earn not more than 40 hours of credit in any group of subjects other than those found in the department in which he is majoring.

The college of arts and science of Morris Brown University is designed for general education of a collegiate type. It also includes the work in education on the four-year basis. The work in this division of the university is organized about a number of groups of related subjects, which in large institutions are usually called departments. Instruction is provided in the following groups of subjects: Ancient language and literature; modern languages and literature; social sciences; mathematical and physical sciences; natural sciences; philosophy, psychology, education, and religion.

Considering the difference in the subject matter between philosophy and religion, on the one hand, and modern scientific courses in education on the other hand, and further considering the emphasis placed upon teacher-training at this institution, it is advisable that the work in professional education be taken out of the department in which it is now found and made an independent department, with a man in charge who is thoroughly trained in the work of teacher preparation.

The program in education in the college is poorly arranged and in need of revision. Curricula include a two-year course for elementary teachers, a four-year course leading to the bachelor of science degree in education, and a four-year course leading to the bachelor of arts degree in education and preparing teachers of mathematics and science. These distinctions in curricula are too closely drawn. There should be a single four-year course in education with the privilege of majoring in a selected subject matter course with requirements for a strong minor. A graduate in education frequently can not find a position for teaching just the one subject in which he has majored, such as mathematics and science, prescribed in one of the four-year curricula offered.

It is found that Morris Brown University has set up a separate and distinct school of home economics. While the offering of a curriculum in home economics is highly commendable, there is no reason for setting up a distinct organization for such instruction. In reality it should be offered in the arts and science college.

The survey committee believes that this institution is rendering a service to society in the work it is doing in the preparation of teachers, and believes that the work will be strengthened and unified by including all the work in education in one department of education in the arts and science college, the work being headed by one individual thoroughly trained in professional education. There must be, of course, proper articulation and cooperation with departments offering subject-matter courses.

In addition to the courses listed above, there is a commercial "division" with a director. This "division" offers a two-year course in commercial work. It admits students who have completed two years of high-school work. This "division" should be abandoned, and its work included in the regular high-school course.

### ENROLLMENT

Enrollment of college students in Morris Brown University has shown a progressive growth during the past three years. Between 1924-25 and 1926-27 the number in attendance increased by 103, or a gain of 98 per cent.

TABLE 9.—College enrollment by departments

	Freshman	Sophomore	Junior	Senior	Total
1924-25					
Four-year college.....	27	18	9	14	68
Two-year normal.....	13	24			37
Three-year theology <sup>1</sup> .....					
Total.....	40	42	9	14	105
1925-26					
Four-year college.....	38	28	16	11	93
Two-year normal.....	25	19			44
Three-year theology.....	19	5	4		28
Total.....	82	52	20	11	165
1926-27					
Four-year college.....	52	30	23	16	121
Two-year normal.....	28	22			50
Three-year theology <sup>1</sup> .....	15	( <sup>1</sup> )	( <sup>1</sup> )	( <sup>1</sup> )	18
Special students <sup>2</sup> .....	22				22
Total.....	117	82	23	16	238

<sup>1</sup> No enrollment furnished.

<sup>2</sup> Theology students not listed by years.

<sup>3</sup> Special students of partly college and partly high-school grade.

<sup>4</sup> Includes 22 special students.

Mortality in the college is far below the average existing generally in negro colleges, indicating that the holding power of the institution over its students is good. The freshman class of 1924-25, the first shown in Table 9, originally contained 27 students, and its loss amounted to only 4 students, or 14.8 per cent, upon reaching the junior year of 1926-27. The freshman class of 1925-26, however, showed a greater loss, declining from 38 to 30 students in its sophomore year, or a mortality of 21 per cent.

### DEGREES GRANTED

Degrees granted in course by the institution for the past three years totaled 30, all of which were bachelor of arts. Sixteen of these degrees were granted in 1925-26 and 14 in 1924-25. Although several curricula are offered leading to the degree of bachelor of science, none has been granted by the college, according to the record submitted to the survey committee. Morris Brown University has granted 5 honorary degrees in the last three years, 1 being granted in 1923-24, 2 in 1924-25, and 2 in 1925-26. All were doctors of divinity.

### FACULTY

The faculty of the four-year college and normal department is composed of 14 members, 3 of whom teach in both the college and the high school. Six of these are rated as professors, two as assistant professors, and six as instructors. Two professors are listed in philosophy, and one each in foreign languages, chemistry, social sciences, and religion.

The assistant professors teach mathematics and physics, for which subjects no full professor is provided. The division of Greek and logic has no professor, but has two instructors. Both social science and religion have their divisions strengthened by an instructor. Biology has only an instructor. The only teacher listed for education in the information furnished the survey committee with respect to titles of teachers is an instructor. The teaching staff for education is inadequate, and for a school with the program which this institution has in education, standard work can not be done with the limited instructional staff. The staff needs to be strengthened by the addition of members well trained in educational methods.

The educational training of 10 members of the faculty is given in Table 10 below.

TABLE 10.—Training of faculty.

Case	First degree	Where obtained	Graduate work or graduate degree
1	A. B.	Yale University	Work at University of Illinois. Do.
2	B. S.	University of Illinois	
3	A. B.	do	
4	A. B.	Butler College	A. M., Georgia State College. Work at University of Pennsylvania
5	A. B.	Morris Brown University	
6	A. B.	Howard University	Work at Ohio State University. Work at Northwestern University.
7	(1)	(1)	
8	A. B.	Howard University	
9	A. B.	Wilberforce University	
10	A. B.	Morris Brown University	

(1) Information not furnished.

The president holds the degree of bachelor of arts from Morris Brown, the degree of master of arts from the University of Chicago, and the degree of bachelor of divinity from Yale University.

Some of the teachers hold degrees from the larger universities, while a few hold degrees from negro schools. Some of the teachers not listed are without any degree. There is a decided lack of graduate degrees among the faculty members. The assignment of subjects to instructors is based upon consideration for related fields of work. The only outstanding violations of this rule are to be found in connection with English and education. One teacher has included in his program English, educational psychology, and American history. Another teacher's program includes classes in ethics, criminology, and school management.

In the list of class assignments to instructors furnished the survey committee only three classes are listed in English. There is no one department or individual heading up the English work. Two classes in English are taught by the instructor who teaches French, the other class is taught by an instructor who has classes in history, educational psychology, and political science. One class in English has an enrollment of 42 students; another, 40 students; and the third, 33 students. The provisions for instruction in this school are far below collegiate requirements.

Compensation paid the teaching staff of the college is on a low scale. Of the 14 members of the faculty, salaries were furnished for but 10, which are as follows: One teacher receives \$600, one \$700, one \$704, one \$900, one \$1,000, three \$1,350, and one \$1,500. The salary of the president is \$2,000 a year. Six of the teachers receive perquisites including board and room in addition to their salaries. An analysis of these figures, however, clearly indicates that one of the most important steps in the development of the college is an increase in the salaries of the faculty, particularly those members who are receiving less than \$1,350. Teachers receiving such low compensation as is paid at this institution can not be expected to qualify themselves by graduate study for college work of a character demanded by standard requirements. Neither can teachers who have already received such training be secured at such meager salaries.

The survey committee in examining into the teaching loads found three of the teachers carrying excessive student clock-hour loads. Although the data were not furnished for 5 of the members of the college staff, the loads of the remaining 9 are as follows: 2 teachers with less than 100 student clock hours per week; 1 between 100 and 200 hours; 3 between 200 and 300 hours; and 3 between 400 and 500 hours. The teachers having loads of more than 400 hours have unusual assignments of classroom work. One teaches classes in methods, elementary teaching, practice teaching, rural education, hygiene, and story telling, in addition to a conference class. Another teacher has two large classes in English and two in French, and the third has classes in English, political science, educational psychology, and American history. The hours per week of teaching are not as high as would be expected considering the student clock-hour loads, varying from 4 hours up to 18 hours.

The classes range from 1 to 50 students in size. In 1926-27 there were 24 classes taught in the colleges, of which 1 was from 1 to 5 students in size, 3 from 5 to 10, 8 from 11 to 20, 13 from 21 to 30, 6 classes from 31 to 40, and 3 from 41 to 50. The survey committee recommends that the classes containing more than 30 students be divided into sections and that the teaching schedules be rearranged accordingly.

#### *EDUCATIONAL EQUIPMENT*

The institution has no library building, but two rooms are used in different buildings for library purposes. One is in the theological seminary, and the volumes in this division pertain to theological subjects. The other is a general library: Several hundred volumes have been collected for the use of the students, and a few magazines are received. A full-time untrained librarian is in charge of the library reading room. Table 11 gives the expenditures for library purposes for the past five years.

TABLE 11.—Expenditures for library purposes

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$550		\$140	\$185.50	\$126
Magazines.....	8	\$12	12	15.00	12
Supplies.....		1,850		18.40	
Binding.....		30		4.50	
Salaries.....		350	400	400.00	400
Total.....	558	2,248	552	623.40	537

The library facilities are not sufficient for either college or high-school work.

The laboratories have a limited amount of fair equipment, but not sufficient for the work scheduled. The total estimated value of all laboratory facilities is \$5,000. Expenditures for permanent equipment during the past five years include \$2,115 in 1922-23; \$873 in 1923-24; \$1,056 in 1924-25; \$874 in 1925-26; and \$1,840 in 1926-27. For laboratory supplies the institution expended the following amounts during this period: \$350 in 1922-23, \$420 in 1923-24; \$480 in 1924-25; \$650 in 1925-26; and \$314 in 1926-27.

#### EXTRACURRICULAR ACTIVITIES

The athletic activities are controlled and directed by an athletic council, which is composed of faculty members and students, together with representatives from the alumni association. The faculty must approve all actions of the council when such acts are questioned. The school is a member of the Southeastern Athletic Conference and observes its regulations in maintaining athletic standards.

One national fraternity and one national sorority have chapters in this school. There are college literary societies and a debating club. There is both a Young Men's and a Young Women's Christian Association. The institution maintains a Sunday school, and daily chapel exercises of a devotional character are held. All students are required to attend.

#### CONCLUSIONS

Morris Brown University is strictly a negro school, owned, controlled, and administered by the African Methodist Episcopal Church, which founded the school. Since it was established a great deal of progress has been made in the improvement of the work of educational institutions and standards of attainment have been very materially raised. Any institution handicapped by lack of financial support or by the lack of vision on the part of those responsible for its destinies is bound to fall below current standards and to have its usefulness greatly impaired.

Morris Brown University has reached a critical stage in its development. Its income is no longer sufficient to sustain four years of work

in higher education. The critical need is for money. Sufficient funds to undertake a large building program are required. A library, housed in a library building, would meet a long-felt want. Money is needed for the purchase of adequate science equipment and supplies. The instructional staff should be strengthened. All these things are necessary if four years of college work are to be offered.

In view of the limited opportunities for high-school work for negroes, as indicated by the number of students coming from over the State and enrolling in the high-school department, the institution should continue its preparatory school. The preparatory department needs adequate equipment for science work and for the library. Effort should be placed upon raising the standards of the instructional work in the high school. Without well-prepared students for the freshman class, collegiate standards can not be maintained in the four-year college. The survey committee recommends:

That an entire reorganization be effected in the curricula offered in the liberal arts college with a view of reducing the work to a two-year normal course and a four-year course leading to the bachelor of arts degree, with provision for a major in education.

That the college staff be strengthened throughout by the addition of members with more advanced degrees, and that the present college teachers be encouraged to secure increased training.

That the school of home economics be abolished and the curriculum in this subject be offered as a major in the liberal arts college.

That the separate division set up for commercial instruction in charge of a director be made a part of the regular work of the high-school department.

That several teachers, well trained in educational methods, be added at once to the teaching staff of the department of education.

That the institution's catalogue be rewritten for the purpose of setting forth clearly the curricula offered in the college, the different departments of instruction, description of the courses of study, and other important data.

That substantial reductions be made in the student clock-hour loads of the three members of the faculty carrying an excess amount of work and that the scale of salaries of the staff be raised.

That the title of the institution be changed from "university" to that of "college."

That tuition and student fees be increased, so that increased revenues may be secured from this source.

**MOREHOUSE COLLEGE***Atlanta, Ga.*

Morehouse College, of Atlanta, Ga., is an institution conducted under the auspices and control of the American Baptist Home Mission Society of the Northern States, and its main support comes from a yearly grant from the funds of this society. The preparation of teachers and ministers receives special emphasis.

The college was organized in 1867 as the Augusta Institute, of Augusta, Ga. In 1879 it was removed to Atlanta, incorporated as the Atlanta Baptist Seminary, and housed in a small three-story brick building near the present terminal station. A new location was purchased in 1889, and in 1890 the school was moved to its present location. The charter was amended in 1897 in order to make the institution of college grade and the name was changed to Atlanta Baptist College. In 1913 the charter was amended and the institution became Morehouse College. Since its organization as a college institution in 1890 it has had but two presidents.

The board of trustees of the college is composed of 12 members, 9 of whom are white and 3 negro. The secretary of education of the American Baptist Home Mission Society is a member ex officio. The board is self-perpetuating. The length of the terms of the members is three years, the terms of four members expiring annually. There is an executive committee composed of five members, all of whom live in Georgia.

For the regular school year the institution is organized into the following divisions: A four-year college of arts and sciences; a three-year theological department; and a preparatory school. The institution also conducts a summer school of collegiate grade, which has been approved by the State department of education. The State department of education appropriates a sum of money for the summer school work in order to promote the training of teachers for the colored schools of the State. The General Education Board also gives financial aid to the school.

For the year 1926-27 the enrollment in the four-year college was 291 and in the three-year theological department 9, making a total of 300 students doing work above the four-year high school. The enrollment in the four-year preparatory school, grades 9 to 12, was 140.

Morehouse College has been rated by a number of accrediting agencies. The American Medical Association in 1920 rated this institution as a class A college for the preparation of medical students, and in 1927 again placed the institution on its approved list of colleges of arts and sciences. In 1926 the State Department of Education of Georgia approved the work of Morehouse College as of standard collegiate grade. The department of education grants to graduates

of Morehouse College who have successfully carried 18 semester hours of approved work in education the college professional teacher's certificate. This is the highest grade certificate issued by the Georgia State Board of Education. The North Carolina State Department of Education has also recognized the work in education done at Morehouse College. In 1926-27 North Carolina State Department of Education approved Morehouse College as a standard institution, and now grants the class A certificate to graduates, with either the bachelor of arts or bachelor of science degree, who have successfully completed 18 semester hours in education. In February, 1927, the State board of examiners in the State department of education in Texas approved Morehouse College for the work it is accomplishing in education, and grants upon application a certificate to teach in the public schools of Texas to those graduates of Morehouse who have completed the required work in education.

Graduates of Morehouse College have entered the graduate departments of a number of the principal universities of the country. The University of Pennsylvania grants full credit for the first two years of work done at Morehouse. The University of Chicago gives three years of credit to the graduates of Morehouse College. Columbia University admits Morehouse students on condition of their carrying work successfully at Columbia. Graduates of Morehouse have been admitted to Wisconsin, Northwestern, and Michigan Universities. The State Department of Education of New York permits graduates of Morehouse to enter the professional schools in the State of New York, including law schools offering three-year courses.

### ADMINISTRATION

Morehouse College is supported largely by church appropriations, by interest on endowment, gifts for current expenses, student fees, contributions by the American Baptist Home Mission Society, the General Education Board, Slater Fund, and funds from other sources. Table 12 shows the income from the various sources received by the institution during the past five years:

TABLE 12.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$500	\$300	\$500	\$700	\$700
Church appropriations.....	19,302	20,041	20,878	20,995	21,739
Interest on endowment.....	10,380	10,380	10,380	10,380	10,380
Gifts for current expenses.....	21,000	19,000	17,000	15,000	11,000
Student fees.....	10,784	17,981	18,861	19,090	20,000
Sales and services income.....	4,204	4,538	4,903	5,180	6,000
Other sources.....	25,973	27,688	30,284	33,469	38,571
Total.....	104,204	106,728	108,704	110,765	112,440

\* Includes contributions from American Baptist Home Mission Society, General Education Board, Slater Fund, and churches.

As shown above, the total income of the institution in 1926-27 amounted to \$112,400, of which 18.9 per cent came from church appropriations, 14.8 per cent from interest on endowment, 13.5 per cent from gifts for current expenses, 17.2 per cent from student fees, 0.6 per cent from State appropriations, 4.8 per cent from sales and services, and 30.2 per cent from other sources. Support of the college has not increased to any great extent during the past five years. Between 1922-23 and 1926-27 its revenues have gained only \$8,237, or approximately 7.9 per cent.

The total productive endowment of the college amounts to \$321,000, of which \$200,000 was given by the General Education Board; \$100,000 by the American Baptist Home Mission Society, and \$21,000 from various gifts. The endowment is held by and in the name of the American Baptist Home Mission Society, which pays the college an annual income of about 5 per cent upon it. There has been no increase in the endowment for the past five years.

The fees assessed against students at Morehouse College are low for a four-year college. The charge for tuition is \$45 per year, room and board \$18 per month, or \$162 per year, including heat and light. A maximum for all fees connected with attendance at the institution amounts to only \$162. Considering the small percentage of the school's income that is received from students, these charges might well be increased.

The president has a staff of part-time assistants who aid him in the administration of the school. There is a dean of the college, who also teaches eight hours per week, and a registrar who carries practically a full load of teaching work. However, both the dean and the registrar have three persons for part time who assist them as secretaries. There is a full-time bookkeeper. The college also has a medical examiner, one woman as college nurse, and another as head matron.

The records in the registrar's office were found to be complete and satisfactory except for one or two minor details relative to proper forms for transferring high-school credits, and the failure to keep all necessary records up to date, due to a shortage of help. It is planned to effect the suggested changes in record blanks during the coming year. With the exceptions noted, the records for grades and student accounts are accurately kept on satisfactory forms.

Property of the college, including all titles to the lands, buildings, and insurance policies, are held by the American Baptist Home Mission Society. The annual budgets are passed upon by the society, which audits the accounts yearly and checks up the bank balances monthly. The system of keeping the financial records of the college is based upon the Arnett plan. The survey committee found records for receipts and disbursements readily available.

### PHYSICAL PLANT.

Morehouse College occupies a high point of ground commanding a view of the city of Atlanta. The campus contains 14 acres, evaluated two years ago by the American Home Mission Society at \$6,000. The institution owns no other ground. The educational plant consists of 10 buildings, valued at \$472,400, with equipment valued at \$48,550, and laboratory facilities at \$27,700. The evaluation of the buildings and all property other than land is based upon replacement costs and present state of repair. The American Baptist Home Mission Society carries the insurance policies, and the administrative office at the college has no information as to the amount of insurance that is carried on the college property.

There are two buildings used for dormitory purposes. One of these is a four-story brick building erected in 1889. There are four rooms used for storage purposes and 80 other rooms used as dormitories. The other building is a three-story brick structure erected in 1916. It contains 46 rooms. The value of the first building is placed at \$125,000 and of the second building at \$60,000. A three-story brick building erected in 1910 has 10 recitation rooms, 4 offices, and 2 rooms used for various purposes. The evaluation of the building is \$80,000. The equipment, exclusive of laboratory equipment, is valued at \$6,300.

Science Hall, a three-story brick building erected in 1921 and valued at \$120,000, contains 26 rooms. There are 4 rooms used for class recitations, 6 for laboratories, 5 laboratory storage rooms, 1 science library and reading room, and the remainder for other purposes. There are several other buildings on the campus, including an infirmary, a one-story cottage used as a home by the president, and another cottage.

The care of the grounds and buildings is under the immediate direction of the superintendent of buildings and grounds. Six men are employed to maintain the repair on the buildings and to do the work on the campus. The general appearance of the buildings and campus is good. All the buildings are kept in a fair state of repair and are clean. The dormitories are kept in an orderly condition, but the halls, floors, and furniture look old and show wear. The dining room is clean and of sufficient size for the present student body, but it is not well located, being a basement room. The kitchen is sanitary, but more room for kitchen and allied purposes is badly needed.

### THE PREPARATORY SCHOOL

The secondary school is not required by the college charter, but it has been maintained for the purpose of providing students properly qualified to take up standard college work and for providing necessary training opportunities for students in education courses. With

public provision for more and better high schools for negroes, the school has been placing more emphasis upon developing its collegiate department, and the enrollment in the preparatory department has been rather rapidly decreasing. At the present time there are only 140 students enrolled in the four-year preparatory course.

The preparatory department is kept separate from the college in respect to classes, but each of five college instructors teaches one secondary class. The high-school science is taught in the science building, but in separate rooms from the college classes. College and preparatory (high-school) students do not attend the same lecture, laboratory, or recitation.

Morehouse College is planning to discontinue all preparatory work with the year 1928-29. The advisability of this action is open to question. Plans to meet two outstanding needs which are now served by the preparatory school should be perfected before a definite decision to discontinue the preparatory school is made. First, satisfactory arrangement would have to be made for observation, practice teaching, and other forms of laboratory education work in order to maintain standard facilities for teacher-training work in education. It is sometimes difficult for a private institution to arrange and carry out a satisfactory and successful plan for doing its laboratory work in education with a public-school system. The survey committee recommends that, if Morehouse College plans to carry on teacher-training work with the cooperation of some outside agency, the plan of cooperation be worked out in considerable detail before being inaugurated.

The second point that should be given careful consideration before all work of a preparatory level is eliminated is the question of obtaining a freshman class of negro boys well qualified to carry on work of standard college character and of sufficient size to provide an adequate supply of students for the succeeding years of college work.

In the meantime, a complete separation of the preparatory school from the college with respect to buildings, instructors, and student activities is advised.

### EDUCATIONAL PROGRAM

*Entrance requirements.*—Admission to the four-year college requires the completion of a four-year high school of recognized standing. A minimum of 15 units of high-school work is required, including 3 units in English, 2 units in mathematics, 2 units in a foreign language, 1 unit in history, and 1 unit in a science. The 6 units may be in any approved high-school subject, except that only 2 may be presented in a commercial subject and 2 in a vocational subject.

Applicants for advanced standing must present a transcript of their work. Credit for credit is given provided that the college in

which the work was done meets approved standards as to its entrance requirements. If this is not the case, Morehouse College allows a sufficient number of the college credits presented to make up this deficiency.

If candidates for admission are not from approved high schools, they are required to take an entrance examination. The freshman class for the year 1926-27 was admitted on the basis of graduation from an accredited high school, 66; graduation from an approved high school, 43; successfully passing an examination at the college, 8.

Students are admitted on condition if lacking in only one unit. This unit must be made up by the end of the first year. Eight of the freshman students were admitted to the college as conditioned students in the year 1926-27. Most of the conditions at Morehouse are in science, due to the lack of facilities for teaching science in most of the negro secondary schools. The number of conditioned students admitted to the college during the past five years is as follows: Six in 1922-23; eight in 1923-24; seven in 1924-25; eight in 1925-26; eight in 1926-27. Admission to the school of theology (three-year course) is based on graduation from an approved college.

Students qualified to do college work and who do not wish to pursue a regular course or to work for a college degree are admitted and classed as special students. The number of applicants admitted as special students, by years, during the past five years includes one in 1925-26 and two in 1926-27. Students unable to meet the college entrance requirements outlined above are entered in the preparatory department and classified as high-school students.

### GRADUATION REQUIREMENTS

The division of the college year is the semester, which covers a period of 18 weeks. The semester hour is the credit unit for work. Fifteen semester hours constitute the regular student load. No student is credited as ranking any given college year if he is delinquent in more than six semester hours of work required for the year.

Below is given the total graduation requirements in the different curricula offered at Morehouse College:

	Semester hours of credit
Curriculum of arts and science.....	120
Two-year premedical curriculum.....	60
One-year premedical curriculum.....	30
Three-year theological curriculum.....	90

*Arts and sciences.*—The 120 semester hours of credit required for graduation in the curriculum leading to a bachelor of arts degree include: 12 credits in modern languages; 6 credits in mathematics; 6 credits in science; 6 credits in social science or economics; 6 credits in history, 3 of which must be history of modern Europe; and 6

credits in philosophy. The remaining credits are elective. The student must also take a total of 42 hours in a related department, consisting of a major of not less than 18 hours and two minors of 12 hours each.

The 120 semester hours of credit required for graduation in the curriculum leading to a bachelor of science degree include: 12 credits in English; 12 credits in modern languages; 6 credits in social science or economics; 6 credits in history, 3 of which must be in modern European history; 6 credits in philosophy; and the remaining credits in natural science and mathematics. The student must take a minimum of 60 hours in natural science and mathematics, and his major subject must be either in science or mathematics. In any case the student is required to take college algebra and analytical geometry.

*Two-year premedical curriculum.*—The 60 semester hours required for graduation in the premedical curriculum include: 12 credits in chemistry, organic or inorganic; 8 credits in physics; 8 credits in biology; 12 credits in German or French; 6 credits in English, and the remainder elective in science, psychology, college algebra, economics, sociology, Latin, English, or political science.

*One-year pre dental curriculum.*—The 80 semester hours of credit required for completion of the pre dental curriculum include: 6 credits in general chemistry; 6 credits in physics, with high-school physics as sufficient; 6 credits in invertebrate zoology; 6 credits in English; and 6 credits elective in mathematics, history, or modern languages.

*Three-year theological curriculum.*—The 90 semester hours of credit required for graduation leading to a degree of bachelor of divinity include a prescribed course in theology, religion, and ancient languages.

In the curriculum of education leading to a college provisional teacher's certificate from the Georgia State Department of Education requirements for graduation include 40 semester hours of credit in education, in addition to the 80 other credits in the arts and science curriculum.

**ENROLLMENT**

The enrollment, by years and classes, of resident college students is given in Table 13.

TABLE 13.—Enrollment of college students, by years and classes

Year	Department	Freshman	Sophomore	Junior	Senior	Total
1922-23	4-year college	70	48	19	41	178
	3-year theology	11	4	8		23
1923-24	4-year college	80	50	30	18	178
	3-year theology	5	15	1		21
1924-25	4-year college	89	55	37	39	222
	3-year theology	1	1	3		5
1925-26	4-year college	105	65	37	42	249
	3-year theology	5	0	1		6
1926-27	4-year college	117	68	37	37	261
	3-year theology	6	1	2		9

The enrollment in the four-year college from 1922-23 to 1926-27 was increased by 113, or 63.48 per cent. During this period the increase per year in the total number of four-year college students was regular and normal, corresponding to the development of the facilities of the institution. The holding power of the college over its students may be illustrated by following the class which entered the university in 1923-24, noting the enrollment for each year, as shown in Table 14.

TABLE 14.—Mortality of the four-year college class entering in 1923-24

Year	Enrollment	Per cent
Freshman, 1923-24	80	100.0
Sophomore, 1924-25	55	68.7
Junior, 1925-26	37	46.2
Senior, 1926-27	39	48.7

The enrollment in the senior class has been slightly larger than that in the junior class in the years 1923-24 and 1925-26, while the senior class of 1926-27 made no gain over the junior class of 1925-26.

TABLE 15.—Mortality per cent between classes for certain years

Year	Mortality per cent	
	Between freshman and sophomore	Between sophomore and junior
1922-23	28.0	37.1
1923-24	27.0	32.0
1924-25	31.0	22.0
1925-26	6.6	43.0

With the exception of the year 1924-25, the mortality between the sophomore and junior years (four-year college students) is greater than that between the freshman and sophomore years. The mortality between the freshman class of 1925 and the sophomore class of 1926 was only 6.6 per cent, while that between the sophomore class for 1925 and the junior class of 1926 was 43 per cent. This situation is unusual, and those responsible for the instruction work of the college should ascertain the cause and take the necessary steps for its correction. After the freshman year has been successfully weathered, and the students are in their second year of college work, the percentage dropping out should be less than that for the first year.

Enrollment in the preparatory school has been decreasing regularly. For the year 1924-25 the enrollment in the four-year high school was 220; for 1925-26 it was 157; and for 1926-27 it was 140.

### DEGREES GRANTED

During the past five years Morehouse has granted 163 degrees, as shown in Table 16.

TABLE 16.—Degrees granted

Degree	1921-22	1922-23	1923-24	1924-25	1925-26
Bachelor of arts	20	34	15	31	40
Bachelor of science				5	3
Bachelor of theology	5	3		3	2
Bachelor of divinity					1

<sup>1</sup> Students receiving this degree meet all college-entrance requirements.

The college has granted no honorary degrees since the school year of 1922-23. The records show that in 1921-22 three honorary degrees were granted; two individuals were granted the degree of master of arts, and one the degree of doctor of divinity. It is not the intention of the university to grant any more honorary degrees.

### TEACHING STAFF

The teaching staff consists of 22 members, all of whom are negro men. Fifteen teach exclusively in the college, while four teach both college and high-school classes. During the term of 1926-27 three members of the staff are on leave of absence, taking advanced training.

Morehouse College has 12 departments of instruction with teachers assigned to them as follows: Biology, 1 professor and 1 associate professor; business and economics, 1 professor and 1 instructor; physics and chemistry, 1 professor and 1 instructor; classics, 2 professors; education, 2 professors; English, 1 professor and 2 instructors; government and history, 1 professor and 1 instructor; mathematics, 1 professor and 1 instructor; modern languages, 1 professor; philosophy, 1 professor; religious education, 2 professors and 1 associate professor; and sociology, to which no teacher has been definitely assigned.

There are too many departments for the size of the teaching staff. There should be a reorganization effected so that allied subjects could be brought into one department and a department head created. Under the present organization the one professor in the department of chemistry is teaching a class in the department of biology. A unified science program, under the direction of one man as head of the department of science, would make for a better curriculum of science courses.

The department of biology includes courses in genetics, embryology, and physiology; the department of business, accounting and corporation finance; the department of chemistry and physics, industrial chemistry, elementary physical chemistry, advanced inorganic chemistry, and wireless telegraphy and telephony; the department of education, general and educational psychology, general and special methods, and observation and practice teaching; the department of mathematics, differential and integral calculus and theory of equations.

Morehouse College is wisely emphasizing work in science, and while some additional equipment is needed for advanced courses, there are facilities for offering a core of subjects about which to organize instruction for the degree of bachelor of science.

The scholastic training of the faculty is set forth in Table 17, the individual teachers being listed by numbers.

TABLE 17.—*Educational training of teachers, listed by number*

No.	First degree	Where received	Graduate degree	Where received	Graduate work
1	A. B.	Morehouse College	A. M.	Chicago University	Taking graduate work
2	B. S.	Colgate University	M. S.	Columbia University	
3	A. B.	Morehouse College	A. M.	Wisconsin University	
4	A. B.	do.			
5	A. B.	do.			2 quarters, Chicago University
6	A. B.	Brown University			2 summers, Columbia University
7	A. B.	Colgate University	A. M.	Morehouse College	
8	A. B.	Morehouse College			
9	A. B.	Chicago University			
10	A. B.	Iowa University			
11	A. B.	Morehouse College			
12	A. B.	Michigan University	A. M.	Michigan University	
13	B. S. S.	Boston University			
14	A. B.	Morehouse College	A. M.	Pennsylvania University	
15	A. B.	Rutgers College			
16	A. B.	Morehouse College			1 summer, Columbia University
17	A. B.	do.	B. D.	Oberlin College	1 quarter, Chicago University
18	A. B.	do.	B. D.	Rochester University	
19	A. B.	Virginia Union University	B. D.	Virginia Union University	1 year, Rochester
20	A. B.	Brown University	A. M.	Brown University	1 summer, Brown University
21	B. S.	Ohio University			

All of the members of the staff, with the exception of an instructor in business and accounting, who holds a State certificate of accounting, have first degrees. Ten of the members of the staff have graduate degrees and seven have taken graduate work at leading universities. Ten of the 21 teachers listed in Table 17 are graduates of the college in which they are teaching. Five of these hold no degree other than the one obtained from Morehouse. The faculty should be strengthened by obtaining more teachers with degrees from other institutions, especially higher degrees.

The teaching staff of Morehouse College has undergone a reorganization within the past four years, 12 new teachers having joined the faculty within this period. Of the 22 members, 8 have served for 1 year at the institution, 1 for 3 years, 3 for 4 years, 3 from 6 to 8 years, 1 from 8 to 10 years, 1 from 10 to 15 years, and 1 above 20 years. The length of service of four teachers was not furnished the committee. Annual salaries of the members of the staff are above the average paid generally in negro institutions. Of the 22 teachers, 2 receive a compensation of \$2,500, 1 of \$2,250, 1 of \$2,200, 1 of \$2,150, 2 of \$1,925, 1 of \$1,800, 1 of \$1,725, 1 of \$1,625, 2 of \$1,600,

2 of \$1,525, 1 of \$1,400, 3 of \$1,350, 1 of \$1,125, 1 of \$720, and 1 of \$360. The salary of the president is \$3,500, of which \$2,500 is in cash and \$1,000 in perquisites.

Student clock-hour loads of the staff are somewhat abnormal in the case of a few teachers. The teaching schedules show 3 teachers with loads of less than 100 student clock hours per week, 6 between 100 and 200 hours, 7 between 300 and 400 hours, 2 between 400 and 500 hours, and 1 between 500 and 600 hours. The data were lacking on the 3 other teachers. Similarly, hours per week of teaching of a number of the faculty were excessive. The list shows 1 with 3 hours per week of teaching, 1 with 6 hours, 1 with 8 hours, 2 with 11 hours, 1 with 12 hours, 3 with 15 hours, 3 with 16 hours, 1 with 17 hours, 4 with 18 hours, and 1 with 21 hours. With regard to the size of the classes, 18 were found containing from 1 to 5 students, 11 from 6 to 10 students, 21 from 11 to 20 students, 13 from 21 to 30 students, 10 from 31 to 40 students, 1 from 51 to 60 students, and 1 from 71 to 80 students.

A study of the student clock-hour load, the size of classes, the number of recitations per week, and of other information furnished the survey committee, indicate very clearly the need for observing a minimum and maximum limit for size of classes; for keeping the number of classes proportionate to the teaching staff; for providing first for those courses most essential to a four-year college curriculum; and for the selection of a teaching staff and the organization and adjustment of it with respect to the principal departments of instruction and the courses to be offered.

Some very small classes should be eliminated and some large ones divided for the sake of securing better instruction. Some teachers should have more teaching work, while others should have a lighter teaching load. The work of a teacher should be, so far as possible, in one department, the number of departments being cut down and reorganized. As an example of some of these suggested needs for revising the organization for instruction, the professor of chemistry teaches a class of 56 in biology in the biology department, has 15 recitations per week and 2 laboratory periods, and carries a student clock-hour load of 513 hours.

### EDUCATIONAL EQUIPMENT

The library is located on the third floor of Quarles Hall, with books and reading tables well arranged. It contains 8,400 volumes, of which probably about 4,000 are well-selected for college purposes. In addition there are some small department libraries containing about 2,000 books.

The General Education Board recently made a donation of a considerable sum to be expended for books at Morehouse College and

required that the institution discard all the old, worthless books. There is a shelf containing reference books for teachers. The science building also has a reading and reference room that is well planned but limited in books.

TABLE 18.—Expenditures for library purposes during the past five years

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	500	600	700	800	2,000
Magazines.....	100	100	100	125	125
Supplies.....	50	50	50	50	50
Salaries.....	1,000	1,000	1,000	1,000	1,000
Total.....	1,650	1,750	1,850	1,975	3,175

The institution has a fund of \$2,050 in cash on hand to be used for the purchase of new books for the library. The library takes 50 magazines, 30 of which are standard, for college use. A full-time librarian is employed, who is not trained, but is now engaged in taking a library course. Three student assistants are employed in the library. Because of the close proximity of the institution to Atlanta University, the library of this university is available for use of students of Morehouse College.

The scientific laboratories are located in Science Hall, in which there is ample space for lecture, recitation, and apparatus rooms. On the first floor are laboratories for qualitative and quantitative chemistry; on the second floor are the physical laboratories, together with a large laboratory for organic, industrial, and electrochemistry; and on the third floor are the biological laboratories. There are also private laboratories, a combustion room, and other facilities for scientific instruction.

Two years of college physics and three years of college chemistry are offered. Considering the amount of college work offered, the institution still needs additional supplies and movable equipment for these laboratories, including more apparatus. The biological laboratory has a good supply of specimens for study and probably a sufficient number of microscopes and other equipment for the size of the classes. In the following table are shown the expenditures for laboratory equipment and supplies during the last five years:

TABLE 19.—Expenditures for laboratory equipment and supplies for the past five years

Expenditures	Biology	Chemistry	Physics	Geology
For permanent equipment:				
1922-23	\$2,000	\$3,300	\$4,100	\$1,100
1923-24	200	400	700	50
1924-25	200	400	300	25
1925-26	100	200	100	25
1926-27	100	200	100	25
For supplies:				
1922-23	500	1,200	300	
1923-24	500	1,200	300	
1924-25	500	1,200	300	
1925-26	700	1,400	400	
1926-27	700	1,800	500	
Total estimated present value of supplies and equipment	3,000	10,900	6,100	1,200

### EXTRACURRICULAR ACTIVITIES

Athletic activities at the institution are administered by an athletic council composed of students, representatives of the alumni, and members of the faculty. The institution is a member of the Southeastern Athletic Association. Other extracurricular activities include three Greek-letter organizations, a ministers' union composed of members of the school of religion, a dramatic club, a glee club, and an orchestra. An organization of the Young Men's Christian Association is also maintained at the college, and a student publication is issued monthly.

### CONCLUSIONS

The growth and development during the past five years of collegiate work at Morehouse College has been regular and stable, though on a rather small scale. The institution has interested some of the large educational foundations in its work, to the extent that they are giving it some financial aid. The American Baptist Home Mission Society, under whose control the school operates, and the self-perpetuating board of trustees should neglect no means for enlisting not only educational boards but other agencies and individuals that are interested in the type of work the college is carrying on. A strong, active alumni association and a large group of sympathetic friends in the region in which a school is located will, in addition to any gifts they may make, give great moral support to the institution. The advisability of making an officer of the alumni association a member of the board of trustees is worth considering.

Eleven of the 15 members of the board of trustees are listed in the catalogue as having divinity degrees; the same is true for 3 of the 5 members of the executive committee. Morehouse College is not a theological school. Only 9 of the 300 college students in 1926-27 were in the department of theology. It is highly advisable to have fewer ministers and more business men and men from the other professions in control of the institution. The college

is to be commended for the provision of facilities for developing a science department to serve as a core about which to build a four-year college curriculum for a large percentage of its students. On the basis of the facts developed in this report the following recommendations are made:

That the academic organization be reconstructed and that the numbers of departments of instruction be reduced, with a general reassignment of the college teachers.

That in the employment of new teachers in the future, the question of faculty inbreeding be given consideration, as the present staff has too many Morehouse graduates without degrees from any other institution.

That the administration revise the teaching schedules for the purpose of reducing the teaching loads of the members of the staff carrying excess work, and that the size of the large classes be reduced.

That the scholastic standards of the faculty be raised through the encouragement of the teachers to secure additional training.

## ATLANTA UNIVERSITY

### *Atlanta, Ga.*

Atlanta University, located about 1 mile from the center of the city of Atlanta, is the pioneer negro college of Georgia. The school was incorporated in 1867. The first normal school class was graduated in 1873, and the first college class in 1876. From the formal opening of the university in 1869 there were only three presidents up to 1923, when the present incumbent assumed office. These long executive administrations have made it possible to carry forward long-term plans for the development of the institution and have stabilized its work and made for continuous progress.

The government of the university is vested in a self-perpetuating board of trustees composed of 16 elective members and the president of the university, *ex officio*. Twelve of the elective members are white and five are colored. The board has complete authority in determining the policies of the institution and in directing its administration and operation. The terms of the members of the board are for four-year periods, four members being elected annually. Only two of the elected members reside in Atlanta, the remainder being residents of New York, Connecticut, Massachusetts, Pennsylvania, Kentucky, Tennessee, and California. The immediate control of the school for instructional purposes is in the hands of the president, who is responsible to the board for its administration.

The institution is organized into the following divisions: A four-year college, a two-year normal school, a high school, and an elementary school with a kindergarten department. The elementary department is maintained only as an observation and practice school

for students enrolled in the normal school department. The institution also conducts a summer session.

Atlanta University has ranked high as a teacher-training institution for colored teachers since 1924. Both its four-year college and its two-year normal school are accredited by the State Department of Education of Georgia for the work they are doing in education. The State Department of Education of North Carolina in November, 1926, also recognized Atlanta University as a standard institution and the board of regents of the University of the State of New York, State Department of Education, in June, 1924, formally registered Atlanta University under section 404 of regents rules "in its course leading to the degree of bachelor of arts." Graduates of Atlanta University are entitled to the college graduate limited certificate to teach in the schools of New York State.

A number of graduates of Atlanta University have been admitted to graduate schools of recognized universities, including Harvard, Chicago, Columbia, and New York. Each of two graduates who were admitted to Harvard University earned the master's degree by taking one regular year of work and one summer session. Two graduates have received a master's degree from Columbia University for a similar amount of work. Several graduates have been admitted, unconditionally, to the law schools of Chicago and Columbia universities. Atlanta University is listed by the American Medical Association as a class A institution for the preparation of medical students.

Enrollment in Atlanta University for the year 1926-27 comprised 270 college students, 209 high-school students, 198 elementary pupils, and 30 kindergarten pupils. The geographic distribution includes students from all over the country. Less than half of the total number come from Atlanta. In 1925 the summer session of the college enrolled 130 students, of whom 88 pursued college courses.

**ADMINISTRATION**

Atlanta University is supported by income from its endowment, by gifts for current expenses and by students' fees. A table showing its income from different sources during the past five years follows:

TABLE 20.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Interest on endowment.....	\$10,079	\$11,050	\$11,514	\$13,055	\$14,500
Gifts for current expenses.....	20,984	20,325	21,267	22,983	23,000
Student fees.....	22,721	23,723	26,870	26,159	24,400
Sales and services.....	2,870	457	202	149	500
Other sources <sup>1</sup> .....	13,580	14,500	10,500	1,500	1,850
Total.....	70,334	70,055	70,362	64,746	61,950

<sup>1</sup> In 1922-23 a sum of \$580 was realized from a payment. Includes only a part of the total income for 1926-27.

Because of the fact that the total income for 1926-27 is not included in the above table, it is impossible to figure out the proportion of income received from different sources for this year. In 1925-26, however, of the total income of \$64,746, 23.4 per cent was derived from interest on endowment, 37.1 per cent from gifts for current expenses, 36.2 per cent from student fees, 0.3 per cent from net income on sales and services, and 3 per cent from donations made by the John F. Slater and Phelps-Stokes funds.

A study of the income of the institution over the past five years shows that its revenues are not gaining in accordance with the expenses connected with the college work. Student fees have decreased slightly since 1924-25, due to the partial elimination of the preparatory school. In 1925-26 the boarding department reported a loss of \$1,637 and the farm \$1,596.

The productive endowment of Atlanta University amounts to \$265,587. During the past five years each year shows a substantial increase: \$28,816 in 1922; \$36,982 in 1923; \$15,887 in 1924; \$17,797 in 1925; and \$18,451 in 1926. Of the recent additions to the endowment, almost one-third came from graduates of Atlanta University, and more than one-third was given by Yale, Dartmouth, and Harvard men. A New York trust company is custodian of the securities from which the institution receives an average annual yield of about 5 per cent. Student fees charged at Atlanta University are low: For four-year college students the tuition, including other fees, is \$55 per year; for normal students \$54, and for high-school students \$43.

The accounts of the treasurer are audited annually by public accountants from New York City. The finances of the university are under the immediate control of a finance committee composed of four members of the board of trustees and the president of the university ex officio. The president is also acting treasurer of the university. All members of the finance committee are white, and only one, the president, resides in Georgia. Two members live in New York City, one in Boston, and one in California. The executive committee is composed of five members of the board of trustees and the president of the university. The members are white, and, with the exception of the president, all reside in Boston. With all the members of both executive and finance committees living long-distances from Georgia, a very heavy responsibility as to finances and administration is placed upon the shoulders of the president.

The president is a thorough student of financial record systems for universities, and a very efficient system of bookkeeping is used. Student records are complete and well kept. The president of the university issues two annual reports, "The President's Report" and "A Financial Statement of the University."

### PHYSICAL PLANT

Atlanta University owns 54 acres of ground, valued at \$95,660. Ten acres, valued at \$17,730, are used as a campus, and 30 acres, valued at \$53,190, as a farm for growing farm and garden crops. The institution also holds title to about 18 acres of city real estate, valued at \$24,740. All these plots are contiguous and within a mile of the center of Atlanta.

There are 10 buildings belonging to the university, valued at \$172,100. These buildings have equipment, exclusive of laboratory and shop equipment, valued at \$20,419. The total valuation of the university's physical plant is placed at \$288,179. It is believed that all the estimates are too low. Insurance amounting to \$189,750 is carried on buildings and equipment.

The central building on the campus is Stone Hall, a gift to the university, which was erected in 1882; it is three stories in height and is valued at \$40,525. It contains the administrative offices, classrooms, laboratories, and chapel. Other structures include a two-story brick building erected in 1884 and valued at \$7,500 that is used for industrial shops and home economics; a three-story brick building also worth \$7,500 and utilized as a practice housekeeping cottage; a two-story brick building valued at \$13,600 and housing the elementary department; the Carnegie library built in 1905 at a cost of \$22,100; and three teachers' residences valued at \$29,600. There are also two dormitories, both of which were erected about 1870. One provides quarters for women students, with 67 rooms, and the other for men students, with 60 rooms. The present value of these two structures is \$67,725.

The buildings and grounds are under the immediate care of the superintendent of buildings and grounds, who is responsible to the president. The superintendent receives and passes upon all bids for repairs and construction. For the care and upkeep of the plant, there are employed two carpenters, two laborers, a fireman, and a night watchman.

The campus and grounds present an attractive appearance, with cement walks, well-kept lawns, and trees. The dormitory rooms are clean and comfortable. All buildings are kept in very fair state of repair. The practice house for girls is well equipped and kept in an excellent condition.

### PREPARATORY SCHOOL

The maintenance of a preparatory school is not required by the college charter, and it is the intention of the university gradually to eliminate this part of the work. The ninth and tenth grades as a part of the preparatory school have already been discontinued and the eleventh grade will be dropped at the end of the school year of 1926-27. It is planned to eliminate the twelfth grade with the

year 1928, which will bring to an end the preparatory work of the institution. It is the plan, however, to maintain a small high school in a separate building as an observation and practice school for work in education. It is not to be a preparatory school in any sense and is to be conducted as an entirely separate project from the college.

### EDUCATIONAL PROGRAM

The completion of four years of high school is required for admission to the college and normal school. Fifteen units of work are required of applicants for admission, including 3 in English,  $2\frac{1}{2}$  in mathematics, 2 in foreign language, 2 in social science, and 1 in natural science. As a rule, students who are short one unit of credit are admitted to the college, conditioned in the one unit, which must be made up by the end of the second year. Frequently, students are admitted who are one-half unit short in the required amount of mathematics.

Students are accepted from high schools properly accredited by State departments of education, but in view of the lack of standard accrediting agencies for high schools for negroes in the South, the university has found it necessary to compile its own list of accredited high schools. Moreover, the university reserves the right to examine all candidates for the freshman class. For the year 1926-27, admittance to the freshman class of the college was as follows: By graduation from an accredited high school, 38; by graduation from high schools not accredited, 25; all of these 63 students were required to pass entrance examinations at the college.

The institution has a relatively large number of conditioned students, as data for the past five years reveal. For the year 1922-23, there were twenty-four; for 1923-24, thirty-four; for 1924-25, thirty-one; for 1925-26, thirty-three; and for 1926-27, eighteen. Many of the conditions are the result of insufficient work in mathematics to meet the  $2\frac{1}{2}$  units in this subject required by the university.

There are also a number of special students, most of them in the first semester of the freshman year. A student is classified as "special" until his status is definitely determined. The data for the past five years show that in 1922 there were no special students; in 1923-24 there were fifteen; in 1924-25, fifteen; in 1925-26, twenty-five; and in 1926-27, nineteen.

### REQUIREMENTS FOR GRADUATION

Requirements for graduation in the four-year college curricula offered in the college comprise 128 semester hours. The completion of the normal-school course requires 72 semester hours.

The institution grants only the bachelor of arts degree. Neither Latin nor Greek is required. Students are required to complete

majors in at least two departments, a major requiring at least 20 semester hours of work. Students may major in English, mathematics, social science, physical and natural science, foreign language, economics and finance, and education. A minimum of 20 hours is required for social science, English, science, and foreign language. Fourteen hours are required in mathematics, and six each in education and philosophy.

The required work for all students in the normal school includes, educational psychology, 4 semester hours; observation, 2 hours; practice teaching, 4 hours; school management, 3 hours; history of education, 3 hours; home and school sanitation, 2 hours; music and expression, 1 hour; and social work, 1 hour.

**ENROLLMENT**

Enrollment of college students at Atlanta University in both the four-year and two-year curricula has shown a gradual but steady increase in the past five years. The following table gives the annual college registration for this period:

TABLE 21.—Enrollment in the college department by years and classes from 1922 to 1926

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	34	32	17	14	97
1923-24	53	25	29	19	123
1924-25	63	46	23	29	161
1925-26	60	50	40	19	169
1926-27	61	64	34	32	191

The enrollment for 1926-27 exceeded the enrollment for 1922-23 by 97 per cent. For the same period the enrollment in the freshman year increased 80 per cent, and the senior year 128.5. This indicates an increasing power on the part of the university to hold its students through the senior year. The 32 seniors (1926-27) are all completing work for the bachelor of arts degree.

The past five years has seen a considerable increase in the number of graduates. In 1921-22, fifteen bachelor of arts degrees were granted; in 1923-24, fourteen; in 1924-25, twenty-six; in 1925-26, twenty-two. Thirty-two were candidates for degrees at the time of the visit of the survey committee in May, 1927.

TABLE 22.—Enrollment in the two-year normal school by classes and years from 1922 to 1926

Year	First year	Second year	Total
1922-23	37	30	67
1923-24	41	41	82
1924-25	43	43	86
1925-26	33	40	73
1926-27	38	31	69

Since the year 1924-25 there has been a decrease of 19.76 per cent in the enrollment in the normal school. During the same period the enrollment in the college department increased 18.63 per cent.

In view of the facilities of the institution for doing teacher-training work and of the need for trained teachers, it would seem advisable to make an effort to increase the enrollment in the normal school department.

The total number of college graduates, including the year 1925-26, is 371, of whom 249 are men and 122 are women. The total number completing the normal school course is 900, only 15 of whom are women.

### FACULTY

There are 11 teachers devoting their full time to work above the high-school level, and 3 who teach part time in the preparatory school and part time in the college department. Each of the teachers employed full time in work of college grade is given the title of professor, while the 3 others are classed as instructors. Eight of the teachers are white men and 6 are negro men and women. The collegiate training of the faculty is given in the table below:

TABLE 23.—Collegiate training of the various members of the faculty, designated by number

Teacher	First degree	Where obtained	Graduate degree or graduate work	Where obtained
1	A. B.	Atlanta University		
	A. B.	Harvard University		
2	Pd. B.	Hartford Seminary	P. L. M. 1 summer	Hartford Seminary Iowa University
3	Ph. B.	Boston University	Summer school	Columbia University University of Minnesota Harvard University
4	B. S.	Chicago University	Summer	Chicago University
5	A. B.	Atlanta University	About 1 year	Do.
6	H. S.	Chicago University		
6	B. S.	Rochester Technical Institute		
7	A. B.	Ripon College	2 summers	Do.
8	B. D.	Oberlin College		
8	None		1 semester	Pacific School of Religion
9	A. B.	Talladega College		
	A. B.	Dartmouth College	A. M.	Harvard University
10	A. B.	do.	A. M.	University of North Carolina
11	A. B.	Boston University		
12	A. B.	Atlanta University	A. M.	Columbia University. Study in Berlin.
13	A. B.	do.		
	A. B.	Radcliffe College		
14	A. B.	Atlanta University	Summer work	Chicago University

Only one member of the instructional staff is without a bachelor's degree. He is professor of foreign languages, a native German, and a former student of the University of Berlin. He holds an honorary degree from an institution in the United States. Five of the staff, or more than one-third, have their bachelors' degrees from Atlanta University, and two of these have no other degrees. The need of additional training for the latter cases is evident.

Five professors have their masters' degree, four being from the University of Chicago. Five additional are pursuing graduate work during some of their vacation periods. None of the teaching staff holds a doctor's degree. The need is apparent for higher scholastic standards in the training of the faculty. Teachers without a master's degree should be required to pursue graduate work, either on a leave of absence or during summer vacations, until a graduate degree is obtained. The university should encourage some of its faculty to complete the requirements for the doctor's degree.

The academic organization of the college consists of 10 departments of instruction divided as follows: Economy and finance, education, English, foreign languages, mathematics, natural science, philosophy, physical science, religion, and social science. With the exception of the department of natural science, which has two professors and three high-school teachers with the rank of instructor, each department has one teacher bearing the title of professor.

The length of service of the various members of the faculty of the institution varies from 1 to 38 years. Four of the teachers have served for 1 year, 1 for 2 years, 1 for four years, 1 for 5 years, 1 for 6 years, 1 for 8 years, 1 for 11 years, 1 for 25 years, 1 for 27 years, 1 for 28 years, and 1 for 38 years. Thus five of the staff have been members of the faculty between 11 and 25 years. There is a high negative correlation between length of service on the faculty and the degree held. None of the 5 just referred to has any graduate degree, while 3 of the teachers who have been on the faculty for only two or three years have their master's degrees. This points to two very definite tendencies on the part of the university—first, a tendency to retain members of the faculty for many years without requiring them to complete work for a higher degree; and second, a tendency to fill vacancies and to employ additional teachers who have higher degrees.

Except for the salaries of the three instructors, who teach in the high-school department in conjunction with their college work, the compensation of the staff is slightly above the average paid in negro institutions. The dean receives an annual salary of \$2,000, professors receive from \$1,445 to \$1,912, and instructors \$720 and \$892. The remuneration of the latter is entirely too low and should be materially increased. No perquisites are allowed any of the teachers. The salary of the president is \$2,580 annually.

The teaching schedules in the college are exceptionally well-arranged as regards student clock-hour loads imposed on the members of the staff, with the exception of two teachers. The loads are as follows: Two teachers with less than 100 student clock hours; 5 with 100 to 200 hours; 2 with 201 to 300 hours; 2 with 301 to 400 hours; 1 with 401 to 500 hours; and 1 with 501 to 600 hours. Of the loads in excess of 350 hours, one is a professor, with 512 hours, who teaches nine differ-

ent classes including history, sociology, ethics, criminology, and philosophy. His heavy load is due not to a large number of recitations per week but to an excessive enrollment in some of his classes. He has five classes with from 34 to 39 students, one class with 55, and one with 67. The large size of the classes of another professor, is directly responsible for his excessive student clock-hour load, which amounts to 440 hours. The hours per week of teaching of the staff is not excessive, no member teaching more than 15 hours per week. The result is that the college is well within modern college standards with regard to this item. Of the 13 teachers for whom information was furnished, two teachers had 3 hours per week, two 7 hours, two 9 hours, two 12 hours, three 13 hours, and two 15 hours.

An abnormal situation exists at Atlanta University in connection with size of classes. The records show 6 classes with 1 to 5 students, 14 with 6 to 10 students, 15 with 11 to 20 students, 10 with 21 to 30 students, 15 with 31 to 40 students, 7 with 41 to 50 students, 5 with 51 to 60 students, and 2 with 61 to 70 students. On the basis of these figures, there are 14 classes, or 19 per cent of all the college classes, with an enrollment of between 41 and 70 students. The size of these classes obviously makes it difficult to carry on instruction at a high level of efficiency. A properly socialized recitation under these conditions is hardly feasible. The largest classes are in English, history, economics, psychology, and French, all of which require a great deal of pupil participation in the recitation. A further example of the derogatory effects of the organization of excessively large classes is found in the 1926-27 class in organic chemistry in the college which contained 43 students in the first semester and declined to 29 students in the second semester. The teacher of this class was without assistance in handling the laboratory work and consequently was unable to handle such a large class. A heavy student loss consequently occurred between the semesters. Twenty-four classes, or almost one-third of all the college classes, number 10 students or less. Most of these small enrollments are in advanced classes. The advisability of discontinuing some of these small classes, such as the one in criminology, enrolling only four students, and of furnishing more instruction for subjects enrolling large numbers of students, should be considered.

#### **LIBRARY**

The library, which is located in a modern building, has standard library equipment, including standard type fixtures for the librarian's work and records. It contains 16,243 volumes. The reading rooms are well located and the reference books of college character. The following table gives the expenditures for the library during the past five years:

TABLE 24.—Library Expenditures

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$260	\$247	\$637	\$273	\$300
Magazines.....	174	93	116	129	116
Supplies.....	31	18	138	60	68
Binding.....	64	70	189	47	60
Salaries.....	871	892	1,943	1,107	1,350
Total.....	1,640	1,320	2,023	1,616	1,854

<sup>1</sup>Includes gift of books inventoried at \$503.

A full-time librarian is employed, who has had one summer at the Albany State Library School. An assistant librarian is employed only for half of the day. Student assistants average three hours daily.

**LABORATORIES**

Below is shown the expenditures for scientific equipment and supplies during the past five years:

TABLE 25.—Expenditures for science equipment and supplies

Expenditures	Biology	Chemistry	Physics	Geology	Other sciences
<b>For permanent equipment:</b>					
1922-23.....	\$300	\$684	\$130		
1923-24.....	210	521	105		\$95
1924-25.....	348	499	67	\$10	92
1925-26.....	66	602	181	8	7
1926-27.....		541	99		20
<b>For supplies:</b>					
1922-23.....		398	11		
1923-24.....	34	678	4		
1924-25.....	36	350	4		
1925-26.....	59	599	16		
1926-27.....	2	258	7		
Total estimated present value of equipment.....	2,097	3,358	4,300	268	463

Expenditures for other sciences include equipment for astronomy and geography, which is for instruction above high-school grade.

Both the biology and chemistry equipment is above high-school grade and of a standard used for teaching college students. In the case of the physics equipment most of it is for use of high-school students, although there is sufficient for one year of college work.

The equipment for the manual arts work and the work in home economics is sufficient for the nonvocational objectives set up. The character of the work in these departments is good. A well-equipped printing shop is maintained, and the work offered is of a vocational type. The bulletins, catalogues, and the other publications of the university are printed in the school shop.

The work of the elementary school, including the kindergarten, is well organized. The classrooms are commodious, well kept, and in a good state of repair. The equipment and supplies for the grades are sufficient for doing standard work. The school offers favorable oppor-

tunities for observation and practice teaching work for classes in education. The education work of the college and normal school is well articulated with the elementary and kindergarten grades, and a program in teacher-training is successfully carried on.

### EXTRACURRICULAR ACTIVITIES

Atlanta University controls the athletic activities of the college through its faculty. There is a student council acting in an advisory capacity to the faculty, to which athletic questions are frequently referred for decision. The institution is a member of the Southeastern Intercollegiate Athletic Association and of the American Association of Collegiate Athletics.

Both a Y. M. C. A. and Y. W. C. A. organization are maintained. In addition there are two glee clubs, an orchestra, and a scientific, a dramatic, and a debating club.

There are six fraternities and sororities in the college. A faculty committee on fraternities meets with representatives of these organizations when the occasion demands their control. The university has a limited fund to use toward the aid of worthy students.

### CONCLUSIONS

There is imperative need for such an increase in the permanent income of Atlanta University as will assure stability of the work it is now carrying on and also provide for the necessary progress that must be made in order to maintain instruction of a standard collegiate character. Under the present financial stringency, it is impossible for the administration to lay out a program for the institution covering a period of years. In fact, time and energy must be spent in securing small gifts to apply to current expenses. The year 1925-26 closed with a deficit in current operations of about \$13,000. The responsibility for financing the institution rests squarely on the board of trustees. It should take immediate steps to organize an effective means for increasing the permanent income of the institution.

The survey committee makes the following recommendation for the development of Atlanta University:

That the board of trustees be immediately reorganized for the purpose of adding local residents of Atlanta to its membership, who may maintain closer contact with the affairs of the institution.

That on account of the need for increased funds to cover its annual operating costs, the farm land owned by the college, now operating at a loss, be sold and converted into a profitable asset.

That the college curriculum be reorganized so as to place more emphasis on instruction in the fundamental subjects generally required for a bachelor of arts degree.

That, until the university possesses instructional equipment which will warrant offering two and three years' work in some of the physical sciences, the present policy of not granting the degree of bachelor of science be continued.

That increased emphasis be placed on the work in the two-year normal school, and additional facilities be provided for the department of education.

That a properly qualified member of the faculty be selected to supervise the classroom work in the college with a view of upgrading the instruction.

That a number of the small classes in advanced courses be discontinued as well as specialized phases of some of the college subjects.

That, as the size of a considerable number of the classes is much beyond generally accepted standards, steps be taken to reduce them in order to raise the character of instruction.

### *SPELMAN COLLEGE*

*Atlanta, Ga.*

Spelman College is the only college devoted exclusively to the education of negro women in the State of Georgia. This institution was organized in 1881 as Spelman Seminary, and bore that name until 1924, when an organization was effected establishing the four-year college, and the name was changed to "Spelman College." This school was chartered in 1888 as a privately endowed institution under the laws of the State of Georgia.

The control of the college is vested in a self-perpetuating board of trustees composed of 16 members, 13 of whom are white and 3 negroes. The charter provides that three-fourths of the trustees shall be members of the Baptist Church and that an officer of the American Baptist Home Mission Society shall be a member ex officio. The terms of the members of the board are for a period of three years, one-third being elected annually. With the exception of six members, all the trustees are residents of the State of Georgia. There is an executive committee of five members chosen from the board of trustees, all the members of which reside in Atlanta. One member is a negro minister, the other four are white. The president of the college is an additional member of this committee. There is a finance committee composed of the president of the board, who is an official of the American Baptist Home Mission Society and who resides in New York City, and two other board members who are also members of the executive committee. This centers responsibility for promoting the development of the school in the hands of a few people, all of whom, with the exception of the representative of the American Baptist Home Mission Society, live in Atlanta.

Spelman College is situated on a beautiful plot of ground, and the well-kept campus and buildings present a pleasing appearance and furnish an atmosphere of culture and refinement. A number of the buildings were erected through gifts from the Rockefellers, including the Sister Chapel, the Laura Spelman Rockefeller Memorial Building, devoted to home economics, and the Rockefeller Hall used as the administration building of the institution. The institution is organized into a four-year college, a junior and senior high school, and an elementary department. A two-year course in teacher-training has been offered in the college, but this practice is to be discontinued in 1927, all the curricula of college level being organized in this year on a four-year basis. The institution also operates a nurses' training school with a three-year course requiring two years of high school for admission. This work meets the Georgia State requirements relative to the training of nurses. The elementary school is utilized largely for observation and practice teaching.

The Georgia State Department of Education has accredited Spelman College as a class A college. The North Carolina State Department of Education has accredited Spelman College as a class B college and grants three years' credit to those who graduate from the four-year course. North Carolina grants full credit for the first two years of work at Spelman. The Alabama State Department of Education has provisionally recognized the home economics department of the college. Spelman College is a member of the Association of Colleges for Negro Youth.

Enrollment at Spelman College in 1926-27 included 561, distributed as follows: 94 college students, 328 high-school students, and 139 elementary pupils. Most of the pupils in the elementary and junior high schools are residents of the city of Atlanta.

### ADMINISTRATION

Spelman College is supported principally by gifts for current expenses, student fees, and rents. Although conducted largely under the auspices of the American Baptist Home Mission Society with headquarters in New York, this organization contributes but a small proportion of the annual operation costs. In the following table is shown the income of the college from different sources during the past five-year period:

TABLE 26.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$9,000.00	\$9,000.00	\$3,500.00	\$8,000.00	\$3,500.00
Interest on endowment.....	2,145.35	2,482.65	2,563.41	2,427.50	1,350.00
Gifts for current expenses.....	49,517.22	54,098.80	71,708.87	100,826.16	63,701.93
Student fees.....	15,920.06	17,585.15	17,896.80	16,075.08	10,469.73
Sales and services.....	555.20	488.07	521.29	50.35	194.04
Other sources <sup>1</sup> .....	9,298.00	11,251.00	11,275.00	10,755.00	17,400.00
Total.....	86,435.93	95,478.68	112,455.37	144,140.09	86,615.70

<sup>1</sup> Includes income only to Feb. 15, 1927.

<sup>2</sup> Rents, interest, etc.

Figures obtained by the survey committee for 1926-27 were not complete. On a basis of the income of 1925-26, amounting to \$144,140.09, the proportion derived from church appropriations from the American Baptist Home Mission Society was 5.5 per cent; from interest on endowment, 1.7 per cent; from gifts for current expenses, 74.2 per cent; from students' fees, 11.1 per cent, and from rentals and interests, 7.4 per cent. A study of the sources of income shows the college is dependent to a great extent upon gifts for current expenses, which include donations from the General Education Board, John F. Slater Fund, and from societies and individuals. These gifts range in amounts from 25 cents to several thousand dollars. Such sources are an extremely unstable basis upon which to depend for assurance of the permanent life of the school. Should the educational boards and individuals withdraw support, the institution would be forced to close its doors.

The annual income, however, has shown steady growth between 1922-23 and 1925-26, the gain being \$57,705, or 66.9 per cent. Church appropriations during this period decreased by 11.1 per cent and revenues from rentals and interest by 13.4, while gifts for current expenses gained by 115.7 per cent, interest on endowment by 13.1 per cent, and student fees by 0.9 per cent. The budget of the college as provided for 1927-28 amounts to \$160,775 for all departments.

Spelman College has a productive endowment amounting to \$53,813.48, raised largely through the efforts of the American Baptist Home Mission Society. For the past five years the increase in the endowment has amounted to \$4,964.72. The annual rate of yield to the college amounts to approximately  $4\frac{1}{2}$  per cent annually.

The tuition fee for instruction in the college department is \$45 per year, which is low considering the character of the institution and its facilities for instruction. An entrance fee of \$5 is also charged.

Administration for instruction purposes is under the immediate control of the president, who is a white woman. The president has a secretary and is assisted by a dean and an assistant dean, a registrar with a secretary, a cashier, and a student accountant, a bookkeeper, a librarian with an assistant, a number of matrons, a superintendent of buildings and grounds, and other office help. With the exception of three individuals, all the personnel of the administrative staff are white.

Student accounts and all student records are well kept on standard forms. The school operates on a budget system. The treasurer of the board of trustees issues an annual financial statement in printed form, setting forth the assets and liabilities, the income and expenditures, the sustaining funds, the investments, and the donors' list.

*PHYSICAL PLANT*

The physical plant of Spelman College consists of 20 acres and 15 buildings located within the city limits of Atlanta.

The land was purchased 30 years ago at a cost of \$57,061.75, and there has been no reappraisal of it since that time. The buildings are estimated to be worth \$616,110 and the equipment owned by the college \$126,625, making the total value of the entire plant, on the basis of these figures, \$799,736.75. The financial statement issued by the treasurer, however, gives a valuation to the properties of \$993,633.

Most of the buildings are substantial brick structures of excellent material and attractive appearance. The principal building on the campus is Rockefeller Hall, three stories in height, erected in 1886. It contains 37 rooms used for administrative and academic purposes and is valued at \$46,704. Packard Hall, another three-story building containing 38 rooms and valued at \$28,500, has 8 recitation rooms and a library. A third three-story structure is Giles Hall, with 49 rooms, the greater number used for educational purposes. It is valued at \$93,500. The Laura Spelman Rockefeller Memorial Building, another excellent building, erected in 1918 and valued at \$53,300, has 30 rooms, utilized for recitation, laboratory, and library purposes.

The science work is conducted principally in the Tapley Science Hall, a three-story building with 40 rooms and estimated to be worth \$117,729. The college has a chapel, erected in 1926, known as Sisters Chapel, which is valued at \$153,999. The equipment in this building includes a pipe organ costing \$28,525. Other buildings on the campus are two large dormitories, valued at \$92,194, a hospital training school, a president's home, a laundry, a power house, and several minor structures. Equipment in the various buildings is in first-rate shape.

Insurance carried on the different buildings and equipment has been very carefully worked out by the school officials, in cooperation with the insurance companies. The total sum of insurance carried amounts to \$892,451.

The superintendent of buildings and grounds is in immediate charge and is responsible, under the president, for their care. He has a large staff of paid employees for the operation of the power plant, the repair of the buildings, and for the janitor work connected with the buildings and grounds. A night watchman is on duty.

### EDUCATIONAL PROGRAM

Graduation from a four-year high school is required for admission to college classes. Fifteen approved units of work must be presented to meet entrance requirements. Applicants are admitted on transcript of credits only from high schools which are accredited as class 1 by the State department of education. Applicants from a class 2 school and from nonaccredited schools are required to take examinations in four of the principal high-school subjects, including English and mathematics. Four high-school units of English and one of history are required of all applicants for admission. Applicants who lack only one unit in meeting entrance requirements are enrolled as college freshmen conditioned in the one unit which must be made up before the student can be classified as a sophomore.

For the year 1926-27 there were 28 applicants admitted to freshman standing from accredited high schools, and 22 from high schools not on accredited lists. The college is admitting at the present time very few conditioned students. In 1922-23 no conditioned students were admitted; in 1923-24, six; in 1924-25, three; in 1925-26, seven; and in 1926-27, two.

Applicants for admission who have graduated from high schools not requiring the completion of 15 units of work may be admitted as unclassified students. No student entering under this provision, however, is classified as a freshman until a total of 15 units of secondary school work have been completed. The college has admitted very few unclassified (special) students during the past five years. In 1923-24, one was admitted; in 1924-25, three; in 1925-26, none; and in 1926-27, two.

### GRADUATION REQUIREMENTS

Three types of courses of college level are offered in the institution—arts and science, education, and home economics. However, the catalogue lacks the careful organization necessary to make this clear to the reader. There are listed in the catalogue only a "Suggested College Curriculum" and a "Suggested Curriculum for the Training of Home-Economics Teachers," the first of which requires 120 points or 17 hours for graduation and the second 128.

The college curriculum of arts and science requires 68 points (68 semester hours) in the following subjects: English 12 points, biology 6, Bible 6, physical education 8, household arts 6, history 12, social science 6, health and sanitation 6, and education 6. The remaining 52 points are elective from a liberal number of selected subjects listed as elective. However, the selection of certain subjects as

major requires that certain other correlated subjects be taken. This guarantees a coherent group of subjects for the completion of a degree. Students are required to select majors from two fields. Students expecting to teach are required to enroll for enough prescribed courses in education to meet the requirements of the State department of education for a certificate to teach.

There is no outlined curriculum given in the catalogue for home economics except the curriculum for the training of home-economics teachers. This is merely a home-economics curriculum with provisions for substituting a sufficient number of education courses to meet the requirements of the State department of education for teachers' certificates.

The offerings in the suggested home-economics curriculum include: Household arts 30 points, arts design 6, English 12, social science 6, physical education 8, history 12, biology 9, education 18, health and sanitation 6, chemistry 6, and physics 6.

In selecting their courses in the college, students are governed by the rule that majors must be selected in two fields of work. The majors selected may require additional courses in some of the subjects listed above. Selection of majors and substitution of courses must be approved by the dean of the college. The subjects in which the two majors may be elected and the points to be completed, including both the required and elective courses, are: English 24 points, French 24, Latin 24, history 36, mathematics 18, science 42.

The selection of the two major fields of work need not be made until the end of the sophomore year. However, students who are expecting to teach are urged to make an earlier choice. This makes it possible for the student to do more work in the subject-matter courses of the line of work he expects to teach.

One year of work is offered in chemistry, one year in physics, and one and one-half years in biology. Sixteen points are offered in music to students showing ability. Students majoring in Latin or French receive the bachelor of arts degree, the others are granted the bachelor of science degree.

Under the head of extension work the college conducts a late afternoon class in education for teachers in the Atlanta schools.

### ENROLLMENT

The enrollment at Spelman College has increased steadily during the past five years. In 1926-27 there were 94 college students in attendance, as compared with 54 in 1922-23, a gain of 74 per cent. In the following table are shown the college enrollment during this period:

TABLE 27.—Total college enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	25	23	3	3	54
1923-24	25	51	3	3	82
1924-25	39	29	7	3	78
1925-26	43	24	9	6	82
1926-27	51	23	12	6	94

The collegiate work of the institution has been organized as a four-year college for only three years. Previous to that time there was a two-year junior college and a four-year high school. The following table shows the number of students pursuing the liberal arts curriculum for the past five years.

TABLE 28.—Liberal arts college enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	9	6	3	3	21
1923-24	10	9	3	3	25
1924-25	20	3	7	3	33
1925-26	24	12	9	6	51
1926-27	31	14	12	6	63

Student losses between the classes in the four-year college curricula have been small, but the small enrollment makes unwarranted any estimate as to the holding powers of the institution. The 1923-24 freshman class declined from 10 to 8 students upon becoming the 1926-27 class, the mortality being at the rate of 20 per cent. Heavier losses occurred in the freshman classes of 1924-25 and 1925-26, which fell off by 40 and 41.7 per cent, respectively, in their sophomore years.

TABLE 29.—Two-year college enrollment

Year	First year	Second year	Total
1922-23	15	17	32
1923-24	15	42	57
1924-25	18	26	44
1925-26	18	12	30
1926-27	18	9	27

As disclosed by Table 29, a loss of students is occurring regularly in the two-year curricula offered in the college, which further indicates the advisability of abandoning these short courses. Between 1923-24, when the largest number of students registered in these curricula, and 1926-27, there has been a decrease of 30 students, or 52.2 per cent.

## DEGREES GRANTED

Spelman College has granted 16 degrees in course during the past five years, all of which were the degree of bachelor of arts. In 1921-22 one degree was granted; in 1922-23, three; in 1923-24, three; in 1924-25, three; in 1925-26, six. While no degrees of bachelor of science have been granted, there were five candidates for this degree in the 1927 senior class, in addition to eight candidates for the degree of bachelor of arts.

## FACULTY

The faculty of the college is made up of 18 members, 13 of whom teach exclusively in the college and 5 in both the college and the high school. All are white with one exception. Sixteen hold the rank of professor and two that of instructor.

The academic organization consists of 14 departments of instruction which include Bible and sociology, biology, education, English, arts, French, history, household arts, Latin, mathematics and economics, physics and chemistry, physical education, public speaking and vocal music. There are too many departments for the size of the college. A better instructional organization would be obtained by combining some of the departments offering related courses and bringing together more teachers under one department head. This would create a more favorable situation for the development of a coherent and unified effort in building a well-balanced and effective four-year college program. The training of the faculty is above the average in negro institutions, as shown by the following table:

TABLE 30.—Training of faculty

Case	First degree	Where received	Graduate degree	Where received	Graduate work
1	B. S.	Columbia University	A. M.	Columbia University	28 points Columbia University.
2	B. Th.	Gordon College			Study at Boston University, Berkeley, Calif. Arts. School; Harvard and Lewis Institute.
3	B. S.	Farmington State Normal, Maine.			
4	A. B.	Mount Holyoke College	A. M.	University of Michigan	Summer School, University of Chicago and Columbia.
5	B. L. I.	Emerson College			
6	A. B.	Spelman College			Columbia University, Boston University, University of Chicago
7	A. B.	University of Wisconsin			
8	A. B.	University of North Dakota			
9	A. B.	University of Wisconsin	A. M.	University of Wisconsin	
10	A. B.	Parsons College	A. M. B. Ph.	University of Iowa Parsons College	3 summers, Parsons College.
11	A. B.	Syracuse University	A. M.	Syracuse University	
12	A. B.	Ohio Wesleyan	A. M.	Columbia University	
13	A. B.	Friends University	A. M.	University of Kansas	5 summers, Iowa State Teachers College.
14	B. S.	Ohio University	A. M.	Columbia University	University of Southern California
15	B. S.	North Central College			

Each teacher has a bachelor's degree; and eight, or 53.33 per cent, have a master's degree. The subjects taught by those without a master's degree are: Bible, ethics, and sociology; household arts; public speaking; history; French; music; and clothing. It is highly advisable that these professors complete work for a higher degree. No one on the staff has a doctor's degree.

Only two teachers have been in the service of the institution for a period of 15 years, and only one additional for more than 6 years. One has had 5 years of service, two have had 3, and all others less than 3. The large number having less than 3 years of service may be accounted for by the enlargement of the staff since the reorganization of the institution as a four-year college three years ago.

The salaries paid by the college are on a relatively high level, varying between \$1,400 and \$2,115 annually. The dean's compensation is \$3,145. The salary schedules are as follows: One teacher receives \$2,115, one \$2,110, three \$2,100, two \$2,070, one \$1,820, one \$1,815, one \$1,698, one \$1,690, one \$1,681, one \$1,540, one \$1,535, one \$1,490, and one \$1,400. Remuneration of the president amounts to \$3,145 annually, exclusive of a house. The budget for 1927-28 provides for salary increases for all of the instructional staff. The maximum salary is placed at \$2,400 and the minimum at \$1,600. Only two instructors are listed for the latter sum. Almost one-half of the faculty are to receive salaries ranging from \$2,000 to \$2,400.

An examination of the teaching schedules shows that the majority of the members of the college faculty have low student clock-hour loads. Three have loads of less than 100 student clock-hours, 7 between 100 and 200 hours, 3 between 201 and 300 hours, and 4 between 401 and 500 hours. The load of one teacher was not furnished. The four teachers with loads between 400 and 500 hours give instruction in both the college and high school. A part of the staff teach an excessive number of hours per week. The teaching schedule shows one teaching 23 hours per week, one 21 hours, one 19 hours, one 16 hours, three 15 hours, three 13 hours, two 11 hours, two 10 hours, two 9 hours, and one 8 hours. The teacher with 23 hours per week of teaching is the professor of elementary education, with the following subjects: Education, nature study, mathematics, geography, English and penmanship, while the instructor with a load of 19 hours has five classes in French and two in education. An adjustment of the work of all the teachers with more than 15 hours per week of classroom instruction should be made.

The size of the classes in the college has a wide range. Thirty of the classes contain between 1 and 5 students; 18 between 6 and 10 students; 13 between 11 and 20 students; 4 between 21 and 30 students; 6 between 31 and 40 students; 11 between 41 and 50

students; 4 between 51 and 60 students; and 2 between 61 and 70 students. There are far too many small classes, almost 4 per cent of those in the college being less than 5 students. An examination of this situation shows 6 classes listed with only 1 student, 5 being in French. Three other smaller classes were in mathematics, one with 5 students and two with 2 students each. Seventeen of the classes exceed 30 students in size and range as high as 70 students. Subjects taught in these large classes include biology, hygiene, voice-training, history, English, physical education, and Bible.

### EDUCATIONAL EQUIPMENT

The Spelman College library contains 9,192 volumes, a considerable number of which are of secondary grade. Recently, however, the institution has been making substantial expenditures for new works. The following table gives the expenditures for library purposes over the past five-year period.

TABLE 31.—*Library expenditures*

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....		\$319.25	\$968.22	\$2,146.37	\$1,630.00
Magazines.....				210.45	185.11
Supplies.....		205.92	469.20	297.74	182.11
Binding.....				293.39	182.89
Salaries.....				1,425.00	1,262.80
Total.....	\$509.25	525.20	1,437.42	4,812.95	3,347.00

<sup>1</sup> Expenditures in 1926-27 up to February 13, 1927, only.

<sup>2</sup> Special cataloging in 1925-26.

The budget for 1927-28 calls for an expenditure of \$6,688.75 on the library, 90 per cent of which is to be used in meeting library needs with respect to college work. This is advisable as the library, in order to meet college standards, needs to be strengthened by the addition of well-selected scientific and literary books. Two full-time librarians have been employed for the past two years. One student assistant works part time.

Facilities for scientific instruction in the institution are creditable and worthy of commendation. A modern science building has been erected and the arrangement of the laboratories, teachers' offices, teachers' individual laboratories, and permanent equipment compare favorably with the larger universities in the country. There are enough supplies and standard movable equipment for work in chemistry and physics to offer a one-year college course in each. Provision is made in the budget for next year for supplementing the college equipment so as to offer two years of work in each of these sciences. The sum of \$3,363.75 is provided for this purpose and for the purchase of some furniture. The equipment in biology is sufficient for the one and one-half years of college work offered. For

each science offered a reference and study room for the students is provided. Expenditures for laboratory equipment and supplies for the past two years in the different sciences are as follows: For biological equipment \$2,635, for supplies \$259, for chemistry equipment \$1,512, for supplies \$267, for physics equipment \$3,680, for supplies \$22, for home arts equipment \$138, and for supplies \$509. The present estimated value of the scientific equipment owned by the institution is: Biology \$2,600, chemistry \$1,500, physics \$3,679, and home arts \$137.

The high-school laboratories in biology, chemistry, physics, and general science comprise equipment and supplies valued at approximately \$7,750 in addition to the college facilities. The survey committee also found the equipment in home economics of a standard quality and adequate for the college work offered. In the nurses' training school and hospital there were 35 beds, and the equipment throughout was first-rate.

### EXTRACURRICULAR ACTIVITIES

All athletic activities are intramural and are under the direct control of the faculty. Students may originate and propose plans for their athletic events, but the final decision rests with the faculty.

There are no sororities in the college. A Sunday school and other Christian organizations are maintained. Student musical organizations are fostered by the college.

### CONCLUSIONS

Those who were responsible for the organization of the four-year college in this institution had for their aim the establishment of a high-grade college for negro women. This aim has been partially realized through the development of the present physical plant. With provision of better college library facilities, now planned, and the additional science equipment necessary for offering a second year of work in chemistry and physics, the institution will have the physical equipment for offering sufficient courses in the subjects essential for the bachelor's degree.

In addition to the physical plant, a college must have an adequate and an assured annual income to guarantee future stability, and a student body of sufficient size and with adequate preparation to warrant carrying on four years of college work. With respect to these two essentials Spelman College must look to the future for further development.

There are less than 100 college students enrolled at Spelman. Considering the size of the physical plant and the instructional equipment, this number is too small for efficiency, and steps should be taken to secure an increased enrollment of adequately prepared college

students. The institution is advised against undue haste in the elimination of its secondary school, as it is a principal source for a well-prepared freshman class. Until there is considerable extension of public high-school facilities for negro children, it is advisable that the college retain some of the upper high-school classes as a preparatory department for girls who can come to Spelman College but who are not fully prepared to do college work.

On the basis of the facts regarding the academic program, departmental organization, and educational functions developed in this report, the survey committee makes the following recommendations:

That the institution reorganize its college curricula offering only two curricula in arts and science, and that a major in education be offered for the course in education, preparing students to become high-school teachers.

That the college catalogue be rewritten presenting this change of program in clear and concise form and that the present confusion in use of terms and in describing the work of the college be eliminated.

That the departments of instruction be reorganized and reduced in number by combining the departments offering allied work.

That a considerable proportion of the small classes be discontinued, others combined, and some offered in alternate years, and that the large classes be sectioned.

That a reassignment of subjects be made to teachers with a view of giving the college teachers classes in more closely related lines of work.

That the student clock-hour loads and long hours of teaching of four members of the college faculty be reduced by discontinuing their work in the high-school department.

That in view of the small numbers of students pursuing mathematics, the courses in this subject be strengthened by extending the required and prescribed work.

That the necessary steps be taken by the administration to encourage its faculty members to increase their training.

That, as the institution is planning to discontinue its two-year educational course for the training of elementary teachers, the elementary school be abandoned, thus releasing funds for the improvement of the college department.

### *PAINÉ COLLEGE*

*Augusta, Ga.*

Paine College was established in 1882 under the joint auspices of the Methodist Episcopal Church South and the Colored Methodist Episcopal Church.

It was chartered in the following year under the name of the Paine Institute. For a brief period the institution was conducted in rented

quarters in the city of Augusta, but a permanent site for the school was purchased in 1886, which it has occupied ever since. In 1903 the institute was rechartered, its title being changed to Paine College.

Government of the institution is vested in a self-perpetuating board of 25 trustees, each serving for eight years. The terms of the trustees expire in groups of five, six, and eight every two years. Membership of the board is divided almost evenly between representatives of the Methodist Episcopal Church South and the Colored Methodist Episcopal Church, with 13 negro and 12 white trustees. There are 4 bishops, 14 clergymen, and 7 laymen on the board, the majority of whom are residents of Georgia and adjoining Southern States. The organization of the board comprises four officers and an executive committee composed of five members. The officers include the president, vice president, secretary, and treasurer.

Paine College has three divisions, a four-year liberal arts college, offering also two-year teacher-training curricula in education and home economics, a theological department, and a preparatory school. The theological department is entirely a paper creation, no courses of any character being given. An elementary practice school is also conducted for one semester each year, the pupils being drawn from among the negro children of Augusta. The secondary department includes both junior and senior high schools.

The Georgia State Department of Education has accredited the four-year teacher training in the liberal arts college, the two-year normal and home economics courses, and the secondary school. Other work in the college has not yet been recognized as standard by the department. Graduates of the different teacher-training courses are granted Georgia State teachers' certificates without examination. Few of the students attending the college have received individual recognition by the principal universities and graduate institutions. In 1920 a freshman of Paine College was admitted to the University of Chicago with sophomore standing, and in 1921 two others completing freshman work were accepted by the University of Michigan as sophomores conditionally upon their making satisfactory records.

Enrollment of the institution in 1926-27 consisted of 385 students, distributed as follows: 85 in the college, 166 in the junior high school, and 134 in the senior high school. Paine College is coeducational. With a few exceptions, all the students are residents of the State of Georgia and a great many in the secondary department are day students from Augusta.

#### ADMINISTRATION

Complete authority over the administration of the school is lodged in the hands of the president, a white man, who is also the treasurer of the board of trustees. He is under a \$5,000 bond.

The institution has an indebtedness of \$46,000, secured by a mortgage on its property, the title to which is vested in the board of trustees as a corporate body. Adjoining the school's property is a tract of land consisting of 70 acres owned by the Board of Missions of the Methodist Episcopal Church, which is being held for the benefit of Paine College. It is claimed that this land may be sold eventually to liquidate the college's debts. The Board of Missions of the Methodist Episcopal Church also recently purchased additional real estate in Augusta, looking forward to an advance in price. The board of missions is also reported as having a building fund of \$20,000 belonging to the institution that is to be utilized in the erection of a science building in the near future.

Paine College is supported almost entirely through the church appropriations made by the Methodist Episcopal Church South and the Colored Methodist Episcopal Church and through revenues from student fees.

TABLE 32.—Income

Source	1922-23	1923-24	1924-25	1925-26 <sup>1</sup>	1926-27
Church appropriations.....	\$27,000	\$28,000	\$30,000	\$30,000	\$28,343.88
Interest on endowment.....	1,210	1,400	1,500	1,749	478.48
Gifts for current expenses.....					478.06
Student fees.....	4,225	6,650	5,000	8,300	16,256.84
Net income from sales and services.....	261	297	300	300	1,957.84
Other sources.....					84.04
Total.....	32,696	35,347	37,500	37,349	47,663.91

<sup>1</sup> In 1924-25 the State of Georgia appropriated \$700 to pay salary of teacher in the college's summer school which was subsequently discontinued.

The total income of the institution in 1926-27 was \$47,663.91. Of this amount, 59.5 per cent was derived from church appropriations, 34.4 per cent from student fees, 1 per cent from interest on endowment, 0.9 per cent from gifts for current expenses, 4.1 per cent from net income on sales and services, and 0.1 per cent from other sources.

As indicated by Table 32, the growth in the annual income of Paine College was slow until the year 1926-27, when it made a sudden advance of \$10,314.91 over the preceding year. This gain was more than twice that of the entire previous three-year period and was due to an increase of 208.6 per cent in revenues from student fees. Over the five years the advance in the annual income was 45.8 per cent.

The institution has a productive endowment amounting to \$30,375, of which \$9,000 is being held by an Augusta bank as security for a loan. Authorization for the use of a part of the endowment fund of the school as collateral to secure loans was given by the board of trustees, which holds title to the fund as a corporate body. The principal of the endowment is invested by the president of the college and a consultant banker, to whom this authority has been delegated by the trustees. Prior to the final investment of the moneys belong-

ing to the fund, the approval or ratification of the board is not required under this arrangement.

An examination of the list of securities showed that the greater part of the principal is invested in local railroad, hotel, ice and coal, warehouse, and industrial bonds. About \$5,000 has been used in the purchase of a piece of residential property located next to the college campus and \$2,700 in a mortgage. Recently the college has purchased two additional lots in Augusta, apparently with a view of holding them for higher prices. The annual interest yield on the endowment varied between 3.9 per cent and 5.7 per cent up to 1926-27, when it fell off to only 1.5 per cent.

The business affairs of the institution are handled by the president, his only assistant being a bookkeeper who keeps all the accounts with the aid of several students. More full-time help is needed in the business office. In submitting a financial statement of the revenues for the past five years, the figures were largely in round numbers and appeared to be estimates rather than actual receipts transcribed from annual balance sheets. In 1926-27, however, a more detailed financial statement was presented. The survey committee ascertained that semiannual audits are made of the books by outside certified public accountants employed by the board of trustees. Banks in which the institution deposits its funds are required to give bond.

Much of the attention of the president of the college is devoted to the operation of the boarding department. He purchases all meat, buying it on the hoof, and other supplies. In 1926-27 the net income from sales and services was \$1,957.64, indicating an apparent effort on the part of the administration to run this department at an annual profit. The charge for board is \$11.50 per month and for rent \$4.50. With the revenues derived from these sources the institution pays the entire cost of food, fuel, rent on buildings, replacement costs, equipment, and labor. Over one-half of the students in attendance at the institution patronize the boarding department; and except for a cook, all the work in the boarding department is performed by the students, who receive payment for their labor. Teachers in the college are also furnished board at the rate of \$11.50 per month. In the opinion of the survey committee, too much of the president's time is being devoted to the boarding department, and too much emphasis placed on the matter of securing a net profit annually from this source.

A tuition charge is made all students attending the institution. In 1926-27 tuition for college students was \$25, for senior high-school students \$20, and for junior high-school students \$15. A number of other fees are assessed, including registration, \$1; lyceum, \$1; library, \$2; napkins, \$1; athletics, \$4 to \$6; and maintenance, \$3. Considering the indebtedness of Paine College and the annual outlay for interest involved, it appears to the survey committee that additional revenues for its support should be realized from student sources. The tuition

of \$25 per year for college students is merely nominal. It should be raised to at least \$50 per year. Similar increases should be made in the tuition of the junior and senior high schools.

Student records of the institution are kept by one of the members of the faculty, with the aid of several students. This teacher gives instruction in physical education in the college and Latin in the high school and has a teaching load of 443 student clock-hours. A rather limited student accounting system is being maintained, particularly in the college division. The college student permanent record is so contracted in form and lacking in spaces for notations as to be wholly inadequate. The present form for this record should be abandoned and replaced by one more complete in every way.

The high-school transcript was found to be a first-rate form, the uniform blank adopted by the National Association of Secondary School Principals being utilized. The monthly teacher's report blank also appeared to be an effective instrument for keeping the records of classroom attendance and academic work. An entire new system of student accounting, more modern and up to date in every respect, should be installed for the college division, however, if it is to be maintained on a standard basis. It is necessary also that a full-time registrar be employed to perform this work.

#### PHYSICAL PLANT

The property owned by Paine College comprises a 19-acre campus located within the city limits of Augusta, upon which nine buildings have been erected. The value of the land included in the campus is fixed at \$40,000. In addition the Board of Missions of the Methodist Episcopal Church owns 70 acres of land in Augusta, valued at \$75,000, which the institution reckons among its real-estate holdings.

Of the nine buildings, four are of brick construction, while the remainder are frame structures. Two are modern, having been erected during the past two years. The estimated value of the buildings is \$248,200, and their contents, consisting of furnishings and equipment, \$20,843, based largely on replacement costs, with allowances for depreciation. On the basis of these figures, the total value of the entire plant is \$384,043, including the real estate held by the Board of Missions of the Methodist Episcopal Church.

The principal building of the college is Haygood Hall, a four-story brick structure. It was built in 1898 at a cost of \$28,000 but is now valued at \$75,000. This structure contains the administrative and business offices, the library, 10 recitation rooms, 4 laboratories, and an assembly room seating about 500. Mary Helm Hall, another large brick building three stories in height, was completed in 1926 at a cost of \$45,000 and is used chiefly for home economics instruction. Of the 33 rooms, 8 are used for recitation, 3 for laboratories, while

the remainder are utilized for music studies and a model home economics apartment. This building was constructed through contributions of the Board of Missions of the Methodist Episcopal Church.

The other two brick buildings are Epworth Hall, also erected by this board in 1925 at a cost of \$55,000, and Bennett Hall, an older structure built in 1913 at a cost of \$54,000. Epworth Hall contains 50 rooms for boys, while Bennett Hall has 35 rooms used as rooms for girls. In the latter building is located the dining room and kitchen operated by the boarding department of the school. The frame buildings on the campus include a cottage with 12 living quarters for women students, a dwelling used as the president's home, two small teachers' cottages, and a shop and storage building. None of the buildings are fire resisting, and insurance amounting to \$325,000 is carried on them. In view of the fact that the entire property, including lands, is valued at only \$308,683, this insurance is an excessive amount, and together with the inflated value on Haygood Hall points to extravagant expenditure by the institution for insurance.

The officer immediately responsible for the care of the buildings and grounds is the president. In the upkeep of the buildings he is assisted by the instructor in industries in the high school, who does the repairing with students attending his classes. Janitor work throughout the institution is performed by the students. The survey committee was impressed by the lack of neatness and cleanliness existing in the corridors and classrooms. The condition of the men's dormitory, a fine, new structure, was far below standard as regards cleanliness, and a similar condition existed in the small frame building used as quarters for women students.

### PREPARATORY SCHOOL

In the dual operation of a college and high school under a single administration the two departments at Paine College have only been partially separated.

The same buildings are used by both college and high-school students, including recitation rooms and educational equipment, and no separate bookkeeping accounts are maintained for the two divisions. In the case of the college faculty it is organized as a distinct unit, although three of its members teach in secondary school. College and high-school students, however, do not attend the same recitation or laboratory groups, with the exception of conditioned students in the college who are making up preparatory work.

Maintenance of a secondary department is not required by the charter of Paine College, and the institution plans ultimately to concentrate on the collegiate field.

### EDUCATIONAL PROGRAM

Curricula of a college level in the institution are divided into three general groups, designated as the liberal arts division, the education division, and the theological division. The curricula offered are as follows:

(1) *Division of Liberal Arts:*

Four-year curriculum leading to the bachelor of arts degree.

Four-year curriculum leading to the bachelor of science degree.

Two-year premedical curriculum.

(2) *Division of Education:*

Four-year curriculum leading to the degree of bachelor of science in education and State teacher's certificate.

Two-year elementary teacher-training curriculum leading to diploma and State teacher's certificate.

Two-year home economics teacher-training curriculum leading to diploma and State teacher's certificate.

(3) *Division of Theology:*

Four-year curriculum leading to the degree of bachelor of theology.

At the time of the visit of the survey committee the curricula in liberal arts and education were being reorganized with a view to their consolidation. The plan provides for the discontinuance of a separate curriculum in education, including the granting of the degree of bachelor of science in education and the inclusion of this course as a major in the liberal arts college. With regard to the division of theology this is entirely a paper structure, no theological subjects being taught nor students pursuing the work. Either this division should be incorporated in the liberal arts curriculum as a major or abolished entirely.

The academic program of work in the college is well presented in the annual catalogue. Special attention has been given to the outlines of the different curricula. The catalogue also contains brief descriptions of the different subjects of study, and, except for the fact that they are poorly grouped, they represent an excellent picture of the work being offered. Graduation requirements, including prescribed courses and credits allowed for each, are specifically presented. In 1926-27 there were 112 courses of study offered in the college. Of this number, 51, or 45.5 per cent, were actually given. It is evident from an examination that the catalogue is being padded with a superfluity of courses of study. The result is that students in making plans for the type of work they desire to pursue frequently find themselves unable to take the courses they have selected from the catalogue because they are not being actually given in the college.

The survey committee recommends in this connection that the catalogue be revised and that all courses of this character be eliminated.

**ADMISSION REQUIREMENTS**

Admission to Paine College is based on the completion of 15 units of secondary credits from an approved high school. Although an outline of the preparatory subjects with the maximum and minimum number of credits allowed for each is contained in the institution's entrance regulations, no specific subjects are prescribed. In addition to regular admission requirements, candidates must pass a psychological test. In 1926-27 students entered the college under the following methods:

Graduation from accredited high schools.....	22
Graduation from nonaccredited high schools.....	13
Special students.....	3
<b>Total.....</b>	<b>38</b>

On account of the fact that negro public high schools in the State of Georgia are not generally accredited, the institution has compiled its own list of recognized secondary schools, and graduates from them are accepted at Paine College. In the case of the 13 students shown above, who presented credentials from unaccredited schools, the institution claims that these schools are included in its own official list. It is not the custom of the college to admit conditioned students of any type. Instead, students unable to present the required 15 units are registered as special students pending the removal of their conditions. Special students enrolled in the college during the past four years include two in 1923-24, one in 1924-25, one in 1925-26, and three in 1926-27.

**GRADUATION REQUIREMENTS**

Total graduation requirements in the different curricula offered in the college are summarized as follows:

	Semester hours of credit
Four-year liberal arts curriculum.....	122
Four-year education curriculum.....	122
Two-year pre-medical curriculum.....	62
Two-year teacher-training curriculum.....	64
Two-year home economics curriculum.....	62

In the four-year curricula students are required to complete either two majors or one major and two minors. The number of credits that must be earned in a major ranges from 12 to 24 hours, while required credits in the minors vary from 6 to 18. At least one of the minors must be pursued in English in the case of candidates for the degree of bachelor of arts or bachelor of science.

The 122 semester hours of credit required for graduation in the curriculum leading to the bachelor of arts degree comprise 60 prescribed credits, of which 12 must be earned in English, 12 in foreign languages, 6 in mathematics, 6 in chemistry, 6 in biology, 6 in Bible, 6 in contemporary history, 4 in history, and 2 in physical education. The remaining 62 credits are elective, subject to the major and minor requirements.

Of the 122 semester hours necessary to complete the curriculum leading to the bachelor of science degree, the following work is prescribed: 12 credits in English, 12 in foreign languages, 6 in mathematics, 6 in chemistry, 6 in biology, 6 in Bible, 6 in contemporary civilization, 4 in history, and 2 in physical education. Of the remaining credits, the students must present two majors or one major and two minors in chemistry, mathematics, biology, or physics.

For completion of the four-year curriculum in education leading to the bachelor of science degree in education, 62 semester hours of credit are prescribed in the following subjects: 24 credits in education, 12 in English, 6 in mathematics, 6 in chemistry, 6 in Bible, 6 in foreign languages, and 2 in physical education. While the remaining credits are elective, students are expected to major and minor in the particular fields in which they plan to teach.

The two-year premedical curriculum is made up of 62 semester hours of credit, the prescribed work including 6 credits in English, 6 in mathematics, 12 in German or French, 33 in science, and 2 in physical education. In the two-year teacher-training curriculum the 64 semester hours of credit are made up as follows: 25 credits in education, 6 in English, 6 in science, 6 in social science, 3 in philosophy, and 2 in physical education, the remaining subjects being elective. The two-year home-economics curriculum is almost entirely prescribed. Of the total of 62 semester hours of credit required for graduation, 36 must be earned in home-economics, 6 in English, 9 in science, 3 in psychology, and 2 in physical education. The other six credits are free electives.

### ENROLLMENT

The collegiate enrollment of Paine College has shown a steady gain during the past five years. In 1926-27 there were 85 college students attending the institution, as compared with 33 in 1922-23, an increase of 52, or 157.4 per cent. The gain averaged 13 students annually.

TABLE 33.—College enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	16	11	4	3	34
1923-24	11	7	9	9	36
1924-25	24	11	7	10	52
1925-26	34	17	9	8	68
1926-27	30	26	11	9	76

Mortality between the different classes in the college has varied to a considerable extent. The freshman class of 1922-23 lost 8 out of its 15 students by the time it reached its senior year, or 53.3 per cent, while the 1923-24 freshman class showed only a mortality rate of 18.1 per cent by the time it had become the senior class of 1926-27. In the case of the freshman class of 1924-25, the student loss was rather heavy, 13 out of its 24 original students having dropped out of the class when it had advanced to the junior year.

TABLE 34.—Noncollegiate enrollment

Year	Number of students in junior high school	Number of students in senior high school	Total
1922-23	108	92	100
1923-24	126	100	226
1924-25	140	117	257
1925-26	166	134	300

<sup>1</sup> Part of elementary school discontinued in 1922-23.

As indicated by the figures given in Table 34, enrollment of non-collegiate students far exceeds that of collegiate students. In 1926-27 the number registered in the junior and senior high schools represented 77.9 per cent of total attendance at the institution. For the past five years noncollegiate students, instead of declining as is the case in most negro institutions with college divisions, have increased regularly, showing a gain of 87.5 per cent. Considering the fact that a major proportion of the students in the preparatory school come from Augusta, the survey committee obtained the impression that Paine College is maintaining its high school largely for the benefit of this community, a responsibility that clearly rests on the taxpayers of the city rather than upon outside church organizations.

DEGREES

Between 1921-22 and 1925-26 a total of 24 degrees in course have been granted by Paine College, 14 being bachelors of arts, 6 bachelors of science, and 4 bachelors of science in education.

TABLE 35.—Degrees granted in course

Year	Bachelor of arts	Bachelor of science	Bachelor of science in education
1921-22	1	0	0
1922-23	2	0	0
1923-24	2	1	0
1924-25	4	2	2
1925-26	4	2	2
Total	14	6	4

<sup>1</sup> Granting of degree of bachelor of science in education has been discontinued by the college.



## FACULTY

The faculty of Paine College is made up of 11 members, three of whom teach high-school classes in addition to their college work. Four are whites and seven negroes.

The college is organized into nine departments of instruction, only three of which are headed by professors, while the remaining six are under the supervision of assistant professors. A dean has charge of the academic organization. The departments of instruction, with the number of teachers assigned to each, are as follows: Chemistry and physics 1 professor, education 2 assistant professors, English 1 assistant professor, modern languages 1 assistant professor, home economics 2 assistant professors, social science 1 assistant professor, sociology 1 professor, mathematics 1 assistant professor, and Bible 1 professor.

In a study of the character of the academic work being done in the college the survey committee visited several classrooms and was not favorably impressed. One was a class in English which was being held on Monday morning. Only about half the students enrolled in the class were present, due to the fact that they had not returned from a baseball game held on the previous Saturday. Another class, in which education was being taught, did not appear up to standard. First-rate instruction of college content was being given in a third class in freshman mathematics. Biology in the college is being taught by a negro physician practicing medicine in the city of Augusta, who is employed on a part-time basis. As a result, most of the instruction in this science is confined to medical physiology and is not of the comprehensive type expected of college work.

As regards training, the staff is approaching the general requirements adopted by regional and national accrediting agencies. Of the 11 members of the faculty all hold undergraduate degrees except one, 4 have obtained master's degrees or the equivalent, and 7 are attending summer sessions of leading universities in pursuit of advanced degrees.

TABLE 36.—Training of faculty

Case	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	A. B.	Central College	B. D.	Garrett Biblical Institute
2	A. B.	Ohio Wesleyan	M. A.	Northwestern University.
3	A. B.	Livingstone University	M. A.	Chicago University.
4	B. S.	Northwestern University	8 majors	Chicago University for doctor of philosophy.
5	A. B.	California University	C. E.	Northwestern University.
6	A. B.	Allagheny College	M. A.	University of Chicago.
7	None	Philander Smith College	(Needs 5¼ quarter hours)	
8	B. S.	Howard University	3 hours	Chicago School of Economics
9	A. B.	Johnson C. Smith College	2 summers	Hampton Institute.
10	A. B.	Fisk University	1 summer	Kansas Teachers College
11	A. B.	Atlanta University	3 majors	Chicago University.
			4 majors	Do.
			do	Do.

An analysis of Table 36 shows that six of the undergraduate degrees were obtained from negro colleges and four from northern institutions. In the case of the four graduate degrees, all were secured from leading northern graduate schools, and the advanced study by members of the faculty to augment their training is also being done in principal northern universities.

The faculty of Paine College is practically a new organization. Of its 11 members, 4 have served for 1 year, 1 for 2 years, 1 for 3 years, 1 for 4 years, 2 for 5 years, 1 for 7 years, and 1 for 8 years. The older members of the staff include the president, who has been with the college for 8 years, and an assistant professor of physical education, who has served 7 years.

Annual stipends paid the teaching staff of Paine College are slightly above the average found generally in negro institutions. The salary schedules are as follows: Dean \$2,000, one teacher \$1,600, one \$1,534, one \$1,500, one \$1,250, two \$1,234, one \$1,224, and two \$1,062. Considering that all the college teachers are provided with living quarters and may secure their board at \$10.50 per month at the boarding department, the compensation paid them would seem to be adequate. In addition to his cash salary of \$2,400 the president receives a perquisite valued at \$600.

The work in the college is well distributed among the teaching staff, only two members having loads in excess of 400 student clock-hours. The teaching loads are as follows: 3 teachers with less than 100 student clock-hours per week, 5 with from 100 to 200 hours, 1 with from 201 to 300 hours, 1 with from 401 to 500 hours, and 1 with 501 to 600 hours. Both of these teachers having loads in excess of 400 hours have a number of high-school classes in addition to their college work, which is responsible for this extra burden imposed upon them. The survey committee is of the opinion that they should be relieved of all secondary instruction as soon as feasible.

Except in the case of two faculty members, first-rate teaching schedules have been arranged in the college for all the instructors. One member of the staff teaches 2 hours per week, one 6 hours, one 11 hours, one 13 hours, three 14 hours, one 15 hours, one 16 hours, one 21 hours, and one 22 hours. It is essential, however, if efficient classroom instruction is to be maintained, that the schedules of the last two teachers be revised. One is the assistant professor in social science, who in addition to bearing a load of 22 hours per week is teaching such a varied assortment of subjects as history, psychology, religion, social pathology, political science, and mental hygiene. The other is an assistant professor in mathematics, with three high-school classes, each scheduled for five times a week, supplementary to his assignments in the college.

Because of the comparatively small enrollment of collegiate students, the size of classes in the college is generally small. Out of the

total of 51 classes organized in 1926-27, 12 contained fewer than 5 students, 23 from 5 to 10 students, 11 from 11 to 20 students, and 5 from 21 to 30 students. Thirty-five of the classes, or 68.6 per cent, were less than 10 students in size.

### EDUCATIONAL EQUIPMENT

The library of Paine College contains 5,244 volumes. It is housed in two rooms on the second floor of Haygood Hall, one being small and utilized for a reading room and the other being used for book-stacks. The entire arrangement of the library is inadequate as regards space, light, and convenience. The equipment also is far below standard, being uninviting in appearance and insufficient in amount. Although serving their purposes, the tables and chairs were very age-worn. New quarters should be provided for the library, preferably in a separate building with modern and up-to-date equipment.

An examination of the books resulted in the discovery that many of them were of secondary grade and of little use for collateral reading in college courses. A former president, however, donated about 400 books on literature, and the institution recently purchased several hundred works on sociology and political science, which have proved valuable additions. The library is badly in need of books of a collegiate level on science. With regard to periodicals, the library subscribes to about 15 magazines, half of which are negro publications having no connection with education. Expenditures made for library purposes by the institution during the past five years include \$265 for books in 1922-23, \$300 in 1923-24, \$400 in 1924-25, \$280 in 1925-26, and \$300 in 1926-27.

• No trained, full-time librarian is employed, several students being responsible for the operation of the library.

The scientific laboratories of Paine College are small and contain a limited amount of equipment. However, the apparatus on hand both for chemistry and physics was found to be of a standard type, suitable for work of a college grade. Student notebooks were being kept in these two sciences, and other evidence existed that fairly acceptable instruction was being given. The teacher of chemistry and physics appeared to be well trained and interested in the work. In the biology laboratory more varied equipment is needed, most of the present facilities being confined to dissecting instruments for physiology. The college was unable to furnish an itemized and detailed statement of its expenditures in the different laboratories for the past five years, all such expenditures being lumped together. In 1922-23, \$200 was expended for equipment, \$250 in 1923-24, \$300 in 1924-25, \$500 in 1925-26, and \$200 in 1926-27. Disburse-

ments for laboratory supplies are as follows: \$300 in 1922-23, \$350 in 1923-24, \$400 in 1924-25, \$575 in 1925-26, and \$125 in 1926-27. The total present estimated value of scientific equipment and supplies owned by the institution is: Biology, \$1,000; chemistry, \$1,800; and physics, \$1,200.

Home-economics equipment for normal instruction in the college is first-rate, particularly for cooking and sewing. This department is located in the new home-economics building recently built on the campus. The survey committee found, however, a number of small rooms in this structure with as many as five pianos apparently for music instruction. Considering the work offered in music in the catalogue and that actually done in the college, such an outlay for piano equipment is absolutely unjustified.

### EXTRACURRICULAR ACTIVITIES

Athletics in the college is administered by a committee of the faculty, the student body having a single representative.

The institution is a member of the Georgia-Carolina Athletic Association, enforcing the regulations of this organization in the preservation of scholarship and the prevention of professionalism. No fraternities nor sororities have been organized at the school.

Other extracurricular activities include several literary and debating societies, each with a faculty adviser.

### CONCLUSIONS

Originally organized for the purpose of providing educational facilities for the Negro race in Georgia, Paine College has rendered a valuable service in this respect for a period of 45 years.

Because of the lack of public schools for negroes in the State, the work of the school has been largely concentrated in the secondary field, although recently the possibilities of its transition into an institution of higher education have been emphasized through increased collegiate enrollments and through the development of teacher-training courses.

The survey committee found the college strategically located, with an excellent physical plant and an extensive constituency, and in a position for rapid expansion and growth. A careful survey was made by the committee of both its administrative and academic organization, and as a result of this study the following recommendations are made:

### ADMINISTRATION

That immediate action be taken by the board of trustees for the restoration to the college productive endowment of the \$9,000 now held by an Augusta bank as collateral on a loan and that in the future this endowment fund be maintained intact.

That the president be relieved at once of the responsibility of investing the institution's productive endowment, a duty which clearly belongs to the board of trustees, and that this board assume complete charge and responsibility for the handling of this fund.

That the board of trustees consider the advisability of investing the entire endowment in some long-term securities that will yield a steady and regular annual income for the maintenance of the college and that the present practice of using portions of it for the purchase of local real estate with expectations of advancing prices be discontinued.

That the financial affairs of the college be the subject of a complete reappraisal with the view of a liquidation of its debts and the elimination of the interest charges now being paid out of the annual income, which otherwise would be available for the school's expansion and development.

That with this object in view the charge for tuition be substantially increased and the fees be revised so that additional revenues may be realized from these sources.

That additional help be secured for the business office, the accounting system overhauled, and a full-time registrar employed to assume charge of the student records.

That in view of the lack of care of several of the buildings, the responsibility for the upkeep of the buildings and grounds be placed in charge of a superintendent employed exclusively for that particular purpose.

That the institution reduce the amount of insurance carried on its buildings and contents to conform to the actual value of these properties.

#### ACADEMIC

That the organization responsible for the maintenance of Paine College consider the advisability of revising the educational aims, with the view of eliminating much of the secondary work being conducted for local residents of Augusta, which should be provided by the taxpayers of that community.

That, in case favorable action is taken on this proposal, expenditures heretofore made on the preparatory school be concentrated on strengthening and building up a college division of standard quality and character.

That a more intensive effort be made to improve the type of classroom instruction in the college and more rigid regulations be enforced with regard to student class attendance.

That the different departments of instruction be reorganized in accordance with the plan prevailing generally in modern colleges, with a professor in charge of each department responsible for the direction of its functions.

That the institution's library be provided with suitable quarters, re-equipped throughout and placed in charge of a full-time, trained librarian.

That the biological laboratory, which is chiefly equipped to give instruction in physiology, be expanded to include the other branches of this science.

That the college teachers now giving instruction in high-school classes be relieved of this work and the teaching schedule of the assistant professor of social science be revised for the purpose of reducing the long hours of work imposed on him.

That the surplus music equipment in the home-economics building be disposed of and the space now being wasted in this structure be utilized for laboratory or other instructional purposes.

That the institution continue the development of teacher-training as the central aim of the college.

## GEORGIA STATE INDUSTRIAL COLLEGE

*Savannah, Ga.*

The Georgia State Industrial College was established as the negro land-grant college of Georgia by the State General Assembly in 1890. During the summer of 1891 a session of the school was held at Athens, Ga., but in the following year it was permanently located on a site a few miles outside of the city of Savannah, which it has occupied ever since. At the time of its establishment, the college was assigned \$8,000 annually as its share of the public land scrip granted the State of Georgia by the United States under the original land-grant act of 1862. It also received Federal funds under the Morrill Act, the Nelson amendment, and under the Smith-Hughes Act.

Up to the 1927 session of the Georgia Legislature, the institution was supported almost entirely by Federal appropriations, the State contributing but \$2,000 annually for its maintenance, and evincing little interest in its welfare. It was further hampered by a bifurcated government, which included the board of trustees of the University of Georgia and a self-perpetuating commission of five members.

In this session of the legislature the State commenced for the first time to provide necessary financial support for the institution, making a biennial appropriation of \$100,000. The dual system of government was also abolished, the control of the college being vested in an independent board of seven trustees, two of whom are the Georgia superintendent of public instruction and the chancellor of the University of Georgia serving *ex officio*. Under the new law the other five members of the board serve for a term of five years each, with one appointed annually by the governor of the State. The officers of the board consist of a chairman and a secretary. Two of the trustees,

including the chairman, are residents of Savannah. Within the past year a new president has been installed, and the institution has been undergoing a complete reorganization. On this account the survey committee was unable to obtain accurate or comparable information regarding finances, enrollment, and other data prior to 1926-27.

The Georgia State Industrial College conducts a liberal arts college, with four-year curricula in agriculture and home economics and with a two-year curriculum in teacher-training and trades. It also operates a high school consisting of the seventh to twelfth grades, specializing in manual arts and domestic science, the present program of the institution being largely concentrated in this division. An elementary practice school is likewise conducted in conjunction with the local county board of education, which pays the salary of one of the teachers. This school includes the first six grades, is attended entirely by local children, and is used for practice teaching in the normal course offered in the college. The institution does extension work of an effective type and also conducts a summer session for the benefit of public-school teachers, the State board of education contributing to its maintenance.

In April, 1927, the Georgia State Department of Education accredited the two-year teacher-training courses at the institution and now grants State teachers' certificates to graduates in this work. No recognition, however, was given the liberal arts college or to four-year courses leading to degrees. It is claimed by the institution that Howard University has been accepting students from the Georgia State Industrial College with advanced standing, but officials of the school did not know upon what basis they were being admitted.

Enrollment in the institution for 1927-28 included 47 college students, 356 high-school students, and 80 elementary pupils. The school is coeducational, and of the college students, 33 were boys and 14 girls. Practically the entire student body is made up of residents of the State of Georgia.

#### ADMINISTRATION

The administration of the Georgia State Industrial College is lodged in its president, under the general supervision of the board of trustees. For many years the finances of the college were handled in an office located in the city of Savannah, but under the new régime the keeping of the accounts and books has been transferred to the institution, the president having direct control over them.

While prior to 1927 the institution was maintained principally by Federal appropriations and its share in the State's public land-grant scrip, the State of Georgia is now its chief source of support. Table 37 shows the income of the college from different sources for the past two-year period.

TABLE 37.—Income

Source	1926-27	1927-28
State appropriations.....	\$2,000.00	\$49,666.66
Federal appropriations.....	16,666.66	16,666.66
Share of public land scrip.....	8,000.00	8,000.00
Gifts for current expenses.....	300.00	350.00
Student fees.....	2,571.00	2,854.00
Net income from sales and services.....	2,162.45	3,000.00
Other sources.....	3,285.12	6,300.00
Total.....	34,885.23	86,737.32

\* Estimated receipts from this source.

On the basis of the figures presented in Table 37, the total income of the Georgia State Industrial College in 1927-28 was \$86,737.32. Of this amount, 57.2 per cent was derived from State appropriations, 19.2 per cent from Federal appropriations, 9.2 per cent from share of public land-grant scrip, 0.3 per cent from gifts for current expenses, 3.3 per cent from student fees, 3.5 per cent from net income on sales and services, and 7.3 per cent from other sources. The income from gifts for current expenses comprises a donation by the Phelps-Stokes fund, while revenues from other sources include appropriations from the State vocational board, a portion of which is made up of Federal funds under the Smith-Hughes Act.

As a result of the large increase in State appropriations in 1927, the total income of the college advanced from \$34,885.23 in 1926-27 to \$86,737.32 in 1927-28, a gain of 148.6 per cent. State support was increased by 2,383.3 per cent during this period, while gains in other revenues were also made, including 11 per cent from student fees, 38.7 per cent (estimated) from net income on sales and services, and 91.7 per cent from the State vocational education board for vocational training.

Not a great deal of revenue is realized by the institution from student fees, due to the fact that no tuition is assessed against students attending the school. The only charge is an entrance fee of \$10; which every student must pay upon being admitted. Other expenses are low in comparison with other negro colleges. The cost of board is \$12 per month, dormitories \$2, and laundry \$1 per month.

The business affairs of the college are under the direct management of the president, who is assisted by a bookkeeper-registrar and several assistants. Although in small quarters, the business office is well organized and the books in first-rate shape. An annual audit of the accounts of the institution is made by the State auditor of Georgia.

The survey committee found the college operating with practically no system of maintaining student records, the only form in use being a registration card. No permanent record, transcripts, grade reports, or class-assignment forms of any type were being kept, although the administration announced that a complete student-accounting system was being installed, the blanks being in the hands of the printer.

### PHYSICAL PLANT

The physical plant of the Georgia State Industrial College consists of 116 acres of land and 14 buildings.

The land is estimated to be worth \$85,000 and the buildings, exclusive of foundations, \$277,450, the latter figure being based on an appraisal made by a contractor and builder. No figures were available as to the value of the equipment and furnishings. The chairman of the board of trustees, however, fixed the value of all the property, including land, buildings, and equipment, at \$450,000. The State of Georgia carries \$138,000 insurance on the buildings and contents, while the school itself carries an additional \$110,000.

The plant, however, is to be considerably expanded in the near future through the erection of two new structures, the General Education Board having donated \$60,000 for this purpose. This donation was made immediately after the General Assembly of the State of Georgia had appropriated \$100,000 for the support of the school. Under the present plans these new buildings are to include a dining hall and a junior high school.

Of the 116 acres of land belonging to the college, 35 acres are used as a campus and 81 acres as an experimental farm. The central building of the institution is Meldrin Auditorium, a new two-story hollow tile and concrete structure erected in 1925. It contains the administrative and business offices, the library, a spacious auditorium, and eight recitation rooms. The Walter B. Hill Hall, a second building three stories in height and of brick construction, is utilized chiefly for dormitory purposes and as a refectory. It provides living quarters for 150 men students. A third structure is Boggs Hall, three stories in height and of brick construction, with rooms for 31 women students; Parson's Hall, a two-story wooden building, is also used as a women's dormitory.

The remaining buildings comprising the plant are small and mostly of frame construction. Among them are two frame shops for practical instruction in carpentry, painting, blacksmithing, and masonry; a president's home; and four teachers' cottages, most of them old but in fair condition. On the experimental farm are located an excellent brick dairy barn, with 25 cows; a frame creamery building; two poultry houses, with 100 hens; and several smaller structures.

The campus is located on rather high ground and possesses much natural beauty, being dotted with giant oaks and pines overhung with gray moss. Salt water at high tide backs up to the boundary of the school grounds.

The campus is well kept, presenting an attractive appearance, and the buildings are maintained in an unusually good state of repair. Recently many improvements in the plant have been made, including the installation by student labor of an attractive electric lighting

system throughout the grounds. All students are required to perform one hour's work each day for the benefit of the school, while those doing general janitor and other extra work are credited on their expenses at the rate of \$12 per month for two hours' work each day. Care of the buildings and grounds is under the direct supervision of the president.

### ACADEMIC PROGRAM

The collegiate academic program of the Georgia State Industrial College is drawn up on an extensive scale without commensurate facilities to carry it into effect, either as regards equipment or teaching staff. Five different courses are offered as follows:

Four-year liberal arts, leading to the bachelor of arts and bachelor of science degrees.

Four-year home economics, leading to the bachelor of science degree.

Four-year agriculture, leading to the bachelor of science degree.

Two-year teacher-training, leading to a diploma and a State teacher's certificate.

Two-year mechanic arts, leading to a diploma.

An examination of the work being done in the liberal arts division of the college indicates that it is based on extremely thin curricula and so limited in character that the granting of either the bachelor of arts or bachelor of science degree is without warrant. Only six liberal art courses of study were being given in 1926-27. They included one course in English, one in sociology, one in chemistry, and three in mathematics. In agriculture, the courses being taught numbered four and consisted of animal husbandry, feeds and feedings, productive economics, and vocational education. Similarly, the home-economics courses were confined to but two courses of study, cookery and foods and nutrition. In teacher-training, only two subjects, principles of education and psychology, were on the schedule of work in this department for 1926-27. No courses in foreign languages were offered; and, while the curriculum included courses of study in history, none was being taught.

With additional State appropriations for maintenance, however, a complete reorganization of the college curricula and the faculty was commenced with the opening of the academic term of 1927-28. It is planned to practically double the teaching staff and increase the educational facilities in the different departments. The future academic program is to be concentrated almost exclusively in the land-grant college type of education, with special emphasis on the four-year curricula in agriculture and home economics and on the two-year curriculum in mechanic arts. Only fundamental courses of study in liberal arts, such as English, foreign language, mathematics, science, and social science are to be given in the future to serve as a foundation for these curricula and for the two-year teacher-training curriculum.

## GRADUATION REQUIREMENTS

Because of the fact that the institution has not issued a catalogue during the past three years, no printed information on the graduation requirements in the different curricula offered in the college is available. The administration, however, is planning to issue a new catalogue shortly containing these data in concrete form.

In the four-year liberal arts curricula leading to the degrees of bachelor of arts and bachelor of science, 180 quarter hours of credit are required for graduation, the prescribed work not being definitely outlined. Graduation requirements for the four-year curriculum in agriculture, leading to the bachelor of science degree in agriculture, comprise 218 quarter hours, the entire program of work being prescribed as follows: 110 credits in agriculture, of which 24 must be earned in farm practice; 32 in English; 9 in French or German; 34 in science; 9 in mathematics; 9 in education; and 15 in economics and sociology.

Similarly the four-year curriculum in home economics, which requires 210 quarter hours of credit for completion, consists almost entirely of prescribed work, with 68 credits required in home economics, 21 in English, 27 in natural science, 24 in social science, 25 in education, 3 in music, 3 in drawing, 3 in hygiene, and 12 in physical education. There are 24 free electives offered in this course. Graduation requirements in the two-year teacher-training course for which State teachers' certificates are granted include 90 quarter hours of credit, the greater proportion of which is prescribed in education, English, music, and practice teaching. The two-year mechanic arts course also requires 90 quarter hours of credit for graduation.

## ENROLLMENT

Attendance of college students at the Georgia State Industrial College has advanced at a rapid rate during the past two years as indicated by the accompanying table.

TABLE 38.—Enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1926-27	12	5	3	5	25
1927-28	29	10	5	3	47

In 1927-28 the institution enrolled 47 college students as compared with 25 in 1926-27, a gain of 22 students. Due to the fact that only two years' enrollment is included in the table shown above, it is impossible to obtain adequate figures on mortality. However, the student loss between the 1926-27 freshman class and the 1927-28 sophomore class was unusually small, the mortality being but 18.6

per cent. Of the college students attending the institution in 1927-28, 11 were pursuing the two-year teacher-training course, as compared with 10 for the previous year. The remainder of the college students were registered in the agriculture, home economics, mechanic arts, and liberal arts curricula.

Enrollment of noncollegiate students has also gained slightly. For 1927-28 there were 276 students enrolled in the high-school department of the institution, as compared with 252 in 1926-27, an increase of 9.5 per cent.

**DEGREES**

The Georgia State Industrial College has granted 12 bachelor of arts degrees in course during the past five years, as follows: One in 1921-22, three in 1922-23, three in 1923-24, two in 1924-25, and three in 1925-26. As the curricula in agriculture and home economics leading to the bachelor of science degrees were inaugurated in 1926-27, no graduations have occurred in these departments.

**FACULTY**

The faculty of the Georgia State Industrial College in 1926-27 consisted of eight members, one of whom was teaching exclusively in the college and the remainder in both the college and the high school. All were negroes. A study of the teaching schedules showed that by far the greater proportion of the work of these teachers was being done in the high school, four having only one college class.

The survey committee found that all the members of the faculty had secured undergraduate degrees. One, the new president of the college, held a master's degree while four others were pursuing studies for advanced degrees. The following table gives the training of the 1926-27 staff:

TABLE 39.—Training of faculty

Case	First degree	Where obtained	Graduate degree and graduate work
4 (president)	A. B. B. S.	Morehouse College Massachusetts Agricultural College.	M. S., University of Minnesota. Studying for Ph. D. at University of Minnesota.
1	A. B.	Atlanta University	1 summer session at Chicago University.
3	do.	Georgia State Industrial College.	1 summer session at Columbia University.
4	B. S.	Morehouse College.	
5	A. B.	Georgia State Industrial College.	
6	B. S.	Mechanics Institute.	1 term and 1 summer at Columbia University.
7	A. B.	Atlanta University	
8	do.	Morehouse College.	40 credits on M. S. at University of Minnesota.
	B. S. in agriculture.	University of Minnesota.	

Of the eight first degrees, all were obtained from negro colleges, except in the case of two members of the faculty who have secured additional first degrees from northern institutions. Five of the

teachers, including the president, who was studying for a doctor's degree, were working for graduate degrees at leading northern universities. A slight tendency toward faculty inbreeding was evidenced in the fact that two of the undergraduate degrees were obtained from the Georgia State Industrial College. The General Education Board has provided a \$1,200 scholarship for the English and mathematics teachers to attend a graduate school for one year.

At the opening of the school term of 1927-28, the college faculty was reorganized and increased to 11 members. Six new teachers were employed, three of whom replaced old teachers and three of whom were additions to the staff. The training of these new faculty members is shown below:

TABLE 40.—*Training of new teachers, 1927-28*

Teacher	First degree	Where obtained	Graduate degree and graduate work
1	B. S.	Kansas Agricultural College	
2	B. S.	South Carolina State College	
3	A. B.	Spelman College	
4	A. B.	Morehouse College	
5	A. B.	Northwestern University	M. A., Northwestern University
6	B. S.	University of Iowa	

With the increased teaching staff, a readjustment was effected in the teaching schedules and plans were being consummated for the organization of the college into departments of instruction. As a result of these changes, the 1927-28 teaching staff comprised 3 teachers in agriculture, 2 in science, 2 in English, 1 in mechanic arts, 1 in home economics, 1 in mathematics, and 1 in social science.

An analysis of the compensation of the faculty prior to the 1927-28 reorganization showed that the annual stipends paid the teachers were on a very low level. While the president receives a salary of \$3,000, the compensation of the remainder of the staff ranged from \$900 to \$1,260, with only three teachers receiving perquisites. The salaries are as follows: One teacher received \$1,200; two, \$1,020; one, \$960; and one, \$900. That the best type of work can not be secured from teachers receiving such low compensation for their services is obvious, and one of the first steps that should be taken in connection with the planned reorganization of the college is a blanket raise in pay for the entire faculty.

Outside of three members, the teaching staff at the institution was found heavily overburdened with work in 1926-27, carrying student clock-hour loads far above the generally accepted maximum standard. The loads were as follows: 1 teacher with 110 student clock-hours per week; 1 with 145; 1 with 205; 1 with 720; 2 with 820; 1 with 908; and 1 with 1,110. The loads, ranging from 720 up to 1,110 student clock-hours per week, are so excessive in amount as to menace to a serious degree both teaching efficiency and academic

progress. Responsibility for this situation was traceable directly to the double work being performed in the high school and college. This situation, however, has been changed to a great degree by the increase in the size of the faculty in 1927-28 and in the reassignment of teaching tasks.

Based on conditions existing in the college in 1926-27, it was found also that unusually long hours per week of teaching had been imposed on the nine members of the staff having been assigned tasks as follows: One, 10 hours; one, 20 hours; one, 24 hours; three, 25 hours; and two, 30 hours. In analyzing these teaching loads, the survey committee was impressed with the lack of organization and the haphazard method of arranging the schedules of the members of the staff. With the faculty reorganization becoming effective in 1927-28, relief from these conditions has been brought about to a large extent and a more systematic plan of distributing the academic work put into effect.

Due to the limited enrollment in the college, the classes are small. Of the 14 classes taught in 1926-27, 3 contained less than 5 students; 4 from 5 to 10 students; 6 from 11 to 20 students; and 1 from 21 to 30 students.

### EDUCATIONAL EQUIPMENT

The library of the Georgia State Industrial College has only a few books, the majority of which are old and out of date. Because no card catalogue has been made, the institution was unable to furnish information regarding the number of volumes on hand.

The committee found, however, that a large, well-lighted room had been provided with reading tables and chairs and that the shelves and other equipment were of a first-rate type. Expenditures for library purposes in 1926-27 amounted to \$400, of which \$300 was expended for books and \$100 for magazines.

Plans for the expansion of the library have recently been made, some science books of a collegiate quality having already been added.

The institution is lacking in laboratories of a collegiate grade and if the proposed academic program offering degree courses in agriculture and home economics in addition to those offered in liberal arts is to be carried out, immediate steps should be taken to provide equipment in chemistry, biology, and physics.

An examination of the chemistry laboratory showed that while its equipment was chiefly of a secondary school character, recent expenditures amounting to \$1,483.40 had provided sufficient facilities for instruction in some phases of first-year college work. It appears that pressing need exists for the building up of a strong science department in the college by the purchase of new apparatus and supplies and the segregation of college laboratories from those of

the high-school division. At least \$10,000 should be expended for this purpose in order to meet modern standards.

### EXTRACURRICULAR ACTIVITIES

Athletic activities in the college are under the direct control of the faculty, the students not participating in their management. The institution is a member of the South Carolina and Georgia Colored Athletic League and enforces the by-laws of this organization in the maintenance of purity of athletics and protection of scholarship.

No fraternities or sororities have been organized in the student body. Other extracurricular activities include a glee club, quartet, and several debating societies.

### CONCLUSIONS

The Georgia State Industrial College is strategically located on the eastern seacoast of Georgia in the center of a populous negro section of the State.

For 35 years it has been operating as the negro land-grant college, but throughout the entire period it has been conducted chiefly as a local elementary and secondary school, supported almost entirely by the Federal Government through interest on original public land grants made by the United States for educational purposes in 1862 and Federal appropriations under the Morrill Act, Nelson amendment, and Smith-Hughes Act. During this time, little support has been given the college by the State of Georgia, although the school was a State institution.

In 1927, however, Georgia commenced to provide for its proper maintenance, the legislature voting a biennial appropriation of \$100,000 for this purpose. An independent board of trustees has been also created for its government, a new president has been installed as its executive head, and the entire institution is being reorganized into a college of the modern land-grant college type.

At the time of the visit of the survey committee the Georgia State Industrial College was in the process of complete reorganization. The physical plant was being improved, the academic program expanded, the teaching staff increased, and the curricula revised. In this connection and with regard to the facts developed in the foregoing report, the committee offers the following suggestions and recommendations:

That the administration carry into effect its plans of centering the objectives of the college on agriculture, home economics, mechanic arts, and teacher-training education of a collegiate level.

That until such time as more adequate facilities are provided for realizing work of a standardized quality in the arts and science

curricula, the institution discontinue the granting of the degrees of bachelor of arts and bachelor of science.

That the courses of study in the two-year normal curriculum, the graduates of which receive State elementary teachers' certificates, be increased in number so as to conform with the generally accepted prescription of work in such curricula.

That an academic organization be created in the college consisting of not less than eight departments of instruction, each in charge of a professor.

That an immediate capital outlay to provide laboratories of college rank in chemistry, biology, and physics be made.

That a similar outlay be made for the library, at least 3,000 books suitable for college work being purchased, and that regular appropriations be set aside annually for library purposes in the future.

That an appraisal of the physical plant be made to ascertain its real value, that a property ledger be kept, and annual inventories made of the properties in the future.

That a student-accounting system be installed and a full-time registrar appointed to keep the student records of the institution.

### **THE STATE AGRICULTURAL AND MECHANICAL SCHOOL FOR NEGROES**

*Forsyth, Ga.*

The State Agricultural and Mechanical School for Negroes at Forsyth, Ga., is not of collegiate grade. It is a school which emphasizes training in productive agriculture, in trade work, and in home making. This school, located in the heart of Georgia's negro population, has been rendering a service to the State in giving some thoroughly practical courses in types of training that will function in the lives of the boys and girls when they begin work in some of the productive enterprises of the State or enter upon the work of home making.

This school was started a number of years ago as a private school by the present principal, and the work was successfully carried on by him until 1922, when he offered the school to the State of Georgia. The State legislature of that year accepted it and made it a branch of the State university. In addition to being supervised by the University of Georgia, it is under the government of a board of trustees composed of 10 members. The governor and the State superintendent of schools are ex officio members of the board. The other eight members are appointed by the governor.

The school includes both the elementary and high-school grades. The elementary school is organized on the seven-grade plan and the high school on the four-year basis. During the year 1926-27 there were 362 pupils enrolled in the elementary school and 239 in the high

school, making a total of 601 pupils enrolled during the regular academic year. In addition to the work of the regular session, the institution conducts a summer school. The enrollment in the summer session for 1925-26 was 277.

The high school is accredited by the State department of education as a four-year high school, class 1. The agricultural work of the school is rated high by the vocational board of the State. Students from this school have continued their education at the following institutions: Fisk University, Atlanta University, Spelman College, Morris Brown University, and Lincoln University.

### ADMINISTRATION

The largest single source of revenue for the school is the amount of money received from the sale of farm products. Five thousand dollars has been received from the State annually since the school was made a State institution. The school has never had an endowment fund. Table 41 gives the income from various sources for the last five years.

TABLE 41.—Amount of income received from the various sources for the past five years

Source	1923-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	( <sup>1</sup> )	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Federal money received through Smith-Hughes Act.....	\$1,800.00	2,100.00	2,100.00	2,454.00	2,454.00
Student fees.....	675.00	866.00	952.50	1,000.00	1,283.60
Net income from sales.....	3,725.00	1,986.25	5,920.00	4,333.00	8,101.90
Other sources.....	3,600.80	5,683.10	5,011.00	5,756.10	4,630.80
Total.....	9,800.80	15,635.35	21,013.50	18,543.10	21,470.00

<sup>1</sup> Not operated as a State institution until 1923-24.

<sup>2</sup> Up to May, 1927.

The total assured income for the school year up to May, 1927, is \$21,470. This will be increased by additional farm sales and possibly some additions from "other sources," such as gifts. Of this sum, \$7,454, or 34.8 per cent, came from State and Federal sources; \$1,283.60, or 6 per cent, from tuition charges; and \$8,101.90, or 37 per cent, from net sales up to May for the school year of 1926-27. For the school year 1925-26 the total income was \$18,543.10. Of this amount, \$1,000, or 5.4 per cent, was from student fees; and \$4,333, or 23 per cent, from net sales.

Just a few days before the visit of the survey committee to this school, fire destroyed the main building in which were housed practically all the instructional work of the school, the administrative offices, the school library, and a number of dormitory rooms. The principal (at the time the survey committee visited the school) had secured the use of churches and other buildings for school quarters, and was reorganizing and adjusting his program so as to carry on

some school work. The record of students and other papers kept in administrative offices were destroyed.

The institution owns 14 acres of land just outside of Forsyth, Ga., which is used as a campus. It is valued at \$4,000. The school also owns a farm of 150 acres located not far from the school. The school also rents a farm containing 251 acres located sufficiently near to be operated by the school. An annual rental charge of \$400 is paid for the use of this land.

There are a number of frame buildings on the campus which the fire did not reach, but they are wholly inadequate for the work of the school. The building containing the kitchen and dining hall was erected in 1904 and is valued at \$2,500. The value of the equipment is placed at \$250. The principal's cottage, built in 1922, is a one and a half story building, containing 10 rooms. It is valued at \$3,100, and the equipment it contains at \$1,000. Part of this building is used for student rooms. The teachers' home, a one-story building, was erected in 1924. It contains 7 rooms and is valued at \$2,500.

Other buildings on the campus include a potato-curing house, a laundry, a small house used for handicraft instruction, a cottage, and a barn.

The school is very poorly equipped for the work it undertakes to do. Most of the buildings are old and need repair. Additional buildings are necessary, if the school is to continue the program it has inaugurated. The campus grounds also need improvement. There are no improved walks or plots on the campus.

### EDUCATIONAL PROGRAM

This school begins its work with the first elementary grade and continues instruction through the high-school course.

The elementary school enrolls only children who live in the vicinity of the school. The county furnishes \$3,000 toward the maintenance of the school. The work of this department is under the supervision of the county superintendent, who visits the school monthly.

The work in the high-school department is based upon the completion of the seven grades of the elementary schools of Georgia. A total of 16 units of work is required for the completion of the four-year courses offered in the high school. The following subjects are taught in the high school: Agriculture, biology, carpentry, civics, domestic science, general science, handicraft work, history, language, mathematics, and trade cooking.

The school has maintained in its high school a four-year academic course, a four-year agricultural course, a three-year carpentry course, a three-year trade course, and a three-year home economics course. In addition to the courses listed above, the high school offers sufficient

normal-school courses to meet the requirements of the State department for teacher-training work in high schools. Practice teaching is carried on in the grades. Those who successfully complete the normal work are granted certificates to teach in the schools of the State.

With the exception of productive agriculture, the school is not equipped for doing standard work in any vocational line. Since the destruction by fire of the buildings in which the sciences were taught, the school is without any laboratory equipment.

The high school accepts both day and boarding students. Nine dollars a month is charged for room and board. The enrollment in the high school by years for the school year of 1925-26 is as follows: Freshman, 104; sophomore, 69; junior, 55; and senior, 11. The small size of the senior class as compared with the junior class is accounted for by the three-year courses offered in the high school.

Table 42 gives the enrollment annually for the past five years.

TABLE 42.—High-school enrollment by years for the past four years

Grade	1922-24	1924-25	1925-26	1926-27
Elementary.....	358	362	342	343
High school.....	150	180	223	230
Total.....	508	542	565	573

Table 42 shows a constant and regular growth, year by year, in the high-school department. The elementary school is a local school and consequently shows but little fluctuation in its enrollment.

### FACULTY

The teaching staff of the school consists of 14 men and women, all colored. About half this number devote all or part of their time to high-school teaching. Four of the high-school faculty have college degrees. The principal has a bachelor of arts degree obtained at Fisk University in 1896, and a master of arts degree obtained from the same school the following year. The principal teaches psychology in the normal course. The teacher of mathematics has a bachelor of arts degree from the Johnson C. Smith University, Charlotte, N. C. Another teacher holds a bachelor of arts degree from Shaw University, of Raleigh, N. C. He teaches English, French, and Latin. Another teacher has a bachelor of arts degree from the Johnson C. Smith University. He teaches vocational subjects and chemistry.

Four of the teachers are in their second year of service. The others have been with the school for from 5 to 20 years. According to information furnished the survey committee the teaching load is heavy. The instructors have very few free periods, and some of the

classes are large. Two of the laboratory classes had more than 40 pupils enrolled.

The salaries of high-school teachers are \$1,200. One teacher who has administrative work receives \$1,500. The principal of the school receives a salary of \$2,100.

### EQUIPMENT

All the laboratories and the school library were destroyed by the fire which burned the main building; consequently the school was without these educational facilities at the time the survey committee visited the school.

The school is without a gymnasium, but outdoor sports are encouraged. All the athletic activities of the school are under the control of the faculty. All extracurricular activities are under the direction of the faculty and are carried on as a part of the work of the school.

### CONCLUSIONS

The survey committee is much impressed with the service that this school has rendered to the negro youth of Georgia. It has provided opportunities for secondary and vocational types of work to many boys and girls who would otherwise have only the most limited opportunities for educational training. The vision shown in founding this type of school as a private institution in this section and for its development as a private enterprise is to be commended.

Productive work in agriculture is carried on in a very successful manner on the school farm. The boys are given thorough and practical training in growing and marketing farm and garden products and in poultry raising. This work is of a first-rate character, and the operation of the farm is successfully managed.

The school does not have the facilities for either theory or laboratory courses in agriculture. The same situation exists with reference to the academic, vocational, and home economics courses. Buildings and equipment are lacking for carrying on the high-school work. Properly equipped with a physical plant and a well-qualified teaching staff, this school would be of great service to the State in offering standard high-school work, together with subjects of a practical type, and in the better preparation of negro teachers in the summer courses.

According to information furnished the survey committee, 60 per cent of the population of the county in which this school is located is negro, and 35 per cent of the farms are owned by negroes. The need for a school of the type started at Forsyth is apparent, but under the present conditions it is handicapped in its attempt to realize its

objectives. The survey makes the following recommendations for the improvement of the school:

That the institution be completely separated from the State university and that its government be lodged in an independent board of trustees.

That the State of Georgia increase to a large extent its appropriation for the maintenance of the school, and funds be also provided for capital outlays in order to build up an adequate physical plant.

That provisions be made for the replacement of equipment destroyed by fire, particularly with regard to the scientific laboratories and the library.

That proper facilities be provided for work in all the vocational departments.

### *GEORGIA NORMAL AND AGRICULTURAL COLLEGE*

#### *Albany, Ga.*

The Georgia Normal and Agricultural College, located at Albany, Ga., is a State-controlled institution, a branch of the University of Georgia. It has been a State school for only the past nine years. It was founded by its present president in 1904, as the Albany Bible and Manual Training Institute. The founder of this school succeeded in interesting some philanthropic people in the project, with the result that he secured gifts from them for the erection of the principal buildings. The purpose of the founder in establishing this school was to provide educational training of a vocational and practical academic type for a group whose need for training was great, but for whom there existed only the most meager educational opportunities.

In 1917 the State legislature enacted a law providing for the establishment of a State agricultural, industrial, and normal school for negroes, and a commission, of which the State superintendent was a member, was appointed to determine a location. After careful consideration, it was decided to take over the Albany Bible and Manual Training Institute, located in a part of the State with a large negro population, and to make it the State agricultural, industrial, and normal school called for in the law. Arrangements to this effect were completed, and the Albany Bible and Manual Training Institute became in 1918 the Georgia Normal and Agricultural College, and was organized as a branch of the University of Georgia. The founder of the school became the president of the new State school. The objective of the institution has not been changed, and the school continues to emphasize practical courses, including teacher-training work.

The school is operated under the somewhat ill-defined auspices of the State university, but has its own board of trustees, of which the

State superintendent of public instruction and the chancellor of the University of Georgia are *ex officio* members. In addition to the *ex officio* members, there are nine members appointed by the governor for terms of 3 and 5 years. Of the present personnel, 10 are white men and 1, the president, is colored. Four of the trustees live in Northern States. All other members of the board reside in Georgia.

The institution maintains a junior college with normal courses, a four-year high school, and an elementary school of seven grades. The latter is made up chiefly of county pupils and is used as an observation and practice school for the teacher-training courses. All of the industrial work is carried on in the high school. In 1926-27 the enrollment consisted of 494 students distributed as follows: 35 in the junior college, 211 in the high school, and 248 in the elementary division.

Both the normal school and the high school are on the approved list of schools of the State department of education. One student who completed the work of the freshman year entered Michigan University as a sophomore. Several of the graduates of the high-school department have entered Michigan, Northwestern, Lincoln, and Howard Universities.

### ADMINISTRATION

The major source of income for this school is State appropriations. Table 43 below gives the income of the school for the past four years, by years.

TABLE 43.—Income

Source	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$17,500.00	\$17,500.00	\$20,000.00	\$20,000.00
Donations.....	5,000.00	675.00	13,313.00	12,004.50
Student fees.....	434.44	219.50	305.25	817.00
Total.....	22,934.44	18,394.50	33,618.25	32,821.50

<sup>1</sup>Up to May, 1927.

The first State appropriation, for the year 1918-19, was \$5,000. Each year this sum has been gradually increased until it amounted to \$20,000 in 1925-26. The same amount was appropriated in 1926-27. The sum of \$17,500 of State money is for use in sustaining the work during the regular school year, and \$2,500 appropriated by the State is to be used in the maintenance of the summer school. The Federal Government, through the State department of education, contributed \$650 under the Smith-Hughes law toward the training of vocational teachers.

For each of the years 1925-26 and 1926-27 the State appropriations amounted to practically 60 per cent of the total income of the school. In 1925-26 the donations received by the school amounted to almost

40 per cent of the total income. Student fees for this year amounted to less than 1 per cent. The student fees for 1926-27 amounted to 2.45 per cent. No tuition fee is charged students living in Georgia; however, an entrance fee of \$2, an athletic fee of \$3, a medical fee of \$5 are charged all students. A \$2 fee is charged for laboratory courses. Boys are charged \$12 per month for board and room, and girls \$11.

The gifts to the institution came almost wholly from individuals whom the president has interested in the work that the school is doing. The gifts for the year 1926-27, up to May, 1927, amounted to \$12,604, or 37 per cent of the annual income for that year.

The administration of the school under the board of trustees is in the control of the president. He has to assist him in this work a dean, a bookkeeper, and a stenographer. A new system of book-keeping and student accounting is now being installed which is expected to correct the difficulties encountered by the survey committee in readily obtaining detailed and complete information as to receipts and expenditures and individual student records. The financial accounts of the school are balanced monthly and audited annually by official representatives of the State.

#### PHYSICAL PLANT

The campus contains 10 acres of ground located just outside of the town of Albany. There are also 90 acres additional, used by the school as an experiment farm. This farm of 100 acres was purchased by the school in 1901 for \$10,000. No valuation has been placed upon it since that time, but surrounding developments indicate that it has advanced greatly in value.

There are six buildings on the campus, one of which, the new men's dormitory, is under construction. At the time of the visit of the survey committee the roof was being completed. It will be ready for occupancy with the opening of school in the fall (1927). It is a three-story brick building containing 52 rooms, and is being erected at a cost of \$35,000. The present men's dormitory, erected in 1919, is a two-story building containing 15 rooms, and valued at \$7,500. The women's dormitory is a three-story building erected in 1913. It contains 32 rooms. A valuation of \$20,000 is placed on this building.

The administration building was erected in 1923. It is a three-story building with 13 rooms. Twelve rooms are used for recitation purposes and one as a school library. The construction cost of this building was \$40,000. Caroline Hall, named for the donor, is a two-story building erected in 1917. It contains 14 rooms, 11 used as classrooms, 1 as a laboratory, and 2 as offices. There is also a farm cottage valued at \$750.

The total valuation placed on all the buildings on the farm and campus and including the equipment of each is \$138,250. The total

valuation of the physical plant is listed at \$150,000. This valuation is based upon the purchase price of the land and the construction of the buildings. The total valuation placed upon the property seems to be low. The insurance carried upon the property amounts to \$61,400. The State holds the titles to the property and to the insurance and pays one-half of the premium on the insurance.

The State has given nothing toward the physical plant. The money for both grounds and buildings has come through donations secured by the founder and president of the school. Some of the money has been given by individuals and some of it has come as a result of church appropriations. The president is to be commended for the extent to which he has interested individuals and philanthropic agencies in the enterprise to which he is devoting his life.

Improvement of the grounds is needed to make them more attractive. Some trees, better walks, and improved yards would give the campus a much more attractive appearance. The buildings are in a fair state of repair, although some of the rooms are not so clean nor kept in as orderly a condition as they should be. Sanitary conditions are adequate throughout the school plant with the exception of the men's dormitory. This, however, will be corrected when the new dormitory is completed. Consideration should be given to better fire protection. Dormitories especially should be better protected by installing a number of fire extinguishers.

### EDUCATIONAL PROGRAM

The purposes for which this institution was founded are concentrated chiefly in the high-school work and the college courses in teacher training. Admission to the normal school and college courses requires the completion of the work offered in a regular four-year high school. If the applicant is not a graduate of a high school on the accredited list of the State department of education, he is required to take an entrance examination at the school. Most of the students enrolled in the courses of college grade are graduates of the high-school department of the school. An applicant for admission to college courses must present 15 units of work in approved subjects. Conditioned students are accepted provided they lack not more than two units of meeting the entrance requirements. These conditions must be removed by the end of the second semester.

The completion of the normal school and junior college courses requires two years of work above the four-year high school. A total of 64 semester hours of work is required in each of these courses. The normal course offers educational training and practice to those who desire to become teachers in the elementary schools of the State. The course is planned to meet the requirements of the State depart-

ment of education, and the graduates of this course are entitled to State certificates. The required subjects in the normal school are: History of education, elementary psychology and child study, principles of teaching, industrial arts, educational psychology, sociology, technical grammar, general methods, and observation and practice teaching.

The junior college curriculum includes courses in English, mathematics (college algebra, solid geometry, and trigonometry), biology, chemistry, physics, and history. The elective subjects are language (Latin, Spanish, French, German), science (astronomy, geology, zoology), agriculture, animal husbandry, and agronomy.

The junior college also offers three vocational courses, each requiring graduation from high school for admission. The two-year commercial course is designed to prepare for office work in the capacity of bookkeepers, stenographers, and clerks. This course includes the following subjects: Shorthand, typewriting, English and grammar, commercial geography, commercial law, bookkeeping, general office practice, and spelling and composition. Many of these subjects are of high-school level and should not receive a college credit. In this course preparation for such civil-service positions as are to be found in post offices and in the Railway Mail Service is emphasized.

A two-year normal course is planned to prepare teachers for home economics in the public schools and for home demonstration agents. The course includes classes in nutrition, child care and training, child psychology, home management, clothing and applied design, and general and specific methods. The college courses in agriculture are for the purpose of preparing teachers of agriculture under the Smith-Hughes law. The courses offered include agronomy, entomology, horticulture, botany, and farm management. Field practice is required in connection with these courses. In both the high-school and the normal-school departments, emphasis is placed on practical types of courses. Both the agricultural and industrial work begin in the sixth grade and run through the high school.

The school has provided a five-year course in piano instruction. This course is open to pupils by special arrangement.

The summer school is conducted for the specific purpose of providing training courses for teachers. The following courses are offered: Primary methods, games, and plays, intermediate methods in arithmetic and English, intermediate methods in civics and history, intermediate methods in reading and geography, introduction to education, classroom management, tests and measurements, child psychology, domestic science, home economics, manual arts, and agriculture. Under the title of extension work, members of the teaching staff of the school are assigned to work in different communities to furnish leadership in the organization of teachers' institutes, farmers' institutes, mothers' clubs, and canning clubs.

**ENROLLMENT**

Table 44 gives the enrollment of the school for the past five years. In this table, for the year 1926-27, all students carrying any high-school subjects are classified as high-school students.

TABLE 44.—Enrollment

Department	1922-23	1924-25	1925-26	1926-27
Grades 1-7.....	261	249	278	248
Four-year high school.....	126	171	208	211
College.....	15	19	28	35
Total.....	402	439	512	494

Table 44 shows an upward tendency in the enrollment in the high-school and college departments comparable with the increasing facilities of the school.

The day students in both the high-school and college departments number slightly more than the boarding students. Of the 143 boarding students, 68 are girls and 75 are boys. In these two departments the girls are considerably in excess of the boys, especially in the high school, where they number almost two to one.

There are 35 students doing work above the four-year high school. Twenty-one of these are enrolled in the normal school for teacher-training courses. The remaining 14 are enrolled in the junior college courses. Thirty-three students are taking piano instruction. No degrees are granted by this school.

**FACULTY**

The teaching staff for courses above the four-year high school is composed of five members, all of whom teach both college and high-school classes. There are four men and one woman. Table 45 gives the training of each of these teachers.

TABLE 45.—Training of faculty

Case	First degree	Where obtained	Advanced degree or graduate work	Where obtained
1	A. B.....	Lincoln University.....	A. M. (honorary)	Central College.
2	A. B.....	Morehouse College.....	A. M.....	Morehouse College.
3	B. S.....	Kansas Agricultural College.....	1 summer.....	Kansas Agricultural College.
4	A. B.....	Radcliffe College.....	do.....	Boston University.
			do.....	Columbia University.
			do.....	Chicago University.
5	A. B.....	Johnson C. Smith.....		

Each member of the teaching staff holds a bachelor's degree. For college teaching more graduate degrees from the larger universities are needed. These five teachers, according to the order in which they are listed in Table 45, have charge of the instruction offered in mathematics, English, science, languages, and teacher training.

Salaries paid by the institution to the members of the junior college faculty are meager and not in conformity with the duties assigned. Of the five teachers, four receive only \$1,000 annually and one \$720. Perquisites in the form of board are allowed the teacher receiving \$720 and one of the teachers receiving \$1,000. The president of the school receives a salary of \$3,000 annually. It is obvious that the highest type of college instruction can not be secured from teachers being paid such small compensation and the survey committee is of the opinion that immediate steps should be taken to raise the scale of salaries of the entire faculty in the junior college.

Three of the teachers in the junior college have heavy student clock-hour loads, due to the fact that they teach in both the college and in the high school. According to their teaching schedules, one has a load of 655 student clock-hours per week, another 596 hours, the third 595 hours, the fourth 385 hours, and the fifth 361 hours. Long hours of teaching per week have also been imposed on these teachers, one having classroom work of 28 hours, another 26, the third 25, the fourth 18, and the fifth 16. Thus it is seen that not less than three out of the five members of the junior college staff are so overburdened with work that efficiency is menaced. The sizes of the classes in the junior college are below the average, due to the small enrollment in this division. In 1926-27, college classes numbered 11, of which one contained 11 students, four 13 students, one 17 students, and five 22 students.

#### EDUCATIONAL EQUIPMENT

There are no separate funds for library and science equipment. However, the school furnishes the survey committee information showing that \$600 for permanent equipment and \$3,360 for supplies had been spent on the science laboratories during the past five years. The science laboratories and equipment are inadequate even for standard high-school science work. This deficiency should be corrected at once in order not to invalidate the rating of the high school.

The library is far short of standard requirements. It contains about 1,500 volumes. A number of magazines are taken. The school reports an annual expenditure for the past five years of \$300 for the maintenance of the library. A teacher acts as librarian.

#### EXTRACURRICULAR ACTIVITIES

Athletic activities are under the control of the faculty, assisted by a student council. Organized outdoor athletic games are encouraged by the faculty. Students playing on any of the teams must be successfully carrying on all their class work. The school does not hold membership in any State or sectional organization.

The school maintains an organized Sunday school, a Y. M. C. A., and a Y. W. C. A. The school also maintains a department for the training of Sunday-school workers.

An organized band under the leadership of a member of the faculty is one of the important student organizations.

### CONCLUSIONS

The survey committee believes that the State legislature acted wisely and for the best interest of the State in making this school a State institution for furnishing secondary school opportunities to negro youths, and for providing training courses for negro teachers. The present physical plant and equipment have been developed without expense to the State. For a comparatively small additional annual expenditure for operating expenses and equipment the State can have a school equipped for doing creditable work of a secondary character and for the preparation of negro teachers.

Considering the great need for secondary educational opportunities for the negro men and women of this section of Georgia, and also the need for trained negro teachers for the public schools, and in consideration of the limited funds of the school, it is deemed advisable to concentrate the efforts of the institution upon the secondary school curriculum and the two-year normal course following the four-year high school. In this connection and with the other facts developed in the foregoing report, the following recommendations are made:

That the junior college be abandoned and work in the institution above the high-school level be confined to the teacher-training curriculum.

That in view of the fact that the instructional staff of the school is limited, the courses of study be reorganized for the purpose of curtailing them to conform to the available facilities.

That as the equipment for sciences is extremely limited, the offering in these subjects be reduced, particularly in the normal school, which should be confined to one year's work in biology and chemistry.

That the commercial course of a college level be discontinued and that the work of this type be offered only in the secondary department.

That the faculty be strengthened and that the qualifications and training of the members be increased to conform to standard requirements.

That a good course in English composition be substituted for the course in technical grammar in the teacher-training curriculum.

That the heavy teaching loads imposed on the members of the teaching staff be substantially reduced, both as regards student clock hours and hours per week of teaching.

That the institution extend, as far as possible, its extension work, particularly with regard to the organization of farmers' institutes, mothers' clubs, teachers' institutes, and canning clubs.

That salaries be placed on a higher level.

## Chapter X

# KENTUCKY

CONTENTS.—Introduction—Simmons University, Louisville—Lincoln Institute of Kentucky, Lincoln Ridge.

Negro higher education in Kentucky is in a state of flux, and if progress is to be made increased interest and progressive leadership must be developed.

Two institutions in the State were included in this survey, Simmons University at Louisville and Lincoln Institute of Kentucky, located a short distance outside of the limits of this city. While the State's negro land-grant college, which did not participate in the survey, is centrally situated, the concentration of these other colleges in practically the same city obviously constitutes an unsatisfactory geographical distribution. Both the far eastern and western parts of Kentucky are in need of negro institutions of higher learning, if proper provision is to be made for the entire colored population.

The number of negroes obtaining higher education in Kentucky is extremely limited. With 215,800 negro inhabitants, only 71 are classified as college students in the two institutions surveyed, or three students to each 10,000 population. Only two other States, Arkansas and Delaware, have such a low proportion of negro inhabitants enrolled in colleges. This situation is not due to the failure to develop secondary schools for the race, as the statistics show that Kentucky has made unusual progress in providing preparatory education for its negro population. According to the latest statistics, there are 122 negroes attending high schools in the State for each 10,000 inhabitants, as compared with 186 white students per 10,000 white population, which totals 2,300,000.

The State department of education does not have a definite standard basis for the accrediting of negro higher educational institutions, maintains no regular list of approved negro colleges, and conducts no examinations of them. While the State grants teachers' certificates to graduates of one of the colleges surveyed, a rating of its teacher-training work is not made through an actual appraisal or inspection.

Appropriations made by the State of Kentucky for the support of negro higher education for the biennium ending in June, 1928, total \$228,600.

## SIMMONS UNIVERSITY

Simmons University, a chartered institution located in the city of Louisville, Ky., was founded in 1873 by the General Association of Colored Baptists of Kentucky as the Kentucky Normal and Theological Institute. In 1884 its name was changed to the Baptist State University, under which title it was operated until 1918, when it was renamed Simmons University.

Control of the institution is vested in a board of trustees composed of 12 members elected by the Colored Baptists' Association. The length of term of each member is four years, three being chosen annually. Eleven of the trustees are ministers of the Colored Baptist Church, and one is a layman, who is the chairman of the board. With the exception of a single member from Cincinnati, Ohio, the board is made up entirely of residents of Kentucky. All are negroes. The institution also has an advisory board composed of white members of the Baptist Church, several of whom are leading educators and clergymen of the State.

Simmons University conducts a liberal arts college, a theological department, and a preparatory school. Teacher-training is incorporated as a part of the college curriculum. In 1926-27 there were enrolled 77 students in the college, none in the theological department, and 105 in the secondary school, the total being 182. The institution has been recognized as a standard college by the Kentucky State Department of Education since 1920. Several graduates, who hold bachelor degrees from Simmons University, have been accepted at the University of Cincinnati, where they have received advanced degrees after one year's work. Another student, who was admitted to Brown University, secured a master's degree.

### ADMINISTRATION

Title to the property of the institution is held by the General Association of Colored Baptists of Kentucky. At present a trust company of Louisville holds a blanket mortgage of \$75,000 on the land and improvements of Simmons University, a portion of this indebtedness having been incurred in the erection of a new boys' dormitory in 1924. Insurance is carried on the buildings and equipment to the amount of \$170,850.

A subscription campaign to raise \$20,000 among the Colored Baptists of the State is now being conducted for the purpose of liquidating the institution's indebtedness. The advisory board of white Baptists have agreed to arrange for a subscription of \$80,000, providing \$20,000 is secured. Officers of Simmons University report that \$6,000 of the necessary amount has been contributed.

The principal sources of income of the institution are church appropriations and student fees. Its financial records show an annual operating deficit, which has been largely met through bank loans and interest-bearing notes. In 1923-24 the institution made bank loans amounting to \$9,797; in 1924-25 similar loans totaled \$4,921, and its balance sheet of April 30, 1927, records bank loans, notes, and other loans amounting to \$11,673.

The total income of Simmons University for 1926-27, as shown by Table 1, was \$39,718. Of this income, 22.9 per cent was derived from church appropriations, 54.1 per cent from student fees, and 33 per cent from other sources. Church appropriations for the support of the institution have been a variable quantity from year to year. As a result its finances are on a somewhat unstable basis.

The annual tuition charged to students by the institution is \$45.

TABLE 1.—Income of the university

Source of income	1923-24	1924-25	1925-26	1926-27	
Church appropriations.....	\$12,468.15	\$6,563.84	\$7,039.74	\$19,395.18	\$9,113.17
Gifts for current expenses.....	6,975.13	1,329.30			21,516.68
Student fees.....	17,792.92	20,098.75	19,408.99	24,270.50	
Sales and services.....				800.00	
Other sources <sup>1</sup> .....	6,021.50	11,797.08	5,005.75	16,181.22	9,088.93
Total.....	41,288.70	39,788.97	\$4,120.88	60,648.90	39,718.74

<sup>1</sup> Includes rentals, \$9,797 borrowed in 1923-24, and \$4,921 borrowed in 1924-25 from banks. The figures for 1925-26, in addition, include subscriptions in \$20,000 campaign being conducted by the institution, bank loans, and \$2,966 in rentals.

The accounts of the institution seem to be well kept and are audited annually by certified public accountants employed by the board of trustees. Monthly balance sheets are furnished to the General Association of Colored Baptists of Kentucky. Up to 1926-27 Simmons University had no endowment fund. In this year it reported an acquisition of an endowment of \$6,150.

While the fundamental forms for keeping student records are in use at the institution, improvements may be made in the system. The blank for the transcript of records is in need of expansion as to detail, and the report to students on their academic work is not adequate. Apparently little check is kept on class attendance.

The institution owns approximately 5 acres of land situated within the corporate limits of the city of Louisville. Its value is estimated at \$73,965 by the trust company holding a mortgage on the property. Four and one-half acres are used as a campus, while the remainder, upon which are located a number of cottages, is rented for \$2,966 annually.

The plant comprises four main buildings, with an estimated value of \$130,487. They include an administration building, a boys' dormitory, a girls' dormitory, and a chapel. The administration

building is an old structure, the date of its erection being unknown. The girls' dormitory was built in 1908 and the boys' dormitory in 1924. All of the buildings are of brick construction, but only two are fire resisting. Fire protection, however, is afforded the students as the institution observes the fire regulations of the city of Louisville. A caretaker has charge of the care of the buildings and grounds. Students perform the greater part of the janitor and other work necessary to keep the campus and the buildings in an orderly condition.

#### *PREPARATORY SCHOOL*

The maintenance of a preparatory school is not required by the college charter of Simmons University. Under its present organization the college and secondary school are not kept separate and distinct, the same buildings being used for both departments, the finances not being segregated and six members of the college faculty teaching in the high school. Instruction is so arranged, however, that college and high-school students do not attend the same lectures, recitation, and laboratory classes.

#### *ACADEMIC PROGRAM*

Graduates of the Simmons University secondary school are admitted to its college without examination. This high school is not accredited by the Kentucky State Board of Education.

Other applicants for admission must present certificates from the principals of the high schools previously attended by them, showing the completion of 15 units, of which 3 units should be in English, 2 in mathematics, and 1 in history.

Candidates presenting 13 high-school units are admitted conditioned in 2 units, which must be eliminated by the end of the freshman year. The records of the institution show that no conditioned students, with the exception of one in 1924-25, have entered the college during the past five years. All students are required to take intelligence tests prior to admission.

#### *GRADUATION REQUIREMENTS*

In its college of liberal arts, Simmons University offers the customary four-year curricula leading to the bachelor of arts and bachelor of science degrees, the four-year education course being included in a major. In addition, two-year teacher-training, premedical, and pre dental courses are provided. The theological department offered three courses, each three years in length, one known as the English theological course, leading to the degree of G. Th.; the second, which includes Hebrew, leading to the degree of bachelor of divinity; and the third, not including Hebrew, leading to the bachelor of theology.

degree. Requirements for admission to each of these theological courses is high-school preparation.

Requirements for graduation in the curricula leading to the bachelor of arts and bachelor of science degrees include 124 semester hours of credit distributed as follows: 12 credits in English, including expression; 3 in Bible; 12 in history; 6 in mathematics; 10 in science; 12 in foreign languages; and 6 in economics, philosophy, or psychology; a total of 61. The remaining credits are elective. Each student is required to earn from 20 to 30 hours in a major subject selected from three groups of subjects which include English, ancient and foreign languages, mathematics and science, education, social science, and philosophy.

Requirements for graduation in the curriculum of education are based on the regulations of the Kentucky State Department of Education. For the elementary normal certificate and the high-school normal certificate, completion of two years' college work, with 64 semester hours of credit, of which 12 must be in education, are required. The standard high-school teachers' certificate requires four years of college work, with 124 semester hours of credit, of which 24 must be in education.

Graduation requirements in the theological department include prescribed courses of studies in ancient languages, Bible, religion, and theology.

### ENROLLMENT AND DEGREES

For the academic term of 1926-27 the enrollment in the liberal arts college amounted to 77 students, of whom 11 were special students carrying only a limited amount of college work.

As shown by the accompanying table a gradual decline has occurred in the college enrollment during the past five years. In 1922-23, students in attendance at the institution numbered 93, as compared with 66 college students in 1926-27, a loss of 29 per cent.

TABLE 2.—Enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	64	17	7	5	93
1923-24	12	8	10	9	39
1924-25	63	10	13	9	94
1925-26	28	29	6	12	75
1926-27	46	11	16	4	77

<sup>1</sup> 11 are special students carrying only part-time college work.

An unusually heavy mortality is evident in the classes of the college. The freshman class of 1922-23, amounting to 64 students, declined to 12 students in the senior class of 1925-26, a loss of over 81 per cent. Similarly the freshman class of 1923-24, which contained 12 students, was reduced to 4 students in the senior class of 1926-27, the loss

being 66 per cent. It is evident that the student loss at Simmons University is reaching excessive proportions. This point is further emphasized by the small number of degrees granted by the institution over the past five years compared with the total enrollment. Degrees granted for this period totaled 41, of which 39 were bachelor of arts and 2 bachelor of science. The record of degrees granted is as follows: 9 in 1921-22, 5 in 1922-23, 7 in 1923-24, 9 in 1924-25, and 11 in 1925-26, two of the latter being the only bachelor of science degrees granted. Simmons University has not granted any honorary degrees during the past five years.

### FACULTY

The teaching staff of the college is made up of nine full-time members and four part-time members. With the exception of one member all are negroes. Six members of the faculty teach in both college and high school, the subjects taught by them in the secondary school including biology, physics, geometry, domestic science, history, and Bible. There are in addition six high-school teachers, one of whom teaches music in the college teacher-training course. Two of the nine full-time members of the college faculty are professors in the theological department. The college is organized into eight departments of instruction, which include English, education, foreign languages, mathematics, philosophy, science, social science, and theology.

Of the 13 members of the teaching staff, 11 hold first degrees, and 2 are without degrees. Eight of the eleven members holding first degrees have also received graduate degrees. The following table indicates the training of the staff:

TABLE 3.—Training of faculty

Case	First degrees	Where obtained	Advanced degrees or graduate work	Where obtained
1	A. B.	Howard University	A. M. Working for Ph. D., 1 summer.	Columbia University. Do.
2	B. S.	Oklahoma Colored Agricultural and Normal University.	B. D.	Lincoln University (Pa.).
3	A. B.	Union University (Tenn.).	A. M.	Southern Baptist Theological Seminary.
4	A. B.	Fisk University	A. M.	Simmons University.
5	A. B.	Washington and Jefferson College.	LL. D.	Howard University.
6	A. B.	Indiana University	A. M.	Indiana University.
7	A. B.	Toledo University	Working for A. M., 1 session.	Ohio State University.
8	B. Th.	Simmons University	A. M.	Simmons University.
9	A. B.	do	Working for A. M., 1 summer.	Butler College.
10	B. S.	Drexel Institute	A. M. Working for Ph. D., 1 summer.	Louisville State College. Ohio State University.
11	A. B.	Lincoln University (Pa.).	LL. D.	Central Law School.
12	None			
13	do			

Further analysis of the foregoing table shows that six of the first degrees held by the members of the faculty were obtained from negro colleges, while five were secured from northern colleges. These first degrees are well distributed among the different negro institutions, there being one each from Howard University, Oklahoma Colored Agricultural and Normal University, Union University in Tennessee, Fisk University, Lincoln University in Pennsylvania, and Simmons University. A similar distribution occurs in the case of the first degrees secured at northern universities, the list including Washington and Jefferson College, Indiana University, Toledo University, Butler College, and Drexel Institute.

Seven of the graduate degrees held by the members of the faculty were secured from negro institutions, two from Simmons University, one from Lincoln University, another from the Southern Baptist Theological Seminary, a fifth from Howard University, a sixth from Louisville State College, and the seventh from the Central Law School, a former branch school of Simmons University. In connection with the two members of the faculty holding master of arts degrees from Simmons University, this institution claims that it grants no honorary degrees. The question therefore arises whether its work is of such a standard as to grant master of arts degrees in course. The other two graduate degrees of members of the teaching staff were obtained at northern universities—Columbia and Indiana. Four members of the faculty are at present working for advanced degrees, one at Columbia University, another at Butler College, and two at Ohio State University. The two teachers without degrees are part-time teachers in drawing methods and industrial arts.

A survey of the work being performed by the faculty shows that, with two exceptions, all the members are carrying extremely light teaching loads, due in all probability to the declining enrollment in the institution. Five teachers carry less than 100 student clock hours per week, 4 between 100 and 200 hours, 2 between 201 and 300 hours, 1 between 301 and 400 hours, and 1 between 401 and 500 hours. Only in the case of two professors, therefore, is the generally accepted standard of 300 student clock hours per week exceeded. One of these has a load of 451 hours each week and teaches Hebrew, Greek, and theology.

An examination into the number of hours of teaching per week by the different members of the faculty indicates that their burden of work is not excessive. Of the 13 teachers, two were teaching 1 hour per week, two 3 hours, one 5 hours, one 6 hours, two 10 hours, one 12 hours, one 14 hours, two 16 hours, and one 26 hours. From these figures it is evident that 70 per cent of the faculty are teaching less than 14 hours per week and that two teach 16 hours per week. The

only heavy load is that of the professor in Hebrew, Greek, and theology who is called upon to teach 26 hours per week.

The sizes of the college classes are generally small. There are 6 recitation classes containing from 2 to 5 students, 9 with from 6 to 10 students, 23 with from 11 to 20 students, 6 with from 21 to 30 students, and 1 with 56 students. This latter class is one in theology. Of the four laboratory classes, two include 5 students, one 15 students, and the fourth 19 students.

### EDUCATIONAL EQUIPMENT

The library contains about 3,000 volumes. It is poorly housed and has been so neglected as to be of little value to the institution. Most of the books are not of a collegiate standard, but comprise old theological works and miscellaneous volumes that have slight connection with the instruction being given in the college.

Apparently Simmons University has made no provision for maintaining an adequate college library, as expenditures for the entire past five-year period have amounted to only \$670. Of this sum, only \$70 has been expended for new books. The institution claims, however, that \$3,000 worth of books have been ordered to replenish the library. At the time of the visit of the survey committee these volumes had not been received.

The institution does not employ a full-time librarian, but through special arrangement secures the services of a librarian in the colored branch of the Louisville public library. This colored city public library is located within six blocks of the college. The survey committee was informed that because of the accessibility of this public library, the students were frequently referred to it for reading outside of the classes.

Simmons University was unable to furnish a detailed statement of expenditures for laboratory equipment and supplies during the past five years. The dean estimated that from \$300 to \$500 has been spent for equipment and supplies in the last two years. An inspection of the physics and chemistry laboratories revealed that they were not adequate for college work, either with regard to equipment or space provided. Any attempt to teach the scientific courses offered by the college could only meet with failure. It was stated that the institution plans to expend \$800 for new scientific equipment next year.

### EXTRACURRICULAR ACTIVITIES

The student body of Simmons University has organized an athletic association which ostensibly administers the athletic activities. However, the coach, who is a member of the faculty and is in complete authority, schedules the games and performs other functions with

the approval of the faculty. Because of the fact that the institution does not hold a membership in any intercollegiate organization questions of the eligibility of students to participate in games are largely decided by the dean.

### *SERVICE TO SOCIETY*

Simmons University has had a long history and is one of the pioneer institutions for the education of the Negro in Kentucky.

For many years it conducted an elementary school as well as a secondary school and college. It was not until 1925-26, that primary instruction was finally abandoned as a result of the growth of elementary schools for negroes in the city of Louisville.

A large decline has occurred in the enrollment of the institution's preparatory school, the attendance having decreased from 213 students in 1922-23 to 105 in 1926-27. This loss may be attributed to the increased number of public high schools for negroes in Kentucky, students preferring to attend these free schools rather than pay tuition for similar instruction at Simmons University.

While these explanations may account for the gradual reduction in enrollment at Simmons University below the collegiate grade, the fact that attendance in the college has shown a progressive loss of students during the past five years is indicative that the institution is no longer rendering the type of service that its constituency desires.

### *CONCLUSIONS*

The survey committee is of the opinion that Simmons University is confronting a serious crisis in its history. It recommends:

That the friends of the institution, including the General Association of Colored Baptists of Kentucky and white leaders of the Baptist Church, either arrange to provide a definite fixed annual income, thereby placing the institution on a sound financial basis for the future or that its operation be discontinued.

That, in case operation is continued, the institution be thoroughly reorganized by the abolition of the secondary school, the release of high-school instructors, and elimination of all other expenses connected with the high school.

That its future academic program be concentrated on collegiate work and the entire internal administration, finances, faculty, and curricula be strengthened and invigorated with this purpose in view.

That the president, in view of the emergency existing, either be provided with an assistant or be relieved from a part of his outside duties, which include membership on the executive board of the World's Baptist Alliance, statistician of the Colored National Baptist Convention, editorship of Sunday school literature for the

Baptist Convention, and membership on the committee of National Sunday School Lessons.

That a full-time trained librarian be employed and sufficient expenditures made to build up a modern college library.

That new equipment and adequate space be provided for scientific laboratories and that an annual budget be provided for the purchase of supplies, so that work of a college grade may be offered.

### *LINCOLN INSTITUTE OF KENTUCKY*

*Lincoln Ridge, Ky.*

Lincoln Institute, located 22 miles from the city of Louisville, is a privately controlled institution chartered by the State of Kentucky. It was established in 1912 for the purpose of providing educational facilities for negro students who were excluded from Berea College in that year.

The institution is governed by a self-perpetuating board of 22 trustees, each serving for a period of three years. From three to four are elected annually. Included in the membership of the board are a number of prominent capitalists of Kentucky and other States as well as ministers and business men. Business of the board is conducted chiefly through a prudential committee of four members and an investment committee of three members. The principal of the school, a white minister, is also the president of the board of trustees.

The institute is primarily a high school, specializing in manual and agricultural training. Its collegiate work is limited to two years of teacher-training, which is combined in a so-called six-year normal course, four years being of secondary grade. Enrollment in 1926-27 consisted of 5 college students and 74 high-school students. About half the students are girls. Although the high school has been recognized as standard, the Kentucky State Department of Education has not accredited the teacher-training department and does not grant State teachers' certificates to its graduates.

#### *ADMINISTRATION*

Financial affairs of the institution are exceptionally well managed, the principal having interested a number of wealthy citizens in its welfare.

The income of Lincoln Institute is derived principally from interest on endowment, gifts for current expenses, and student fees. Revenues for 1926-27 amounted to \$45,444.65. Of this total, 57.5 per cent came from gifts for current expenses, 30.5 per cent from annual yield on the institution's productive endowment, 5.8 per cent from student fees, 2.8 per cent from income on reserve fund, and 3.4 per cent from donations of supplies.

TABLE 4.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Interest on endowment funds.....	\$12,975.64	\$13,763.07	\$13,799.45	\$13,806.00	\$13,833.84
Gifts for current expenses.....	15,580.62	12,664.71	15,868.52	22,870.44	26,139.00
Student fees.....	15,176.02	13,793.09	15,928.42	9,973.06	2,671.03
Income from reserve fund.....					1,349.80
Donations of supplies.....					1,350.98
Total.....	43,731.28	40,120.87	45,596.39	46,649.50	45,444.65

As indicated by Table 4, total receipts for 1926-27 show a gain of 3.9 per cent over 1922-23. Although revenues from student fees have fallen off during this period, the percentage of loss being 82.4, increases in the annual yield from endowment, amounting to 6.6 per cent, and from gifts for current expenses, amounting to 67 per cent, have more than offset this decrease.

Reduction in the revenues from student fees is due chiefly to the decline in the institution's enrollment, particularly in its secondary grades. In 1922-23 the number of students in this department was 102, as compared with 78 in 1926-27. Notwithstanding that no tuition is charged for attendance, incidental fees at the school amount to \$33 per term, and the estimated annual cost of attendance, including dormitory, board, and other necessary expense, is \$160.

Lincoln Institute has a substantial productive endowment, totaling \$278,791.63. During the past five years it has been increased by approximately \$11,000. An examination of the list of securities showed that the principal has been invested in high-class railroad, public utility, and Government bonds or first mortgage certificates yielding from 4 to 6 per cent.

In the management of the institution, the principal is assisted by a treasurer, a secretary, an accountant, a superintendent of the boarding department, and several other employees. The finances are in good shape and the accounts well kept. A comprehensive treasurer's balance sheet is issued annually, which goes into considerable detail regarding all items of receipt and disbursement, assets, and liabilities.

Certified public accountants are employed to examine the accounts and audit the books at regular intervals. During the last fiscal year, the books of the institution were closed with a credit balance of \$479.06.

The secretary to the principal is the registrar of Lincoln Institute. Student record cards are incomplete, and the system used for student accounting appears inadequate and ineffective. Among the few students doing college work, only one was a graduate from an outside secondary school, and it was found that the institution had never been furnished with a transcript of his high-school credits and that apparently no demand had been made for it.

### PHYSICAL PLANT

The site of Lincoln Institute is a large tract of ground containing shade trees and surrounded by a farm. Because its location is a considerable distance from the city, it is not readily accessible. The campus includes 50 acres. The farm, which is also the property of the institution and is used in part as an experimental ground, consists of 394 acres. Based on the original purchase price the land is valued at \$39,909.26 by the institution, but this is believed to be a low figure since it was acquired some time ago and real estate in the vicinity has since increased in value.

The physical plant consists of four main buildings, a power plant, and nine residences on the campus, while on the farm are three barns, a blacksmith shop, silo, and other smaller structures. The estimated value of the buildings is \$171,785.63 and the valuation placed on equipment, furnishings and other movable property contained in them is \$15,739.91. Total value of the property, including buildings and real estate holdings, amounts therefore to \$227,434.80 upon which \$200,800 insurance is carried.

Practically all of the buildings are of modern construction, and five are fireproof. Berea Hall, a four-story structure, is the main school building and contains the administrative offices and recitation rooms. Another structure, known as Industrial Hall, is devoted largely to laboratories. There are two large dormitories, both four stories in height, one containing rooms for women students and the other for men students. The institution has an excellent power plant in charge of a superintendent of power and heat, who is the teacher of mechanical engineering in the school. A laundry is also located in one of the buildings, which is operated by a superintendent who is an assistant teacher in home economics. Nine residences on the campus are occupied by the administrative officers and teaching staff.

While the institution's farm, in connection with which is conducted a dairy, is partially used for instructional purposes, its products are sold and in 1925-26 operating expenses amounted to \$13,205.11, as compared with \$8,083.92 in receipts, the deficit being \$5,121.19. It is in charge of a farm superintendent, who is also teacher of agriculture in the institution.

Care of the buildings and grounds is under the supervision of the treasurer. The force used to keep the campus in order consists of the farm help, while the students perform the janitor service, each student being required to work one hour each day. Other labor is offered students, for which they receive payment. An examination of the buildings showed several that were in a state of disrepair, with falling plaster and neglected floors. The girls' dormitories

were found to be well kept, but the boys' dormitories were not being given proper attention.

### *PREPARATORY SCHOOL*

In examining the dual operation of a preparatory school and a college department at Lincoln Institute, the survey committee found that there was little segregation between them. College and high-school students occupied the same buildings, were taught by the same faculty, and in some instances attended the same classes. Receipts and expenditures of both departments were entered into the same account and no effort was made to keep a separate budget.

### *EDUCATIONAL ACTIVITIES*

The educational activities of Lincoln Institute are centered in its high school, where courses are offered in teacher training (4 years), agriculture (6 years), power plant management (4 years), carpentry (6 years), and home economics (5 years). Instruction in the secondary school at the institution seems effective, the equipment is good, and an attempt is being made to combine character building with intellectual development.

College work at the institution is confined to the normal department, which offers a two-year curriculum. A four-year teacher-training course included in the high school, while combined with it, is not in reality an integral part of the college curriculum.

### *ENTRANCE REQUIREMENTS*

Admittance to the normal department is on the basis of the completion of the four-year teacher-training course in the Lincoln Institute's preparatory school or graduation from an outside standard high school.

The administration claims that great care is exercised in the admission of candidates, and a selective process is in force to secure only students of character and integrity. Of the three college students entering the institution in 1926-27, two entered from Lincoln Institute's secondary school and one came from an outside high school.

### *GRADUATION REQUIREMENTS*

Although organized on a quarter-hour basis the number of credits required for graduation is not specified. An examination of the course as outlined, however, revealed the fact that 90 quarter hours (60 semester hours) of credit are necessary to complete the course. Of this total, 15 credits in mathematics, 15 in Latin, 5 in English, 10 in history, and 15 in social science are prescribed, while the remaining credits are elective in either education or economics and psychology.

It is evident from a study of the above outline that the normal-school curriculum offered at Lincoln Institute is not in harmony with practice adopted by recognized normal schools. While such general subjects as mathematics, English, history, and social science are prescribed, education, which is the basic subject of teacher training, is an elective for which either economics or psychology may be substituted. In other words, it is possible for the student to complete the normal course at Lincoln Institute without having pursued any subjects in education whatever. Practice teaching and observation are not included in the curriculum, the institution having no practice school facilities. The organization of such a school would be difficult on account of the isolation of the campus.

### ENROLLMENT

Resident college students in attendance for the past five years are given in the following table:

TABLE 5.—College enrollment

Year	First-year class	Second-year class	Total
1922-23.....	2		2
1923-24.....	2	2	4
1924-25.....	3	3	6
1925-26.....	2	1	3
1926-27.....	3	2	5

Judging from the contents of Table 5 no serious attempt is being made to build up the college department. The institution appears to be successful in holding the few students in attendance, mortality between the first and second year classes being comparatively insignificant.

No degrees in course nor honorary degrees are granted by Lincoln Institute of Kentucky.

### FACULTY

There are 2 members of the college teaching staff and 10 teachers in the high school. The institution has no departmental organization so far as college work is concerned. During 1926-27 only five classes of collegiate grade were taught, the list including biology, sociology, Latin, English, and education. The teaching staff, however, is extremely well trained, meeting standard requirements in this respect.

TABLE 6.—Training of faculty

Case	First degree	Place obtained	Graduate degree and graduate work
1	Ed. B....	Illinois State Normal.....	M. S., University of Illinois. 1 winter term at Columbia University.
2	A. B.....	Berea College.....	A. M., Berea College. Summer session at Michigan University.

In the high school the instructors in agriculture, history, and education hold masters' degrees, and considerable care has evidently been taken to secure an efficient teaching organization.

Each of the two members of the college faculty receives an annual cash salary of \$1,200, in addition to perquisites which have an average value of \$500. The principal receives \$3,350 a year, of which \$2,000 is paid to him in cash and the remainder in perquisites. Salaries of the high-school teachers range from \$600 to \$1,200.

Because of the small enrollment of college students teaching loads of the staff are very light. Of the two college teachers, one had a load of 24 student clock hours per week and the other 100 student hours per week. One taught 4 hours per week and the other 20 hours. The size of the college classes were small, varying from three to nine students.

### EDUCATIONAL EQUIPMENT

Compared with other institutions of its type, Lincoln Institute has a large library, yet it does not by any means fill the standard requirements for college work. The number of volumes is approximately 10,000. Included, however, are 2,500 public documents, for the most part of little value to the work of the school. The institution depends on gifts for its books, no cash expenditures for this purpose having been made during the past five years. Three or four good teachers' periodicals are taken. Expenditures for library purposes for the last five years amounted to only \$100 annually, except in 1926-27, when they totaled \$112.

The librarian is the wife of the assistant principal, devoting part time to the work. She is untrained in library science.

Little scientific equipment for experimental instruction has been provided at the institution. Biology is the only college subject taught, the chemistry and physics laboratories being used exclusively by high-school students. Expenditures for scientific equipment and supplies at the institution for the past five years included \$15 for permanent equipment and \$100 for supplies in biology; \$40 for permanent equipment and \$144 for supplies in chemistry; and \$82 for permanent equipment in physics. The total present estimated value of all laboratory equipment is \$1,200.

### EXTRACURRICULAR ACTIVITIES

There are few extracurricular activities at the institution. Control of athletics is vested in the faculty, and students participating in athletic contests must make an average grade of 70 in their academic work. No fraternities nor sororities have been organized in the student body.

### CONCLUSIONS

Lincoln Institute has an excellent physical plant and a substantial productive endowment. The institution is in a position to be of genuine service in the guidance of negro youth to leadership and achievement in society.

As at present organized, Lincoln Institute consists of a secondary school specializing in manual and agricultural training and a small teacher-training department of collegiate rank. Unlike many other Southern States, Kentucky is amply supplied with public high schools for negroes, particularly in the city of Louisville, which is only 22 miles from the institution, and it is evident that students would prefer to attend these schools without cost rather than undergo the expense of enrolling in a private school. The State also operates a negro land-grant college, which offers opportunities for training in manual and agricultural education. Kentucky needs a college for negroes offering curricula in general undergraduate work, including teacher training, standard premedical and pre dental courses. The survey committee, therefore, recommends:

That the administration of Lincoln Institute give its urgent consideration to discontinuance of its secondary school and to development of a standard college for negroes with emphasis on teacher training.

That, should favorable action be taken on this proposal, the institution change its name to "The Lincoln College of Kentucky."

That the present teacher-training curriculum and facilities be developed so as to obtain the recognition of the Kentucky State Department of Education.

That the present librarian be afforded an opportunity to pursue a course in library science at an institution of recognized standing.

## Chapter XI

# LOUISIANA

CONTENTS.—Introduction—New Orleans University, New Orleans—Straight College, New Orleans—Xavier University, New Orleans—Southern University and Agricultural and Mechanical College, Baton Rouge—Coleman College, Gibbsland.

The institutions surveyed in this State include New Orleans University, Straight College, and Xavier College, situated in New Orleans; the Southern University and Agricultural and Mechanical College, at Baton Rouge; and Coleman College, at Gibbsland. The geographic distribution of these institutions does not meet the requirements of the large negro population scattered over the entire State. Too many of the colleges are located in the city of New Orleans, the western part of the State being practically without negro higher educational facilities of any type. This situation, however, is to be rectified in part by the removal of one of the colleges at New Orleans to a more central site.

The proportion of negroes attending college in Louisiana to the inhabitants of the race is below the average found in a considerable number of the Southern States. The State has a colored population of 691,100. Of this total, 490 youths are enrolled in the five institutions surveyed, or 7 for every 10,000 inhabitants. One of the causes for the limited number attending college is the small percentage preparing themselves for higher learning by attending high schools, 56 out of each 10,000 negro population. In a large measure this is due to the lack of secondary schools for negroes in the State. The white population of Louisiana is 1,217,900 and statistics show that 341 white students per 10,000 inhabitants are enrolled in high schools.

The Louisiana Department of Education, however, has adopted an encouraging attitude toward negro higher education, two members of the board devoting full time to promotion of education of the race in the State. Regular inspections of the publicly-supported negro colleges are made by the department, not less than two visits being made annually. Private institutions are also rated. The department maintains a list of approved senior colleges, junior colleges, and normal schools. Through standards set up by the department, which include 60 session hours for four-year colleges and 30 for junior colleges and normal schools, the State exercises supervision over

the teacher-training work in all of the institutions recognized. Requirements for recognition also include adequate physical plants and properly trained teaching staffs.

The State of Louisiana appropriated \$230,000 for the higher education of its negro population during the last biennium.

### *NEW ORLEANS UNIVERSITY*

*New Orleans, La.*

New Orleans University was founded by the Methodist Episcopal Church in 1873. The church, at first through the Freedman's Aid Society and more recently through its board of education, has given liberally to its support. It is one of a chain of 18 schools operated by the Methodist Episcopal Church for the colored people of the South.

The charter of the university was granted by the State of Louisiana on March 22, 1873. From the beginning the university has offered elementary, high-school, and college courses. For a time theological instruction was given, and for nearly 22 years prior to 1911 a medical school was conducted. The university is located on one of the finest streets of New Orleans and occupies two city squares.

The university comprises the following divisions: Graduate school, the college of liberal arts, Gilbert Academy (a four-year high school), the model grade school, the Peck Home, with its department of home economics, and the Flint-Goodrich Hospital, with a nurses' training school. The enrollment of the university in 1926-27 was 838, of whom 309 were in the college, 399 in the academy, 56 in the grade school, and 74 in other divisions.

In 1927 the University of New Orleans was accredited in its college and high-school work by the State Department of Education of Louisiana and reciprocally by Texas, Florida, Alabama, and Mississippi. It is also a member of the Association of Colleges for Negro Youth and of the South Central Association of Colleges for Negro Youth.

Graduates of the college have been received on condition at Iowa State University, and several students completing the sophomore year have been accepted with advanced standing as juniors at Iowa State University, Harvard University, and the University of California. High-school graduates have received full credit from the University of California, Howard University, and Crane Junior College, Chicago.

#### *ADMINISTRATION*

The university is directed both in educational and financial affairs by the president. The accounts are kept by a bookkeeper who is also the bursar. Effective sources of income of the university

are found primarily in the annual appropriations of the Board of Education of the Methodist Episcopal Church, the interest on the endowment fund, and the student fees. The growth of the university income is shown as follows:

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$15,000	\$15,000	\$15,000	\$16,000	\$15,000
Interest on endowment.....	4,500	4,500	4,500	5,000	5,000
Student fees.....			13,583	17,954	22,456
Gross income from sales and services.....			200	12,006	12,116
Other sources.....			877	3,710	11,900
Total.....	19,500	19,500	34,160	53,730	50,472

<sup>1</sup> Includes gift from Slater Fund of \$900, and \$1,000, from reserve fund in Chicago.

<sup>2</sup> Gifts.

A study of the income table from 1924-25 to 1926-27 shows that there has been growth in income primarily from one source only—student fees. No satisfactory information is available regarding student fees and sources of income other than interest on endowment and church appropriations prior to 1924-25, consequently comparisons are made only for the last three years.

From 1922-25 the income from the church, including the interest on endowment, was \$19,500. For the past two years this has increased to \$20,000 a year. The university possesses a productive endowment of \$105,000. From 1922 to 1925 it was \$100,000, in 1925-26 it was increased by \$5,000, and in 1926-27 \$5,250 was added, making an actual endowment of \$110,250 in 1926-27. The annual yield on the endowment is not being paid to the institution in full every year, a portion being reserved through the board of education of the Methodist Episcopal Church for addition to endowment.

The business office of the university is properly equipped to do the accounting. This is carried on in accordance with the system of the Board of Education of the Methodist Episcopal Church. The business office is not housed in adequate quarters. The registrar's office is small and poorly lighted, unfitted for the work of registration. It occupies one-half of the room used by the business office, and the offices are divided from each other by two wire gratings. Under the existing conditions of crowded space at the university it will be difficult to remedy the conditions in these offices, but in future building plans adequate provision should be made to give them ample space and light, and in the case of the accounting office freedom as far as possible from the noise of classrooms.

The committee examined a number of high-school transcripts of college students which were in good order, but it was unable to verify all records. The new administration has recognized the need of

a registrar for some time and in the future expects all records to be kept up to date and properly filed. It has just employed a registrar who at the time of the survey was putting the college records in order.

### PHYSICAL PLANT

The campus of the college occupies two city squares, equivalent to 4 acres. Fronting on the finest boulevard in the city, the campus is valued at \$350,000. This estimate is based upon knowledge of recent sales and upon offers made for the school property.

There are 10 buildings belonging to the university, with a valuation of \$328,000. Equipment and furnishing owned by the school are valued at \$30,455. On the basis of these figures the estimated value of all the property of the institution is \$708,455.

The main college building is a five-story brick structure erected in 1886 and contains 96 rooms. Of this number, 9 are used for recitation, 4 for offices, and the remainder as quarters for teachers and students. Another building is the college annex, three stories in height, of brick construction, used for classrooms, laboratories, and library. The value of main building and annex amounts to \$200,000.

The high-school building is a two-story frame structure with eight recitation rooms, and is valued at \$20,000. Other structures on the campus include the Peck Home for Girls, a four-story brick building, worth \$75,000, housing the home economics department; a president's residence valued at \$15,000; a dean's residence; and several smaller buildings.

The care of the physical plant is directly under the president, who employs a caretaker, a campus man, a fireman, and a carpenter or utility man. Five student janitors are employed to assist in the care of the buildings. A careful inspection of the grounds showed that great pride is taken in keeping the lawns, shrubs, and fine tropical plants in good condition. The college buildings were clean, and the dormitories were in excellent condition.

### THE PREPARATORY SCHOOL

The university is not required by charter to maintain a preparatory school. However, a large high school or academy is conducted in addition to a small elementary school. The Board of Education of the Methodist Episcopal Church stated that it is desired to discontinue the lower six grades. However, in view of the urgent need for a practice school for teachers in training, it is hoped that this proposal may be deferred.

The academy is kept distinct from the college in students, faculty, and buildings. The accounts of both divisions of the institution are kept together.

### EDUCATIONAL PROGRAM

The entrance requirements to the university include 15 units of acceptable work of a four-year high-school course or the equivalent. Two conditions may be allowed, but they must be removed by the end of the second year. Of the 115 students admitted to the freshman class in 1926-27, 57 were entered on the presentation of their high-school certificates, together with the transcripts of their high-school records showing the satisfactory completion of 15 units of work. Nineteen were admitted on condition for the same year. No information is given as to the method of entrance of the remaining students. In 1925-26, 25 were admitted on condition. The college has admitted special students during the years 1925-26 and 1926-27; 39 were admitted the former year and 38 the latter. Special students are those who are not candidates for degrees. They include a number of teachers doing special work.

### GRADUATION REQUIREMENTS

To obtain the degree of bachelor of arts in the college of liberal arts the student must complete 126 semester-hour credits of study. The required subjects include English, 12 credits; science, 16; foreign language, 12; mathematics, 8; history, 6; economics, 3; sociology, 3; American government, 3; Bible, 3; psychology, 3; public speaking, 2; physical education, 6.

Before the close of the second half of the sophomore year a major subject requiring 24 credits, and an allied subject, the minor, requiring 16 credits, must be chosen. The college permits majors to be selected from English, science and mathematics, history and social sciences, education, modern languages, Bible and religion. A thesis may be submitted in the major field in place of the final examination.

Of the 63 semester-hour credits required for the elementary life certificate granted by the State and the certificate from the university, the following subjects are prescribed: English, 12 semester-hour credits; biology, 6; history, 6; general and educational psychology, 6; educational sociology, 3; drawing, 2; professional subjects in education, teaching, and practice, 28. Certain substitutions are allowed in the second year's work. One semester of practice teaching is the minimum that will be accepted for graduation. The premedical course is two years in length and corresponds to the first two years of the college course. Emphasis is placed on courses in science and mathematics.

Upon the request of a number of ministers and school principals of New Orleans, the university offered in 1926-27 a limited amount of graduate work leading to the master of arts degree. In organizing this work three members of the faculty of Tulane University of Louisi-

ana were consulted, and the requirements of the latter institution were made the basis for graduate work offered at New Orleans University.

Applicants for admission to the graduate school must hold a bachelor's degree from New Orleans University or its equivalent, have a reading knowledge of a foreign language, and show nine hours of undergraduate work in a major subject and six in a minor. Eight hours per week are required throughout the school year, and in addition a thesis and special study under the direction of the professor in charge. Unless the student is able to devote full time to graduate work, the time required extends over two years. The graduate courses offered include: Philosophy of education, school administration, citizenship and education, seminar in education problems, social philosophy, religion of the Old Testament, background of the Gospels, history of religion, and philosophy of religion.

Extension work of college grade is offered in the night school of the university. The program is arranged so that the requirements for a two-year teacher course and those for the bachelor's degree may be fulfilled. A six weeks' summer school was also conducted in 1926.

### ENROLLMENT

Enrollment of college students at New Orleans University has grown at a rapid rate during the past five years, increasing from 71 to 309 students, a gain of 335.2 per cent. The following table shows the college registration by years:

TABLE 2.—Total college enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	57	12	0	2	71
1923-24	58	21	6	0	85
1924-25	60	84	9	3	156
1925-26	82	83	28	8	181
1926-27	115	104	60	21	309

The mortality in the college has not been above the normal. No explanation was given to account for the large senior class of 1926-27.

The enrollment of the high school shows some fluctuation, with a strong tendency to increase. Registration in this department included 405 students in 1924-25, 321 in 1925-26, and 399 in 1926-27. The number of students in 1926-27 in the elementary school, which is utilized as the practice school, was 56 and in the preceding year 21.

### DEGREES GRANTED

New Orleans University has granted 28 degrees in course during the past four years, a rather small number in view of the large enrollment in the institution. All of these degrees were bachelor of arts.

with the exception of a master's degree granted in 1924-25. According to the records of the institution, 3 were granted in 1922-23, none in 1924-25, 5 in 1924-25, and 19 in 1925-26. Only one honorary degree has been conferred during this period.

### FACULTY

The faculty of the college comprises 12 members, including the president, who teaches several courses. All the college teachers hold the rank of professor.

There are 11 departments of instruction, with one professor in each. These departments include English, education, chemistry and physics, Bible, history and education, history and modern languages, English and French, foreign languages, biology, mathematics and French, psychology and philosophy.

An examination of the assignments of the members of the faculty shows a reasonable development of the subject-matter departments under responsible leadership. In three cases the work of the teacher is divided between two entirely different fields as a matter of expediency.

TABLE 3.—*Training of the faculty*

Case	First degree	Where obtained	Graduate work or degree
1	A. B.	New Orleans University	Graduate student, Columbia University, 1 year.
	A. B.	State University of Iowa	Iowa State University, 3 summers.
2	A. B.	Wiley College	Graduate student, Northwestern University, 1 summer; University of California, 3 summers.
3	B. S.	Howard University	Graduate student, Cornell University, 3 summers.
4	B. S.	Walden University	Graduate student, University of Chicago, 1 summer; California State Teachers College, 1 summer.
5	A. B.	Talladega College	Graduate student, University of Chicago, 1 summer; Iowa State University, 2 summers.
6	Ph. B.	University of Chicago	
7	A. B.	Bennett College	B. D., Gammon Theological Seminary; graduate student Northwestern University and Garrett Biblical Institute, 3 summers.
8	A. B.	Northern Illinois State Teachers College	Graduate student, University of Chicago and Tulane University.
9	Ph. B.	Baker University	A. M., Baker University.
10	A. B.	Lincoln University (Pennsylvania)	
11	A. B.	New Orleans University	
	A. B.	Iowa State University	
12	A. B.	Central Wesleyan College	A. M., Central Wesleyan College; graduate student, Universities of Bonn and Berlin, University of Denver; D. P., Baker University.

<sup>1</sup> The president of the university.

Twelve of the staff hold first degrees from eight colleges and universities for negroes and four hold first degrees from northern institutions. Two hold bachelor of arts degrees from both New Orleans University and the State University of Iowa. Only two members of the staff have the master's degree. One has received the bachelor of divinity from Gammon Theological Seminary. All but four have spent considerable time in graduate studies in well-known graduate schools. It would appear from these facts that a number of the faculty

should be eligible for the master's degree within a comparatively short period of time.

An examination of the work imposed on the teaching staff shows that several members are carrying excessive student clock-hour loads. According to the assignments in the college, 1 teacher has a load of less than 100 student clock-hours per week, 5 between 101 and 200 hours, 1 between 201 and 300 hours, 4 between 301 and 400 hours, 1 between 401 and 500, and 1 between 501 and 600 hours. A further study of the schedules discloses the fact that the teachers with loads in excess of 350 hours include the professor of algebra, chemistry, and French, with 392 hours, of which 172 are in the college and 220 in the high school; the professor of English in the college and French in the high school, with 544 hours; and the professor of Spanish in the college and Latin in the high school, with 600 hours.

The college teachers carrying student clock-hour loads considerably in excess of 350 hours should have these loads reduced, likewise those teaching in excess of 15 hours a week should not be required to teach regularly more than the foregoing amount. These reductions are essential, inasmuch as nearly all of those carrying more than the normal loads are dividing their work between the college and the high school, in most cases between subjects entirely unrelated. In order to maintain higher standards of scholarship, the university should grant the instructor greater opportunities for preparation and for advanced studies in his major field.

With regard to the hours per week of teaching, the work is not so heavy as would be expected in view of the student clock-hour loads of some of the members of the staff. Of the 12 teachers concerning whom information was furnished, two teach 5 hours per week, one 8 hours, one 14 hours, four 15 hours, one 16 hours, one 17 hours, one 18 hours, and one 21 hours. Thus, four members of the faculty give classroom instruction in excess of 15 hours per week. Of them teach in both the college and the high school, the professor teaching 16 hours devoting only 6 hours to college work and 10 to high-school instruction. In the case of the teacher with 18 hours, only 3 are included in his college assignments, while the teacher with 21 hours per week gives but 6 hours to the college in comparison with 15 to the high school.

On the whole, the classes in the college are well balanced as to size, there being few with excessive enrollment or low attendance. In 1926-27, 36 classes were organized in the college, their sizes being as follows: 4 with less than 5 students, 9 from 5 to 10 students, 9 from 11 to 20 students, 7 from 21 to 30 students, 5 from 31 to 40 students, 2 from 41 to 50 students. The two largest classes are in psychology and biology, each enrolling 42 students. The smaller classes are in English novel, school management, organic chemistry, and history of western civilization.

### EDUCATIONAL EQUIPMENT

The library of New Orleans University contains 5,040 volumes. No expenditures for new books have been made over the past five years, with the result that the contents are deficient from the standpoint of a college or university. The institution employs two librarians, each giving one-half day to the work. One student assistant is also employed. Annual salaries paid in the library totaled \$160 in 1922-23, \$160 in 1923-24, \$160 in 1924-25, \$425 in 1925-26, and \$900 in 1926-27. Expenditures for magazines amounted to \$100 in the years 1922-23, 1923-24, and 1924-25; \$200 in 1925-26; and \$400 in 1926-27. No other disbursements for library purposes were reported.

The library needs large accessions of works in English, science, social science, education, and in philosophy and psychology, in order to meet the needs of the college student body, not to speak of the teachers and of those doing graduate work. More educational and scientific magazines are essential. The library has sufficient space at present for existing needs, but more light is desirable in the reading room.

The laboratories are fairly well equipped, but additional instruments and supplies are needed for teaching advanced courses in chemistry. More physics equipment is also needed. Biological supplies are readily available in the city, consequently larger stocks of these are not kept.

The amounts expended for science laboratories and supplies have been small and are estimated as follows: \$200 in 1922-23, \$500 in 1923-24, \$500 in 1924-25, \$562 in 1925-26, and \$1,728 in 1926-27. During the past year \$514 was expended in biology, \$882 in chemistry, and \$332 in physics. The total estimated values of the equipment and supplies in the different laboratories are as follows: Biology, \$2,000, chemistry \$3,000, and physics \$3,000.

### EXTRACURRICULAR ACTIVITIES

The students of the university conduct a number of organizations devoted to debating, dramatics, literary expression, missionary work, and music. The Y. M. C. A. and Y. W. C. A. are also represented at the institution. There are no fraternities or sororities in the university.

The athletic activities of the college are under the control of an athletic board consisting of four faculty members appointed by the president and of three students (one of whom shall be a woman student) elected by the students. Findings of the athletic board are subject to the approval of the president. The alumni of New Orleans have an athletic council, which does much to promote athletic interest at New Orleans University.

The university is a member of the Gulf Coast Intercollegiate Athletic-Conference and of the South Central Association of Colleges for Negro Youths.

### SERVICE TO SOCIETY

Since 1873 New Orleans University has trained a large group of leaders for the church and school, and it has given the educational background to many who have gone into successful business and professional life.

The strategic and attractive location of the institution makes it all the more desirable that the quality of its educational work be improved. More generous support is therefore indispensable, if it is to continue to meet the growing opportunities that are the results of its exceptional environment. The survey committee therefore recommends:

That the authorities of the university reconsider its objectives, particularly to ascertain the desirability of continuing graduate work in view of the expense and the labor involved.

That if graduate work should be continued, arrangements be made to obtain for part-time work the assistance of one or more members of one of the local or regional white universities.

That no teachers be permitted to conduct graduate work without at least the master's degree or two years of advanced training in their specialized fields in a well-recognized university.

That in the event additional income be provided, at least two full-time professors be added to assist in offering a limited number of courses in philosophy, psychology, and education.

That continued efforts be made to increase the permanent endowment, and, in view of the crowded condition of the physical plant, a building fund be raised to provide a more modern academic and administrative unit.

That the development of college extension courses for college credit, if continued, be maintained on the same level in every respect as resident college work.

That members of the faculty without advanced degrees or adequate special training be encouraged to gain this additional training in the near future.

That the assignments of those members of the staff carrying abnormal teaching loads be substantially reduced.

That provision be made for a higher scale of salaries, based upon professional ranking of the teachers.

That the library greatly increase the accessions in all major departments to conform to the specifications of a four-year college, and that if graduate work is offered, special library facilities be provided for those departments offering advanced courses.

That the laboratories be renovated and sufficient equipment and supplies added so that college courses in organic chemistry and advanced physics may be offered.

## STRAIGHT COLLEGE

*New Orleans, La.*

Straight College, formerly known as Straight University, was established in 1869 by the American Missionary Association, which still controls it. It was named after the Hon. Seymour Straight, of Ohio, who at one time was a liberal benefactor of the institution. It was chartered by the State of Louisiana in June, 1869, for a period of 25 years. The university was rechartered May, 1894, for a period of 99 years.

The corporate powers of the university are vested in a self-perpetuating board of trustees which must consist of not less than 9 nor more than 15 persons. The trustees hold office for three years, unless elected to fill an unexpired term or to fill a shorter term prescribed at such election in order to make the terms of not more than one-third of the board expire in the same year. Of the 11 members of the existing board, 4 are colored. The board meets twice a year. The powers of the board of trustees of Straight College are increasing, greater responsibility being given to it, subject to the final approval of the American Missionary Association. The latter organization has its representatives on the local board. The selection of teachers is made in part by the president of the institution and in part by the American Missionary Association, subject in either method of selection to the approval of the other party. In 1915, owing to modifications in the scope of the work of the institution, the board of trustees, in accordance with a recommendation of the American Missionary Society, changed the name of the university to Straight College.

The organization of Straight College comprises a regular four-year college, a two-year junior college including the home economics curriculum, a high school, and an elementary school. It also offers postgraduate work leading to the master's degree. The college was accredited by the State Department of Education of Louisiana prior to 1916. It also has received the recognition of other States that reciprocate with Louisiana. Graduates of Straight College have been admitted to the graduate schools of the University of Chicago, Iowa State University, Howard University, Northwestern University, and to Meharry Medical College. The high school is accredited by the State of Louisiana.

Enrollment in the institution for 1926-27 totaled 396 students, distributed as follows: College division, 129, of whom 40 were men and 89 were women; high school, 230, of whom 98 were boys and 132

were girls; postgraduate students, 5, of whom 4 were men; special students in the college, 8, in the high school, 16, and in the music department, 8.

### ADMINISTRATION

The president is the chief administrative officer of the college. He is assisted by the dean and the treasurer and secretary.

The income of Straight College is received from four sources: Church appropriations, gifts for current expenses, student fees, and net income from sales and services. The status of the college income is shown in the following table:

TABLE 4.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$46,800.00	\$40,878.11	\$41,700.99	\$38,655.62	\$47,374.25
Gifts for current expenses.....	5,305.97	2,268.73	2,174.39	2,663.12	11,147.06
Student fees.....	20,823.41	22,251.24	24,195.84	24,021.74	26,737.09
Net income from sales and services.....	757.38	1,137.17	297.03	268.78	372.97
Total.....	\$73,746.74	\$66,535.25	\$68,430.25	\$65,609.26	\$85,653.01

<sup>1</sup> Of this, \$5,000 was contributed by the General Education Board.

The total income in 1926-27 was \$85,653.01. This is an increase of 16.1 per cent over the total income for 1922-23. The church appropriations have been somewhat irregular, a loss having been suffered in 1925-26. In 1926-27 the appropriation was increased again, so that it exceeded that of 1922-23 by \$464. The gifts for current expenses have more than doubled between 1922-23 and 1926-27. On the other hand, for three years during this period the revenues from this source were approximately one-half of the amount listed in 1922-23. Student fees have increased steadily during the five-year period, with the exception of 1925-26, when a slight reduction occurred as compared with the year preceding. The income from sales and services was considerable until 1924-25, when it decreased approximately 75 per cent. In 1926-27 a slight gain was registered from this source.

The college has a permanent endowment amounting to \$19,012.84, which is held in trust by the American Missionary Association. This endowment is maintained separately from the endowments of other colleges controlled by this board and is divided as follows: Hammond and Dyke funds, \$10,000; Caroline M. Martin fund, \$2,000; scholarships, \$2,938; and Seymour Straight fund, \$4,074. The income from the endowment is included in the annual appropriations made by this organization for the support of the college.

The college operates on a budget according to the regulations of the American Missionary Association. Monthly reports showing institutional receipts and disbursements are made to the association.

The buildings are covered by blanket insurance, which is paid by the American Missionary Association.

The business office is small, but it is well kept and is fairly well equipped for the business of the college. The registrar's office is more commodious and has an excellent collection of registration and students' records. The survey committee was very favorably impressed with the registrar's care and precision in carrying out his duties. There is an adequate supply of the necessary forms for registration and record keeping, and all forms are properly filed.

### PHYSICAL PLANT

Straight College is favorably located on one of the best residential boulevards of the city of New Orleans. It possesses one city block and four lots, valued according to local real-estate specialists at \$350,000.

There are 11 buildings on the college grounds, the main structure being Central Hall, three stories in height and valued at \$70,000. It contains the administrative offices and is otherwise devoted to academic purposes, with 18 classrooms, 4 laboratories, and a library. Whitin Hall, erected in 1878 and worth \$35,000, and Stone Hall, built in 1882 and valued at \$60,000, are used for dormitory purposes, one for men students and the other for women students. Together they contain 92 rooms. Other structures on the campus include an industrial building, constructed in 1908, containing laboratories; two small structures, erected in 1890, used for recitation; a president's home, and three teachers' cottages. The total value of these seven buildings is \$65,700.

All the buildings are of frame construction, but are well built. They are all supplied with fire escapes, and 18 fire extinguishers are distributed throughout the buildings. Fire drills are given at regular intervals. The college is within easy reach of the city fire department.

The care of the physical plant is under the supervision of the superintendent of buildings and grounds. The janitor work is done by the students. Boarding students are expected to do one hour's work a day, in addition to their money payments. The head janitors are paid wages. The women's dormitory is managed by the matron, the women students taking care of their own rooms.

A careful inspection of the entire plant showed both classrooms and dormitories to be well kept. The grounds were attractive in appearance and free from rubbish.

### PREPARATORY SCHOOL

Under the charter a preparatory school is not required to be maintained by Straight College. Preparatory students are kept separate from college students in their classes. The teaching staffs are

entirely distinct, with the exception that two teachers divide their work between the two divisions. There is no separation made as to buildings and finances.

### EDUCATIONAL PROGRAM

To be admitted without condition to the freshman class, students must present 15 units of secondary-school work, 10 of which are prescribed as follows: English, 4 units; algebra, 1; plane geometry, 1; foreign language, 2; history, 1; physics or chemistry, 1. The remaining 5 are elective.

Those applying for the premedical or predental courses should offer one-half unit of advanced algebra and both physics and chemistry. Those applying for the course in business administration may offer four units of commercial subjects. To obtain credit in physics or chemistry, laboratory notebooks must be presented.

Students may be admitted to the freshman class with one conditioned subject, which must be removed before the close of the sophomore year. Of 61 students admitted to the freshman class in 1926-27, 21 were graduates of Straight High School, and the remaining 39 were admitted on examination. During the past four years a number of conditioned students have been admitted to the freshman class; in 1923-24 there were 6 conditioned applicants; in 1924-25, 10; in 1925-26, 10; and in 1926-27, 35.

The college has also enrolled a considerable number of special students. There were 7 in 1922-23, 23 in 1923-24, 24 in 1924-25, 13 in 1925-26, and 30 in 1926-27. The unusually large number of conditioned students is caused by the lack of twelfth-grade high schools in the State. Students having had only 11 grades are often deficient in certain prescribed subjects.

### GRADUATION REQUIREMENTS

In order to obtain either the degree of bachelor of arts or bachelor of science, candidates must complete 120 semester-hour credits of college study in accordance with the following provisions: Prescribed subjects—English, 16 semester-hour credits; Bible, 3; general psychology, 3; ethics, 3; orientation course, 3; current history, 2. Electives must be chosen from three general subject groups as follows: Group I, English, French, Greek, Latin, Spanish; Group II, biology, chemistry, geology, mathematics, physics; Group III, business administration, economics, education, history, philosophy, psychology, religious education, sociology.

At least 24 semester hours must be chosen as a major from one group, and 16 semester hours as a minor from each of the other two groups. Students majoring in Group I are required to take 16

semester hours of language other than English. In the case of students majoring in Group II, they are required to complete at least 8 semester hours of modern language beyond high-school work, and if they offer only two units of high-school mathematics they must elect at least 8 semester hours of mathematics. Students who major in Group III must also elect 16 semester hours of language other than English. The college has prepared five suggested curricula with majors in language, science, social science, education, and business for the purpose of guiding students.

The junior college offers three 2-year curricula, including normal, premedical, and pre dental courses. The normal course is designed for those who plan to teach in the elementary schools and leads to a diploma and to a first-grade teacher's certificate from the State. The subjects prescribed total 68 semester hours of credit and are as follows: English, 16 semester hours of credit; biology, 8; general and educational psychology, 6; sociology, 6; orientation, 3; Bible, 3; ethics, 3; current history, 2; education, 18; and physiology or elective, 3. The premedical course includes at least two years of college work, with emphasis in science. Three years' work is urged upon all premedical students. A one-year pre dental course is required of all pre dental students and a second year is recommended.

The courses of the college are offered in the night session and lead to the junior college diploma or the college degree. Each subject is valued at three semester-hour credits, the usual schedule for night students being two subjects. A third may be allowed when scholarship and other conditions warrant it.

The graduate work offered in the college, leading to the master's degree, provides for an advanced course of one major and minor, a reading knowledge of a foreign language, and a thesis in the field of the major subject. In addition to written examinations, the candidate may be required to stand an oral examination before an examining board of the faculty.

In the subject-matter departments of the college there is little question as to the adequacy of the offerings from the standpoint of an undergraduate college. However, it is not so apparent what courses are recognized as having graduate value. If the college is justified in giving courses beyond the bachelor's degree, graduate courses should be distinguished from those that are undergraduate in character.

## ENROLLMENT

The enrollment of regular students is shown for the years 1922-23 to 1926-27 as follows:

TABLE 5.—Enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	19	10	2	0	31
1923-24	60	19	9	3	91
1924-25	63	26	10	11	110
1925-26	40	26	16	3	79
1926-27	61	22	26	12	121

With the exception of the year 1925-26, the number of college students has increased rapidly at Straight College. The percentage of increase during the five-year period is 290. In 1922-23 the freshman class did not lose any students till the junior year, when 9 of the 19 discontinued their studies. Only 3 remained to graduate, however. The classes of 1923-24 and 1924-25 show marked similarities in that in both years the freshman enrollments were exceptionally large and the sophomore enrollments in the following year dropped to about one-third in both cases. Despite the large drop in freshman enrollments in 1925-26, the freshman class for 1926-27 regained nearly all that had been lost.

The majority of the college students took the courses in education, and all graduates completed 18 semester hours of education, thus qualifying for the State teacher's certificate.

The enrollment in the graduate courses has varied. In 1925-26 there were 13. In 1926-27 there were 2 graduate students.

Attendance in the night school totaled 8 students in 1926-27, as compared with 4 in 1925-26. The attendance in 1922-23 was much larger, comprising 26 college students. The institution's high school enrolled 202 students in 1924-25, 217 in 1925-26, and 214 in 1926-27.

## DEGREES GRANTED

Straight College has granted 25 degrees in course during the past five years, 20 being bachelor of arts, 1 bachelor of science, and 4 master of arts. A record of the number granted annually for this period is as follows: Two bachelor of arts and one bachelor of science in 1921-22, one bachelor of arts in 1922-23, three bachelor of arts in 1923-24, nine bachelor of arts in 1924-25, five bachelor of arts and four master of arts in 1925-26. The four master's degrees granted in 1925-26 were earned by teachers in the city of New Orleans who had specialized in education.

## FACULTY

The college faculty is made up of 15 members. Nine of this number teach exclusively in the college, and six in both the college and the high school. The college teachers hold the rank of professor and those doing high-school work are designated as instructors.

The academic organization is rather extensive, considering the size of the college enrollment. It consists of 12 departments of instruction as follows: Psychology and philosophy, education, romance languages, social science, biology, English, chemistry, physics and mathematics, Latin, domestic science, music, and night school. All of the departments except Latin, domestic science, and music are headed by a professor. With regard to the training of the staff, the following table shows the degrees held and graduate work being done by the several members:

TABLE 6.—*Training of faculty*

Case	First degree	Where obtained	Graduate work and degree
1	A. B.	Olivet College.....	A. M., Olivet College; graduate work, University of Michigan, 2 years, Y. M. C. A. College, 4 summer sessions.
2	None	Graduate of New York State Normal	Graduate work, Cornell University, 2 double summer sessions.
3	A. B.	Otterbein College.....	B. D., Pacific School of Religion; summer school, Ohio State University.
4	A. B.	Ohio Wesleyan University..	3 summers, Ohio State University; 1 summer at Sorbonne, Paris
5	A. B.	Oberlin College.....	A. M., to be granted and work completed, University of Southern California.
6	A. B.	Wheaton College.....	A. M., Middlebury College; 1 summer at Harvard University; one-half year at Radcliffe College.
7	A. B.	Mount Holyoke College.....	Summer school, University of Chicago; working for M. A. at Iowa State University.
8	A. B.	Talladega College.....	Summer school, Columbia University.
9	A. B.	Rutgers College.....	2 years summer school at University of Colorado.
10	A. B.	Kansas Wesleyan University.	
11	A. B.	Talladega College.....	A. M., Ohio State University; 1 session, University of Chicago; 1 at Oberlin College.
12	A. B.	Oberlin College.....	A. M., Oberlin College.
13	A. B.	University of Washington, also Normal School diploma.	2 summers at Columbia University.
14		Graduate—Mount Allison Conservatory of Music New Brunswick, Canada.	Summer, University of Colorado, 2 summers Boston University.
15	A. B.	Smith College.....	M. R. E., Hartford School of Religion; student of voice and pipe organ.

According to Table 6, 13 of the 15 members of the collegiate teaching staff hold bachelor of arts degrees from recognized colleges. Of these, two are from Talladega College, while the remainder are graduates of northern institutions. Six have the master's degree or equivalent, and one has the degree of bachelor of divinity. All but one of the staff have carried on graduate work or advanced studies in such institutions as the University of Michigan; Cornell University; Ohio State University; the Sorbonne, Paris; University of Southern California; Harvard University; University of Chicago; University

of Colorado; Columbia University; Boston University; Oberlin College; or Hartford School of Religion.

The teaching staff of the college has undergone a partial reorganization within the past three years. Eight new teachers were employed during this period. The length of service of the faculty is as follows: Three teachers have served 1 year, two 2 years, three 3 years, two 6 years, two 7 years, one 8 years, one 9 years, and one 36 years.

Salaries of the members of the staff compare favorably with other negro institutions of higher learning, although the scale of pay is not high. The dean of the college receives \$2,800, and one professor \$2,000. The salary schedule lists the compensations of the remainder of the faculty as follows: Seven teachers, \$1,200; one teacher, \$900; two teachers, \$750; one teacher, \$700; and one teacher, \$550. All of the teachers receiving \$1,200 or less are allowed perquisites consisting of board, room, and laundry.

In examining into the stipends of the staff, the survey committee ascertained that the college has fixed a definite rate of compensation for college teachers. Members of the staff, however, giving instruction in both high school and college are paid approximately one-third less than those teaching exclusively in the college. Considering the character of the assignments of the teachers doing high-school work, it is the committee's opinion that too great a distinction is made between the two groups. It would seem that those who give more than half of their time to college classes should receive compensation approximately the same as the minimum granted those teaching college classes only.

The student clock-hour loads of the faculty are not burdensome. Eight teachers have student clock-hour loads of less than 100 hours per week, three between 101 and 200 hours, and two between 201 and 300 hours. With respect to hours per week of teaching, some of the members of the staff were found with excessive schedules of work. A tabulation of these data shows 1 teacher with 2 hours of teaching per week, 1 with 3 hours, 2 with 4 hours, 3 with 14 hours, 1 with 15 hours, 1 with 17 hours, 2 with 18 hours, 1 with 22 hours, and 1 with 24 hours. The teachers with less than 4 hours per week of teaching are the dean and three instructors in music, home economics, and Latin.

Of the five members of the faculty with more than the normal 15 hours of classroom instruction per week, one teaches sociology and botany, another education, a third French, and the fourth chemistry. The committee is aware that proper allowance must be made for laboratory work in the case of the latter teachers. Both the teachers of chemistry and French, however, have additional work in the night school, which gives little time for preparation of classes and other

collegiate duties. It is, therefore, urged that provision be made to relieve these two teachers of a part of their weekly loads.

The size of the college classes is small and complies generally with accepted standard requirements. Of the 44 classes conducted in 1926-27, none contained more than 30 students. A record shows 12 classes with less than 5 students, 20 with 5 to 10 students, 7 with 11 to 20 students, and 5 with 21 to 30 students.

### EDUCATIONAL EQUIPMENT

The library of Straight College occupies a large portion of the third floor of the main building. As the library grows, arrangements can be made to make greater use of the third floor.

The library contains 5,100 well-selected books which have a good proportion of works in English literature and education. Some addition could be made to advantage in the science and social science sections of the library. More scientific and educational magazines are needed. There are 2,000 Government documents of which few are adapted to the uses of an institution of this type. The library is catalogued according to the Dewey decimal system.

A full-time librarian is employed, who has one student assistant. The amounts spent for the library during the past five years are shown below:

TABLE 7.—*Library expenditures*

Item	1922-23	1923-24	1924-25	1925-26	<sup>1</sup> 1926-27
Books.....	\$188.78	\$324.29	\$151.23	\$370.12	\$256.93
Magazines.....	55.08	89.38	137.98	25.08	73.20
Supplies.....	2.10	13.43	93.59	55.75	23.65
Salaries.....	400.00	600.00	889.48	889.48	994.32
Total.....	643.96	1,027.10	1,272.28	1,340.43	1,348.10

<sup>1</sup> To Mar. 1, 1927.

<sup>2</sup> Includes board, room, laundry, travel.

The college has made an excellent beginning in equipping laboratories for instruction in biology, chemistry, and physics. The minimum essentials for giving the basic college courses in these fields are available, and the rooms devoted to the work have modern desks and are well lighted. More space is needed, however, for the teaching of biology. The equipment and supplies are kept in excellent order.

If the college proposes to teach advanced courses in the sciences, it will be necessary to increase the equipment and supplies, particularly in biology and chemistry.

The amounts spent for the laboratories from 1922-23 to 1926-27 are shown herewith, also the value of the home economics and shop equipment:

TABLE 8.—Expenditures for laboratories and home economics and shop equipment

Expenditures	In biology	In chemistry	In physics	Home economics	Shop
<b>For permanent equipment:</b>					
1922-23.....	\$31.75	\$257.66	\$100.65	\$23.59	\$167.76
1923-24.....	88.41	211.92	.....	94.44	178.00
1924-25.....	4.10	161.96	10.00	2.00	.....
1925-26.....	9.11	406.17	.....	30.00	.....
1926-27 <sup>1</sup> .....	2,221.84	2,362.73	2,031.42	64.33	504.70
<b>For supplies:</b>					
1922-23.....	.....	21.58	.....	127.45	116.57
1923-24.....	22.38	1.95	.....	225.18	471.02
1924-25.....	3.32	44.70	.....	71.84	426.60
1925-26.....	1.11	179.43	.....	38.06	360.33
1926-27 <sup>1</sup> .....	5.83	114.55	.....	102.69	128.60
<b>Total estimated present value of equipment.</b>	<b>3,000.00</b>	<b>4,200.00</b>	<b>3,000.00</b>	<b>700.00</b>	<b>2,284.00</b>

<sup>1</sup>To Mar. 1, 1927.

### EXTRACURRICULAR ACTIVITIES

Straight College encourages literary and social organizations. These are under faculty supervision. There are no fraternities or sororities at Straight College.

The athletic activities of the college are under the supervision of a joint committee which includes three members of the faculty and five students from the athletic association. Twelve members of the alumni, residents of New Orleans, also work with the committee. The college is a member of the Athletic Conference of the South Central Association of Colleges for Negro Youth.

### CONCLUSIONS

During the 58 years of its existence Straight College has trained a large number of youths for service, many of whom have reached places of distinction and have made valuable contributions to society at large. More than half of the principals of the New Orleans public schools for negroes are graduates of Straight College. There are 80 teachers from Straight College teaching in the rural schools of Louisiana.

The survey committee, in the light of past achievement and in view of the conscientious efforts on the part of the administrative officers and faculty to maintain high standards, believes that Straight College is worthy of more adequate support. In considering the possibilities of future growth the survey committee recommends:

That Straight College continue its present policy of maintaining a high-grade senior college.

That the graduate department be temporarily discontinued until additional resources can be obtained to finance the development of a limited number of graduate departments.

That additional books on science, history, economics, and sociology be secured for the library.

That the laboratories be strengthened in equipment so as to fully meet the ordinary standard four-year college.

That the number of hours per week of those teachers carrying abnormal teaching loads be reduced.

That, in view of the rapid development of the business section of the city in the direction of the college, plans be laid to secure a more adequate site for the relocation of the college.

## XAVIER UNIVERSITY

### *New Orleans, La.*

Xavier University had its foundation in Xavier High School, which was established in 1915. At that time it purchased the property of the Southern University and Agricultural and Mechanical College which had moved to Baton Rouge. In 1917 a normal department was opened, which in 1925 was expanded into a teachers' college. At the same time the college of liberal arts was opened and a pre-medical course of study was added to the college curriculum. In September, 1927, the school of pharmacy was opened.

Upon the request of the late Archbishop Blenk, of New Orleans, the Sisters of the Blessed Sacrament, incorporated in the State of Pennsylvania, were asked to take charge of the development of the institution. In 1918 the State of Louisiana passed an act incorporating Xavier University and authorized the Sisters of the Blessed Sacrament for Indians and Colored People of Louisiana to confer degrees and grant diplomas. The Sisters of the Blessed Sacrament own the property of the university and have full control of the educational policies. The finances of the institution are also under their control. Financial reports are made annually to the Pennsylvania corporation.

At present the university includes a four-year college, a school of pharmacy, and a high school. Extension courses for teachers are included in the college program. The enrollments for the several divisions for 1926-27 were as follows: The college 37; the high school 256; the extension courses 28. The school of pharmacy did not open till September, 1927. The college also conducts a class of eighth-grade students for the purpose of enabling those who have had only seven grades of elementary instruction to meet the standards of the high school.

While the term "university" is used in the charter, the school now uses the name of Xavier College, as the officers of the institution do not feel that they are justified in calling the school a university.

The high school and the normal school were accredited by the Louisiana State Department of Education in 1922. As the college has not existed long enough to graduate its first class, there has been no opportunity as yet to obtain recognition of the graduates of Xavier College from other colleges and universities. During the past 10 years the high-school graduates have been admitted without condition by a large number of leading colleges and universities both in the North and in the South.

### ADMINISTRATION

The administration of the college is in the hands of the dean. The dean, as one of the Sisters of the Blessed Sacrament, manages the educational and financial affairs of the institution in accordance with the program of the Pennsylvania corporation. She is assisted by a bookkeeper who looks after the accounts that relate to the corporation of the Sisters of the Blessed Sacrament of Pennsylvania, and by another bookkeeper who has charge of the accounts with students and with business concerns. A full-time registrar is employed.

### INCOME

As shown below the principal sources of income are from church appropriations, student fees, and from the Sisters of the Blessed Sacrament of Pennsylvania. Until 1925-26 the appropriations from the church suffered considerable decline; however, the appropriation for 1926-27 was increased nearly tenfold, as compared with the appropriation of 1922-23. A substantial gift of \$3,000 is also recorded for 1926-27. Until 1926-27 there has also been considerable increase in the receipts from student fees. The net income from sales and services also shows some tendency to grow. However, the most important factor of financial support until 1926-27 was the income listed under "Other sources," that is, from the Sisters of the Blessed Sacrament. This source provided approximately one-half of the entire income in 1922-23, and considerably over one-half of the total income for the three succeeding years.

TABLE 9.—Growth of income, 1922-1927

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$2,300.00	\$2,250.00	\$2,150.00	\$1,625.00	\$22,714.00
Gifts for the college.....					3,000.00
Student fees.....	4,209.11	4,873.11	4,910.83	5,215.38	5,241.00
Net income from sales and service.....	190.07	206.58	241.82	405.78	324.40
Other sources.....	6,800.77	10,063.88	13,101.26	13,308.55	17,089.50
Total.....	13,499.88	17,393.57	20,403.91	21,554.71	48,398.40

<sup>1</sup> The Pennsylvania corporation of the Sisters of the Blessed Sacrament for Indians and Colored People and a missionary order of the Catholic Church founded by Mother Katherine Drexel, of Philadelphia, Pa.

The total income of the college for 1926-27 is substantial, considering the size of the institution and considering also the donated services of a large proportion of the instructional staff.

The business offices of the university are conducted on a modern basis. The accounting system is well adapted to the particular needs of the college. The books were up to date in every respect.

The office of the registrar is large and furnished with the necessary furniture and files. The students records and high-school transcripts are immediately available. The registration blanks and the final reports of student records are comprehensive. However, certain details of the record system are not yet perfected as the registrar is adjusting the old high-school procedure to meet the needs of the college.

### PHYSICAL PLANT

The university owns a city square and a lot, which together are 2.31 acres in extent. This property, which serves as the campus, is valued at \$65,000. There are four buildings devoted to the educational purposes of the college. These are valued at \$200,500.

The main building, known as Xavier University, is a large three-story brick building erected in 1885. It contains 17 rooms, 10 of which are devoted to class work, 3 to offices, and 4 to other purposes. The building is valued at \$80,000 and its equipment at \$9,182. Xavier Convent, erected in 1916, is a large three-story building, used as the sisters' home. It is valued at \$33,000.

The manual-training building was erected in 1890. It is two stories in height and has four rooms. Two of these are large rooms used for shopwork and drawing; the other rooms are used for office and storage. The college annex, erected in 1924, is a three-story building containing 15 rooms, 6 of which are used for classes, 3 for laboratories, 3 for offices, 1 for the library, and 2 for other purposes. It is valued at \$67,000, the equipment at \$1,956.

The buildings are not equipped with fire escapes but are equipped with a sprinkler system. The main building and the annex have double stairways from the first to the third floors at the end of each main corridor and are connected by the auditorium and gallery on the second and third floors.

The buildings of the university are fully insured against fire, the premiums being paid by the Pennsylvania corporation of the sisters' organization.

The care of the buildings and grounds of the institution is under the direction of the Mother Superior of Xavier Convent. A hired man is responsible for the care of the college annex and grounds and the manual-training building and a woman and two assistants care for the classrooms, offices, auditorium, and other rooms of the main building, "Xavier University." The buildings and grounds were found to be in excellent order.

### PREPARATORY SCHOOL

The operation of a preparatory school is not required by the university charter. However, a preparatory school has been conducted since the establishment of the institution. Under the present arrangements, college and preparatory classes are conducted in the same building, but separate portions of it are assigned to the different divisions. The faculty and the student body of the preparatory school are entirely distinct from those of the college.

It is the purpose of the administration to move the college to a new site some distance from the present location. Within five years it is planned to have erected a modern college building devoted exclusively to the use of college students.

### EDUCATIONAL PROGRAM

Candidates are admitted to the freshman class of the college either upon certified credits from a recognized four-year high school or upon written examinations. At least 15 units of secondary-school work must be presented. The 15 candidates admitted to the college in 1926-27 all fulfilled these conditions.

Students are permitted to enter with not more than two conditions, which must be removed by the end of the first year of college. In 1925-26 there were six conditioned students; in 1926-27 there was none. Two special students in residence in 1925-26 had fulfilled entrance requirements but were not candidates for a degree.

For admission to the department of pharmacy students must present properly certified credentials of having completed four years' work or its equivalent in a standard high school. Sixteen units are required, of which 3 must be in English, 2 in mathematics, 1 in science, and 2 in a language other than English. The remaining units are elective.

### GRADUATION REQUIREMENTS

To obtain the baccalaureate degree students must complete the regular four-year course, or 128 semester hours of college work, with at least 128 quality points. In addition every candidate for a degree must prepare an original thesis on some topic related to his work. After the approval of the thesis topic the student is directed in his thesis study by the professor in whose course the investigation is being made. The thesis is a part of the final examination and must be submitted to the dean on or before May 15.

Four curricula are offered, leading respectively to the degrees of bachelor of arts, bachelor of science, bachelor of arts in education, and graduate in pharmacy. A premedical course two years in length is also offered. Of the 128 semester-hour credits prescribed for the bachelor of arts degree, 16 are prescribed in English, 16 in

Latin, 14 in Greek or modern language, 8 in science, 6 in mathematics, 14 in social science, 20 in philosophy, and 8 in religion. The elective subjects may be selected from courses in education, modern language, Latin, Greek, mathematics, psychology, science, and social science.

Of the 128 semester-hour credits prescribed for the bachelor of science degree, 20 are prescribed in English, 18 in modern language, 22 in science, 16 in mathematics, 6 in social science, 20 in philosophy, and 8 in religion. The electives are to be chosen from courses in education, modern language, psychology, science, social science, and mathematics.

Of the 128 semester-hour credits prescribed for the bachelor of arts degree in education, 18 are prescribed in English, 12 in social science, 24 in education, 12 in language, 4 in mathematics, 8 in science, 8 in psychology, 10 in philosophy, and 8 in religion; the remaining subjects are elective.

The premedical course of study includes 12 semester-hour credits in English, 12 in general inorganic chemistry, 12 in biology, 8 in physics, 4 in mathematics, 12 in modern language, 8 in philosophy, and 4 in religion, the total graduation requirements being 72 semester-hour credits.

The program of the course in pharmacy is given for the first of the three years. The requirements for the first year include 8 hours of pharmacy and 8 hours of pharmacy laboratory work, 6 hours of chemistry with 8 hours of laboratory, 4 hours of botany with 4 hours of laboratory, 4 hours of physiology, 6 hours of arithmetic, 6 hours of English, and 1 hour in first aid. The total requirement for the freshman year is 35 semester hours of classroom work and 20 hours of laboratory work.

The college also offers evening extension courses and special Saturday extension courses which command college credit, subject to definite regulations as to the number of courses that may be taken during any given session.

### ENROLLMENT

The following table shows the enrollments in the college during the two years 1925 to 1927.

TABLE 10.—Enrollment

Year	Freshman	Sophomore	Junior	Total
1925-26.....	23	14		37
1926-27.....	15	18	4	37

The lack of data covering a longer period of time makes it unsatisfactory to make any serious observations regarding the enrollment tendencies of the college. It is noticeable, however, that the number

tality of the freshman class for 1925-26 has been rather light. On the other hand the entering freshman class for 1926-27 is less by 30 per cent than the freshman class preceding it.

Enrollment in the high school has been more or less constant during the past five years, the attendance being 254 students in 1922-23, 355 students in 1923-24, 284 students in 1924-25, 291 students in 1925-26, and 256 students in 1926-27. It appears from these figures that the Xavier High School should provide a satisfactory nucleus of college freshmen, who, in addition to other candidates, should guarantee a satisfactory freshman attendance at the college.

### FACULTY

The faculty of Xavier College consists of nine members, exclusive of the dean.

There are 10 departments of instruction as follows: Philosophy and apologetics, with 1 professor; French and social science, with 1 professor; education, with 1 professor; mathematics and science, with 1 professor; English, with 1 professor; biology, with 1 instructor; chemistry, with 1 instructor; pharmacy, with 1 professor; and first-aid, with 1 instructor. The instructors in biology and first aid also teach classes in the department of pharmacy.

The departmental organization of the college is in the beginning stage of development, as the college as yet does not feel justified in assigning a full-time professor to each of the subject-matter departments now organized. Six of the nine teachers, however, are devoting their full time to limited subject-matter fields. In addition to the regular college faculty, four high-school teachers give from one to two hours per week in teaching the college extension courses. Their subjects include Spanish, trigonometry, history, and music. The enrollments in these courses vary from 2 to 12 students.

The training of the faculty is shown in the following table:

TABLE 11.—Training of faculty

Case	First degree	Where obtained	Advanced degree or graduate work	Where obtained
1	S. T. B.	St. Mary's University, Baltimore	A. M.	St. Mary's University, Baltimore
2	A. B.	St. Mary's College, Notre Dame, Ind.	A. M.	De Paul University, Chicago
3	A. B.	Catholic University of America	A. M.	Loyola University, New Orleans
4	A. B.	do	A. M.	De Paul University
5	A. B.	Antioch College		
6	A. B.	University of Agram	D. D. S.	Loyola University, New Orleans
	Ph. O.	Loyola University		
7			M. D.	Tulane University
8	Ph. O.	Loyola University		
	LL. B.	do		
10				

<sup>1</sup> Captain U. S. Army.

Most of the teachers in the college hold their first degrees from leading Catholic colleges. One holds a degree from Antioch College and another from a foreign university. The professor of philosophy holds the degree of bachelor of sacred theology. In addition to the master of arts degree, the latter degree also being held by three of the other members of the faculty. Professional degrees in pharmacy, medicine, dentistry, and law are held by the three members of the faculty of pharmacy.

Notwithstanding the excellent quality of teaching observed, the survey committee is of the opinion that the teachers should be selected from a greater variety of institutions. It is the committee's opinion that the college will develop more satisfactorily if in the future it selects some of its teaching staff from those who, having met the requirements of the church, have had the advantages of broader contacts, and a closer acquaintance with the various leaders in the more important fields of education both public and private.

Five members of the faculty of Xavier College and four extension workers serve without pay. Of the others, one teacher of academic subjects receives an annual salary of \$1,350, a full-time teacher of pharmacy receives \$3,000, a part-time teacher of science \$1,200, and another part-time science teacher \$1,000. The instructor of first aid receives as his compensation a \$2 fee from each of his students.

In considering the compensation of the teaching staff of Xavier College, the committee recognizes the fact that the institution is to a large extent conducted as a missionary enterprise. Nevertheless, in developing the professional work of the institution, including the school of pharmacy, the authorities of the university will doubtless find it necessary to pay current salaries to those who are not members of the teaching orders of the church. Furthermore, provision should be made for those who are giving "donated service" to carry on advanced studies in the leading graduate schools of the country. In this manner the educational work of the university can be continually strengthened and the service of the institution correspondingly improved.

The teaching work in the college is well distributed and the teaching loads normal. Of the 9 teachers, 3 had loads of less than 100 student clock hours, 3 from 101 to 200 hours, and 4 from 201 to 260 hours. The teachers having loads of less than 100 student clock hours are teachers who give part-time work to the school of pharmacy.

Several members teach an excessive number of hours per week. The record of hours per week of teaching of the staff is as follows: 1 teacher 26 hours; 1, 22 hours; 1, 19 hours; 1, 17 hours; 2, 14 hours; 1, 11 hours; 1, 10 hours; and 1, 3 hours. The teachers with hours of classroom work of 19 or more include the professor of English and Latin; the professor of French and history; and the instructor of biology, physics, and mathematics. The committee believes that

the teacher of English and Latin is carrying from three to five hours a week more teaching than is to the ultimate advantage of both the students and the teacher. It is also desirable that the number of hours per week of teaching in the case of the other two members carrying excessive work be reduced to 15 or 16 hours a week.

Classes are small in size. In 1926-27 the college organized 58 classes, of which 16 contained fewer than 5 students, 17 contained from 5 to 10 students, 20 from 11 to 20 students, 4 from 21 to 30 students, and 1 included 36 students. From these figures it is disclosed that there are 16 classes, or approximately one-fourth of the total, containing fewer than 5 students. These classes include advanced courses in ancient and modern language, and in psychology, physics, and biology. This condition naturally exists because the institution has not yet had sufficient time to develop large enrollments in the upper classes. It is apparent that the enrollments in certain courses may be doubled or trebled without adding serious burdens to the teachers of these courses. The other classes are normal in size.

#### EDUCATIONAL EQUIPMENT

The library of the college contains 2,931 volumes fairly well selected and is conveniently housed in a large room of the main building and for the present meets existing needs for shelves. The library is catalogued according to the Dewey decimal system and is in charge of a librarian. A student assistant is also employed. The expenditures for the library for the past five years are shown as follows:

TABLE 12.—*Library expenditures*

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$270	\$325	\$400	\$800	\$800
Magazines.....	50	50	50	50	50
Supplies.....	15	15	30	30	30
Binding.....				50	50
Salaries.....					
Total.....	335	390	480	930	930

<sup>1</sup> Services donated.

The data show that increasing amounts have been spent in improving the library. However, it will be necessary to more than double the number of volumes and to include a comprehensive selection of modern works of college grade representing the several subject-matter fields before it can fully meet the needs of the faculty and the college and professional groups of students. A wider selection of educational, scientific, and literary magazines is also desirable.

The college has made excellent progress in installing modern laboratories in biology, chemistry, and physics. The amounts spent in these facilities are shown in Table 13.

TABLE 13.—*Laboratory expenditures*

Expenditures	In biology	In chemistry	In physics
For permanent equipment:		\$115	\$210
1922-23		100	85
1923-24		120	315
1924-25		200	180
1925-26	\$2,247	185	2,930
1926-27	150		
1927-28		1,000	
For supplies:		208	30
1922-23		203	70
1923-24		303	50
1924-25		278	25
1925-26	57	250	25
1926-27	53		
Total estimated present value of equipment	2,300	2,750	4,500

### EXTRACURRICULAR ACTIVITIES

The college encourages student initiative through student clubs. These include glee clubs, dramatic and debating clubs. Each of these organizations has a faculty adviser. There are no fraternities or sororities at the university.

The athletic activities of the college are controlled by a committee including members of the faculty and the student body. At present the campus of the college is not sufficiently large to give the necessary space for athletics and other forms of outdoor recreation. On the new site for the college more space will be made available for outdoor and athletic activities.

The college is a member of the Gulf Coast Inter-Collegiate Athletic Conference of the South Central Association of Colleges for Negro Youth.

### SERVICE TO SOCIETY

A careful study of the facts presented in this report and the observations made at the college, lead the survey committee to believe that Xavier College is rendering a needed service worthy of continued support. In the short period of 12 years it has developed a well-attended high school and has found it necessary to expand its educational services in the fields of college and professional training. The committee is aware that the college and professional work of the institution is in a stage of transition, and that it is working rapidly toward definite educational objectives and standards. The committee, therefore, recommends:

That more emphasis be placed on the training of teachers.

That the college be moved to a more suitable site, having the advantages of more campus space and more modern buildings.

That more adequate space be set aside for the library in the new college plant and that a more comprehensive selection of college books and magazines be added to the present collection.

That additional equipment be added to the chemistry laboratories in order to provide for courses higher than freshman or sophomore grade.

That the school of pharmacy increase the proportion of full-time professors.

That the members of the regular college faculty be provided with opportunity to continue advanced studies in the leading graduate schools.

### **SOUTHERN UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE**

*Baton Rouge, La.*

Southern University was chartered by the General Assembly of the State of Louisiana in January, 1880, its first location being in New Orleans. After two years of operation, it was reorganized and through a constitutional provision it became entitled to an annual appropriation of \$10,000. In 1896 the institution moved into more adequate quarters, the legislature having appropriated \$14,000 for grounds and buildings. Under the Morrill Act of 1890, the institution was selected by the State to be the land-grant college for colored youth.

On account of the lack of space and because of the need for a more favorable environment for carrying out the educational provisions of the Federal acts the New Orleans property was sold to the corporation that founded Xavier College, and in 1914 the university was moved to Baton Rouge. In 1919, by constitutional amendment, the limitation of \$10,000 was removed, making it possible thereafter for the State to make greater appropriations to the institution.

The university is under the control of the State board of education which has a membership of 11, in addition to the State superintendent of public education. Eight are elected for terms of eight years, one from each of the congressional districts. The terms are overlapping, two members going out of office every two years, and successors being elected in the congressional election. Three are appointed by the governor, one from each of the public-service commission districts. The terms of the latter are four years in length. A woman is included in the board's membership. All of the members are white, and the board meets every three months. There is an executive committee of five, including the president of the university.

Southern University and Agricultural and Mechanical College comprises the following divisions: The college and junior college, the teacher-training department, and the high school. A summer school is also conducted. The enrollments in these divisions for 1926-27 were as follows: In the college and junior college, 107;

in vocational and professional courses, 45; in the summer school, 145; and in the high school, 261.

The high school and the teacher-training departments were accredited by the State of Louisiana in 1914. The college was similarly recognized in 1922. The university receives through reciprocity the official recognition of the States of Texas, Arkansas, Oklahoma, Mississippi, Alabama, and Georgia. No record has been made of the recognition of graduates of the collegiate divisions by other higher educational institutions. A number of undergraduates, however, have received advanced standing without penalty at Beloit College, Northwestern University, Howard University, University of Pittsburgh, University of Southern California, and Columbia University. High-school graduates have been accepted unconditionally by the University of Wisconsin and by the University of Chicago.

### ADMINISTRATION

The administration of the university is under the control of the president, who is assisted by an executive council of eight members of the business and educational staffs. The administrative staff includes the president, the director (or dean), the accountant, the registrar, the director of men's industries, the director of home economics, and the director of agriculture.

The income of the university for the past five years is shown in the accompanying table.

TABLE 14.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations for maintenance and permanent improvements.....	\$151,802.82	\$71,935.01	\$50,000.00	\$50,000.00	\$165,000.00
Federal appropriations.....	20,267.52	20,267.52	22,806.82	22,668.26	23,316.60
Gifts for current expenses.....	11,400.00		300.00		
Student fees.....	20,747.00	19,060.00	10,769.84	8,523.00	9,824.00
Net income from sales and services <sup>1</sup> .....	1,439.30	2,450.39	3,599.25	3,999.70	4,592.00
Other sources <sup>2</sup> .....	500.00	788.66	1,524.90	15,000.00	65,500.00
Total.....	206,156.70	114,510.58	89,000.90	100,190.06	268,232.50

<sup>1</sup> Will and Rosenwald gift.

<sup>2</sup> Tuition and fees for ex-service men included.

<sup>3</sup> Departmental earnings.

<sup>4</sup> General Education Board and class gifts.

According to the tabulation, the total income has increased substantially during the period indicated. The principal source of income has been the State appropriations. The amount received for maintenance was \$45,000 in 1922-23 and 1923-24, \$50,000 in 1924-25 and 1925-26, and \$65,000 in 1926-27, an increase of 44.4 per cent. In addition, the State has given large sums, in 1922-23, in 1923-24, and in 1926-27 for permanent improvements.

The next source of importance is that of the Federal Government. The sums indicated show little variation, as the amount is fixed accord-

ing to statute. The variation is due to the difference in the amount of interest received on the institution's share of the original land-grant fund.

The student fees are next in importance and these show an apparent loss until 1926-27. This is caused by the inclusion in this category of the fees of the ex-service men, who were present in considerable number, until 1925-26. Since that year the tuition fees show more normal gain. The income from sales and services shows a steady gain during the five-year period. The gifts for current expenses have been irregular, but the gifts listed under other sources show remarkable gain, particularly for the years 1925-26 and 1926-27.

The university, as a creation of the State, is primarily dependent upon it for its existence. The growth of the appropriations, both for permanent improvements and for maintenance, shows that the State of Louisiana is deeply interested in the development of the university and willing to give it more and more adequate support.

The business affairs of the university are carefully managed. The accountant has had special training, and all books and business records were found to be in first-class order. Annual reports are made by the office to the State board of education regarding the financial condition of the institution. In matters of large expense, the business office has the advantage of being close to the State board of education, which can give advice on short notice.

The registrar's office is properly equipped. Registration forms are ample and students' records are complete. The registrar has worked conscientiously in collecting a complete file of transcripts of students' high-school records.

### PHYSICAL PLANT

The university is attractively located along a bend in the Mississippi about 4 miles above Baton Rouge. The campus is 35 acres in extent and is valued at \$35,000. In addition to this, 200 acres are used for the farm and for training of students of agriculture. This land is valued at \$100,000. One hundred acres, valued at \$50,000, are rented to persons outside the college, a return of \$500 per annum being received. The renters of the latter property are parents who are sending their children to the college. Other land includes grazing and timberland. The total area owned by the institution amounts to 500 acres, with a valuation of \$200,000.

There are 29 buildings on the campus, of which 13 are teachers' cottages. The total valuation of the buildings is estimated at \$478,280, and the equipment owned by the institution at \$102,000. On the basis of these figures, which were made largely by real-estate men of Baton Rouge, the total valuation of the entire property is \$780,280.

The principal building around which the activities of the college radiate is the academic building, a three-story structure erected in 1913. It contains 21 rooms, used for recitation, laboratory, and office purposes, and is valued at \$65,000. The mechanical, the home economics, and the science-agricultural buildings, all modern structures, provide quarters for instruction and experimental work in these departments. These three buildings have a total valuation of \$175,000. Other buildings include a men's dormitory, with 30 rooms, valued at \$25,000; a women's dormitory, also containing 30 rooms, and valued at \$35,000; a dining hall, erected in 1922 at a cost of \$75,000; an auditorium just constructed and valued at \$35,000; and a \$7,500 hospital. The experimental farm contains two large dairy barns and one horse barn, all used for instructional purposes. A home for the president, erected in 1922, has a valuation of \$10,780, while the 13 teachers' cottages are valued at \$39,000.

All the buildings are insured, and premiums are paid by the college. The values given above are based on the estimates of the State architect and State fire insurance rating officers.

The plant is under the general care of the superintendent of buildings and grounds. Two men and several boys are employed to do the cleaning. In addition, students who are required to do duty work help with the cleaning. Notwithstanding the fact that a great deal of building was going on during the visit of the surveyors, the classrooms, dormitories, dining room, and the grounds were found to be in good order. The home economics department in particular was notable for its attractiveness and neatness.

### *PREPARATORY SCHOOL*

The charter of the university does not require the maintenance of a preparatory school. However, a preparatory department has been maintained at the institution. It has been entirely separate from the college in every respect with the exception of the accounting, which is included with that of the university. Beginning with 1927-28 a year will be dropped from the high-school program and this will be continued each year until there are no more high-school classes.

### *EDUCATIONAL PROGRAM*

Candidates for admission to the college or teacher-training courses must present satisfactory evidence of graduation from a standard high school and must be prepared to offer 16 high-school units of credit. New students are obliged to bring diplomas, certificates, and report cards showing the character of the work done in the school previously attended. The credited work is accepted conditionally,

and students are reclassified when it is found that they do not have the proper preparation. All of the 55 admitted to the freshman classes in 1926-27 were graduates of accredited high schools. They were required to pass entrance examinations, in addition to the presentation of their credentials.

Conditioned students have been admitted to the college as follows: Six in 1923-24, 8 in 1924-25, 14 in 1925-26, and 13 in 1926-27. No statement was made regarding the number of conditions allowed or the time within which conditions must be removed.

### GRADUATION REQUIREMENTS

Four curricula leading to degrees are offered by the college. Two curricula, one in liberal arts and the other in education, lead to the degree of bachelor of arts; and two others, one in science-mathematics and one in agriculture, lead to the degree of bachelor of science.

In order to graduate from the four-year curriculum leading to the bachelor of arts degree, the student must earn 198 quarter-hour credits, or 132 semester-hour credits, from the following list of subjects: English, 28 semester hours of credit; social science, including economics, 40; science, 28; mathematics, 6; foreign language, 24; education, 2; and elective, 6. The four-year curriculum leading to the bachelor of science degree comprises from 132 to 136 semester hours of credit. Subjects included in the curriculum are: English, 22; social science, 34; science, 34; mathematics, 12; foreign language, 12; science or mathematics, 16 or 20; and education, 2.

In the four-year teacher-training curriculum, 134 semester hours of credit are required for graduation which must be earned from the following list: English, 30; social science, 24; science, 24; mathematics, 6; foreign language, or social science, 24; and education, 26. To complete the four-year curriculum in science-agriculture leading to the bachelor of science degree in the teacher-training college, the student must obtain approximately 138.6 semester-hour credits as follows: English, 12; social science, 12; science, 40; mathematics, 6; agriculture, 52.6; and education, 16.6.

There are also 3 curricula of two years each, 1 for training teachers of lower elementary grades, 1 for higher elementary grades, and 1 for home economics teachers. These curricula vary in total graduation requirements from  $65\frac{1}{3}$  to 72 semester-hour credits. A premedical course is now being offered that complies with the requirements of the American Medical Association. A special junior college two-year curriculum in automechanics is also offered. The United States Agricultural Department carries on extension work in agriculture and home demonstration with headquarters at the university.

**ENROLLMENT**

Enrollment of college students in the Southern University and Agricultural and Mechanical College has shown a rapid growth during the last five years, as indicated by the accompanying table:

TABLE 15.—*College enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	21	22	2	0	45
1923-24.....	40	26	5	2	73
1924-25.....	43	37	3	5	78
1925-26.....	35	38	7	3	83
1926-27.....	55	33	10	9	107

Between 1922-23 and 1926-27 the attendance of college students at the institution increased by 52, or 94.5 per cent. Mortality has also been low, particularly between the freshman and sophomore classes, the rates for 1923-24, 1924-25, and 1925-26 freshman classes amounting to 32.5 per cent, 11.6 per cent, and 5.7 per cent, respectively. Because of the fact that a large proportion of the students leave the college after completing the first two years, it is not possible to secure accurate information of student losses in the junior and senior years.

Students enrolled in the junior college, which comprises the two-year normal course, totaled 33 in 1926-27, of whom 14 were in the first-year class and 19 in the second-year class. In 1925-26 there were 42 junior college students, with 18 in the first-year class and 24 in the second-year class. Within this two-year period, therefore, attendance in this division has decreased 9 students.

The agricultural and industrial courses in the college enrolled 12 students in 1926-27, 8 being in the first-year class and 4 in the second-year class. Only 5 students pursued this work in 1925-26, as compared with 4 in 1924-25 and 3 in 1923-24, indicating that the enrollment in agricultural and industrial work offered by the institution is extremely light.

Attendance in the home economics curriculum is on a much larger scale, 33 students being registered in this department in 1926-27. Of these, 14 were members of the first-year class and 19 of the second year.

The attendance in the summer school amounted to 145 students in 1926-27, as compared with 108 in 1925-26, 138 in 1924-25, 84 in 1923-24, and 31 in 1922-23.

**DEGREES**

The number of degrees granted in course by the college has been very small during the past five years, the total for this period being

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10. All were bachelor-of-arts degrees. Records of the institution show that 2 were granted in 1923-24; 5 in 1924-25, and 3 in 1925-26.

### FACULTY

The college faculty of Southern University and Agricultural and Mechanical College consists of 13 members, distributed among eight general subject-matter departments—agriculture, education, English, history and economics, industries and trades, foreign language, mathematics, and science.

In the following table is given the training of its different members:

TABLE 16.—Training of faculty

Case	First degree	Where obtained	Graduate degree and graduate work
1	A. B.	Talladega College	M. A., University of Michigan; 1 year and 2 summers at University of Michigan.
2	A. B.	Beloit College	M. A., Columbia University.
3	A. B.	Atlanta University	M. A., Atlanta University; 5 summers at Harvard University; 2 summers at Chicago University.
4	Ph. B.	Chicago University	1 year at Chicago Normal. Graduated, June, 1927.
5	A. B.	State University of Iowa	
6	A. B.	Fisk University	1 year at Chicago University.
7	A. B.	University of California	
8	A. B.	Fisk University	Special work, Chicago University.
9	A. B.	Colorado College	Special work, University of Colorado.
10	A. B.	Fisk University	2 summers at Chicago University.
11	A. B.	Wilberforce University	
12	A. B.	State University of Iowa	
13	A. B.	University of Illinois	M. S., State University of Iowa.

All members of the faculty hold the bachelor of arts degree or other first degree from well-recognized northern or colored universities and colleges. Six of the 13 hold degrees from colleges and universities for colored youth, and 7 hold degrees from northern institutions.

Three members of the staff have the master of arts degree, and one has the master of science degree. Those holding the master of arts degree, received them respectively from Columbia University, the University of Michigan, and Atlanta University. The one holding the master of science degree received it from the State University of Iowa. Five of those without advanced degrees have been qualifying for higher degrees.

College instruction in the institution is being conducted by practically a new teaching staff. Of the 13 members 11 have been employed within the last six years and 2 within the past year.

Salaries of the staff range from \$1,200 to \$2,000, with each teacher receiving a perquisite in the form of either living expenses or quarters. The stipends are distributed as follows: One teacher, \$2,000; four, \$1,800; three, \$1,700; one, \$1,500; one, \$1,440; one, \$1,300; and one, \$1,200. The salary of the president totals \$5,000 annually, of which \$3,600 is in cash and \$1,400 in perquisites.

The student clock-hour loads of the faculty are relatively light, 2 teachers having loads of less than 100 student clock hours per week,

6 from 101 to 200 hours, 4 from 201 to 300 hours, and 1 from 400 to 500 hours. The latter's heavy load is caused by the large proportion of two-hour laboratory periods included in his teaching schedule.

One member of the staff has 8 hours of classroom work per week, one 10 hours; one 11 hours, four 12 hours, two 16 hours, one 24 hours, and one 26 hours. In the case of the teachers with loads of 24 and 26 hours, more than half of their time consists of laboratory assignments.

College classes at the institution are generally small in size. In 1926-27 thirty-three classes were being conducted, of which 2 contained fewer than 5 students, 11 from 6 to 10 students, 15 from 11 to 20 students, 3 from 21 to 30 students, and 2 from 31 to 40 students. Thus only 5 classes have an enrollment of more than 20 students, and more than one-half the classes could be doubled in number without increasing them beyond the accepted standard size.

### EDUCATIONAL EQUIPMENT

The library of Southern University contains at present a few hundred volumes, but provision has been made for the purchase of very substantial additions. For the present it is inadequately quartered, but ample provision has been made for its proper housing in the new buildings under construction. The library is under the direction of a librarian and three student assistants. The amounts expended during the past five years for library purposes, and the amounts available for expenditure in 1927-28, are given in Table 17.

TABLE 17.—*Library expenditures*

Item	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28
Books.....	\$500	\$250	\$250	\$250	\$250	\$15,000
Magazines.....	50	50	50	50	50	1,000
Supplies.....	500					5,000
Binding.....						100
Salaries.....	900	900	900	900	900	1,200
Total.....	1,950	1,200	1,200	1,200	1,200	22,300

Much improvement can be made by adding more modern works for the use of the several subject-matter departments of the college.

### LABORATORIES

The laboratories of Southern University are housed in a new science building which is designed with special reference to the teaching of laboratory courses in biology, chemistry, and physics. The university has installed modern tables and other equipment. The amount spent for laboratory facilities from 1922-23 to 1926-27 are shown in Table 18.

TABLE 18.—Laboratory expenditures

Expenditures	In biology	In chemistry	In physics	In geology	Other science	Agriculture
<b>For permanent equipment:</b>						
1922-23					\$8,000	
1923-24		\$350				
1924-25			\$200			
1925-26						
1926-27	\$4,306	5,306	5,300	\$500		\$8,271
<b>For supplies:</b>						
1922-23						
1923-24	75	350	200		350	
1924-25	48	100	50		420	
1925-26	50	150	200		500	
1926-27	1,000	1,000	1,000	100	1,200	200
<b>Total estimated present value of equipment</b>	<b>7,400</b>	<b>6,106</b>	<b>5,750</b>	<b>600</b>	<b>10,470</b>	<b>6,481</b>

### EXTRACURRICULAR ACTIVITIES

A number of student societies have been organized in the university. These include the Allain Literary Society for College Students. The glee club, the university choir, the band, and orchestra may also be mentioned. The Y. M. C. A. and Y. W. C. A. are represented on the campus.

There are two Greek letter societies at the university, the Phi Beta Sigma fraternity and the Zeta Phi Beta sorority. All student activities work in cooperation with faculty advisers.

The athletic activities of the institution are managed by 2 committees, 1 for men and 1 for women. The men's committee contains 4 members of the faculty and 2 students. The girls' committee contains 3 women from the faculty and 2 girl students. The university is a member of the Gulf Coast Athletic Conference.

### SERVICE TO SOCIETY

Southern University and Agricultural and Mechanical College has fully justified the support given by the State of Louisiana. It has trained a large number of teachers who are building up both the rural and urban communities. It has prepared a correspondingly large number of girls for home life and has thus raised the standards of the home. It has also trained a group of agricultural workers, mechanics, and technicians.

The institution has an exceptional opportunity to render service as the negro land-grant college of Louisiana. That the State of Louisiana has recognized this is shown by increasing support of the institution and generous appropriations for new buildings and educational equipment within the past two years. As in Tennessee and West Virginia, Louisiana has dignified negro higher education by erecting modern and attractive fireproof buildings that are in full keeping with the purposes of the university.

The survey committee in considering the future of the university feels that there is little need of changing or modifying the educational objectives of the school. However, in this as in other land-grant colleges, a broader viewpoint of the function of the land-grant college is desirable. At present there is some confusion regarding the general organization of the institution.

The catalogue of the institution lists the several curricula under the terms academic college and teacher-training college. Each of these colleges offers separate curricula in liberal arts and in science-mathematics. Again, the credit requirements for teacher-training certificates are listed under the normal division, the home economics division, and the agricultural division.

From the standpoint of a land-grant college, which has received its charter as a university, it is the committee's opinion that the institution should reorganize the several divisions more in harmony with the modern practices of higher educational institutions. The committee therefore recommends:

That the university be reorganized into the following subunits: (1) College of liberal arts, including the junior college; (2) school of education; (3) secondary school; (4) farm school; (5) division of extension.

That the college of liberal arts be placed under the direction of a dean, with a full-time faculty of not less than eight members.

That its curricula be revised so as to include a 2-year junior college arts and science course, which, with slight modification, will serve as a basis for teacher training; a 2-year course in mechanic arts corresponding to the present course offered in this subject; a 4-year course leading to the degree of bachelor of arts; and a 4-year course leading to the degree of bachelor of science.

That the school of education also be placed in charge of a dean, and that its program be so arranged as to include, in addition to the regular courses in education, all teacher training in agriculture, industries, and home economics now being offered as separate curricula.

That the catalogue be completely rewritten upon the basis of this plan of organization and the educational nomenclature harmonized accordingly.

That the agriculture, industries, and home economics divisions, or colleges, be made departments in the regular college organization until such time as their enrollments have increased sufficiently to justify their maintenance as separate entities.

That in view of the fact that no graduate work of any type is conducted, the institution eliminate the term "university" from its name.

**COLEMAN COLLEGE***Gibbsland, La.*

Coleman College was established by O. L. Coleman in 1890. The institution is located on the outskirts of Gibbsland, La., on a rolling tract of land with ample space for the development of an educational institution. The college is under the general control of the Baptist Church. There is a board of trustees of 15, which exercises nominal control, a number being residents of the college neighborhood. The institution is owned in part by the president and in part by the trustees. Upon the death of President Coleman in March, 1927, his son succeeded to the presidency.

Inasmuch as the death of the founder of the school had taken place only a few weeks before the survey committee arrived, the staff of the college was not able to supply the survey committee with the details of information requested. They were also hindered because all records of the institution were lost when the main college building was destroyed by fire April 8, 1926.

The institution is called a college but is in reality a four-year high school, with an enrollment of 75 students. In addition to these, two students are enrolled as college students. A small elementary school is conducted which is used as a practice school for students planning to teach. A theological school is also in operation, with an enrollment of three students. The high school is recognized by the State department of Louisiana, according to the statement of the president.

**ADMINISTRATION**

The administration of the college is in the hands of the president. The income of the institution is based largely upon student fees and appropriations from the American Baptist Home Missionary Society. The income is entirely inadequate, as is shown by the absence of equipment and the lack of repairs to the buildings.

**PHYSICAL PLANT**

The land owned by the institution consists of 90 acres, 10 of which are devoted to the campus. The value of the land is estimated as being from \$50 to \$60 per acre.

There are three buildings devoted to educational work. The high-school and college classes are conducted in a large two-story frame building which contains an auditorium on the second floor. The student dormitories are frame structures. The dining hall and kitchen are located in a one-story building, likewise of wooden construction. Owing to lack of space the theological department was conducting its classes in a bedroom in the house of the president.

The buildings are in a very bad state of repair, much of the siding being badly warped or stripped from the buildings. Some of the staircases and floors are dangerous. Boards were out of the floors on the second floor in one of the buildings, making it possible to look down upon the classrooms below. The dormitories are fire traps. Owing to the lack of funds the grounds are not landscaped, very little improvement having been made to the campus.

### *EDUCATIONAL ACTIVITIES*

The institution has no catalogue, consequently there has been no published statement of the entrance and graduation requirements of the college. However, the educational program of the high school has been arranged to include five years from the eighth to the twelfth grades, inclusive. This plan conforms with the desires of the State department of education.

As work of college grade was offered for the first time in 1926-27, no formal program has been prepared for publication.

The two students enrolled in the college courses are two sisters, the daughters of one of the professors at the school. The committee talked with these students and found that they had done satisfactory work in their high-school studies and that they were competent to take more advanced work.

### *THE FACULTY*

Practically all of the time of the faculty is devoted to high-school work, only one teacher giving any considerable time to the teaching of the two young women.

A number of the high-school faculty were well trained, some holding degrees from Fisk University and other well-known negro colleges. The president teaches science. He has had three years' work in medicine in one of the leading white medical colleges in Chicago.

The committee could obtain no information regarding salaries and teaching loads.

### *EDUCATIONAL EQUIPMENT*

The college has a mere vestige of a library, a few out of date reference works and a heterogeneous collection of books of little educational value which were locked up in a small room. Apparently the library is seldom used by either teachers or students. There are no laboratories, although there were found a few simple instruments for the teaching of physics and other sciences.

### EXTRACURRICULAR ACTIVITIES

The college has ample space for playgrounds, and nearly all students take part in recreational games. The athletic activities are conducted by a joint committee of the faculty and students. Representatives of the student athletic association meet with two members of the faculty, including the president. The college is not a member of any athletic conference or association.

There are no fraternities or sororities at the institution. The students conduct a general literary society, a music lovers' club, a glee club, and a number of quartets.

### SERVICE TO SOCIETY

Coleman College has for a number of years served a section of the country in the northwestern part of Louisiana with a considerable degree of success. Ten years ago it was recorded as having 232 elementary students and 42 secondary students, and in 1924-25 it was giving instruction to 315 students, of whom 47 were listed as college students. However, the college has suffered heavy reverses, including the loss of the main college building and equipment, and, more serious than all, the loss of the founder. It is evident that for a number of years the support of the school has been seriously waning, and at the present time the condition of the institution is extremely critical.

The committee believes that the institution is entirely unjustified in offering college work, not only on account of the lack of students but because of the lack of every kind of facility, including income, teachers, equipment, and room, to do recognized college work.

The survey committee therefore recommends:

That the trustees of the college abandon the idea of developing a college until ample funds are available, and when the high-school work has been brought up to higher standards.

That a new fireproof high-school building and boys' and girls' dormitories be constructed.

That the existing buildings be dismantled and torn down and that the materials be used for building shops, barns, and other out-buildings.

That unless the financial and educational rehabilitation of the institution is immediately feasible, arrangements be made to consolidate the college with another institution.

## Chapter XII

# MISSISSIPPI AND OKLAHOMA

CONTENTS.—Introduction—Alcorn Agricultural and Mechanical College—Rust College—Jackson College—Southern Christian Institute—Tougaloo College—Colored Agricultural and Normal University of Oklahoma.

Provision for the higher education of the Negro in the State of Mississippi, which has one of the largest negro populations of any of the States in the South, is inadequate and in serious need of expansion. In this survey five negro institutions of higher learning located in this State were examined. They were the Alcorn Agricultural and Mechanical College, at Alcorn; Rust College, at Holly Springs; Jackson College, at Jackson; Southern Christian Institute, at Edwards; and Tougaloo College, at Tougaloo. From a geographic point of view the colleges are well distributed. Two are located in the central section of the State; another in the northern, a fourth in the southeastern, and a fifth in the western part of the State.

A lack of stimulus in the promotion of negro education in general exists with the result that only slow progress is being made. Late estimates fix the total negro population of Mississippi at 936,656 and in these five institutions 282 college students are enrolled. The ratio of negroes attending college is 3 for every 10,000 inhabitants, a low figure. Much of the responsibility for this small percentage may be directly traceable to the meager high-school facilities and the inability of negro youths to prepare themselves for college work. For each 10,000 negro population in the State, there are 56 negroes obtaining secondary education, while in the case of the white population, which totals 853,962, enrollment in high schools is at the rate of 446 white students per 10,000 inhabitants.

The Mississippi State Department of Education maintains on file a list of approved negro institutions of higher learning and grants State teachers' certificates to graduates of approved colleges. Only one, the State negro land-grant college, has been recognized as a standard college by the department, although two others have been accredited as normal schools.

Higher education for negroes has been developed only to an average extent in Oklahoma. There is but a single institution of collegiate grade in the State conducted for the benefit of members of the race.

This is the Oklahoma Agricultural and Normal University, located at Langston, which is included in this survey.

The negro population of Oklahoma is 202,400, and 240 resident college students are in attendance in this institution. The proportion receiving higher education, therefore, is 12 for every 10,000 colored inhabitants. A possibility of this number being augmented in the future, however, is indicated by the fact that the percentage securing secondary education as compared with the total negro population in the State is unusually high. Oklahoma ranks second among the Southern States in this respect, there being 2,487 negroes attending high schools, or 124 per 10,000 population.

No separate organization is maintained by the Oklahoma State Department of Education for the promotion of negro education, although the General Education Board pays the salary of a traveling agent. The single institution in the State has been accredited by the department, its graduates receiving State teachers' certificates. Appropriations of the Oklahoma State Legislature for the two years 1927-1929, for negro higher education amounted to \$365,000.

### *ALCORN AGRICULTURAL AND MECHANICAL COLLEGE*

#### *Alcorn, Miss.*

The Alcorn Agricultural and Mechanical College is located in the southwestern part of Mississippi, between the cities of Vicksburg and Natchez. It was originally organized in 1828 by the Southern Presbyterians under the name of Oakland College as a white institution and was operated as such until 1871. At that time the State of Mississippi purchased the property and converted it into a school for the higher education of negro youth, its title being changed to Alcorn University.

Seven years later the institution was made the negro land-grant college of Mississippi. Under authority of the State legislature, the land-scrip fund donated to the State by the Federal Government, which was then valued at \$227,150, was divided equally between the white Agricultural and Mechanical College at Starkville and this institution, the name of which was changed to the Alcorn Agricultural and Mechanical College. Subsequently the college received annual Federal appropriations under both the Morrill Acts, the Nelson amendment, and under the Smith-Hughes Act.

The Alcorn Agricultural and Mechanical College is governed by a board of seven trustees appointed by the governor of the State with the consent of the senate. The governor and the State superintendent of instruction are also members *ex officio*. Under the law the trustees serve for a term of six years each and are selected in groups of two and three every two years, so that it is possible to bring about a

complete change in the complexion of the board every six years. All the trustees are white.

Under the present plan, the governor of the State, who has no vote, is the president of the board, while the secretary-treasurer is a resident of the city of Natchez and not a trustee. The board meets on an average of twice a year and appoints special committees on permanent improvements, capital outlays, and other projects. An executive committee with limited authority composed of three members has also been created.

The institution is organized into a college and preparatory and elementary schools. It is largely a school of secondary grade, although maintaining extensive and elaborate college curricula on paper. The high school comprises the ninth to twelfth grades in which the greater part of the work is concentrated in industrial and manual training. Courses are offered in laundering, carpentry, blacksmithing, horseshoeing, wagon and carriage building, painting, shoemaking, and domestic science. The elementary school includes eight grades, the first six being supported through public funds provided by Claiborne and Jefferson Counties, while the operating costs of the seventh and eighth grades are paid by the college. Observation and practice teaching are done to some extent in both the secondary and elementary schools.

The Mississippi State Department of Education accredited the institution's high school in 1923 and the college in 1926. The Texas State Department of Education has likewise accredited the college. Graduates of the different teacher-training courses receive licenses to teach in the public schools of Mississippi without examination. Individual recognition has been accorded students who have attended the Acorn Agricultural and Mechanical College by other institutions of higher learning, eight having been accepted by the Meharry Medical College, while several others were permitted to enter Howard University, Lincoln University of Pennsylvania, and the Detroit Law School.

There were 702 students enrolled in the institution in 1926-27, distributed as follows: 88 in the college, 377 in the high school, and 237 in the elementary school. The college is coeducational. The majority of the students are boys. Practically every county in the State of Mississippi is represented in the student body.

#### ADMINISTRATION.

The president has charge of administering the institution under the supervision of the board of trustees. He is assisted by a secretary and several other employees. An engineer is also included in the executive staff of the school.

In its examination into the administration of the college, the survey committee was impressed with the necessity for a complete reappraisal of its physical property and financial resources. At the present time no property ledger is being kept, and the annual inventories are taken by the heads of the different departments, who file them with the president. These inventories are being kept in a safe at the president's home. Apparently no annual readjustments of valuations are being made and no general and well-supervised inventory of the physical plant conducted with a view to maintaining accurate records.

The Alcorn Agricultural and Mechanical College is supported chiefly through Federal and State appropriations, interest on endowment, and sales and services.

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$26,950.00	\$35,537.00	\$23,862.00	\$51,251.00	\$40,000.00
Federal appropriations.....	27,800.00	27,800.00	27,800.00	27,800.00	27,800.00
Interest on endowment.....	12,592.27	12,592.27	12,592.27	12,592.27	12,592.27
Student fees.....	2,116.00	2,618.19	2,955.50	4,264.34	4,980.00
Sales and services.....	28,489.94	31,619.11	35,492.03	40,605.78	44,502.25
Total.....	97,948.21	110,166.57	117,701.80	152,513.39	129,942.42

The total income of the institution in 1926-27 was \$129,942.42. Of this amount, 30.9 per cent came from State appropriations, 21.3 per cent from Federal appropriations, 9.6 per cent from interest on endowment, 3.8 per cent from student fees, and 34.3 per cent from sales and services. A further analysis of the figures given in Table 1 discloses the fact that the income of the college has been steadily advancing during the past five years, the gain amounting to 31.6 per cent. This is largely due to the additional appropriations made by the State of Mississippi for the support of the institution, the increase being 48.4 per cent for this period. While Federal appropriations and interest on endowment have remained unchanged, revenues from sales and services have gained by 56.3 per cent, and student fees by 135.4 per cent, the latter, however, being a small item.

The institution has an endowment of \$96,296.20, in addition to the land-scrip fund assigned to the college amounting to \$113,575, making its total revenue-producing resources \$209,871.20. During the last five years there have been no additions to the endowment. The interest yield annually on the endowment proper is approximately 6.6 per cent, while that on the land-scrip fund is 5.4 per cent.

Few fees are assessed against students in attendance at the school. The institution is forbidden by law to make any charge for tuition to residents of Mississippi, and as practically all the enrollment comes

from the State it is not possible to realize any great amount of revenues from this source. The charge to out-of-State students for tuition is only \$15 a year, a nominal figure in view of the educational facilities of the school. Among the fees charged are, medical, \$3.50; fuel, \$13; furniture, \$5; and student activities, \$3; the total being \$24.50. A very low charge is also made for board, the rate per month for meals being \$10. It appeared to the survey committee after a study of the fees and boarding charges, as well as the small revenues accruing to the college from these sources, that substantial increases should be made. Compared with other negro State institutions, the cost of board is 50 per cent below the average and the fees also fall below the general average.

### PHYSICAL PLANT

The physical plant of the Alcorn Agricultural and Mechanical College consists of 960 acres of land and 23 buildings, some of them being structures erected almost 100 years ago. Of the 960 acres of land, 40 acres are used as a campus and 320 acres as an experimental farm for educational purposes. The remainder includes woodland and pasturage. The land is generally poor and its total valuation is fixed at \$10,000, or not much more than \$10 per acre. The buildings are valued at \$390,700, and the contents at \$118,794, making the valuation of the entire property \$519,494. The institution has \$16,725 worth of industrial equipment.

The activities of the school center around what is known as the main building, which contains the administrative offices, the chapel, library, and seven classrooms. This structure is an old one, erected in 1828, is three stories high, and has no fire escape. It is nonfire-resisting. Other buildings used for educational purposes are of more modern construction. Academic Hall is an excellent, three-story, fireproof structure, built in 1921, in which are located six recitation rooms on the lower floor, while the upper floors are used for boys' dormitories. Power Industrial Hall, a one-story building, contains laboratories and shops; and the science building, also one story in height, has four laboratories. Two other structures used partially for academic purposes are the Training School Building, with four classrooms, and the Rowan Model Home, with 17 rooms utilized for home economics instruction and practice work.

A large amount of dormitory space is available on the campus, particularly in the older buildings. Three, called Dormitories Nos. 1, 2, and 3, were erected in 1828 and are two stories in height, with a total in each case of 27 rooms. Another old building is Belles Lettres Hall, with 13 rooms providing living quarters for students. Mississippi Hall and Fuelly Hall, both three-story structures, contain 84 rooms, nearly all of which are used for dormitory purposes. One

room in Fuelly Hall, however, consists of a laboratory and shop. The dining room is located in a rather small structure erected in 1915 at a cost of \$7,250. In addition to serving as a refectory, food courses in home economics are conducted in several laboratories located in the building.

The institution has a central heating plant constructed at a cost of \$41,300 in 1921, a sewerage system, and a fairly modern laundry. There is also a small hospital valued at \$3,750, in which nurse-training courses of secondary grade are offered. The remaining buildings on the campus are the president's home and a number of cottages providing quarters for teachers and their families. The buildings on the experimental farm include a farm cottage, dairy, and farm barns valued at \$6,800 and containing equipment worth approximately \$9,300.

None of the buildings is insured, the State of Mississippi not carrying insurance on its property. Of the 25 buildings, the institution reports 11 as fire-resisting, but with one or two exceptions it is believed that the term "semifire-resisting" would be a more fitting description of them. All have slate roofs.

The general appearance of the campus and buildings was below the standard that would be expected of the type of State institution such as the Alcorn Agricultural and Mechanical College. This is largely due to the fact that no officer directly responsible for their proper care and upkeep has been placed in charge of the buildings and grounds. Instead, the supervision of this work at the institution has been placed in the hands of a "Campus improvement committee" consisting of the members of the faculty and their wives, and each building is under the charge of a professor, who is assisted by a resident monitor student. Practically all the work is performed by student labor, each male student being required to work two hours per day without compensation. It is evident that this system lacks a centralized head and that a more efficient organization should be created. Considering the size of the campus and the large number of buildings, the survey committee is of the opinion that a full-time superintendent of buildings and grounds should be employed and made responsible for the upkeep of the entire plant. It is probable that saving in depreciation of plant would be considerably in excess of his salary.

### PREPARATORY SCHOOL

As emphasis is placed on secondary work at the institution, the college is not regarded as the paramount branch of the school's organization. The result is that little attempt has been made to segregate it completely from the high-school department. Under the present arrangement, the same buildings are used for both college and high

schools, the finances of both departments are kept in the same accounts, and the faculties have only been partially separated, nine college instructors teaching in the high school. College and high-school students, however, do not belong to the same recitation and laboratory groups.

### ACADEMIC PROGRAM

The curricula offered in the college include five courses leading to undergraduate degrees and three junior college courses leading to certificates or diploma. An outline of these curricula follows:

Four-year arts and science curricula, leading to the degrees of bachelor of arts or bachelor of science.

Four-year curriculum in agriculture, leading to the degree of bachelor of science.

Four-year curriculum in agricultural education, leading to the degree of bachelor of science and Mississippi State vocational teacher's license.

Two-year curriculum in agricultural education, leading to the junior college certificate and State vocational teacher's license.

Four-year curriculum in home economics, leading to bachelor of science degree.

Two-year curriculum in home economics, leading to a junior college certificate.

Two-year curriculum in teacher training, leading to a junior college certificate and a State teacher's license.

The program of work in the different curricula is poorly presented in the catalogue, particularly with regard to the description of the studies and their grouping. There is also considerable padding, the same courses being listed in several different and widely separated sections. In the liberal arts curriculum no courses in foreign language, modern language, or philosophy are offered in the catalogue, although one class each in Latin, German, and logic was conducted in 1926-27. Only 36 of the 99 courses listed by the catalogue were actually being taught in the college in 1926-27.

### ADMISSION REQUIREMENTS

Admission to the college is on the basis of the presentation of a certificate from an accredited high school showing the completion of 15 units of preparatory credit distributed as follows: Two in history, three in English, one in algebra, one in plane geometry, one in science, and the remainder in other secondary subjects. Students unable to present such credentials must pass entrance examination in the subjects in which they are deficient. In 1926-27 there were 26 included in the freshman class, 25 of whom were admitted on certificate, while 1 passed the entrance examination. Approximately all these students were graduates of the Alcorn Agricultural and Mechanical College secondary school, only three coming from other negro high schools in Mississippi.

Candidates are accepted with a maximum of one conditioned subject, and under the regulations of the institution it is not neces-

sary to remove this condition until the fourth year of college work. Not a great many conditioned students have been registered, however, during the past five years, none being registered in 1922-23, three in 1923-24, two in 1924-25, two in 1925-26, and three in 1926-27.

Special students enrolled in the institution include those fulfilling entrance requirements but not pursuing the regular courses leading to degrees. During the past five years only four special students have registered in the college as follows: Two in 1922-23, one in 1923-24, and one in 1926-27.

### GRADUATION REQUIREMENTS

Requirements for graduation comprise 180 term hours (120 semester hours) of credit in the four-year courses and 90 term hours (60 semester hours) of credit in the two-year courses.

The arts and sciences curriculum is divided into four general groups from which students are required to select a major consisting of 36 term hours and a minor of 18 term hours. An outline of these groups is as follows:

(1) Languages and literature: English, Latin, German, Anglo-Saxon.

(2) Mathematics and natural science: Agriculture, botany, chemistry, home economics, mathematics, physics, zoology.

(3) Social science: Economics, history, political science, sociology.

(4) Education and philosophy: Education, ethics, logic, and psychology.

Students who have majored in group 1 are granted the degree of bachelor of arts, while those majoring in groups 2, 3, or 4 receive the bachelor of science degree. With regard to group 1, the descriptions of the courses in foreign language have been omitted from the catalogue, and the academic organization does not contain a department of foreign languages.

In presenting an outline of the arts and science curriculum with credits allowed for the different courses, prescribed subjects are not properly segregated from electives, with the result that it is impossible to ascertain the prescription of work. This outline includes 36 term-hours of credit in English, of which 9 are in public speaking, 27 in mathematics, 42 in social science, 54 in natural sciences, 27 in education, and 12 in philosophy. Foreign language is not listed in the outline, nor are the credits allowed for it indicated.

Graduation requirements in two four-year curricula in agriculture and agricultural education are more clearly presented. In the regular agricultural curriculum the 180 term hours of credit must be earned from the following: 36 credits in agriculture, 36 in English, 32 in social science, 9 in mathematics, 27 in science, and 9 in educa-

tion, the remainder being elective. Requirements in the agricultural education curriculum include 63 term hours of credit in agriculture, 60 in science, 54 in education, 12 in English, and 9 in mathematics. To graduate from the two-year agricultural education curriculum students must earn 18 term hours of credit in agricultural education, 18 in English, 9 in science, 27 in education, and 9 in agriculture.

In the four-year home economics curriculum the 180 term hours of credit are largely prescribed and include 51 credits in home economics, 15 in English, 27 in social science, 45 in education, 27 in science, 9 in psychology, and the remainder elective. In the two-year home economics curriculum the 90 term hours must be obtained from the following list: 27 credits in home economics, 9 in English, 36 in education, 30 in science, and 9 in social science.

The two-year teacher-training curriculum is inadequately outlined. While the list of subjects included in the curriculum is presented, the number of credits that must be secured in each are omitted. The work includes 12 courses in education, 5 courses in science, 3 courses in industrial arts, 6 courses in education, and 1 course in sociology.

### ENROLLMENT AND DEGREES

The growth in the collegiate enrollment in the college has been slow during the past five years in comparison with other negro land-grant colleges. This is due in a large measure to the emphasis the institution is placing on secondary work.

TABLE 2.—Total collegiate enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	23	15	1	8	47
1923-24	16	18	12		46
1924-25	20	13	17	13	63
1925-26	38	18	12	16	84
1926-27	26	33	15	14	88

As indicated by Table 2, the total number of college students attending the Alcorn Agricultural and Mechanical College was 88 in 1926-27 as compared with 47 in 1922, a gain of 41 students, or 87.2 per cent.

TABLE 3.—Enrollment in liberal arts curriculum

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	4	11	0	3	18
1923-24	11	4	9	0	24
1924-25	15	9	3	9	36
1925-26	16	13	8	3	40
1926-27	6	15	14	8	43

The greatest enrollment increase has occurred in the liberal arts curriculum. Between 1922-23 and 1926-27, liberal arts students increased from 18 to 43, or a gain of 138.8 per cent. Student retention has also been high in this division, both the freshman classes of 1922-23 and 1923-24 having mortality rates of only 25 and 27.2 per cent, respectively. In the case of the freshman classes of 1924-25 and 1926-27 the losses suffered were only 13.3 per cent and 6.2 per cent at the beginning of the sophomore year.

TABLE 4.—Enrollment in agricultural curricula

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	16	4	1	2	23
1923-24	3	13	3	0	19
1924-25	4	2	13	4	23
1925-26	12	4	2	12	30
1926-27	14	10	4	1	29

As indicated by Table 4, the two agricultural curricula in the college have gained six students in the past five years. Mortality in this division has varied widely.

TABLE 5.—Enrollment in home economics curricula

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	3	0	0	3	6
1923-24	2	1	0	0	3
1924-25	0	2	1	0	3
1925-26	8	0	2	1	11
1926-27	6	7	0	2	15

While the number of students doing work in the home economics curricula is still small, this division has advanced considerably in the past five-year period.

Enrollment in the two-year teacher-training curriculum in the Alcorn Agricultural and Mechanical College is one of the discouraging phases of the college functions of the institution. Only three students have registered in this most important work during the past five years, and there has been but a single graduation. In 1926-27 no students entering the college enrolled in the normal department. As the training of teachers for the negro youth of Mississippi as well as other States is of vital moment, if real advancement is to be made by the race, the failure to take advantage of opportunities offered by one of the principal negro State institutions of higher education is especially significant.

On account of the stress being placed on the secondary school, particularly with regard to vocational and manual training, the growth of enrollment in this department has been extremely rapid in comparison with the college. For the past five years the number of preparatory students has advanced from 169 in 1922-23 to 377 in 1926-27, a gain of 208 students, or 123 per cent. The elementary department has also gained considerably in enrollment, the increase amounting to 43.6 per cent.

### DEGREES GRANTED

Forty-seven degrees in course have been granted by the institution during the past five years, of which 31 were bachelor of arts degrees and 16 bachelor of science degrees. Of these, 10 bachelor of arts degrees were granted in 1921-22; 8 bachelor of arts degrees in 1922-23; none in 1923-24; 9 bachelor of arts and 4 bachelor of science degrees in 1924-25; 4 bachelor of arts and 12 bachelor of science degrees in 1925-26. The Alcorn Agricultural and Mechanical College has granted no honorary degrees within the last five years.

### FACULTY

The college faculty consists of 12 members, only 3 of whom do college work exclusively. The remaining 9 teach classes in the high school and also the elementary school. The faculty comprises 9 full professors and 3 assistant professors.

While the academic organization of the college is divided into nine departments of instruction, each in charge of a professor, the work of these departments is intermingled with similar work in the secondary school and there is a lack of segregation both as to instruction and personnel. However, the teachers with one exception teach only subjects included in the particular departments of instruction to which they belong. The departments of instruction are listed as follows: Agriculture, agricultural education, English, history, home economics, mathematics, science, education, and horticulture.

The training of the staff is only fair and not up to the standards set by training in other negro colleges. While all the members of the staff, except the instructors in horticulture, home economics, and education, have obtained first degrees, only one has a master's degree. Five, however, are working to augment their training by doing graduate work in leading universities.

TABLE 6.—*Training of the staff*

Case	First degree	Where obtained	Graduate degree and graduate work
1	A. B.	Tougaloo College	A. M., University of Chicago.
2	A. B.	Morehouse College	
3	B. S.	Alcorn Agricultural and Mechanical College.	1 summer at University of Chicago; 2 summers at Hampton Institute.
4	A. B.	Howard University	
5	B. S.	Connecticut Agricultural College.	
6	B. S.	Alcorn Agricultural and Mechanical College.	1 summer at Cornell University; 1 summer at Iowa State University; 1 summer at Hampton Institute.
7	None		
8	B. S.	Alcorn Agricultural and Mechanical College.	1 summer at Iowa State University.
9	B. S.	do	3 summers at Iowa State University.
10	B. S.	do	1 term at Hampton Institute; 1 summer at Iowa State University.
11	None		
12	None		

Of the nine undergraduate degrees held by the staff, five were secured at the Alcorn Agricultural and Mechanical College, indicating serious faculty inbreeding. The other four first degrees were distributed between three negro colleges and one northern institution. The single master's degree was obtained at the University of Chicago. With regard to faculty inbreeding at the institution, the survey committee found that two of the teachers with undergraduate degrees secured them in 1892 and 1895 and the other three in 1914, 1919, and 1921. This would seem to indicate that at least two, if not three, of these degrees were obtained before the Alcorn Agricultural and Mechanical College had developed college work to any great extent.

The faculty in the main is made up of members who have served in the college for a long period of time. Of the 12 members, only 3 are new teachers appointed within the past 3 years, while the remainder have been connected with the school from 5 to 23 years. The service records are as follows: Two members have served in the college for 2 years, 1 for 3 years, 1 for 5 years, 1 for 7 years, 1 for 9 years, 1 for 15 years, 1 for 19 years, 1 for 22 years, and 1 for 23 years. Considering the faculty inbreeding and lack of enterprise in upbuilding the collegiate division of the institution, the survey committee was impressed with the advisability of introducing new and outside blood into the teaching staff, if progress is to be made in the future toward the development of a modern standard college.

The annual salaries of the members of the faculty are slightly above the average paid in negro institutions. One teacher receives an annual salary of \$970, one \$1,275, five \$1,320, four \$1,420, and one \$1,920. On basis of these figures, full professors receive from \$1,320 to \$1,920, while associate professors receive from \$970 to \$1,320. None of the teachers are allowed a perquisite of any character. The salary of the president is \$3,000 annually, with a perquisite valued at \$500.

Except in the case of 4 teachers, who have student clock-hour loads varying between 400 and 600 hours, the teaching schedules of the members of the staff are not heavy. According to the records, 4 teachers have student clock-hour loads between 100 and 200 hours, 3 between 201 and 300 hours, 1 between 301 and 400 hours, 1 between 401 and 500 hours, and 3 between 501 and 600 hours. Two teachers with excessive loads are the professors of mathematics and horticulture, and another is an associate professor in agriculture, all of whom have more high school than college classes. The fourth teacher with a heavy student clock-hour load devotes practically all of her time to elementary instruction and has only two small classes in education in the college.

Teaching schedules in the colleges are so arranged that the hours per week of teaching of 10 members of the staff are not burdensome. Two teachers, however, have an excessive amount due to the fact that they give instruction in a large number of high-school classes in addition to their college assignments. Of the 12 members of the college faculty, one teaches 9 hours per week, one 10 hours, one 11 hours, one 12 hours, one 13 hours, one 17 hours, four 18 hours, one 21 hours, and one 31 hours.

The size of the classes in the college is not above normal, no class containing more than 30 students. Twenty-one out of the 39 classes organized in 1926-27 have each less than 11 students.

### EDUCATIONAL EQUIPMENT

Comparatively little attention has been given to providing the proper educational equipment for the collegiate division of the Alcorn Agricultural and Mechanical College.

The library contains only 2,365 volumes. It is very poorly housed in a small room in one of the older structures on the campus. The selection of books and magazines is below standard, although an improvement on conditions previously existing has been effected. Expenditures for library purposes are limited as indicated by the accompanying table:

TABLE 7.—Library expenditures

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$50.00	\$85.00	\$150.00	\$310.00	\$82.36
Magazines.....	72.00	102.00	117.00	101.00	123.65
Supplies.....	225.25	24.00	.....	5.00	16.65
Salaries.....	45.00	45.00	90.00	90.00	60.00
Total.....	392.25	256.00	357.00	706.00	284.66

<sup>1</sup> Expenditure of \$310 for 1925-26 was due to requirement of State that the institution purchase books for high school.

No trained librarian is employed, a student assistant being in charge of the library.

The scientific laboratories also are lacking both in equipment and suitable quarters and are almost entirely of secondary grade. A fair beginning, however, has been made toward acquiring facilities for college instruction in chemistry and physics, and the professor of science at the institution is a graduate of Howard University. More money will have to be expended for apparatus and new equipment purchased throughout the biology laboratory, if standard college work is to be done. Expenditures for scientific equipment and supplies made by the institution for the past five years are indicated by the accompanying table.

TABLE 8.—Laboratory expenditures

Expenditures	In chemistry	In physics	Other science	Home economics
<b>For permanent equipment:</b>				
1923-24.....	\$540	\$520	\$300	
1924-25.....	200	100	100	
1925-26.....	250	100	280	
1926-27.....	200	90	80	
<b>For supplies:</b>				
1923-24.....	75	60	50	
1924-25.....	100	50	40	
1925-26.....	87	60	90	
1926-27.....	60	70	50	
Total estimated present value of supplies and equipment.....	1,600	1,240	1,100	\$1,228

### EXTRACURRICULAR ACTIVITIES

Athletic activities of the institution are administered by a joint committee of the faculty and the student body. Its membership includes five college teachers and one student. The college is a member of the Gulf Coast Intercollegiate Conference, the American Collegiate Athletic Association, and the South Carolina Athletic Collegiate Association. The regulations of the Gulf Coast Conference are enforced by the school in the preservation of scholarship and maintenance of purity of athletics.

Other extracurricular activities include a debating society, a literary society, a lyceum, and a musical club. No fraternities or sororities have been organized in the student body.

### CONCLUSIONS

The Alcorn Agricultural and Mechanical College is largely a school of preparatory grade, concentrating its efforts on vocational and manual training, although it is the negro land-grant college of Mississippi. It is supported principally by State and Federal appropriations.

With its chief educational aims centered in the secondary field, the proper development of its college division has been handicapped and the progress made has not been as rapid as in some other negro land-grant colleges. Although having fair facilities for conducting courses in agriculture, the institution is lacking in a properly qualified teaching staff and educational equipment for standard college work.

Considering that the school is the only State-supported institution for higher education of the negro race in which it would be possible for the State to train colored teachers for its public schools, it is unfortunate that no apparent effort has been made to build up a strong teacher-training department offering two and four year courses in education. The committee makes the following recommendations and suggestions:

That the Alcorn Agricultural and Mechanical College revise its educational aims for the purpose of accelerating its transition from a secondary school to a college.

That its future academic program give full consideration to the training of colored teachers for both the elementary and high school fields.

That a professor, thoroughly qualified and trained in education, be employed to head the teacher-training work and that at least two other college teachers be employed to assist him.

That the agriculture and home economics departments, in which teacher-training courses are already offered, be greatly strengthened and that the teachers in these departments without degrees be encouraged to secure them.

That the curriculum in the liberal arts college be reconstructed through the introduction of fundamental subjects and that it be correlated with the other courses in the college.

That if the institution is to continue to grant the liberal arts degrees, immediate steps be taken to provide adequate courses in foreign languages.

That the annual catalogue of the institution be revised to eliminate repetitions, to more fully outline the different courses and to present the graduation requirements in clear form.

That faculty inbreeding be discouraged and that in making additions or replacements in the future special attention be given to the securing of well-trained teachers from outside sources.

That a trained librarian be employed for the purpose of reorganizing the library, that new quarters be provided, and that a large immediate purchase of new works be made to bring the library up to a minimum college standard with fixed annual appropriations thereafter for books and magazines.

That the chemistry, physics, and biological laboratories be relocated in more suitable rooms, reequipped with modern apparatus and brought up to college level.

That an appraisal of the physical plant be made and that in the future properly supervised continuous inventories be maintained.

That a superintendent of buildings and grounds be appointed, with full responsibility for the upkeep of the buildings and the care of the grounds.

### *RUST COLLEGE*

*Holly Springs, Miss.*

Rust College is located in the northwestern part of the State of Mississippi. It was founded in 1866 and belongs to a group of colleges under the control of the Board of Education of the Methodist Episcopal Church, with headquarters in Chicago. The college is incorporated in Mississippi under a board of trustees, 21 in number. In addition to a large representation from Mississippi, the board includes representatives from Alabama, Tennessee, and Louisiana. Nineteen members of the board are negro and two are white. Fifteen are ministers. It is planned in the near future to modify somewhat the constitution of the board of trustees in order to increase both lay and white membership. The functions of the board of trustees are nominal. Its annual meeting is designed principally to satisfy legal requirements. The Board of Education of the Methodist Episcopal Church is the *de facto* owner of the college and its properties, and exercises extensive and detailed control over the institution.

Rust College is organized as a regular four-year arts and science college. It also conducts a four-year high school, known as the academy. An elementary school has been in existence for a number of years, but its discontinuance in 1927-28 had been determined upon at the time of the survey. The enrollment in the college departments for 1926-27 was 82. The high school enrolled 274 students.

The high school was accredited by the State Department of Education of Mississippi in 1923, and the two-year normal course offered in the college was accredited by the State in 1925. The question of the recognition of the four-year college is now under consideration by the department. Two graduates of Rust College have received the degree of master of arts, one from Columbia University and the other from Northwestern University. One of these graduates now holds a fellowship at New York University. Another student, after securing a bachelor of arts degree at Rust College, was admitted to the graduate school of the University of Southern California.

## ADMINISTRATION

Rust College is primarily a church-supported institution. The total income of the college for 1926-27 was \$34,069.77. Of this sum, 49.9 per cent came from student fees; 46.8 per cent from church appropriations; approximately 3.3 per cent from interest on endowment. Between 1924-25 and 1926-27 the endowment of \$16,000 has yielded as interest 5.9 per cent, 4 per cent, and 4.3 per cent. A study of Table 9 shows that the most stable source of income for the past five years has been the regular annual appropriation of \$15,000 from the Board of Education of the Methodist Episcopal Church.

TABLE 9.—Sources of income

Source	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$15,000.00	\$15,000.00	\$15,000.00	\$16,000.00
Interest on endowment.....		950.00	680.00	1,090.00
Student fees <sup>1</sup> .....		26,062.00	33,098.00	16,979.77
Sales and services.....		158.54		
<b>Total</b> .....	<b>15,000.00</b>	<b>43,070.54</b>	<b>48,778.00</b>	<b>34,069.77</b>

<sup>1</sup> Both secondary and college students' fees.

The students' records are systematically kept in permanent files in the office of the registrar. However, some lack of effort on the part of the registrar's office in obtaining the necessary transcripts of the high-school records of a few students already admitted to college was evident. In view of the fact that the registrar is occupied to a considerable extent in teaching, it will be desirable in the future to relieve the present registrar from many of the details connected with the office and to employ a well-trained assistant who can give the necessary attention to the problems of registration and students' records. The assistant registrar should also give some time to building up alumni records in order to strengthen the loyalty of alumni and to bring before the trustees and the public information regarding the services of the college.

The business management of the college is conducted by the president, who is assisted by a competent accountant. The business offices are fairly well equipped for a college of this size. The business is conducted according to general regulations enforced by the Board of Education of the Methodist Episcopal Church for its educational institutions. A well-organized set of books is kept, showing cash receipts and expenditures and students' accounts. Each month the college sends to the central headquarters of this church board in Chicago on prescribed forms a statement showing receipts and expenditures. Postings of the accounts of the college are made in the office of the board, which also makes an annual audit of the local books of the college. The survey committee did not ascertain the

exact nature of the audit. In addition to the monthly statement the president prepares at the end of the school year an annual financial statement and a budget for the approval of the Board of Education of the Methodist Episcopal Church. Blanket insurance is carried on the buildings and equipment by the church board, which pays the premium.

### PHYSICAL PLANT

The physical plant of Rust College comprises 64 acres of land, valued at \$12,000, and 12 buildings valued at \$200,000. Equipment and furnishings owned by the institution are estimated at \$35,786. Forty acres are used as a campus, and the remainder is rented for \$100 a year. One of the buildings, the Rust Home, is included in this valuation, although it is under the separate management of the Women's Home Missionary Society of the Methodist Episcopal Church. The principal buildings are of brick construction, but they are not fireproof. The students are partially protected by fire escapes. However, the men's dormitory in Rust Hall, which occupies the two upper stories above the floors used for classrooms and the assembly hall, is likely to prove a menace to the students residing there. More adequate fire escapes are needed on the girls' dormitory.

The superintendent of buildings and grounds has general charge of the entire physical plant. He is assisted by two teachers who have charge respectively of the plumbing and lighting repairs and of the carpentry repair work. The women's dormitory is under the supervision of a matron, and the men's dormitory is under the supervision of a preceptor. All students are required to give one period a day to industrial training in regularly organized classes conducted by paid teachers. A few students are given work for which credit is allowed toward the payment of their expenses.

The campus of the college on the outskirts of Holly Springs gives ample margin for the future growth of the institution. However, both the campus and the buildings need more care. In view of the fact that many of the buildings are old and are of poor design for educational purposes, it is difficult to maintain them in a proper state of repair. More ample provision should be made for a repair and replacement fund that will make it possible to keep the physical plant in first-class order. At the present rate of depreciation of buildings and equipment it will soon be difficult to restore them except at prohibitive cost. The administrative offices are well maintained, but the library, classrooms, and the laboratories are in need of immediate renovation.

Improvement should be made in the order and repair of students' rooms, particularly in the case of the men's dormitories. The whole physical plant of Rust College needs immediate attention, if it is to continue to serve its purpose with efficiency.

### PREPARATORY SCHOOL

The college charter requires the maintenance of a preparatory school. This part of the institution is known as Rust Academy. The college and the academy are kept separate as regards students and finances, with the sole exception that certain classes in physical education and public speaking are attended by both college and academy students. College and academy students do not attend the same lectures, recitation, or laboratory classes.

The elementary school of the college is to be permanently closed at the end of 1926-27.

### EDUCATIONAL PROGRAM

In order to enter Rust College, a candidate must furnish satisfactory evidence of having creditably completed four years of secondary school work above the eighth grade of the elementary school. Students graduated from senior high schools recognized as standard by the State Department of Education of Mississippi are admitted on transcript of student's record and certificate. Others not able to present these credentials must be examined at the college. Of the 15 units prescribed for entrance to college, 10 units are prescribed as follows: English 3 units, algebra 1, geometry 1, science 1, history or social science 2, and foreign language 2. Two units of conditioned entrance subjects may be allowed, but these conditions must be removed by the end of the freshman year of college. The records show that during the past five years no student has been admitted to the freshman class with conditions.

### GRADUATION REQUIREMENTS

Rust College offers four distinct four-year curricula. The first leads to the degree of bachelor of arts, the second to the degree of bachelor of science, the third to the degree of bachelor of science in education, and the fourth to the degree of bachelor of science with majors in general home economics, clothing, foods, and vocational home economics. Teacher training and premedical courses of study, each two years in length, are also offered.

For graduation from the college, 190 quarter hours (126.6 semester hours) are required, except that in the case of the home-economics curriculum, 180 quarter hours (120 semester hours) are required. Of the 190 quarter hours required by the college, 103 are prescribed. The remaining 87 quarter hours are elective. But before the close of the second quarter of the sophomore year each student must select for specialization one subject as a major and another allied subject as a minor. In the major a credit of at least 36 quarter hours must be gained and in the minor 18 additional quarter hours. The major

and minor subjects are chosen from one of three general groups, namely, English and foreign language; mathematics and science; and social science, education, and philosophy.

The curriculum in home economics is established on a foundation of pure sciences, foreign language, and history, to which are added the subjects in the four fields of home economics specialization, and an additional minor in liberal arts, bringing the total credits to 180 quarter-hours.

The two-year course of study for students in education requires 100 quarter hours (66.6 semester hours) for its completion. Fifty quarter hours are assigned to the following subjects: English 18, general methods 5, observation and teaching 12, psychology 15. The observation and practice-teaching work has been conducted at the elementary school on the college campus. Beginning with the next school year, 1927-28, this work will be conducted in cooperation with the elementary schools of Holly Springs. Students who finish the two-year educational course of study are granted a State elementary school certificate.

The premedical course likewise requires 100 quarter hours of credit; 69 are prescribed as follows: Chemistry, organic and inorganic 18; physics 12; English 9; modern language 18; and biology 12.

### ENROLLMENTS

The enrollment of regular college students at Rust College for the year 1926-27 was 82. According to the accompanying table it will appear that the growth in college enrollments has been increasing rapidly during the past five years.

TABLE 10.—Enrollment, 1922-1927

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	7	5	6	5	23
1923-24	16	6	4	6	32
1924-25	21	13	5	7	46
1925-26	23	21	13	11	68
1926-27	35	18	17	12	82

<sup>1</sup> The increase in the senior class of 1925-26 over the junior class of the preceding year is due to the acceptance of seniors from a neighboring college recently destroyed by fire.

The loss between the freshman enrollment in 1923-24 and that of the senior class in 1926-27 was only 4, or 25 per cent. If we compare the freshman and sophomore enrollments for the classes beginning 1924-25 and 1925-26 it appears that there was no loss with respect to the class of 1924-25, and a loss of only 5 for the class of 1925-26.

Between the sophomore and junior years and the junior and senior years the loss is so small that no further discussion is necessary. It appears to the survey committee that the authorities at Rust College

should take particular pains in the selection of the college student body, as the low mortality may be due in part to laxity in eliminating unfit students.

### DEGREES

During the past five years the college has granted the degree of bachelor of arts to 30 students, distributed as follows: One in 1921-22, five in 1922-23, six in 1923-24, seven in 1924-25, and eleven in 1925-26. No honorary degrees have been conferred by the institution during this period.

### FACULTY

The faculty of Rust College, excluding teachers who devote full time to high-school work, is composed of 13 members, 9 of whom teach exclusively in college departments, and 4 of whom divide their time between the college and the high school. The latter group teach the following college subjects: Public speaking, physical education, French, and history of American Government. The college is organized into eight departments of instruction which include mathematics, foreign languages, science, English, social science, history, education, and physical education. Each department is headed by a professor. The English and social science departments have in addition an associate professor, and the foreign language department has an assistant instructor assigned it.

Three of the college faculty have received the bachelor of arts degree from Rust College, three from Morgan College, and one each from the University of Kansas, Clark University (Atlanta), Wiley College, University of Southern California, and Philander-Smith College. Thus 9 of the 11 teachers who hold the bachelor of arts degree have had their undergraduate training in negro colleges and two have received it in institutions attended primarily by whites. Two of the teaching staff do not hold the bachelor's degree, the assistant instructor in French and the teacher of public speaking, the latter a graduate of the Emerson School of Oratory.

Two members of the faculty with the bachelor of arts degree hold the master of arts degree from Columbia University and one holds the bachelor of divinity degree from Gammon Theological Seminary. Eight have spent one summer in graduate work in one of the following institutions: University of Chicago, University of Kansas, Columbia University, University of Illinois, and University of Pennsylvania. Three have spent two summers or more in graduate work at one of the following institutions: University of Chicago, Armour Institute of Technology, Columbia University, and Michigan State College. The authorities of Rust College are definitely committed to the policy of encouraging faculty members to carry on graduate work leading to advanced degrees in the best universities of the country.

In view of the fact that there has been a very large turnover in the teaching staffs of the negro colleges, it is especially desirable that ambitious and well-trained teachers should be properly compensated. At Rust College the length of service of the several members of the college faculty is relatively short; two have been in service 1 year, six for 2 years, one 3 years, one 4 years, and two from 6 to 8 years.

An examination of the teaching loads shows only a slight tendency to overload the faculty. Of the 13 members of the staff, 3 have teaching loads of less than 100 student clock hours, 2 between 100 and 200 hours, 4 between 201 and 300 hours, 2 between 401 and 500 hours, and one 501 hours. The load of one of the instructors was not furnished.

In two of the three cases where the student clock-hour load is more than 400, there is little reason for criticism, because the classes are in physical education. Large classes in this subject may be handled without impairing efficiency. However, this is not the case with respect to the professor of social sciences, whose student clock-hour load is 477, and whose work is excessive. He teaches 24 hours a week, which is at least 8 hours a week more than the standard teaching load. Furthermore, if we consider the various fields which are taught, it is difficult to see how he has adequate time to prepare for classes and to keep up to date without undue tax on his strength. The work of the faculty may also be considered from the standpoint of the number of hours taught per week. The records show 1 teacher with 9 hours per week of classroom assignments, 1 with 10 hours, 1 with 11 hours, 1 with 12 hours, 1 with 14 hours, 2 with 15 hours, 1 with 20 hours, and 1 with 24 hours.

These figures indicate that only 3 teachers in the college have hours per week of teaching in excess of 15. Their heavy loads are due to the fact that they have been assigned a considerable amount of high-school work in addition to their college duties. One of these teachers also devotes 8 hours per week to giving instruction in physiology and geography to elementary pupils. The professor with 24 hours of classroom work per week is the head of the department of social science.

An examination of the college classes shows the following distribution with respect to size: 5 classes with fewer than 5 students, 12 with 5 to 10 students, 12 with 11 to 20 students, 2 with 21 to 30 students, 2 with 31 to 40 students, and 1 with 68 students. This statement does not include a number of classes in public speaking and in physical education. With the exception of the class in history of American Government with 68 students, the classes are not too large for efficient teaching. However, classes with less than 20 students may be increased in size without need of additional teaching force or the acquisition of much more equipment.

The scholarship of the college faculty is high and their attitude toward the educational problems of the college good. The employment of younger, well-trained teachers is proceeding rapidly. It is to be hoped that the financial resources of the institution will make it possible to continue the work of raising the academic standards of the college. It is also desirable that in making readjustments in the teaching loads of the faculty, recognition should be given to responsibilities outside of the classroom which require serious effort and time. An instructor who carries heavy committee or travel assignments should not be expected to carry a full load of teaching.

The salary range of the faculty is from \$800 to \$1,400 a year, not including the dean, who receives \$1,600. The president receives \$2,000 annually, with a perquisite valued at \$1,200. Two teachers receive \$1,400, three from \$1,080 to \$1,180, and six from \$780 to \$990. It is apparent that the teachers are working at considerable disadvantage, since they are themselves doing graduate work in the larger universities in centers where living and educational expenses are high. Notwithstanding possible economies of living in a rural neighborhood, it will be increasingly difficult for the college authorities to find men and women who can on the salaries paid make the great sacrifices necessary to obtain the higher degrees demanded by the leading accrediting associations of the country.

#### EDUCATIONAL EQUIPMENT

The library includes 6,825 bound volumes. Unfortunately more than half of these books have little or no value from the standpoint of college or high-school studies. However, the library contains a few modern encyclopedias, some standard works on English literature and American history, and a selection of recent texts on education. The library is catalogued according to the Dewey system. The librarian has a bachelor of arts degree from Morgan College and has received her library training at the University of Pennsylvania. No expenditures have been made for books for at least five years. Other disbursements included \$540 for salaries in 1923-24; \$600 for salaries in 1924-25; \$60 for magazines, \$35 for supplies, and \$845 for salaries in 1925-26; \$128 for magazines, \$43 for supplies, and \$1,030 for salaries in 1926-27.

The library has more than doubled the amount expended for magazines within the last two years, but this amount is merely a start from the standpoint of the needs of the several departments. The librarian receives \$1,030 as her compensation, and she is obliged to teach a large part of the time. Two student assistants are employed in the library. The library is housed in a large, well-lighted room.

There is need, however, for new shelves and furniture, as the present equipment is in a poor state of repair.

The library at Rust College is entirely inadequate, even from the standpoint of a junior college. The majority of books should be replaced by standard educational works in literature, science, education, psychology, history, economics, and philosophy, and the applied arts and sciences. The library should be renovated in its furnishings and made attractive and comfortable for students. The librarian should have more time for work in the library in order to complete the recataloguing and to confer with students and teachers regarding their needs.

Rust College has made a good beginning in the equipment of laboratories for the teaching of science. The total value of biological supplies and equipment is \$3,000, that in chemistry \$6,000, and in physics, \$1,600. The laboratory rooms are large and well lighted. However, the survey committee discovered a neglect of laboratory equipment. Valuable apparatus was found scattered around on tables and on the floor, and other evidences of insufficient care were manifest. Expenditures for laboratory equipment during the past two years are as follows: \$252 in 1925-26 and \$232 in 1926-27 for biology; \$757 in 1925-26 and \$696 in 1926-27 for chemistry; \$126 in 1925-26 and \$176 in 1926-27 for physics; \$126 in 1925-26 and \$116 for other sciences. Disbursements for supplies during this two-year period amounted to \$106 for biology, \$111 for chemistry, and \$198 for physics. The total estimated present value of the scientific equipment owned by the institution is \$2,900 in biology, \$5,900 in chemistry, and \$1,400 in physics.

More adequate cabinet space should be provided in the several laboratories, particularly in the physics and chemistry departments, and careful inventories should be made at the beginning and the end of each school year. Apparatus or equipment broken as a result of normal use should be replaced from a special fund, and all other breakages and losses should be paid for promptly by those responsible. It is only in this manner that the present scientific equipment of Rust College can be preserved in proper condition for the needs of the classes.

Although Rust College has made an auspicious start in the training of musicians, both vocal and instrumental, the music department is considerably handicapped by the lack of proper instruments. Funds should be provided to replace the old practice pianos. A fund should also be set aside in order to keep these instruments in tune and in good repair. In view of the local public interest in the musical and dramatic contributions of Rust College, it is the committee's opinion that the programs of music and dramatic arts should be given every encouragement.

### EXTRACURRICULAR ACTIVITIES

The college does not have a gymnasium, but it encourages outdoor games, such as tennis, football, and baseball. Considerable attention is given to physical exercises under the direction of a trained teacher. However, in view of the fact that Rust College is training increasing numbers of teachers and leaders, a stronger program of physical education and outdoor activities under definite educational control would prove advantageous.

The athletic activities at Rust College are administered by a joint committee of seven, composed of four teachers appointed by the president, two students elected by the student athletic association, and a resident alumnus.

### SERVICE TO SOCIETY

While Rust College has been operating as a college for a long period, it is apparent that until the last two or three years its function has been largely that of a secondary school. Development of negro education generally has made it possible for Rust College to develop its college work more rapidly and with more assurance of success.

During the 60 years of its existence Rust College has had an average attendance of 412 students and it has graduated more than 600 men and women. Ninety-five per cent of the graduates of Rust College have taught school. Some of these have remained in the teaching profession, some have used teaching as a means of securing advanced education, and others have used it in order to enter other professions.

Among its distinguished alumni may be mentioned ministers who have held pastorates in leading negro churches in Chicago, Los Angeles, and Mobile. Eight are, or have served as, presidents of negro colleges. The principals of high schools in Birmingham, Ala., Memphis, Tenn., and Tulsa, Okla., are among its alumni. Others have reached positions of importance as attorneys. During the World War 78 Rust students responded to the colors. Among these were 3 lieutenants, 12 sergeants, and 12 corporals. In 1927 the president of the college was selected as a member of the flood committee sent out by Secretary Hoover.

### CONCLUSIONS

Rust College is located strategically in the northwest corner of Mississippi, which makes it possible to serve not only the rural sections of neighboring counties, but a number of urban centers, including the city of Memphis. The committee recommends:

That the responsibility of the local board of trustees be enlarged in order to give it more active participation in the internal administration of the college and in its external relations with the public.

That efforts be made to build up a permanent endowment, but that until this goal is reached the board of education of the Methodist Episcopal Church be asked to increase its annual appropriation, first in order to improve salaries, and second to improve the buildings and equipment.

That an assistant registrar be employed to look after the growing work of the registrar's office and that efforts be made to strengthen the contact of the college with the alumni.

That the members of the faculty be encouraged to continue their advanced studies, and that funds be raised to assist worthy teachers who are desirous of improving their work.

That the ranking of the faculty be changed to include the position of assistant professor, in addition to those of professor, instructor, and assistant instructor.

That the teaching load of the professor of social sciences be reduced.

That the library be given new equipment and furniture, and that a fund of \$1,000 a year be made available for the purchase of suitable books and magazines.

That the librarian, be relieved of her teaching duties in order to develop and improve the library service.

That the laboratories be brought up to date with respect to equipment and that the necessary cabinets and shelves be provided:

• That greater care be taken of the laboratory equipment and supplies, and that inventories be taken twice a year and losses promptly replaced.

That a new concert piano be provided for the music department, and that the existing practice pianos be renovated or exchanged.

That the development of a department of fine arts, including music, dramatics, public speaking, and pure and applied arts, be encouraged.

That the building on the campus managed separately by the Women's Home Missionary Society be placed under the regular administration of the college.

That provision be made for a gymnasium.

## JACKSON COLLEGE

*Jackson, Miss.*

Jackson College, founded in 1877 was originally located in Natchez, Miss. Later it was removed to its present site at Jackson. The college is operated and controlled by the American Baptist Home Mission Society of New York. As an incorporated institution, it has a board of trustees composed of 11 members, each serving for three years. The terms of the trustees expire in groups of three

and four annually. Under its present organization the board includes four representatives of the American Baptist Home Mission Society, one of whom is president and another treasurer. The remainder are local residents of Mississippi and members of both white and negro Baptist churches in the State. There are 4 negroes among the 11 trustees.

The board possesses no powers in the government of Jackson College, all authority being vested in the American Baptist Home Mission Society at its central headquarters in New York City. It serves, however, in an advisory capacity, having an executive committee of five, including the president of the college. The appointment of the teachers and all other administrative matters of importance are referred to the New York church organization for final approval.

Jackson College conducts a liberal arts college, theological seminary, music conservatory, secondary and elementary schools. Considerable agricultural and domestic science work is done in the high school, while the first four grades of the elementary school are utilized for practice teaching. Although the Mississippi State Department of Education accredited the secondary school in 1922, neither the liberal arts college nor the two-year teacher training course has yet been recognized as standard by the department. One of the graduates of the college has been admitted as an unclassified student at the University of Chicago and another at Northwestern University, but their final records at these institutions were not available.

Students enrolled in Jackson College in 1926-27 totaled 309, distributed as follows: 49 in the college, 196 in the secondary school, and 64 in the elementary school. No students were registered in the theological seminary. Except in the case of several students from Louisiana and Arkansas, the entire student body comes from the State of Mississippi. The institution is coeducational.

#### ADMINISTRATION

The American Baptist Home Mission Society holds title in its own name to all the property of Jackson College. The institution has no productive endowment, but an extensive subscription campaign has just been inaugurated by the society in conjunction with the college to secure a permanent endowment fund of \$550,000. Arrangements have been made with the General Education Board to contribute a portion of this sum.

In the opinion of the survey committee, Jackson College is seriously in need of this projected productive endowment or some other effective means of stabilizing its annual income. In 1926-27, its annual income was \$48,014.13 as compared with \$58,972.65 in 1923-24, a loss of \$10,958.52. Similarly, as shown by Table 11, total annual

revenues of the institution have been subject to constant changes. In 1924-25 they decreased \$18,225.64 from the preceding year and then advanced by \$4,360.12 in the succeeding year of 1925-26. Obviously such wide variations in the annual income of the college can only have the effect of retarding its growth and interfering with its progress.

TABLE 11.—Income

Sources of support	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$600.00	\$562.00	\$300.00	\$300.00
Gifts for current expenses.....	18,374.49	9,612.60	13,645.17	121,295.04
Student fees.....	9,080.02	10,351.21	6,774.05	7,954.50
Other sources <sup>1</sup> .....	30,012.14	20,191.30	24,387.91	18,464.75
Total.....	68,972.65	40,747.01	45,107.13	48,014.13

<sup>1</sup> Includes special donation from General Education Board amounting to \$4,248.21.

<sup>2</sup> Other sources include income from room, board, laundry, book sales, farm revenues, prizes, payment of loans, and library receipts.

In submitting a report of annual income for each of the past five years, the institution was able to furnish only partial figures for 1922-23. They are, therefore, omitted from the above table. For the other years, the failure of the institution to itemize properly its revenues resulted in the inclusion of a large proportion of them under the general heading "Other sources." For this reason, considerable difficulty was encountered in analyzing the different sources from which Jackson College derived its income. The survey committee, however, secured a more detailed financial statement for 1926-27, showing receipts from different sources, which is as follows: Home Mission Society, \$5,769.24; gifts for current expenses, \$11,577.63; student fees, \$7,954.50; net income from sales and services, \$14,522.47; other sources, \$3,942.08; General Education Board (special), \$4,248.21; total \$48,014.13.

A study of these figures reveals the fact that the American Baptist Home Mission Society, which exercises complete control over the school, contributed but 12 per cent of its total income in 1926-27. Gifts for current expenses, which include donations from the white and the colored Baptist churches of Mississippi and other friends of the institution, comprised 24.2 per cent of its revenues; student fees, 16.6 per cent; and net income from sales and service, 30.2 per cent. The remainder was distributed as follows: 8.8 per cent from a special donation by the General Education Board and 8.2 per cent from other sources. With 78.8 per cent of its total income, therefore, being derived from gifts for current expenses, student fees, receipts from sales and services, and other sources, it is apparent that the institution is being sustained chiefly by unstable means.

Revenues from student fees have declined to the extent of \$2,031.52 in the last four years, due to the elimination of the seventh and eighth

grades in the elementary school department in 1925-26. The college fees include: Tuition, \$24; matriculation, \$5; physical education and medicine, \$3; and laboratory, \$2. Charge for board and room for girl students is \$15 per month and for boy students \$16 per month, including laundry.

In the internal management of the institution the president is assisted by a secretary-bookkeeper, preceptress, matron in charge of boys' dormitory and laundry, farmer and custodian, buyer in the girls' industries department, and several other employees.

The business offices are well organized, and good business management now seems to prevail, the accounts being in excellent shape. It was found, however, that no property ledger was being kept. Monthly and annual financial statements showing receipts and disbursements of the college are forwarded regularly to the New York office of the American Baptist Home Mission Society.

The college has no registrar, the student accounting and other registration work being performed by the secretary-bookkeeper under the supervision of the dean. Judging by the blank forms submitted to the survey committee, a new system of keeping student records should be installed at the institution, as a number of important reports are apparently not being maintained. Among those missing from the list presented to the committee were the application for admission, high-school certificate, and report on classroom attendance. The card in use for keeping the students' permanent record in the college was found to be first rate.

#### PHYSICAL PLANT

The plant of Jackson College consists of 50 acres of land and 10 buildings located on the west side of the city of Jackson. The campus includes 25 acres, while the remaining area is utilized as a farm. Value of the land is fixed at \$50,000, based on a personal appraisal made recently by the president of the college in comparison with prices paid for other city property in the vicinity. Valuation placed on the buildings is \$121,250, while the equipment and furnishings are valued at \$30,250, these figures being based on an appraisal made by insurance companies underwriting the insurance on them. The total value of the entire plant is estimated at \$201,500.

An examination of the school plant resulted in the discovery that it is insufficient for the needs of the institution. A serious shortage of space exists, there being only 11 rooms available for recitation. Two new buildings have just been erected on the campus, but they are small one-story structures, one being used as a practice school for elementary pupils and the other for home science of elementary and secondary grade. The survey committee found much congestion and crowding of students into limited space, a situation not

conducive to satisfactory academic work on the part of either instructors or students.

The main college building is Chivers Hall, a two and one-half story building erected in 1908. It houses the administrative offices, chapel, and library. There are in addition 7 recitation rooms, 3 laboratories, and sewing-room quarters in the building. Ayer and Barrett Halls, both four stories in height and built in 1900, contain 119 rooms used as living quarters for students, Ayer Hall being occupied by men and Barrett Hall by women. Four rooms in Ayer Hall are also utilized for elementary, high-school, and college recitation rooms. The other buildings include a president's home, teachers' cottage, a one-room manual training shop, laundry, and farm house and barn, the latter being located on the farm.

Blanket insurance policies covering both the buildings and contents are carried by the American Baptist Home Mission Society, this organization paying the premiums from its New York offices. Three of the one-story buildings, the practice school, home science and manual training shop, are fireproof structures, but the other larger buildings are nonfire-resisting. Ayer and Barrett Halls, used as dormitories, have fire escapes. The heating plants within these buildings are not properly protected. Plans, however, have been completed by the institution to remove this fire hazard.

The officer immediately in charge of the care of the buildings and the grounds is the president. In supervising the work he is aided by two matrons and the shop foreman. The buildings are in a good state of repair. Janitor work throughout the plant is well done and much attention is given to keeping the building clean and orderly. Daily inspections are made of the dormitories, and student labor is used entirely.

### PREPARATORY SCHOOL

Jackson College has not succeeded to any great extent in segregating the college from the secondary and elementary school. Because of the lack of space, the same buildings are used both by the college and high-school students, and in some instances by elementary pupils. College students make up but 15.8 per cent of the total enrollment of the institution, numbering 59, as compared with 260 elementary and secondary students. The following table shows the noncollegiate students attending the school for the past five years:

TABLE 12.—Enrollment of noncollegiate students

Division	1922-23	1924-25	1925-26	1926-27
Elementary grades 1 to 6.....	122	224	135	84
High-school grades 9 to 12.....	132	208	152	171
Secondary special students.....	33	13	17	25
Total.....	287	445	304	280

With regard to the college faculty it was found that five out of the six members were teaching in the high school in addition to their college duties. Receipts from college, preparatory, and elementary students were also kept in the same accounts, with the result that no separate budgets of the different departments of the institution were possible. However, college and high-school students at Jackson College do not attend the same lecture, recitation, or laboratory classes, a definite segregation being made in respect to their academic work. Under the institution's charter, maintenance of a preparatory school is not required, and the administration plans to eliminate the seventh and eighth grades of its high school within the next two years. Complete abolition of the preparatory school is not contemplated because of the shortage of negro public schools in the State of Mississippi.

### *EDUCATIONAL PROGRAM*

Jackson College offers courses of instruction of a collegiate grade in the following divisions:

**Liberal Arts College:** Four-year course leading to bachelor of arts degree. No bachelor of science degree is granted. Two-year teacher training course, leading to a diploma.

**Theological Seminary:** Three-year course leading to bachelor of theology degree.

**Conservatory of Music:** Four-year course leading to diploma and State teachers' music certificates. Students in the liberal arts college may major in music, earning 24 semester hours of credit.

The academic program of the institution is not clearly presented in its annual catalogue. The inclusion of college and high-school courses under the same departmental heading is confusing and makes interpretation of the courses difficult. Graduation requirements are vaguely stated, a number of inconsistencies being found in the text. In an examination of the theological seminary, the survey committee discovered that only one member of the faculty was available for giving instruction in this work and that the course existed on paper only, no students being enrolled. It would appear advisable under these circumstances to discontinue the seminary as a permanent division of the institution and incorporate it as a department of the liberal arts college, with theology offered as a major.

While the curriculum of the liberal arts college is thin, sufficient courses are provided to justify the granting of the bachelor of arts degree. There are a total of 29 courses, which comprise 3 in mathematics, 4 in English, 5 in history and sociology, 6 in natural sciences, 4 in ancient languages, and 7 in education, including practice teaching. The subjects included in the different courses comply in general with standard college requirements, but in the department of history no course of any character in American history is offered.

### ENTRANCE REQUIREMENTS

Fifteen units of high-school work are required for admission to the college and must be from either Jackson College's preparatory school or by certificate from an approved high school. The same requirements are provided for admission to the two-year normal school and to the theological seminary. Admission to the conservatory of music is also on a basis of four years of high-school work. Of the 29 freshmen admitted to the college in 1926-27, 23 entered from the Jackson College high school, and 4 from nonaccredited high schools. No explanation was made of the methods by which the other two freshmen obtained admittance.

Students are allowed to enter the college with a maximum of two conditioned units, which must be worked off by the end of the freshman year. No conditioned students, however, have attended the college for the past five years. The college also enrolls quite a number of special students, most of whom are pursuing work not leading to a degree. The enrollment of this type of student for the past five years was as follows: Twenty in 1922-23, thirteen in 1923-24, seven in 1924-25, none in 1925-26, and nine in 1926-27.

Most of the special students are registered in the conservatory of music, education, and sewing departments.

### GRADUATION REQUIREMENTS

Total graduation requirements in the different curricula offered at the institution are as follows:

	Semester hours of credit
Four-year liberal arts course.....	120
Two-year teacher-training course.....	60
Four-year music course.....	120
Three-year theological course.....	(1)

Contradictory statements as to the prescription of studies in the four-year liberal arts course are contained in the catalogue. In a group division of the curriculum, given on one page, 45 semester hours of credit are prescribed, 15 of which must be earned in each of the following groups:

1. Rhetoric and composition; ancient languages and literature; modern languages and literature.
2. Mathematics; astronomy; physics; chemistry; geology; and botany.
3. History; philosophy; political science; geography; sociology; political economy.

In an outline of the same course appearing on another page, 72 out of 120 semester hours of credit are prescribed in a definite list of required subjects. These include 12 credits in English, 8 in mathe-

<sup>1</sup> Not stated in semester hours.

matics-Greek-Latin, 10 in chemistry, 8 in biology-zoology, 8 in economics, 6 in ethics, 6 in sociology, 3 in logic, and 3 in philosophy.

In the two-year teacher-training curriculum, the course is outlined more specifically. Sixty semester hours of credit are required for graduation, which must be earned from the following list of subjects: 32 credits in education, 12 in English, 6 in mathematics, 12 in social science, 2½ in music, 2½ in physical education. The 120 semester hours of credit in the four-year music course include prescribed credits in the liberal arts curriculum, with a major in music of 24 credits.

### ENROLLMENT

Enrollment of college students at Jackson College has gained at a rapid rate during the past five years.

TABLE 13.—Enrollment of college students

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	8	1	0	0	9
1923-24	15	8	1	0	24
1924-25	26	14	4	2	46
1925-26	12	17	8	12	47
1926-27	29	7	7	6	49

<sup>1</sup> Includes eight students taking senior music courses.

A study of Table 13, which gives the number of college students attending the college for the last five years, indicates a heavy mortality. While the freshman class of 1922-23 showed a loss of students amounting to only 50 per cent by the time it had reached the senior year of 1925-26, the freshman class of 1923-24 which originally contained 15 students had declined to 6 students upon becoming the senior class of 1926-27. A much larger loss has occurred in the freshman class of 1924-25, which has fallen off from 26 students to 7 students in the sophomore year.

### DEGREES GRANTED

Jackson College has granted a total of six degrees in course in the past five years, of which one was granted in 1923-24, two in 1924-25, and three in 1925-26. All were the degree of bachelor of science. As compared with the total number of students entering the college, there is an extremely small number of graduations with degrees. For the five-year period of 1922-1927, the records show a total of 90 freshmen and only 6 graduations. Thus the percentage of students remaining in the college to secure their degrees is but 6.6 per cent.

## FACULTY

The college faculty is made up of six members, five of whom teach in the institution's high school. All are negroes. As the faculty has not been classified as to rank, the members are designated as instructors. The college, however, has a dean. The different college departments of instruction include education, English, social science, mathematics, science and philosophy.

Academic work in the college is ineffectively organized, due chiefly to the practice of having members of the faculty give instruction in the preparatory school in addition to their college duties. Two of the staff have been assigned subjects outside the departments of instruction to which they belong. One member, the instructor in mathematics, teaches five high-school and two elementary-school classes, as compared with two college classes. The dean of the college gives instruction in logic, ethics, philosophy, and psychology in the college, while at the same time he teaches three classes in Bible and one in English history in the preparatory school. In the case of the instructor in science, he teaches German as well as algebra and trigonometry in the college, and his high-school assignments consist of geometry, physics, and algebra. Obviously, with such heterogeneity of teaching assignments, these members of the college staff are seriously handicapped and can not be expected to attain effective results either inside or outside their classrooms.

Training of the faculty is rapidly approaching standard requirements, with all of its members holding undergraduate degrees, one a graduate degree and three studying for advanced degrees. In the following table is given the training of the staff:

TABLE 14.—*Training of the staff*

Teacher	First degree	Place obtained	Advanced degrees or graduate work
1	A. B.	University of Nebraska	B. D., University of Nebraska.
2	A. B.	Morhouse College	Work at Chicago University.
3	A. B.	Hunter College	Work at University of Minnesota.
4	A. B.	Lincoln University	Work at Illinois State Normal University and Hampton Institute.
5	B. S.	do.	Work at Chicago University and Indiana University
6	B. S.	Morhouse College	
7	B. S.	Howard University	

Of the six first degrees, two were obtained from northern colleges and four from negro institutions. The member of the staff having an advanced degree secured it from the University of Nebraska, while the three members pursuing graduate work are attending such leading universities as Minnesota, Illinois, Chicago, and Indiana.

The annual salaries paid the teaching staff of Jackson College are usually low and incompatible either with the training of its members

or the amount of work they are called upon to perform at the institution. While the dean of the college is paid \$1,500 per year, with a perquisite valued at \$80, the yearly salaries of the remaining members of the faculty range from only \$900 to \$1,000. None receives any perquisites, except one instructor whose perquisite amounts to \$80 per year. The president's salary is \$2,500, with a perquisite valued at \$250.

Low salaries paid by the institution are reflected in the length of time the various members of the college faculty have served at the institution. Of the six teachers, three have served on the teaching staff for one year, two for three years, and one for eight years. Thus only one member, the dean of the college, has remained at the institution for a period exceeding three years.

The student clock-hour loads of four of the six members of the faculty are excessive, and in case of two teachers so heavy as to warrant an immediate discontinuance of a large part of the work assigned to them. According to the teaching schedules, one teacher has a load of 157 student clock hours, one 385 hours, one 519 hours, one 604 hours, one 725 hours, and one 1,296 hours.

Responsibility for the burdensome student clock-hour loads imposed on these teachers is directly traceable to the policy of the institution of assigning large numbers of classes in the secondary school to members of the college faculty. The teacher shown in the preceding paragraph, with a student clock-hour load of 604 hours, or double the generally accepted minimum number, teaches 4 classes in English in the college and 2 in English in the high school, while the work of the instructor teaching 725 student clock hours consists of 5 classes in science and 1 in German in the college, in addition to 2 science classes in the secondary department. With regard to the member of the faculty with the load of 1,296 student clock hours, his teaching task includes 2 arithmetic classes in the elementary school, 5 mathematics classes in the high school, and 2 in the college. A reflex from the heavy student clock-hour loads of the college teaching staff is evinced in the long hours of teaching per week.

The entire college staff teaches in excess of 15 hours per week, the number generally regarded as normal in standard colleges. While a few hours of teaching per week above this number may not be equitably condemned, the situation at Jackson College is such as to create genuine alarm. Five members of the faculty are compelled to spend between 23 and 47 hours per week in classroom instruction, and in the case of two from 39 to 47 hours. It is the opinion of the survey committee that the hours per week of teaching should be the subject of immediate readjustment, if real achievement and academic efficiency are to be attained in the college.

The size of classes in the college are small, none containing more than 30 students. Of the 31 college classes conducted in 1926-27, 3 contained fewer than 5 students, 18 from 5 to 10 students, 6 from 10 to 20 students, and 4 from 21 to 30 students. Most of the high-school classes taught by the members of the college faculty, however, are exceedingly large, ranging as high as 52 students.

### *EDUCATIONAL EQUIPMENT*

Jackson College library contains 2,300 volumes, with a representation of modern college texts that is inadequate. A great many of the books are old and antiquated, unsatisfactory for use in college work. The library is also badly in need of refurnishing. Annual disbursements for the library are extremely limited in amount, \$650 being expended in 1922-23, \$240 in 1923-24, \$175 in 1924-25, and \$45 in 1925-26. Of these amounts \$670 was used in purchasing books. A part-time librarian without training in library science is employed, who is assisted by a student.

The laboratories for scientific instruction in the college are not fully equipped for two years' college work. The survey committee found, however, that facilities were available for freshman-year courses, particularly in chemistry. Total expenditures of the institution for scientific equipment in 1926-27 amounted to \$2,230, indicating that an effort is being made to improve the laboratories and develop them to a higher level. The institution was unable to furnish a detailed statement of expenditures for scientific equipment and supplies for the past five years. Persons responsible for the laboratories are somewhat careless in the handling of the equipment.

### *EXTRACURRICULAR ACTIVITIES*

Athletic activities at the school are administered by a joint committee composed of three members of the faculty and four students selected by the Students' Athletic Association. There are no fraternities or sororities at the institution. Other extracurricular activities include a men's club open to all students, which is purely a private organization without faculty supervision, and a college debating society under faculty control.

### *CONCLUSIONS*

Jackson College is one of the early negro church institutions founded in the State of Mississippi. Undoubtedly in the past it has rendered an excellent service to society, but the school, as revealed by the foregoing report, has reached a serious crisis in its history.

Controlled from an outside source, although the greater proportion of its financial support comes from local contributors, the administration of the college is handicapped. Furthermore, the institution is inadequately supported, with an annual income that is constantly fluctuating, making it difficult to maintain its different departments properly, much less plan for their future development and expansion. The physical plant is too small to meet the present needs of the school; and its academic organization, particularly with regard to the college, does not create confidence. A shortage of educational equipment also exists. These conditions are due to insufficient funds and the absence of a financial policy looking to the future.

After a careful consideration of the aims and objectives of Jackson College and of the efforts being made to achieve them under the present adverse circumstances, the committee makes the following recommendations:

That the church society having control of the institution make immediate arrangements for its complete reorganization.

That local representation on the board of trustees be increased and that this local board be vested with greater authority in the administration of the institution.

That immediate steps be taken to increase the annual income of the college.

That the institution revise its educational program by organizing a continuous four-year senior-high-school-junior-college course, so arranged as to integrate the work and eliminate the present sharp demarcation between the last years of high school and the first years of college.

That the elementary and secondary departments be reorganized on a basis of a six-grade elementary school and a four-grade junior high school.

That the junior college specialize in teacher training and that a course of such quality be offered as to secure recognition from the Mississippi State Department of Education.

That the theological department be discontinued, and in its place Bible courses be offered in the junior college.

That the elementary department be eliminated as a permanent division of the institution and only such part of it be retained as is necessary for practice teaching and observation in the teacher-training courses.

That the catalogue be rewritten with a view of presenting the college curriculum separate from that of the high school, of eliminating contradictory statements as to required work, and of describing the different courses in a clear and concise manner.

That the physical conditions in the library be improved and money be provided for the purchase of the necessary books to bring it up to a college level.

That the laboratories be strengthened and scientific equipment be provided for full two years of college work in the sciences.

That a course in American history be established in both the college and two-year education curriculum.

That a modern system of keeping student records be installed by the institution.

### SOUTHERN CHRISTIAN INSTITUTE

*Edwards, Miss.*

The Southern Christian Institute was founded under the auspices of the Home Mission of the Disciples of Christ in the early years following the Civil War. For a number of years it was operated as an unincorporated institution, but in 1875 a charter was obtained through a special act of the Mississippi Legislature. The institute was originally situated at Hemingway, Miss. In 1882 a new site was purchased  $1\frac{1}{2}$  miles west of Edwards, and it was moved to its present location.

The State charter created a corporate body composed of seven trustees empowered to hold title to the property and administer the school. Four years after it was granted, however, all the real estate owned by the institution was deeded to the Christian Woman's Board of Missions of the Disciples of Christ, with headquarters at Indianapolis, and the board of trustees ceased to exist. Later the United Christian Missionary Society, with headquarters at St. Louis, assumed control of the school.

Southern Christian Institute comprises a junior college, a secondary school known as an academy, and an elementary school designated as a community school. Its aims are largely centered in character building through industrial education in its high school and elementary departments. The amount of work of a collegiate level being done in the institute is extremely limited, both in scope and quality. While the Mississippi State Department of Education accredited the academy or preparatory school in 1926-27, no recognition has been accorded the junior college.

Advanced standing as juniors has been given several of the students completing the institution's junior-college work at Eureka College, Hiram College, Drake University, and Butler University. These institutions are also under the control of the United Christian Missionary Society of the Disciples of Christ. As illustrative of the type of training given by the institution, a number of its graduates

have become church workers and missionaries, seven having entered the missionary field in Jamaica and Africa.

Total enrollment at the school in 1926-27 included 249 students, distributed as follows: 6 in the junior college, 93 in the preparatory school, and 150 in the elementary school. Practically all the students registering in the institute are residents of Mississippi, the majority being girls.

### ADMINISTRATION

Administration of the Southern Christian Institute is in complete charge of the president, under the direction of the United Christian Missionary Society. The present president has been its executive head since 1890. The school operates on an annual budget, which is strictly adhered to, and financial reports are submitted on prepared forms to the St. Louis headquarters of the United Christian Missionary Society. In case of a deficit in operating expenses at the end of any month, the society forwards the necessary funds to cover it.

The institution is supported principally by church appropriations, student fees, and revenues from its industrial activities. In 1926-27 its total income amounted to \$43,860.72, of which 43.4 per cent came from church appropriations, 36.4 per cent from student fees and board, and 20.2 per cent from industrial activities.

TABLE 15.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$23,358.29	\$18,100.00	\$16,557.36	\$16,165.49	\$19,000.00
Student fees and board.....	10,174.00	10,183.31	10,094.37	10,426.63	15,065.45
Sales and services.....	67.76	86.18	127.44	.....	45.00
Other sources <sup>1</sup> .....	1,373.75	7,799.79	6,315.89	2,701.81	8,850.27
Total.....	34,973.80	36,269.28	33,095.06	32,293.93	43,860.72

<sup>1</sup> Receipts from other sources include revenues from farm, garden, livestock, sawmill, and gifts for current expenses.

As shown by Table 15, revenues of the school have advanced by \$8,886.92 between 1922-23 and 1926-27, a gain of 25.4 per cent. This advance is not due to increase in church appropriations. Instead, church appropriations have declined by 18 per cent during this period, while revenues from student fees, including board, have gained 56.9 per cent.

The heavy increase in the receipts from industries is attributed to the unusually large number of activities being conducted by the institution in which student labor is employed. A farm is operated upon which tractor machinery is used in the raising of various agricultural products. There are also a dairy and several truck gardens, while hogs and poultry are raised on a fairly extensive scale. The school also runs a sawmill for revenue-producing purposes.

The institution has an excellent organization for handling its business affairs. Each of the different industrial activities is in charge of a separate manager, although the books are kept in the main office. In the business management of the school, the president is assisted by a secretary, bookkeeper, and several other employees. The accounts are in first-class condition, a new system having been recently installed at the suggestion of the General Education Board.

Student accounting is looked after by a registrar, whose salary is \$600 per annum. Methods of keeping the student records are susceptible of improvement.

A very low charge is made for attendance at the institution. Tuition in the junior college amounts to only \$18 per year, in the academy \$14, and \$12 in the elementary school. A fee of \$3 is charged in the sewing department. All resident students are required to pay a \$10 registration fee upon entering the school. The charge for board is \$72 per semester, payable in advance. This is rather low. Opportunities for young men and women to earn their way through the institution are offered. These students are known as industrial students and they work during the day, attending night school twice a week.

#### PHYSICAL PLANT

The site of the Southern Christian Institute is a former cotton plantation consisting of 1,225 acres, valued at \$77,950. Of this area, 40 acres are used as a campus, 125 acres rented to tenants on shares, and the remainder held as a farm and woodland. Evaluation of the land is based on an appraisal made by the president in 1924, in cooperation with a banker of Edwards, Miss. Buildings located on the plantation number about 18, of which 6 are used for academic purposes. The valuation placed on these structures, including their contents, is \$198,900 on a basis of replacement costs. Total value of the entire property is fixed at \$276,850.

All of the buildings have been erected by students, are well built and substantial. Two were constructed of cement blocks, while a third is of stucco. The remainder are frame structures, the timber contained in them having been cut at the institution's sawmill. A new \$90,000 structure, known as Jubilee Building, was nearing completion at the time of the visit of the survey committee. The General Education Board contributed \$25,000 toward its construction. This building is two stories in height and will contain nine recitation rooms, six laboratories, a library, and offices.

The central structure on the campus at present is The Mansion, a two-story frame structure, in which are located the president's office and other administrative offices. It is valued at \$30,000. Faurot Hall, built in 1897 and two stories high, is used almost entirely for academic work, having seven recitation rooms and one laboratory.

Industrial Building, a cement-block structure erected in 1914, is also two stories in height and contains four recitation rooms. There are dormitories, one for men students and the other for women students, both two stories high. The women's dormitory contains 35 rooms, is a stucco structure, and is valued at \$20,000, while the men's dormitory is a frame building with 30 rooms and is valued at only \$6,000. The elementary school is conducted in a single one-story building built in 1920, with four recitation rooms. Living quarters for the teachers are provided in three cottages having a total valuation of \$17,000. Other buildings include several barns, a power house, garage, and annex.

Insurance on the buildings and equipment is not carried in regular old-line insurance companies, but through a special arrangement adopted by the United Christian Missionary Society. Under this plan an amount equal to the annual insurance premium is placed in a sinking fund and deposited in a bank where it draws 4 per cent interest. All insurance is handled in the St. Louis office of the society.

The campus and grounds present a very attractive appearance, with a number of large oak trees. All the buildings are kept immaculately clean. A custodian of buildings and repairs has charge of the upkeep of the plant, which is maintained in an excellent state of repair. Each building has been assigned either to a dean or matron, who is responsible for maintaining it in a high state of cleanliness. Janitor as well as repair work is performed by the students.

### *PREPARATORY SCHOOL*

Little segregation exists between the junior college and the secondary school at the Southern Christian Institute. While college and high-school students do not attend the same classes, the same buildings are used for classroom and dormitory purposes. In the case of the elementary school a separate building is provided for its academic work. Receipts from the college, high school, and elementary school are entered in the same accounts, and all the members of the college faculty teach high-school classes.

### *EDUCATIONAL PROGRAM*

The curriculum of the junior college comprises 11 courses of study, 2 of which are in English, 2 in psychology, 2 in Spanish, 2 in sociology, 1 in political science, and 2 in Bible. Although it is planned to add a course in either physics or chemistry to the curriculum, these subjects were not being taught in the college in 1926-27.

With the completion of the new Jubilee Building, the institution is planning to inaugurate four-year liberal arts courses leading to the bachelor of arts and bachelor of science degrees. In order to finance

this proposed expansion, the United Christian Missionary Society has agreed to increase its appropriations to the institution from \$19,000 to \$24,000 annually. It is doubted whether this increase will suffice to support the added burden of two years of standard college work.

### ADMISSION REQUIREMENTS

Candidates for admission to the junior college must present 16 units of credit from an accredited high school.

Four of the students admitted in 1926-27 were graduates of approved secondary schools, but the fifth was a conditioned student. The college accepts students with one conditioned subject, which must be made up by the end of the first year.

### GRADUATION REQUIREMENTS

Students completing the junior college course are required to earn a total of 60 semester hours of credit.

Although the course of study is outlined in the institution's catalogue, the number of credits that must be secured in the different subjects is omitted. The only prescribed subject is foreign language, which must be pursued for a period of two years, and as Spanish is the single one offered, this course must be taken by all students.

On the basis of information secured by the survey committee the 60 semester hours of credit required for graduation must be obtained from the following list: 10 credits in English, 10 in psychology, 10 in sociology, 10 in Spanish, 5 in political science, 5 in science, and 10 in Bible.

### ENROLLMENT

Attendance in the junior college of the Southern Christian Institute has shown a loss during the past five years as revealed by the following table:

TABLE 16.—Enrollment in junior college

Year	First year	Second year	Total
1922-23	6	3	9
1923-24	4	6	10
1924-25	2	2	4
1925-26	3	3	6
1926-27	6	1	7

Decline in enrollment amounted to 33.3 per cent between 1922-23 and 1926-27, which appears to indicate that little interest is being manifested in the type of work being offered at the institution.

In contradistinction to the junior college the number of students enrolled in the institution's academy has progressively advanced

for the past five years. Attendance in this department numbered 61 students in 1922-23, 59 in 1924-25, 71 in 1925-26, and 93 in 1926-27. Over this period, therefore, the growth in attendance amounted to 32 students, a gain of 52.4 per cent. This is largely due to the fact that the preparatory school has recently received recognition as a standard high school by the Mississippi State Department of Education.

The growth in the academy enrollment has been largely discounted by a loss in student attendance in the elementary school, which has declined 22 students in the past five years. Enrollment of elementary pupils was 172 in 1922-23, 163 in 1924-25, 173 in 1925-26, and 150 in 1926-27.

### FACULTY

The junior college faculty is composed of two members, both of whom teach high-school classes in addition to their college duties.

Practically no academic organization, such as is found in standard junior colleges, exists. Because of the small number of college teachers, it is necessary to alternate year by year some of the courses of instruction. For instance, the instructor in English in the college teaches education one year and social science the following year.

With respect to the training of the staff, the survey committee was unable to secure information as to the particular degrees held by the staff and the places where they were obtained. Repeated requests were made upon the administration of the institution for data covering these points, without results. As far as the committee could ascertain, each member of the faculty held undergraduate degrees and one had obtained a master's degree. Salaries paid in the junior college range from \$990 to \$1,260, with board, room, and laundry provided as perquisites. The president receives an annual salary of \$2,160, which includes \$1,000 representing compensation for evangelistic field work.

Because of the small enrollment in the college, none of the faculty has excessive student clock-hour loads. Including classes taught in the secondary school, the load of one teacher is less than 100 student clock hours, while that of the other is between 101 and 200 student clock hours. The hours per week of teaching do not exceed 8 hours for either member of the faculty. Only five classes were taught in the college in 1926-27. Each was small in size, containing from 5 to 10 students.

### EDUCATIONAL EQUIPMENT

The Southern Christian Institute's library contains 2,725 volumes, many of which are old theological works of little use for modern educational purposes. Numbered among the books, however, is some

Excellent collateral reading on English, history, and education courses offered in the high school. The institution does not provide appropriations for the purchase of new books in its annual budgets, but depends on donations and gifts for additions to the library. Expenditures made for library purposes during the past five years include: \$450 for salaries in 1922-23; \$450 for salaries in 1923-24; \$450 for salaries in 1924-25; \$450 for salaries, \$63 for books, and \$2 for magazines in 1925-26; and \$450 for salaries, \$69 for books, and \$1 for magazines in 1926-27. The institution employs a librarian who has received training but has not yet completed a library science course. She is employed full time and does her work efficiently. In addition to her salary of \$450, she receives board and room. The Dewey decimal system is used in cataloguing the books.

The Southern Christian Institute has no chemistry and physics laboratories. A small biology laboratory is located in the Faurot Building with a limited amount of equipment and upon which expenditures amounting to \$225 have been made in the last five years. According to the administration's plans, modern equipped laboratories are to be installed in the new Jubilee Building.

### *EXTRACURRICULAR ACTIVITIES*

Athletic activities are administered by a joint association of the faculty and the student body. A member of the faculty serves as the coach of the different teams. Students are not permitted to play on the teams unless they are enrolled in not less than 12 classes a week and make a passing grade in three-fifths of their work. Among the extracurricular activities of the school are two literary clubs and two glee clubs.

### *CONCLUSIONS*

The Southern Christian Institute is one of the pioneer schools of the missionary type established among the colored people of the South at the close of the Civil War.

Its aims and objectives have been concentrated chiefly in the religious training, in teaching them the necessity of industry, in character development, and in inculcating high principles of integrity. During its long history extending over almost three-quarters of a century the institution has rendered in this respect an excellent service to society and to the colored race.

In its examination of the school, the survey committee found the Southern Christian Institute operating a junior college, a high school, and an elementary department in which industrial activities, such as farming, gardening, timber cutting, hog and chicken raising, were being intermingled with academic work. While training of this character is important in the secondary and elementary fields, a

junior college must provide a more advanced type of education in the different branches of higher learning, if it expects to conform to modern standards. Similarly, educational equipment, including a library of college quality and laboratories fully supplied with apparatus for experimental instruction in the sciences, must be available. It was discovered that the junior college is lacking in these essentials.

With regard to the future, the institution has announced plans for the establishment of a four-year liberal arts college, granting the degrees of bachelor of arts and bachelor of science. For this expansion a new modern school building costing \$90,000 is being erected on the campus and the church organization supporting the school has increased its annual appropriation by \$4,000. In connection with these plans and with the facts developed in the foregoing report, the survey committee makes the following recommendations:

That the proposal to inaugurate a four-year liberal arts college be postponed until such time as the junior college has been brought up to a standard level in all its departments.

That the academic program of the school be organized in a continuous four-year senior high school-junior college and the work so correlated as to eliminate the present distinction between the last years of high school and the first years of college.

That any additional income received by the institution be expended in the employment of teachers in the junior college until an adequately trained staff of not less than eight members is secured.

That the curricula in the junior college be enriched by the introduction of new courses in English, education, foreign language, social science, chemistry, physics, and biology.

That, considering the lack of negro public-school teachers in Mississippi, a high-grade teacher-training curriculum be inaugurated in the junior college.

That with its present library as a foundation the administration begin the gradual building up of a standard junior college library.

That in order to secure additional funds for the support of the institution the tuition be substantially increased.

## TOUGALOO COLLEGE

### *Tougaloo, Miss.*

Tougaloo College, located in Madison County, Miss., 7 miles distant from the city of Jackson, was founded in 1869 by the American Missionary Association, and two years later was chartered by the State legislature.

The institution has a board of 16 trustees, 4 being named annually. Each serves for a term of four years. Under the terms of the charter, the trustees are appointed by the American Missionary Association,

the headquarters of which are located in New York City. Under its present organization the board includes seven members of the executive committee of this church organization, all of whom are residents of New York and New Jersey. The remaining members are clergymen, and with three exceptions nonresidents of the State of Mississippi. The president of the board is a bishop of the Protestant Episcopal Church, residing at Jackson. Out of the total of 16 trustees, 3 are negroes. The board meets twice a year, and seven members constitute a quorum. Supreme authority in the government of Tougaloo College, however, is lodged in the American Missionary Association, which exercises control over the financial and administrative affairs of the institution. Occasionally the trustees nominate a teacher for the college, but final approval must be given the selection by the association before it becomes effective.

Tougaloo College conducts a liberal arts college, a preparatory school, and an elementary school. A normal school for the training of teachers is incorporated as a part of the college, based on pedagogical courses in the last two years of the high school. A great deal of industrial work is done in the high school. The Mississippi Department of Education has accredited the normal school, granting its graduates first-grade State teachers' licenses good for two years without examination. The Tougaloo College secondary school has likewise been accredited annually by the department. Individual recognition has been accorded several graduates of the liberal arts college through their admittance to the law and graduate schools of the University of Chicago and to the Meharry Medical College.

The institution enrolled 57 college students and 142 secondary students in 1926-27. Figures on attendance in the elementary school were not furnished for this year; but in 1925-26 there were 192 pupils enrolled in this division. Practically all the students in the college come from the State of Mississippi, and the larger proportion of them are women.

#### ADMINISTRATION

In exercising financial control over Tougaloo College, the American Missionary Association pays the annual salaries of the members of the faculty and other employees. The remaining maintenance costs are expected to be met from local sources, such as gifts for current expenses, student fees, and sales from services.

In examining this arrangement the survey committee found that the duties of the president consist not only of administering the internal affairs of the college, but also of raising sufficient revenue to keep the institution in operation. That the present executive of Tougaloo College has succeeded in this task is indicated by the fact that 20 per cent of its total revenue in 1925-26 came from gifts for

current expenses personally solicited by him. The following table gives the income of the institution received from different sources during the past five years.

TABLE 17.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$30,010	\$30,771	\$36,197	\$29,967	\$35,500
Interest on endowment.....	363	563	875	867	699
Gifts for current expenses.....	4,694	6,795	7,462	10,537	11,796
Student fees.....	5,705	6,604	8,787	7,777	8,216
Sales and services <sup>1</sup> .....	1,420	1,568	3,260	3,316	2,973
Other sources <sup>2</sup> .....	4,652	478	543	765	450
Total.....	46,844	46,579	54,824	52,729	59,638

<sup>1</sup> Net income<sup>2</sup> Includes unsettled accounts, bills receivable, miscellaneous.

An analysis of Table 17 shows that of the total income, amounting to \$59,638 in 1926-27, 59.7 per cent was derived from church appropriations contributed by the American Missionary Association. The remainder came from the following sources: 19.7 per cent from gifts for current expenses as previously mentioned, 13.9 per cent from student fees, 1.1 per cent from interest on endowment, 4.9 per cent from sales and services, and 0.7 per cent from other sources.

A comparison of the income of the college in 1926-27 and 1922-23 reveals a gain of \$12,794 in revenues during these years, or 27.3 per cent. During this period church appropriations gained 18.3 per cent, interest on endowment gained 92.5 per cent, while gifts for current expenses increased by 151.3 per cent and students' fees by 44 per cent. Net receipts from sales and services also gained by 109.7 per cent, but in the case of income from other sources there was a loss of 90 per cent.

The Tougaloo College productive endowment in 1926-27 totals \$24,058.65, of which \$12,000 was added within the past year. Except for 1922-23 and 1924, the yield on the productive endowment has been small, although it is possible that the entire principal has not yet been invested. The interest received from the endowment was at the rate of 5.2 per cent in 1922-23 and 1923-24, 3.6 per cent in 1924-25, and 3.4 per cent in 1925-26.

The endowment funds of the college are held in trust and invested by the American Missionary Association at its New York office. Under the practice of this organization all endowments of the educational institutions under its control, instead of being invested separately, are pooled together and the interest accruals prorated annually to different schools. The reason advanced for this method of handling the funds is the many small endowments belonging to most of the institutions, making the purchase of securities in such small denominations difficult.

Management of the business affairs of the institution is under the control of the president. He is assisted by the treasurer, who is also

an instructor in bookkeeping in the secondary school, by an assistant treasurer, office assistant, and several other employees. The business offices are well organized, and the entire plant is operated on an efficient basis, sound business principles being practiced throughout the establishment. The boarding department under the charge of a dining room matron, while shown as operating with an annual deficit, in reality produces a profit every year, if the cost of furnishing board free to all the teachers employed by the school is added to its revenues.

The charge for board is \$15 per month. In addition, each boarding student is required to perform one hour's labor per day without pay. Fees assessed against students include tuition, \$3.50 per month; athletic fee, \$2 per year; and medicine fee, 75 cents per year.

### PHYSICAL PLANT

The property of the institution is owned by the American Missionary Association and constitutes a first-class physical plant, advantageously located for school purposes. The land consists of 500 acres. Of this area, 30 acres are used as a campus, and the remainder is utilized as a farm. Value of the land is fixed at \$25,000.

The college has 20 buildings, a number of which are substantial brick structures. Their valuation is placed at \$305,555, based on an appraisal made by an expert contractor in 1927 on replacement costs, minus architect's commissions and contractors' profits. The total value of the entire plant is estimated at \$330,555.

The Mansion, a remodeled planter's home constructed prior to the Civil War, is the central building of the college, containing the administrative offices. It is two stories in height and is worth \$67,000. Holmes Hall, the principal academic structure, is a modern brick structure built in 1926 from funds raised by the institution and a contribution by the General Education Board and contains 11 rooms, used for recitation and laboratories. The library is also located in this building.

Other buildings used for academic purposes include Ballard and Bible Halls, in which are located recitation rooms; and the Daniel Hand School, which houses the elementary practice school. Two smaller structures, one for carpentry and the other for blacksmithing, provide practical instruction in industries for high-school students. Beard and Galloway Halls, one containing 75 rooms and the other 71 rooms, are used as living quarters for the students. Quarters for teachers are provided in a number of cottages and bungalows, while a separate building serves as a dining room. There is also a large church on the campus, erected in 1901 and valued at \$30,000, the president of the college serving as the pastor. The remaining structures consist of a laundry, barns, power house, and sheds.

Only two of the buildings are regarded as fire resisting. The dormitories are unprotected by fire escapes; the question of providing them now being the subject of consideration by the administration of the college. All the buildings, however, have fire extinguishers, and a small fire engine is available for emergencies. The American Missionary Association carries a blanket insurance policy on the property underwritten in its own name.

Plans for the expenditure of \$100,000 for additional buildings for the college have recently been consummated. The General Education Board has agreed to donate \$33,333 toward a building fund, providing the college raises the remaining \$66,667. A subscription campaign is now being conducted by the institution in order to raise its share of the total amount. The new structures to be erected include a modern laundry, annex to the dining hall, a practice home-economics bungalow, and three residences for teachers.

Both the buildings and campus are kept immaculately clean and present a first-rate appearance. The officer in charge of them is the superintendent of grounds, who has a force of farm hands working under him. Janitor service is performed by student labor entirely, designated members of the faculty acting as supervisors, and each dormitory is in charge of a preceptress responsible for its care. The entire organization functions effectively.

### *PREPARATORY SCHOOL*

In the dual operation of a college and a secondary school by Tougaloo College, students of the two departments do not attend the same recitation classes, but there is little other segregation. Finances are not kept in separate accounts, and high school and college students occupy the same buildings. Three college faculty members teach in the high school. No plans exist at the present time for the discontinuance of preparatory work at the institution, due to the shortage of public negro high-school facilities in the State of Mississippi. Maintenance of a preparatory school is not obligatory under the terms of the charter of the college.

### *ACADEMIC PROGRAM*

The academic program of Tougaloo College is inadequately presented in the institution's catalogue, particularly with regard to the liberal arts college. No mention is made of what degrees are granted, nor is there any clear and concise outline of the curriculum.

The number of four-year courses in the college totals 19, which are as follows: 5 in English, 4 in social science, 2 in Spanish, 3 in natural science, 2 in mathematics, and 1 in philosophy. As a basis for the bachelor of arts degree, which the survey committee ascertained is the

only one granted, the curriculum is extremely thin in several departments of instruction, and the entire program is limited in scope. While the elective system is used, the offerings are so meager as to make the use of the elective system ineffective. Opportunities for students to concentrate by pursuing major and minor subjects are entirely absent. Except for Spanish, no foreign language is offered, and the only subjects taught in mathematics are plane geometry and college algebra. The studies available for seniors who elect their work are four in number and include English, United States history, philosophy, and physics. In the two-year teacher-training course a similar condition was found, with psychology and history of education comprising the only two subjects offered in addition to practice teaching.

### ADMISSION REQUIREMENTS

A total of 15 units of preparatory work is required for admission to the college, 4 units being prescribed in English, 1 in history, 1 in mathematics, and 1 in science. The 27 members of the freshman class of 1926-27 entered the college in accordance with the following methods: Graduation from an accredited high school, 21; graduation from a nonaccredited high school, 6.

Of the 21 students admitted from accredited high schools, all were graduates of the Tougaloo College preparatory school, while the other 6 came from nonaccredited high schools located in the State of Mississippi.

Students lacking two units of preparatory work are accepted conditionally in the college with the provision that they must remove their conditioned subjects by the end of the second year. Except for two conditioned students enrolled in 1924-25, none has entered the college during the past five years.

### GRADUATION REQUIREMENTS

Total graduation requirements at Tougaloo College comprise 120 semester hours of credit in the four-year course leading to the bachelor of arts degree and 60 semester hours of credit in the two-year course in teacher training leading to a diploma and State teachers' certificate.

In the liberal arts curriculum are prescribed 30 credits in English and 15 credits in social science, the remaining subjects being elective. It is evident that such a prescription of work does not constitute a standard course justifying the granting of a bachelor of arts degree, since such fundamental subjects as mathematics, foreign language, and natural science have been omitted from the required studies. Because of the limited courses, from which to make their selections, however, students are practically compelled to elect these subjects in

order to complete their four years of work. In the case of the teacher-training course, 10 credits are prescribed in education, 30 credits in English, and 15 in social science.

### ENROLLMENT

During the past five years there has been a progressive growth in the enrollment of the college department at the institution.

TABLE 18.—*College enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	15	5	1	3	24
1923-24	12	11	3	1	27
1924-25	18	7	4	4	33
1925-26	23	13	3	3	42
1926-27	27	20	7	3	57

As disclosed in Table 18, the increase in attendance between 1922-23 and 1926-27 amounted to 33 students, or a gain of 137.5 per cent.

TABLE 19.—*Liberal arts college*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	3	2	1	3	8
1923-24	2	5	3	1	11
1924-25	2	3	4	4	13
1925-26	3	3	3	3	12
1926-27	2	5	7	3	17

Seventeen students were enrolled in the liberal arts college in 1926-27. Enrollment in this department constitutes only a small proportion of the total number of college students. Due to the fact that students after completing the two-year teacher-training course frequently continue their work in the advanced grades of the liberal arts college, accurate figures on mortality between the different classes are not obtainable.

TABLE 20.—*Normal school*

Year	First-year class	Second-year class	Total
1922-23	12	3	15
1923-24	10	6	16
1924-25	16	4	20
1925-26	20	10	30
1926-27	25	15	40

By far the larger number of the college students attending the institution is enrolled in the two-year teacher-training course. It is in this division also that the greatest growth has occurred, the gain

in students between 1922-23 and 1926-27 being 166.6 per cent. Retention of students has considerably improved in the normal school during the past two years. The rate of student loss in 1924-26 and 1925-27 was 37.5 per cent and 25 per cent, respectively.

### DEGREES GRANTED

The institution has granted 12 degrees in course during the past five years, all of which were the bachelor of arts degrees. Of this number, one was granted in 1921-22, three in 1922-23, one in 1923-24, four in 1924-25, and three in 1925-26. No honorary degrees have been granted by the college within the past five years.

### FACULTY

The college faculty of Tougaloo College consists of five full-time members and one member working part time. Three teach in the high school as well as the college, leaving only two full-time members who devote their time exclusively to college instruction, an extremely small organization considering that the institution is granting a baccalaureate degree. Except for the dean, all are designated as teachers, no classification of the faculty having been made as to rank. There is only one negro on the staff.

The academic organization includes six departments of instruction, outlined as follows: English, social science, education, mathematics, chemistry-biology, and Spanish. Each contains a single teacher, but it is hardly possible to classify the Spanish department as a genuine college department, as the teacher in this subject works part time and taught only one class containing five students in 1926-27. She receives a salary of \$90 per year.

TABLE 21.—Training of teaching staff

Case	First degree	Where obtained	Graduate degree and graduate work
1	A. B.	Bowdoin College	2 summers at Harvard University. 1 summer at Columbia University.
2	A. B.	Mount Holyoke College	1 summer at Chicago University.
3	A. B.	St. Lawrence University	A. M. from Columbia University.
4	A. B.	Kingfisher College	1 summer at Emerson College of Oratory
5	A. B.	Oberlin College	A. M. from Clark University.
6	B. S.	Rates College	1 summer at Michigan University.

Five teachers secured their first degrees from northern institutions, while the sixth member obtained his undergraduate degree from a negro college. With regard to graduate work, two faculty members hold masters' degrees and three are pursuing studies for advanced degrees in leading northern universities, leaving but one teacher not doing graduate work for the improvement of his training.

An examination into the length of time that the various members of the faculty have served at the institution showed that three members of the faculty are comparatively new teachers, having been employed within the past four years. The other three have taught in the college for periods ranging from 6 to 10 years. These older teachers include the dean, who is also head of the department of education, the teacher in English, and the part-time teacher in Spanish.

The compensation of the college faculty at Tougaloo College, except for the dean, who receives \$2,700, and the instructor in English, whose salary is \$1,890 annually, varies from \$1,000 to \$1,200. Perquisites granted include their complete living expenses while teaching in the college. The pay of the teacher in Spanish, which amounts to \$90 per year, is very small even for part-time work.

Student clock-hour loads of the teachers in the college are not burdensome, one having a load of less than 100 student clock hours, one between 100 and 200 hours, one between 201 and 300 hours, and two between 301 and 400 hours. The teaching schedule of the teachers in English was not furnished. Of the two teachers with loads between 301 and 400 hours, one teaches mathematics, and the other science in both the college and the high school.

In examining the hours per week of work, it was found that two members of the staff were teaching five hours per week, one 15 hours, one 20 hours, and one 24 hours. Both of the latter two, whose work is heavy, have high-school classes assigned to them in addition to their college duties. Relief from classroom instruction in the secondary department would have the effect of reducing their hours of teaching to the normal of 15 hours per week.

The size of the classes in the college is generally small, there being only one containing more than 30 students. Because of the fact that the institution has not furnished detailed information on the classes in English, the courses of which must be taken by all students enrolled in the college, a fair estimate of the average size of the different classes can not be made. According to the report furnished, however, three classes contained fewer than 5 students, two from 5 to 10 students, two from 11 to 20 students, one from 21 to 30 students, and one from 31 to 40 students.

### EXTRACURRICULAR ACTIVITIES

Athletic activities at Tougaloo College are administered through a member of the faculty, who is the coach of the different teams. He is a graduate of the Tougaloo College high school. Students participate in the administration of athletics only in a minor capacity through the managers of the teams selected by them. In order to be eligible to play in intercollegiate contests, students must maintain

passing grades in at least three full-time studies and show a satisfactory standing in general school conduct. Each month the record of each candidate for the school team is examined and those not passing in at least three courses are disqualified for a period of two weeks. If at the end of this period the student has brought his work up to passing grade he is eligible again.

### EDUCATIONAL EQUIPMENT

The library of Tougaloo College has been completely reorganized during the past year and a full-time trained librarian employed for the first time. It contains 4,938 books. A considerable number of magazines and other periodicals are subscribed to, most of which are well selected. Annual expenditures of the institution for new books, however, have been extremely small, as recorded in the accompanying table. During 1926-27, when the library's reorganization was effected, only \$80 was expended for this purpose.

TABLE 22.—*Library expenditures*

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....					\$80.00
Magazines.....		\$61.00	\$90.00		150.00
Salaries.....	\$108.37	133.00	110.00	\$133.00	600.00
Total.....	108.37	194.00	170.00	133.00	\$830.00

The librarian receives an annual salary of \$600, with a perquisite consisting of rent, board, light, heat, and laundry.

Laboratory facilities in the college are limited in quantity, although a fair amount of equipment is provided for experimental instruction in chemistry and physics. The institution was unable to furnish detailed disbursements made during the past five years for scientific equipment and supplies. Information regarding the expenditures on the laboratories for the past five years was not furnished. In 1926-27, however, \$28 was expended in biology, \$1,373 in chemistry, and \$577 in physics, practically all of which was for equipment.

### CONCLUSIONS

While giving due recognition to the public service being performed by Tougaloo College in the elementary and secondary fields, the survey committee is convinced that the four-year college course being offered by the institution does not meet modern scholastic standards.

The small teaching staff at Tougaloo College, consisting of but two full-time members devoting themselves exclusively to college work, the poverty of college courses offered, and the limitations thus imposed in organizing a first-class arts and science curriculum,

lead to the conclusion that the institution is not prepared to grant the bachelor of arts degree. The committee, therefore, recommends:

That the institution be reorganized into a junior college covering the first two years of undergraduate work and that special stress be placed on teacher training.

That correlation of the work in the last two years of the high school and the first two years of the junior college be further promoted in order to eliminate the sharp demarkation between the divisions.

That the present normal curriculum be revised and expanded through the introduction of additional courses in education.

That the academic section of the catalogue be rewritten, with a view to the presentation of a clear outline of the courses offered and of the graduation requirements.

That the library be further developed by the creation of an annual budget for the purchase of new books.

That more local residents be added to the board of trustees, and that additional authority be conferred upon this body in the governing of the college.

## COLORED AGRICULTURAL AND NORMAL UNIVERSITY OF OKLAHOMA

*Langston, Okla.*

The Colored Agricultural and Normal University of Oklahoma was established by an act of the Territorial Legislature of Oklahoma in 1897, 10 years prior to the admittance of the State to the Union. In the act founding the institution it was defined as a school for the exclusive instruction of colored persons in the art of teaching, in common school and higher education, and in the agricultural, mechanical, and industrial arts.

The institution is the negro land-grant college of Oklahoma. At the time that Oklahoma assumed statehood, 100,000 acres of public lands donated by the Federal Government were given the university, and one-third of a tenth of the proceeds from rentals on the school section reserved by Congress to the State for the benefit of its institutions of higher learning was allocated to the college. In addition the institution receives Federal appropriations amounting to \$5,000 annually under the Morrill Act and \$2,400 under the Smith-Hughes Act.

The Colored Agricultural and Normal University is governed by a board of regents consisting of five members, one of whom is the State superintendent of public instruction. The other four members serve for a term of four years each, one being appointed annually by the governor of the State. The board meets once a year with full attendance and is subject to call for special meetings. Two of the regents

are white and three are negroes. The president of the school serves as a vice regent on the board but has no voting power.

The institution is organized into a liberal arts college, with divisions of education, trade and industries, home economics, and agriculture of collegiate level. Secondary and elementary schools are also conducted. The elementary school is used for observation and practice teaching and is in reality a branch of the college division of education. Practice teaching is also done in the high school to some extent. No graduate, professional, or other work above college grade is done at the institution. The high school includes the ninth to twelfth grade and specializes in manual training, including carpentry, blacksmithing, machine shop, auto mechanics, painting, tailoring, laundering, and other industries. The principal of the secondary school is a member of the college faculty, as is also the principal of the elementary school.

The Oklahoma State Department of Education has fully accredited the institution as a standard four-year college. Its graduates are granted the different teachers' certificates issued by the State. In 1927 the institution was also accredited by the Texas State Department of Education. Two students of the college have been accepted by leading universities, one receiving full credit for work at the Colored Agricultural and Normal University, and the other only partial credit. Examinations of the institution are conducted annually by agents of the Slater Fund and the General Education Board.

For the year 1926-27 the Colored Agricultural and Normal University enrolled 240 college students, 189 secondary students, and 46 elementary pupils. Total enrollment, both collegiate and noncollegiate, amounted to 475. With a few exceptions the student body is made up of residents of the State of Oklahoma. The institution conducts a summer session and had recently added a department of extension and correspondence. Enrollment in the summer session of the college in 1926 totaled 43 students.

### ADMINISTRATION

The president is the principal administrative officer of the institution and has a somewhat free hand in its management.

While the university is operated under a State budget system, funds for its support are provided largely in a flexible form, so that the president has discretionary power in their disbursement. The immediate office force of the president comprises a registrar, stenographer-bookkeeper, and a number of other employees. The business offices are large and well lighted, and are conducted in an efficient manner. Financial accounts of the institution are audited annually by State officials.

The State of Oklahoma has been fairly liberal in its support of the institution, making appropriations both for annual maintenance and capital outlays. At its last session, the legislature appropriated \$150,000 for new buildings at the institution. Supplemented by a donation of \$50,000 made by the General Education Board, the university now has a \$200,000 building fund available for the erection of new structures on its campus. The institution has no productive endowment and depends entirely on State and Federal appropriations for its support, outside of its income from student fees, rental of dormitories, and sales services. In the accompanying table is given its income from different sources during the past five years.

TABLE 23.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$91,500.00	\$94,900.00	\$93,500.00	\$108,850.00	\$97,950.00
Federal appropriations.....	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Student fees, rent and board <sup>1</sup> .....		30,745.13	57,980.66	34,737.00	56,598.40
Sales and services.....			34.65	1,163.00	468.50
Total.....	\$96,500.00	140,635.13	126,515.31	149,840.00	160,016.90

<sup>1</sup> Includes gross income.

<sup>2</sup> Figures for 1922-23 are incomplete on account of records being destroyed including Smith-Hughes funds

Total revenue from all sources in 1926-27 amounted to \$160,016.90. On account of the fact that the institution has included gross receipts from board and rentals, this figure does not represent the actual net educational income of the university. Figuring on a basis of this total it is found, however, that the State in 1926-27 provided 61.3 per cent of the total income, while 3.1 per cent was derived from Federal appropriations, 35.4 per cent from student fees, rent, and board, and 0.3 per cent from net sales and services.

A further analysis of Table 23 shows that the annual income of the school is steadily growing. Destruction of the records by fire made it impossible to secure a full statement of the revenues of the institution for 1922-23. Comparing its total income of 1923-24 with that of 1926-27, a gain of 13.7 per cent was made over the four years. Gross receipts from student fees, rent, and board, during this period increased by 84 per cent, State appropriations by 3.2 per cent, and Federal appropriations remained stationary. There was also a small sum realized from net sales and services in 1926-27, no revenues from this source being recorded in 1923-24.

Fees of the Colored Agricultural and Normal University are limited in number. Tuition is free to all residents of Oklahoma. Out-of-State students are charged \$10 per year for tuition. Fees levied against students in attendance at the institution include incidentals, \$3 per year; medical service, \$4; athletics, \$3, and laboratory fee, \$5.

The charge for board, dormitory, and laundry amounts to \$14 per month, which is a low charge for these combined services.

The system of student accounting in vogue at the institution is only of average quality and is incomplete in a number of details. From the list of blank forms submitted by the registrar to the survey committee, the certificate of recommendation and transcript of credits were missing. The permanent scholarship card is a fair record, but it is believed that improvement could be effected in it through the addition of more detailed information. The teacher's class card is also susceptible of improvement. In the procedure of registration of students, insufficient data about the students are furnished the teachers to whom they report. The institution has an individual orientation or criteria card in use, which contains valuable information regarding each student and is a splendid student record worthy of imitation.

The institution owns 320 acres of land, 40 of which are used as a campus and 280 as a farm and experimental agricultural grounds. Value of the land is estimated at \$16,575, based on an appraisal made by the president in 1924 and submitted to the State Legislature of Oklahoma. There are 11 buildings on the campus and farm, valued at \$225,700, containing furnishings and equipment valued at \$16,733. The total value of the entire property, including lands, buildings, and equipment, amounts to \$259,008.

Of the 11 buildings making up the plant, 7 are new structures, having been erected during the past three years, but they are all small in size, being one story in height with two exceptions—the president's home and a two-story men's dormitory. The main college buildings are older structures and include the administration building, built in 1907; and 2 women's dormitories, constructed in 1898. In the administration building, which is three stories high, are located the president's and other administrative offices, the library and 2 laboratories. One women's dormitory, four stories in height, contains 70 rooms, all of which are used for dormitories with the exception of 3 recitation rooms. The second women's dormitory is three stories high and has 35 rooms, 1 being used for recitation and 5 for other purposes and the remainder for living quarters for students. A men's dormitory contains 50 rooms used almost entirely as quarters for men students. The other academic buildings include a tailor shop containing 1 recitation room; industrial building with 1 room used for recitation and 3 for laboratories; home economics practice cottage containing 6 rooms; dairy building with 1 recitation room and 1 laboratory shop. There is also a one-story gymnasium and a three-story home containing 10 rooms.

Adequate fire protection has not been provided the women's dormitory and the men's dormitory buildings. No fire escapes have been

erected on any of these structures. The board of trustees, however, has recently made an urgent recommendation that funds be furnished for their immediate construction. Only 2 of the 11 buildings are fire resisting, and no insurance is carried on the property, the State of Oklahoma having a law which prohibits insurance on public property. The governor of the State has recently recommended an amendment permitting State institutions to carry insurance on their buildings and equipment.

The buildings and grounds present a prepossessing appearance and are kept generally neat and orderly except in the case of the men's dormitory, where an improvement as to cleanliness may be made. A superintendent is responsible for the care of the entire plant. All the labor on the campus is performed by students, including repair of buildings; operation of laundry, shops, boiler, engine, water, heating and lighting system; shoe and clothing repair work; milking; care and feeding of stock; poultry raising; preparation and serving of food. Fifty per cent of the farm work is also done by students, as well as the gardening, orcharding, landscaping, and other floriculture about the grounds.

The college and preparatory schools are kept separate and distinct only as regards students, who are not permitted to attend the same lectures, recitation, and laboratory classes. Finances of the two departments are kept in the same accounts, and there is no separate budget either for the college or secondary school. The buildings are also used jointly by college and high-school students. Nine college faculty members teach in the preparatory school, in addition to their college duties. As indicated previously, the State law establishing the institution provides for the maintenance of a preparatory as well as an elementary school.

### EDUCATIONAL PROGRAM

The academic activities of the institution are only fairly well presented in its catalogue. While the courses are clearly outlined in most cases, the grouping of college studies under the same general captions as those offered in the secondary school tends to detract from the college program. The following is a summary of the different curricula offered in the college:

Four-year liberal arts course, leading to bachelor of arts or bachelor of science degree.

Four-year course in education, leading to the bachelor of science in education.

Two-year course in education, leading to a diploma and State teachers' certificate.

Four-year course in home economics, leading to bachelor of science degree.

Two-year course in home economics, leading to diploma and State teachers' certificate.

Four-year course in agriculture, leading to bachelor of science degree.

Four-year course in mechanic arts, leading to bachelor of science degree.

A course in military science and tactics is also offered.

### ENTRANCE REQUIREMENTS

Applicants for admission to the college must present certificates of graduation from a high school fully accredited by the Oklahoma State Department of Education or credentials from secondary schools of equal standing in outside States. Candidates unable to present such certificates must stand a college entrance examination before being accepted. Fifteen units of preparatory credits are required for entrance, seven being prescribed, as follows: Five in English, one in algebra, and one in plane geometry.

In 1926-27, there were 134 students admitted to the college. The records of the institution show that 103 presented acceptable credentials, 19 were compelled to stand the college entrance examinations. Methods by which the remaining 12 students obtained admission to the college were not explained.

Students with a maximum of one conditioned subject are permitted to enter, but the condition must be removed by the end of the first year. The number of conditioned students enrolled in the freshman class for the past five years included one in 1925-26 and five in 1926-27. None were enrolled in the three previous years. Special students attending the institution include those not pursuing courses leading to a degree. Not a great many are enrolled, the records showing ten in 1922-23, six in 1923-24, four in 1924-25, five in 1925-26, and two in 1926-27.

### GRADUATION REQUIREMENTS

Candidates for a degree in the college must complete 180 term hours of credit (120 semester hours) in addition to six term hours (4 semester hours) in physical education.

In the outlines of prescribed studies necessary for graduation in the different courses, contradictory statements appear in the catalogue. A general paragraph provides that all students, regardless of the courses they are pursuing, in the college, must earn a total of 95 credits in the following basic studies: Fifteen credits in English, 15 in chemistry or physics, 10 in economics or sociology, 10 in education, 15 in history, 10 in modern languages, 10 in physiology, and 10 in psychology and ethics.

Another section of the catalogue relating to the work required to secure the liberal arts degrees gives a much smaller number of prescribed subjects. For the bachelor of arts degree, it is stated in this part of the text, only 12 credits must be earned in English, 9 in history, 9 in foreign language, and 9 in mathematics or science, with 36 credits in a major and 36 in two minors selected from ancient languages, modern languages, English, history, mathematics, and science. To obtain the bachelor of science degree the prescription comprises the same list of subjects, with the major and two minors selected from the science group of studies.

With regard to the course in education leading to the bachelor of science degree in education, a similar inconsistency is found. The prescribed credits in English, psychology and ethics, and physiology contained in the outline of this course are less than those given in the general requirements for all the courses in the college. The requirements as presented in this outline include prescribed credits in the following subjects: Twenty-three credits in education, 9 in English, 9 in psychology, 18 in mathematics, 24 in social science, 18 in biology and chemistry, 9 in agriculture, 9 in practical arts, 6 in physical education, and 3 in public school music; the remaining credits being elective in major and minor concentrations.

Prescriptions in the other four-year courses also fail to conform to the general graduation requirements. The 180 term hours of credit in the agriculture course leading to the bachelor of science in agriculture comprise the following prescribed subjects: Fifty-seven credits in agriculture, 18 in English, 24 in science, 18 in psychology, 24 in social science, 24 in education, 3 in physical education. The remainder are elective. In the home-economics course no definite prescription of work is given, but a suggested outline includes 36 term hours of credit in home economics, 12 in English, 12 in science, 6 in social science, 6 in psychology, 12 in education, with the remaining subjects elective. The mechanic-arts curriculum leading to the bachelor of science degree consists of prescribed courses in consulting engineering, contracting engineering, heat, steam and electric engineering, and automechanics and machine-shop superintendency.

In the two-year course in teacher training leading to a diploma and State teachers' certificate, 90 term hours of credit are required with 17 credits prescribed in education, 9 in English, 9 in psychology, 12 in social science, 2 in agriculture, 8 in home economics, 4 in public school music, and 4 in physical education. The two-year course in home economics includes largely the subjects required in the teacher-training course, with electives in home economics.

### ENROLLMENT AND DEGREES

College enrollment in the Colored Agricultural and Normal University has increased rapidly during the past five years.

TABLE 24.—Total collegiate enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	62	51	4		117
1923-24	77	64	6	1	148
1924-25	100	79	10	7	196
1925-26	126	84	19	6	234
1926-27	134	77	17	12	240

Between 1922-23 and 1926-27, attendance in the college has advanced from 117 to 240 students, a gain of 123 students, or 105.1 per cent. The average annual increase over this period amounts to approximately 32 students.

TABLE 25.—College of liberal arts

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	1				1
1923-24	2				2
1924-25	3	3			6
1925-26	13	8	2		18
1926-27	5	19	4	2	20

As indicated by Table 25, few students are pursuing the courses offered in the liberal arts college leading to the bachelor of arts and science degrees. Enrollment in these courses represents only 8.2 per cent of the total collegiate enrollment. A considerable increase in the number of students in this division, however, has occurred during the last five years, indicating increased interest on the part of the institution's constituency in securing a liberal arts education. Because of the paucity of students, particularly between 1922-23 and 1924-25, figures on mortality between the different classes are of little interest.

TABLE 26.—Division of education

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	66	44	2		102
1923-24	87	61			128
1924-25	78	67	7		153
1925-26	85	62	14	1	165
1926-27	98	65	10	6	170

The greater proportion of the college enrollment is included in the education division. In 1926-27 its registration comprised 70.8 per cent of the total number of resident collegiate students. This division has also showed a gain in students for the past five-year period amounting to 67 per cent. In an examination of Table 26, it is noticeable that only a small number of the students taking the education course have remained to complete the four-year course and receive a degree, most of them leaving the college at the end of their second year's work in order to secure the State teachers' normal certificate. The result is that an extremely heavy mortality has been recorded in this division. In the case of the 1922-23 freshman class, its loss of students amounted to 89.1 per cent by the time it had become the senior class of 1925-26. The freshman class of 1923-24 registered a mortality of 91 per cent.

TABLE 27.—Division of agriculture

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	4		1		10
1923-24	5	1	4		11
1924-25	2	4	2		12
1925-26	10	2	8		16
1926-27	10	8	7	1	21

Considering that agriculture is an important industry in Oklahoma and that the institution offers a well-balanced and effective curriculum, a rather small number of students are pursuing the agricultural courses. In 1926-27 there were 21 students enrolled in this division, of whom 10 were freshmen. The fact that approximately one-half the enrollment for this year consisted of new students leads an encouraging aspect to the situation and indicates that greater interest is being manifested in this type of work. Mortality has not been heavy in the recent classes, the percentage of student loss of the 1923-24 freshman class being 40 per cent on reaching the senior year of 1926-27, while the freshman class of 1924-25 showed no loss in students up to its sophomore year in 1926-27.

TABLE 28.—*Division of mechanic arts*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	1	2	1		4
1923-24	1	1	2		4
1924-25	7	3	1	2	13
1925-26	9	6		1	16
1926-27	13	1	1	1	16

A study of Table 28 shows so few students in the advanced classes in mechanic arts that it is questionable whether the institution is justified in continuing the maintenance of this division. In the year 1926-27, only three students were registered in the sophomore, junior, and senior classes. Only four students have been graduated during the past five years, and the mortality rate is so heavy between the 1924-25 and 1925-26 freshman, sophomore, and junior classes that the results obtained do not seem in proportion to the time and energy expended.

TABLE 29.—*Division of home economics*

Year	Freshman	Sophomore	Junior	Senior	Total
1923-24	3				3
1924-25	10				10
1925-26	8	11			19
1926-27	6	6			12

As disclosed by Table 29, enrollment in the home economics division is confined to two-year courses, no students pursuing the four-year course leading to the bachelor of science degree. The number of home-economics students has not shown large increase during the past four years, but that the work in this division is exciting interest is evidenced by the small mortality between classes.

### DEGREES GRANTED

An extremely small number of degrees in course has been granted by the Colored Agricultural and Normal University of Oklahoma during the past five years, considering the size of its enrollment. Total graduations with degrees between 1921-22 and 1925-26 amounted to 11. Six were bachelor of science degrees in agriculture and five bachelor of science degrees in education; one bachelor of science degree in agriculture being granted in 1923-24, four in 1924-25, and one in 1925-26; two bachelor of science degrees in education being granted in 1924-25 and three in 1925-26. No degrees in the liberal arts college were granted during this period. As compared with the number of college students entering the institution in the last five years, which totaled 498 students, only 2.2 per cent remained to secure degrees. No honorary degrees have been granted by the university within the past five years.

### FACULTY

The college faculty of the Oklahoma Colored Agricultural and Normal University is made up of 20 members. The staff includes a dean, 9 professors, 6 associate professors, and 4 instructors. Nine members of the college faculty were found teaching high-school classes, in addition to their college duties. The entire staff is negro. The college's academic work comprises nine departments of instruction. These departments with the number of teachers are as follows: Education, with 3 professors, 1 associate professor and 2 instructors; English with 1 professor; science with 1 professor and 1 associate professor; mathematics with 1 professor; social science with 1 professor; agriculture, 1 professor and 3 associate professors; home economics, 1 professor and 1 associate professor; mechanic arts, 1 professor and 1 instructor; and music, 1 professor.

At the time of the visit of the survey committee, the faculty was being reconstructed, five old teachers being supplanted by new ones. The staff appeared efficiently organized with the teaching tasks fairly well distributed. No members were being assigned work outside of the department of instruction to which they belonged and, except for the practice of having college teachers give instruction in the secondary school, the entire organization was operating on a modern college basis. The dean teaches no classes, his duties being confined to the administration and supervision of the academic functions of the college.

The training of the staff is not of the high order that would be ordinarily expected of a State-supported institution of the type of the Colored Agricultural and Normal University. The fact that the institution is the negro land-grant college of Oklahoma would also

lead to the presumption that the qualifications of the teaching staff would be high. In furnishing information regarding the training of the faculty the institution submitted several lists in which there was a considerable conflict due to the fact that some of the teachers were to be released at the end of the 1926-27 term and supplanted by new staff members. No data were provided on the qualifications of two instructors in the college. In the following table is given the training of the staff employed at the time of the visit of the survey committee:

TABLE 30.—Training of the teaching staff

Case	First degree	Place obtained	Advanced degree or graduate work
1 (dean)	A. B.	Clark University	A. M. and M. S. from Kansas University.
2	A. B.	Lincoln University	
3	A. B.	Morehouse College	
4	A. B.	Rust College	
5	A. B.	Clark University	
	A. B.	Howard University	
6	B. S. in agriculture	Iowa State College	
7	B. S. in agriculture	Hampton Institute	1 year at Emporia College.
8	None		
9	B. S. in agriculture	A. and T. College	
10	None		M. S. from Kansas University.
11	A. B.	Southwestern College	
12	B. S.	Colored Agricultural and Normal University	
13	None		Work at Harvard University.
14	(1)		
15	B. S.	Bishop College	
16	B. S. in agriculture	Hampton Institute	
17	None		
18	A. B.	Paine College	
19	(1)		
20	B. S.	Colored Agricultural and Normal University	

(1) Information not furnished.

As is evident from an examination of Table 30, of the 20 members of the college teaching staff, 4 have no undergraduate degrees. Only 2 members have obtained their master degrees. The table also shows that of the remaining 18 only 2 teachers in the college have done graduate work. In other words, 75 per cent of the staff is without graduate training and is making no effort to acquire it.

Within the past four years there has been a complete turnover of the college faculty, 20 new members being employed during this period. As previously stated, further changes in its personnel are also being made with the opening of the 1927-28 term. The 7 members of the staff who have served as long as four years at the institution include the dean, the professor of education, the professor in English, the associate professor in science, the associate professor in agriculture, the associate professor in home economics, an instructor in drawing and another in home economics. Members of the faculty are fairly well paid. The dean of the college receives an annual salary of \$2,100, four teachers \$2,000, two \$1,700, two \$1,600.

one \$1,500, seven \$1,400, one \$1,350, one \$1,260, and one \$1,200. Salaries of professors range (from \$1,260 to) \$2,000, associate professors from \$1,200 to \$1,700, and instructors from \$1,200 to \$1,400. The president receives a cash salary of \$4,000 annually. No perquisites are allowed the teaching staff.

In view of the fact that 9 of the college teachers give instruction in the high school, the teaching loads of the staff are not as excessive as might be expected under the circumstances. An examination of the student clock-hour-loads of the various faculty members shows 4 teachers with loads of less than 100 student clock hours; 4 between 101 and 200 hours; 3 between 201 and 300 hours; 4 between 401 and 500 hours; 1 between 501 and 600 hours; and 1 between 701 and 800 hours. An analysis of these figures indicates that 68.4 per cent of the staff have student clock-hour loads less than 300 hours per week, while 31.6 per cent have loads greater than 400 hours per week. Those with loads of more than 400 student clock hours per week all teach high-school classes in addition to their college work, with the exception of one with a load ranging between 701 and 800 hours. This teacher is the professor of education, whose burden is so heavy that immediate steps should be taken to reduce it.

A further study of the teaching schedules discloses the fact that the hours of teaching per week of some of the instructors are excessive. Of the total staff, one member teaches 6 hours per week, one 7 hours, one 8 hours, one 10 hours, two 11 hours, five 12 hours, one 14 hours, one 16 hours, two 17 hours, one 21 hours, two 23 hours, and one 28 hours. Thus 6 teachers have loads in excess of 16 hours. A revision of the teaching schedules of staff members is desirable.

Although 52 of the 71 classes organized in the college in 1926-27 contained less than 30 students, a considerable number of the remainder were large in size, ranging from 41 to 100 students. The classes with their sizes follow: 12 classes with less than 5 students, 26 from 5 to 10 students, 11 from 11 to 20 students, 3 from 21 to 30 students, 8 from 31 to 40 students, 5 from 41 to 50 students, 3 from 51 to 60 students, 1 from 61 to 70 students, 1 from 71 to 80 students, 1 from 91 to 100 students. Of the larger classes there were three in education with from 52 to 54 students, and two in English, one of which contained 62 and the other 95 students. To obtain effective results these unwieldy classes should be subdivided and additional instructors assigned to the departments of English and education.

### EDUCATIONAL EQUIPMENT

The institution's library is limited in size and poorly housed. It contains 2,798 volumes. A genuine effort is being made by the administration, however, to build up the library and place it on a college footing. With the construction of a new agriculture building

on the campus, new quarters are to be provided sufficient to meet the needs of a modern college library. In the accompanying table are given the annual expenditures for library purposes for the past four years.

TABLE 31.—*Library expenditures*

Item	1923-24	1924-25	1925-26	1926-27
Books.....	\$399.33	\$577.17	\$897.10	\$627.00
Magazines.....		9.00	16.75	18.25
Supplies.....	308.37	148.36	73.35	
Salaries.....	900.00	900.00	1,100.00	1,100.00
Total.....	1,777.70	1,634.53	2,086.70	1,843.96

A full-time librarian is employed, who is studying at Hampton Institute on a \$600 scholarship donated by the General Education Board. One student assistant is also employed in the library.

The scientific laboratories should be considerably expanded if the highest grade of college work is to be done in the science department of the institution. While the biology and physics laboratories have a fair amount of equipment, the chemistry laboratory is lacking in both equipment and supplies. At the time of the visit of the survey committee the administration announced that the college is planning to expend \$10,000 to reequip the laboratories. They are to be moved also to the new agricultural building, when it is completed. Annual expenditures for equipment in the course of the last four years include \$750 in biology in 1925-26; \$31 in 1924-25 and \$199 in 1925-26 in chemistry; \$727 in physics in 1925-26, and \$750 in other sciences in 1925-26. Purchase of supplies for the different laboratories during this period are as follows: \$217 in 1923-24 and \$344 in 1924-25 in biology, \$24 in 1923-24 and \$99 in 1924-25 in chemistry; and \$195 in 1923-24 and \$450 in 1924-25 in physics. The present estimated value of the scientific equipment is \$1,200 in biology, \$350 in chemistry, \$1,375 in physics, and \$750 in other sciences.

### EXTRACURRICULAR ACTIVITIES

Athletic activities at the institution are under the direct control of the faculty. A director of athletics has general supervision over all athletics. He is the professor of English in the college. Other members of the faculty are utilized in managing the athletic activities. The coach of the different teams is the professor of science, while the assistant coach is the director of the mechanic arts department in the college. There is also a teacher of women's athletics, and the secretary of the university participates in the administration of athletic activities. The Colored Agricultural and Normal University of Oklahoma is a member of the Midwest Athletic Conference.

One fraternity has been organized at the college, the Delta Gamma Alpha, which was started during the school term of 1926-27. Other extracurricular activities include men's and women's clubs, two literary societies, Y. M. C. A., Y. W. C. A., glee clubs, and Mozart choral society, all of which are supervised by members of the faculty.

### CONCLUSIONS

The survey committee finds that the Colored Agricultural and Normal University of Oklahoma is developing rapidly into a high type of negro land-grant college.

The institution is being wisely administered. Its financial affairs are in good shape. In the academic departments the members of the faculty, although lacking in training in some respects, were found displaying a lively interest in their work and making a conscientious effort to achieve the most effective results. The steady increase in enrollment in the college presages greater expansion of the institution in the future. From the facts developed in this report, the survey committee makes the following suggestions and recommendations:

That the college and high-school faculties be completely segregated.

That the catalogue be rewritten with a view of separating the college and high-school curricula and of removing contradictory statements with regard to graduation requirements.

That the training of the present college faculty be improved by arranging for its members to pursue graduate work.

That the institution discontinue the practice of having members of the teaching staff perform the duties of athletic director, coach, and assistant coach, and that a full-time instructor be employed for this purpose.

That provision be made at once for fire escapes on the dormitories.

That the term "university" as a part of the title of the institution be eliminated and that its name be changed to the Colored Agricultural and Normal College of Oklahoma.

## *Chapter XIII*

### *MISSOURI*

Provision of negro higher education in Missouri is limited, and opportunity exists for expansion. Lincoln University, centrally located at Jefferson City, is the only institution in the State included in the survey.

Missouri's negro population, which totals 195,200, is not large as compared with other States. Negro youths receiving college training at this institution number 181, so that the proportion of college students to population is approximately 9 students for every 10,000 inhabitants. One of the principal causes of this small number pursuing higher learning is the general deficiency in secondary educational facilities for negroes in the State.

Enrollment of negroes in high schools of Missouri is reported at only 881 (1920), or at the rate of 45 per 10,000 negro population. This is in contrast to the proportion of the State's white population, of which 334 out of each 10,000 are attending preparatory schools. The other Southern States, with three exceptions, have a larger percentage of their negro populations enrolled in high schools than Missouri.

The Missouri State Department of Education includes this college in its list of accredited institutions of higher learning. Its graduates are granted State teachers' certificates under the rating given it by the department. Missouri for the biennium of 1925-26 expended \$209,850 for higher education of negroes.

#### *LINCOLN UNIVERSITY OF MISSOURI*

##### *Jefferson City, Mo.*

Lincoln University of Missouri was originally organized as a private project under the title of Lincoln Institute. It was among the first educational institutions named for Abraham Lincoln. The initial idea for the establishment of the school was conceived around the campfires of the Sixty-second United States Colored Infantry while stationed at Fort McIntosh, Tex., in the days following the Civil War. Several officers of the regiment formed a committee for the solicitation of funds to finance a negro school, and in 1866 it was opened at Jefferson City after being incorporated.

Eleven years later, in 1879, the property was transferred to the State of Missouri, and from that time has been operated as a State institution. By different legislative enactments the school was made a normal school and a teachers' college and later converted into the Negro Land-Grant College of Missouri by the establishment of industrial, mechanic arts, and home economics departments. In 1921 the official title of the institution was changed to Lincoln University by an act of the Missouri General Assembly.

Lincoln University is governed by a board of seven curators, one of whom is the State superintendent of public instruction, serving ex officio. The other six serve for a term of three years each, two being appointed every biennium by the governor with the advice and consent of the State senate. The present board includes three white men and three negroes. It meets twice a year, and its officers consist of a president, vice president, secretary, and treasurer. An executive committee, headed by a chairman, is the principal subdivision of the board of curators, with authority to act on emergency matters in connection with the school's operation.

As at present organized, Lincoln University comprises a liberal arts college and a secondary school. The Missouri State Department of Education has fully accredited the institution, granting State teachers' certificates to its graduates. In 1926 and 1927 the North Central Association of Colleges and Secondary Schools conducted examinations of Lincoln University, and as a result accredited three years of the teacher-training work as standard.

A number of graduates of the college have been accepted at graduate schools of recognized universities, in some instances receiving full credit and in others partial credit for their work at Lincoln University. Of these, three graduating with bachelor of arts degrees were granted a similar degree after a semester's work, two at the University of Iowa, and the third at the University of Illinois. Four other students after completing two years work were admitted to the Universities of Illinois, Nebraska, Iowa, and Howard with advanced standing. Another student having 60 semester hours' credit was allowed 56 semester hours when he applied for admission to the University of Illinois.

In 1926-27, Lincoln University enrolled 181 college students and 164 preparatory students, a total of 345. The student body is divided evenly between boys and girls. A summer school of college and high-school grade is conducted annually. The 1926 session enrolled 99 students, of whom 80 were doing college work.

#### ADMINISTRATION

The State of Missouri appropriates an average of \$106,000 annually for the maintenance costs of Lincoln University. It also has made

appropriations for capital outlays, two new buildings, a power plant and equipment having been erected at public expense during recent years. As the negro land-grant college of Missouri, the institution is the recipient of Federal funds under the Morrill Act, the annual amount being \$3,125. In the accompanying table is given the yearly income received from different sources during the past five years to defray the expenses of both the college and preparatory school conducted by the institution:

TABLE 1.—Income

Sources	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$146,000.00	106,502.38	103,350.00	106,500.00	112,000.00
Federal appropriations.....	3,125.00	3,125.00	3,125.00	3,125.00	3,125.00
Student fees.....	5,482.20	6,421.00	5,900.54	7,050.40	7,520.25
Sales and services.....	137.00	237.61	62.50	226.40	125.40
Gross board and room revenues.....	32,085.09	31,864.70	37,565.00	33,897.00	35,900.00
Total.....	187,730.35	148,155.69	147,103.04	180,828.80	158,077.65

1926-27 State appropriation estimated.

In 1926-27 the total revenues of the institution were \$158,077.65; of which the State contributed 70.8 per cent. The remaining 29.2 per cent came from gross receipts distributed as follows: Board and rentals, 22.3 per cent; student fees, 4.9 per cent; Federal appropriations, 1.9 per cent; and sales and services, 0.1 per cent. Between 1922-23 and 1926-27 the income of the institution has declined by \$29,652.70, a decrease of 15.7. This is believed to be due, however, to the fact that the revenues of 1922-23 were enhanced by an item for capital investment. State appropriations over this period fell off 23.2 per cent, while Federal appropriations and income from sales and services remained practically stationary. A large advance, however, occurred in student fees, the gain being 42 per cent, and gross receipts from board and rentals increased by 0.6 per cent. The college has no productive endowment.

The institution in submitting figures of its sources of financial support included gross noneducational revenues, which has resulted in augmenting its total income by approximately \$32,000 annually. These comprise receipts from board, rentals, bookstore sales and services, and other similar activities. Net revenues from these sources were as follows: \$1,140 in 1922-23, \$1,984 in 1923-24, \$219 in 1924-25, \$507 in 1925-26, and \$1,902 in 1926-27.

The charge for board at Lincoln University is \$14 per month and for rent \$20 per semester to men students and \$16 to women students. Tuition to all residents of Missouri is free and to nonresidents of the State, \$20 per year. Fees of the college include incidentals, \$10 annually; athletic fee, \$6; and medical fee, \$2. Opportunities for a limited number of students to work out part of their expenses on the

campus are offered and considerable employment is also available in Jefferson City.

The business affairs of the college are efficiently managed and under the direct supervision of the president. He is aided by a business committee of the faculty, a secretary, purchasing agent, manager of the boarding department, matron of the dining room, and other employees. Accounts of the institution are examined annually by State officials. The college has no treasurer, the registrar performing this work as well as that of purchasing agent. With an assistant registrar largely in charge of student accounting, the student records are in first-rate shape and well kept.

A special effort is made by the registrar to obtain full information regarding prospective students prior to their acceptance, a number of forms being used for this purpose. An examination of the high-school certificates and the permanent student records shows that they both contain all essential matter, but no forms were submitted to the survey committee covering class attendance of students.

Lincoln University has a campus composed of 38 acres. In addition the institution owns a farm of 60 acres, located some distance from the college grounds. Value of the land belonging to the school is estimated at \$80,000, based on an appraisal made recently by the registrar. Six buildings, valued at \$313,000, comprise the physical plant. They contain equipment valued at \$54,800, with the result that the total valuation of the entire property is fixed at \$447,800.

Considering the size of Lincoln University and the number of students enrolled, its physical plant is extremely limited and apparently inadequate for the institution's needs. Of the six buildings, three are used as dormitories almost exclusively, a fourth is the president's home, leaving only two buildings available for academic uses. One of the latter is small, containing only four rooms.

The main building on the campus is Memorial Hall, a three-story stone and brick structure erected in 1895, in which are located the administrative offices, library, auditorium, and 24 classrooms and laboratories. A second academic structure is Mechanic Arts Building, containing four laboratories housing the department of mechanic arts, the work conducted in it being chiefly of high-school grade. Barnes-Krekle Hall and Yates Building, one containing 84 rooms and the other 48, are utilized as women's dormitories; and Foster Hall, containing 66 rooms, provides dormitory facilities for men students attending the college. The institution is badly in need of a new academic building and unless the State legislature within the near future makes the necessary appropriations for its construction, the college will be more seriously handicapped than it is at present.

The State of Missouri carries no insurance on its public property. None of the college buildings, therefore, is insured, although only

one of the buildings is described as fire resisting. Four, however, are provided with fire escapes. Care of the buildings and grounds is under the supervision of a superintendent of buildings and grounds, who is a regular officer of the institution. Most of the work of policing the grounds and buildings is performed by student labor, although four hired men are employed.

### PREPARATORY SCHOOL

Except that college and high-school students do not attend the same recitation classes, little effort has been made by Lincoln University to segregate the activities of the two departments. The same buildings and faculty are to all practical purposes used jointly in the operation of the college and high school. No separate accounts are kept covering the receipts and disbursements. Eight members of the college faculty teach preparatory classes. The act of the Missouri Legislature establishing the college as a State institution provided for the maintenance of a preparatory school, so that no plans exist for its discontinuance.

### EDUCATIONAL PROGRAM

Academic work of college grade at the institution is confined to the liberal arts college, which confers three degrees, bachelor of science in education, bachelor of science, and bachelor of arts. The college specializes in teacher training. The B. S. degree in education carries with it a life State certificate to teach in the public high schools of Missouri. Other teachers' certificates awarded by the college include the following:

Ninety-hour certificate based on completion of three-year course in education. Students receiving this certificate are recommended to teach in the junior high schools of the State.

Sixty-hour certificate granted after graduation from a two-year educational course. This is a State life elementary teacher's certificate.

Thirty-hour certificate awarded upon completion of a one-year course in teacher training. A State provisional certificate is issued to students finishing this work.

It is evident from an examination of the curricula in the college that no graduate or professional courses of any character are being offered.

A further study of the academic program of Lincoln University disclosed the fact that, notwithstanding its designation as the negro land-grant college of Missouri, facilities have not been provided for instruction in agriculture or mechanic arts in the college, this type of work being limited to the high school. Home economics, however, is included in the college curricula. The State of Missouri has failed to develop a negro land-grant college comparable with similar institutions established in other States.

The farm owned by Lincoln University is at a considerable distance from the campus and is not used for educational purposes. It is small, containing only 60 acres, and is unsuitable as experimental grounds for college agricultural work, both as to location and size. The State should make proper provision for the purchase of a new farm, including livestock barns, dairy, and farm buildings. In addition, physical equipment necessary for experimental and practical instruction should be provided and other capital outlays made for the establishment of a modern agricultural school plant. A similar situation exists with regard to the building up of a mechanic arts department of college grade in the institution.

### ADMISSION REQUIREMENTS

Candidates for admission in the college must present certificates from a standard four-year high school, showing the completion of 15 units. In case applicants are unable to furnish certificates, they must successfully pass an entrance examination held at the institution. The 15 units presented by students seeking entrance include prescribed units as follows: Three in English, 2 in languages other than English, 2 in social studies, 1 in algebra, 1 in plane geometry, and 1 in science. The remaining 5 units are elective in other secondary subjects. Graduates from nonaccredited high schools are admitted provisionally without examination, subject to the satisfactory completion of the first semester of college work. Of the 75 freshmen who registered in the college in 1926-27, 73 came from accredited high schools and 2 from nonaccredited high schools.

Of the 73 admitted from accredited high schools, 23 were graduates of the Lincoln University preparatory school, and 50 came from other high schools in the State of Missouri and elsewhere. The two others were graduates of high schools in Missouri not accredited by the State department of education. They entered without college examination. Admission is permitted with a maximum of two conditioned units, which must be worked off by the end of the first year. Conditioned students registered in the college numbered 2 in 1922-23, 5 in 1923-24, 4 in 1924-25, 4 in 1925-26, and 3 in 1926-27. Most of the conditioned students are unable to present the necessary prescribed units. The college accepts special students, who desire to take partial courses not leading to degrees. The number enrolled for the past five years included 13 in 1922-23, 10 in 1923-24, 1 in 1924-25, 1 in 1925-26, and 1 in 1926-27.

### GRADUATION REQUIREMENTS

Curricula in the college are divided into department groups. To obtain the degree of bachelor of science in education, bachelor of science, or bachelor of arts, students are required to select a major in

one department or department group, earning not less than 22 semester hours of credit in it. A minor consisting of 12 semester hours must also be completed in some closely related field within a department group. An outline of the department groups follows:

1. English and literature.
2. Foreign language, including French, German, and Latin.
3. Science and mathematics, including biological science, chemistry, mathematics, and physics.
4. Social science, including history, government, economics, and sociology.
5. Professional, including education, psychology, and philosophy.

Total requirements for graduation in the four-year courses consist of 120 semester hours of credit. Ninety semester hours of credit are required for completion of the three-year course in teacher training, 60 for the two-year course, and 30 for the one-year course. In addition to the regularly prescribed credits, each student must earn four in physical education.

Of the 120 semester hours of credit required for graduation in the course leading to the bachelor of science degree in education, 24 credits are prescribed in education, 6 in English, 6 in history, 15 in mathematics and science, 10 in foreign languages, 22 in a major subject, and 12 in a minor subject. The 25 remaining credits are free electives.

In the course leading to the bachelor of arts degree the prescribed subjects include 6 credits in English, 6 in history, 10 in modern languages (French, Latin, or German), 15 in science, 22 in a major, and 12 in a minor subject. The other 49 credits are elective, and it is permissible to elect as high as 15 hours in education.

The bachelor of science degree is granted upon the completion of the following prescription: Six semester hours of credit in English, 6 in history, 10 in modern languages (French or German), 15 in science, 22 in a major selected in science, and 12 in a minor closely related to science. Of the remaining 49 credits, all are elective.

Requirements for completion of the two-year course in teacher training, which comprises 60 semester hours, include 16 semester hours of credit in education, 6 in English, 6 in history, 5 in chemistry or biology, 4 in art, 4 in music, and 3 in mathematics, with 18 credits elective. In the one-year course in education requiring 30 semester hours for graduation, 10 credits in education, 6 in English, 6 in history, 2 in art, and 2 in music are prescribed, with the 6 remaining credits elective.

An outline of the three-year course in education showing prescribed work is omitted from the institution's catalogue.

### ENROLLMENT

Enrollment of students in the liberal arts college at Lincoln University has shown a progressive growth during the past five years. An average increase of 23 college students has occurred annually for

this period, while a comparison between the attendance in 1922-23 and 1926-27 shows a total gain of 94 students, the percentage being 108.

TABLE 2.—*Student enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	54	29	2	2	87
1923-24.....	66	39	9	3	117
1924-25.....	61	47	18	6	132
1925-26.....	72	52	29	17	170
1926-27.....	75	60	21	25	181

A careful scrutiny of Table 2 reveals the fact, however, that large losses of students are occurring between the different classes in the college. The freshman class of 1922-23 declined from 54 students to 17 students in the senior class of 1925-26. In the case of the 1924-25 freshman class, a mortality of 65.5 per cent has been recorded, although it has proceeded only as far as the sophomore year. The principal cause of the student loss in the college is that many students upon the completion of the one, two, and three year teacher-training courses leave the institution to secure their teachers' certificates and begin teaching in the State's public schools.

### DEGREES GRANTED

The college has granted 36 degrees in course in the past five years, of which 18 were bachelor of arts degrees.

TABLE 3.—*Degrees granted*

Year	Bachelor of arts	Bachelor of science	Bachelor of science in education	Total
1922-23.....	0	0	0	0
1923-24.....	2	0	0	2
1924-25.....	4	1	0	5
1925-26.....	2	2	4	8
1926-27.....	10	4	7	21
Total.....	18	7	11	36

During this five-year period, 328 students have entered the college and out of this total 36 have graduated with degrees.

The institution does not grant honorary degrees.

### FACULTY

Lincoln University faculty is well organized and sufficient in size for the college needs. It consists of 17 members, or approximately 1 teacher to every 11 students enrolled in the college. Of the total, however, only 9 are exclusively college teachers, the remaining 8 having classes in both the college and the institution's high school.

The college is divided into nine departments of instruction, each headed by a professor with the exception of the art department, which is in charge of an instructor. In the distribution of work it was found that no teachers have been assigned classes outside of their departments and that the functioning of the departmental organization was in accordance with modern college practices. The departments of instruction include: Art, education, English, foreign languages, home economics, mathematics, music, science, and social science.

The training of the faculty of Lincoln University is of a high order and is approaching standard requirements, as disclosed by the following compilation:

TABLE 4.—*Training of the teaching staff*

Teacher	First degree	Where obtained	Graduate degree and graduate work
1	A. B.	Howard University	A. M. at University of Pennsylvania.
2	A. B.	Ivingsstone College	A. M. at University of Cincinnati.
3	A. B.	Howard University	A. M. at University of Oregon.
4	A. B.	Colgate University	One summer at University of Chicago, 2 summers at University of Iowa.
5	A. B.	Lincoln University, Pa.	B. D. at Union Theological Seminary.
6	A. B.	Illinois Normal School	A. M. at University of Chicago, Ph. D. at University of Chicago.
7	A. B.	Williams College	A. M. at Harvard University.
8	A. B.	Harvard University	A. M. at Columbia University, 1 term at University of Dijon, France.
9	A. B.	University of Kansas	A. M. at University of Iowa.
10	A. B.	Fisk University	A. M. at University of Pennsylvania.
11	A. B.	Lincoln University, Pa.	One term at University of Iowa.
12	A. B.	Talladega College	One term and 1 summer at Boston University.
13	B. I. I.	Emerson College	One summer at University of Chicago and 1 summer at University of Illinois.
14	A. B.	University of Illinois	
15	B. S.	Bradley Polytechnic Institute	
16	None		
17	Mus. B.	University of Kansas	One summer at American Conservatory of Music, Chicago.

The entire membership of the college teaching staff has obtained undergraduate degrees except the instructor in the art department. Of these, nine were secured from well-known northern colleges. The remaining seven first degrees were obtained from negro colleges. Eight of the faculty also hold masters' degrees and one a doctor's degree from northern universities, while one has an advanced degree from a negro theological seminary. Six of the college teachers without graduate degrees are pursuing graduate work leading to masters' degrees, at such institutions as the Universities of Chicago, Illinois, Boston, and Iowa. Thus approximately 90 per cent of the faculty have either received advanced training or are qualifying themselves for higher training through graduate study.

The faculty of Lincoln University is made up chiefly of new members, 76.4 per cent having joined the staff within the past five years. Service records of the faculty are as follows: Three teachers have served for 1 year, 4 for 3 years, 5 for 4 years, 1 for 5 years, 3 from 6 to 8 years, and 1 for 14 years. It is evident from these figures that

the tenure of the members of the staff is uncertain and too short. Apparently in practice, even in the case of efficient service, no confidence of continuing service has existed. The older teachers include three instructors in mathematics, education, and history who have served between 6 and 8 years. A fourth who has served 14 years at the college is the instructor in art, and, as previously stated, the only member of the faculty without a degree.

The annual stipends of the college teaching staff at Lincoln University are above the average paid generally in negro institutions and in some instances compare favorably with salaries in white colleges. Full professors receive from \$2,250 to \$3,200; and assistant professors, including instructors, receive from \$1,800 to \$2,250 annually. The average of the salaries is \$2,380. The salary schedules are as follows: One teacher receives \$3,200, four \$3,000, three \$2,800, one \$2,250, one \$2,000, and seven \$1,800. In providing an equitable remuneration for the members of the faculty, it is apparent that Lincoln University has accomplished an achievement that few other negro colleges have been able to realize. The president's salary is \$4,000 annually, with a perquisite of \$1,200, making his total remuneration \$5,200.

The work in the college has been so distributed that none of the teaching staff is burdened with excessive student clock-hour loads. Of the faculty, 16 teachers, or 94.1 per cent, have loads less than 400 student clock hours; and 9 teachers, or 52.9 per cent, have less than 200 hours. The teachers with a high load, between 401 and 500 student clock hours, is an instructor in mathematics who gives instruction in three high-school classes in addition to his college duties.

Teaching schedules show 1 teacher with 2 hours of teaching per week, 2 with 7 hours, 1 with 8 hours, 1 with 10 hours, 1 with 11 hours, 1 with 13 hours, 2 with 14 hours, 3 with 15 hours, 1 with 16 hours, 1 with 17 hours, 1 with 18 hours, 1 with 19 hours, and 1 with 23 hours. Thus only 1 teacher has a load of over 19 hours per week. The instructor with 23 hours teaches three college and three high-school classes. It would seem advisable to relieve him of a part of his assignments in the institution's preparatory school.

In 1926-27 there were 59 classes conducted in the college, of which 56 contained less than 30 students. It is obvious, therefore, that the sizes of the classes are such as to facilitate efficient instruction. The three larger classes, varying from 31 to 40 students in size, are classes in education and English, one being a class in practice teaching.

### EDUCATIONAL EQUIPMENT

Lincoln University has a very good college library located in Memorial Hall, the administration building. It is well equipped and arranged with regard to space. The library contains 9,036 books and

1,200 public documents, most of which provide the necessary collateral reading for the courses offered in the college. A fairly ample number of periodicals is available, but since the institution specializes in teacher training, an unusual shortage of educational magazines and similar current publications was noticeable. The institution has been making exceptionally large expenditures on its library during the past two years, as shown in the accompanying table.

TABLE 5.—*Library expenditures*

Item	1923-24	1924-25	1925-26	1926-27
Books.....	300	800	2,200	3,000
Magazines.....	20	32	175	350
Supplies.....		70	176	112
Salaries.....		1,650	1,930	1,930
Total.....	320	2,552	4,481	4,292

The librarian, who is employed full time, received her training at the Hampton Institute Library School.

Lincoln University's scientific laboratories are superior in quality, being provided with modern equipment and facilities for experimental work. The physics laboratory is of a standard type in every respect. Laboratories in chemistry and biology are also excellent, although insufficient quarters are provided in the case of the biological laboratory.

TABLE 6.—*Laboratory expenditures*

Years	In biology	In chemistry	In physics
<b>For permanent equipment:</b>			
1922-23.....		\$400	
1923-24.....	\$245	175	\$110
1924-25.....	375	110	75
1925-26.....	1,600	500	1,600
1926-27.....	2,600	1,000	1,700
<b>For supplies:</b>			
1922-23.....		125	
1923-24.....		200	
1924-25.....	75	250	40
1925-26.....	227	375	98
1926-27.....	300	1,200	126
Total estimated present value of equipment.....	3,300	7,425	6,776

The total estimated present value of scientific equipment and supplies owned by the institution amounts to \$19,800.

### EXTRACURRICULAR ACTIVITIES

Athletic activities at the college are administered by a joint committee of the faculty and the student body. Its composition includes 7 members of the faculty, 8 students, and 2 alumni. The committee meets at least three times a year. Lincoln University is not a member of any intercollegiate association, conference, or similar organi-

zation. There are no fraternities or sororities at the college. A number of extracurricular activities, however, have been established, the principal ones being Phi Delta debating society, three literary clubs, one chorus, an orchestra, and a band and glee club.

### CONCLUSIONS

In its examination of Lincoln University, the survey committee found the institution efficiently administered in practically all its departments and rendering a high type of service as a liberal arts and teachers' college. The primary aim of a land-grant college is to provide education of a collegiate grade in agriculture and mechanic arts. Lincoln University is wholly lacking in essential equipment, facilities, and teaching staff for conducting work of this character.

An investigation into the source of this deficiency led to the discovery that while the institution was receiving a small allotment of Federal funds appropriated by Congress toward the maintenance of this type of college for negroes, the State itself had failed to supplement them sufficiently either in the form of capital or maintenance outlay for proper development.

The foregoing report has presented in detail the various functions of Lincoln University and the methods used in carrying them into effect. Based on the facts developed and discussed, the following recommendations are made by the committee:

That in case the institution is to continue to be designated as the official negro land-grant college of Missouri, immediate action be taken by the State to provide the necessary facilities for college instruction of a standard quality in agriculture and mechanic arts.

That in order to relieve the congestion existing in the college and the lack of classroom space, the institution be provided with a new academic building of adequate size to meet its present and future needs.

That considering that no graduate or professional work is being done at the institution and that its present name is identical with that of Lincoln University, a negro institution of university rank located in Pennsylvania, its name be changed to Lincoln College of Missouri.

## Chapter XIV

# NORTH CAROLINA

CONTENTS.—Introduction—Negro Agricultural and Technical College of North Carolina—Johnson C. Smith University—Kittrell College—Livingstone College—Shaw University—St. Augustine's School—Winston-Salem Teachers' College—North Carolina State Colored Normal School—North Carolina College for Teachers

The State of North Carolina is making rapid strides in the promotion of higher education for the benefit of its negro population. There are 12 negro institutions of higher learning in the State, 5 of which are publicly supported and controlled. The entire number is included in this survey. The list of institutions follows: The Negro Agricultural and Technical Institute, Greensboro; Bennett College for Women, Greensboro; Joseph K. Brick Junior College, at Bricks; State Normal School for the Negro Race, Fayetteville; Johnson C. Smith University, Charlotte; Kittrell College, Kittrell; Livingstone College, Salisbury; Shaw University and St. Augustine's School, Raleigh; Winston-Salem Teachers' College, Winston-Salem; North Carolina State Colored Normal School, Elizabeth City; and North Carolina College for Negroes, Durham.

The geographical distribution of these colleges is excellent, every section of the State having at least one institution conveniently located for the higher education of its negro inhabitants. Only in two cases is more than one college located in the same city, two being situated at Raleigh, the capital of the State, and two at Greensboro. One of the latter is a men's and the other a women's college.

Negroes attending these 12 colleges in North Carolina number 1,351 out of a negro population of 829,000. There are 16 members of this race obtaining higher learning for each 10,000 negro inhabitants. The high proportion of negroes in North Carolina enrolled in these colleges is in part accounted for by the consistent policy of the State in developing secondary schools for negroes. The records show that 8,197 negro youths are in attendance at high schools, or 98 for every 10,000 population. The white high-school enrollment amounts to 76,370, the ratio being 382 to each 10,000 population.

Responsibility for the advanced stage of negro higher education in North Carolina is due to favorable public sentiment existing in the State and to the activity of the State department of education. A complete division of negro education, headed by a director with

eight assistants, is maintained in the department. The State-supported negro teacher-training institutions are under the direct supervision of the department of education in most cases, and inspections are made of them by the director several times a year. Privately supported colleges are also examined at frequent intervals upon the basis of cooperation in their development.

The department publishes and keeps on file a list of accredited negro higher educational institutions located both in and outside of the State. High standards are required before approval is extended to the institutions, which are classified into junior colleges, normal schools, and senior colleges. North Carolina, through its department of education, exercises direct supervision over the summer schools conducted at all the colleges, both public and private, in order to promote the training of public-school teachers. Negro schools which offer college courses are also organized by the department in every county in the State during the summer vacation season.

Expenditures for negro higher education by the State of North Carolina for the biennium of 1927-1929 amount to \$882,500, of which \$457,500 is for maintenance and \$425,000 for capital outlays.

### **NEGRO AGRICULTURAL AND TECHNICAL COLLEGE OF NORTH CAROLINA**

*Greensboro, N. C.*

The Negro Agricultural and Technical College of North Carolina was established in 1891 by an act of the General Assembly of North Carolina. The establishment of this school was one of the responses on the part of the State to the provisions of the Morrill Act passed by the Congress of the United States.

The institution is governed by a board of trustees of 15 members, who are elected by the general assembly for a term of six years and 5 of whom are chosen every two years. The members of the board are white. The trustees have power to prescribe rules for the management and preservation of good order and morals at the college; to elect the president, instructors, and as many other officers as they shall deem necessary. They have charge of the disbursement of funds and have entire general supervision of the establishment and maintenance of the college.

The institution includes two divisions—the college and the high school. These, however, do not include the commercial school, the night school, and the summer school. The total enrollment of the institution in 1926-27 was 714, of whom 101 were in the collegiate division, 216 in the high school, 73 in the commercial and night schools, and 324 in the summer school. The attendance of the school is limited to men.

As the result of an inspection in 1927 the college was accredited by the State department of public instruction. The State department recommended that the graduates of the college be recognized as having completed a credit of 108 semester hours of standard college work in agricultural, mechanical, or general science. The State department is to issue to graduates of the Negro Agricultural and Technical College of North Carolina, upon the completion of 12 additional semester hours in summer school or otherwise, its class A teacher's certificate. Later in 1927 the State department recognized the institution as a standard four-year college.

Several graduates of the college have been admitted to advanced standing in other recognized colleges and universities. These institutes include Lincoln University, Pa., Cornell University, Northwestern University, and Harvard University. Graduates of the college have been admitted to the law school of the University of Pennsylvania, the Meharry Medical School, and the Howard University Medical School.

### ADMINISTRATION

The financial administration of the college is directly in the hands of the president, who is assisted by the secretary-treasurer and the bursar. The college finances are handled in accordance with the budget and accounting classifications provided by the State for its own offices and the institutions under its control.

The table following shows the income of the college for the past five years, not including permanent improvements:

TABLE 1.—Income, 1922-1927

	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$30,000	\$60,000	\$60,000	\$62,500	\$65,000
Federal appropriations.....	16,500	16,500	16,500	16,500	16,500
Student fees <sup>1</sup> .....	22,780	25,786	24,986	35,421	34,633
Sales and services.....				58,491	59,007
<b>Total</b> .....	<b>69,280</b>	<b>102,286</b>	<b>106,486</b>	<b>172,902</b>	<b>175,140</b>

<sup>1</sup> Subsistence receipts are not included in student fees.

The State has made large appropriations for permanent improvements for the past five years, the amounts including \$57,500 in 1922-23, \$138,700 in 1923-24, \$138,750 in 1924-25, \$20,000 in 1925-26, and \$20,000 in 1926-27. State appropriations for permanent improvements in 1923-24 and 1924-25 were for the construction of a 50-room dormitory, a large dining hall, power plant, laundry, and equipment. The appropriations for permanent equipment in 1925-26 and 1926-27 were for a dairy barn, with equipment and herd, also for classroom and laboratory equipment.

The total income of the college for 1926-27 was \$175,140, an increase of 153 per cent in the past five years. Of this sum, 37 per cent came from the State, 33.8 per cent from sales and services, 19.8 per cent from student fees, 9.4 per cent from Federal appropriations, not including Smith-Hughes funds. The money from the State appropriations is used by the institution for salaries, administration general overhead, and operating costs. No money appropriated by the State can be used for athletic or recreational purposes.

The money received from the Federal Government is spent subject to the regulations of the Morrill Act and Nelson amendment and is largely devoted to paying salaries of teachers in agricultural and technical subjects. The college also receives \$5,000 annually under the provisions of the Smith-Hughes Act for paying the salaries of teacher trainers in agriculture and industry. It is apparent from a study of the foregoing table that the State of North Carolina shows a marked interest in the college. As the Federal appropriation is fixed by law, no increase may be expected unless the ratio of colored population compared with the white increases very materially.

The income from student fees has grown steadily. In 1925-26 there was a gain of \$5,435 in student fees over the previous year, due to better management, largely because of abolishment of an excess of student labor and the discontinuance of special rates to sons of clergymen.

The student fees are nominal and include: Matriculation, \$5; tuition, \$2 a month; incidentals, \$2; registration for former students, \$1; dining-hall fee, \$1; medical fee, \$1; library fee, \$1; athletic fee, \$5; and lecture fee, \$2. The following yearly payments are required for trade, technical and mechanical students: Auto mechanics, \$5; blacksmithing, \$3; carpentry, \$3; electricity and plumbing, \$2; machine-shop practice, \$2; masonry, \$2.50; photography, \$5; shoe-making, \$3; commercial course, \$3; tailoring, \$5; general science, \$1; chemistry, \$2; physics, \$2; and biology, \$2.

Free tuition is allowed any student for one year following a year in which he is on the honor roll for three consecutive terms. A scholarship of \$25 applicable to board, lodging, and tuition is allowed to the student completing the freshman year with the best record in scholarship and deportment. Another scholarship covering lodging, board, and tuition amounting to \$25 is awarded the student making a similar record during his sophomore year. Excellent opportunities for self-help are offered students. Work is provided in the various industries of the college, including dining room, kitchen, laundry, and farm. Students may secure employment during the day and attend school at night, earning \$16 per month.

During the past two years the gross income from sales and services has been nearly \$60,000 a year. This comes from various business

enterprises conducted by the college, such as the dining-room service, the farm and green house, the dormitories, the agricultural and mechanical departments, and the shoe shop. As the college was founded upon the basis of Federal and State support, there has been no attempt to create an endowment.

The business offices of the college were found by the survey committee to be well equipped, and it was favorably impressed by the careful accounting system in use. This system includes monthly and quarterly reports and requests that are made to the State treasurer in conformity with the annual budget. Under this system a monthly inventory is kept which has proved to be useful in avoiding wasteful expenditures and in conserving college equipment.

The State carries insurance on all college buildings with the exception of those that are fireproof. The contents of the buildings are insured also.

The college employs a registrar who has an office equipped for his duties. The registration methods were found to be thorough and students' and teachers' records covered all essential details required to maintain the necessary contacts with the student body.

### *BUILDINGS AND GROUNDS*

The campus of the college is 28 acres in size and is valued at \$73,600. It is well located from the standpoint of an urban college, as it is in the center of a large negro community not far distant from the main part of the city and paralleling one of the principal State highways. About a half mile distant is the college farm, 100 acres in extent and valued at \$90,000. While the farm is inconveniently located from the standpoint of teaching agriculture, this difficulty is partly offset by the use of a bus which transports agricultural students from the classes at the college to the farm where demonstrations and practice are carried on. The location of the farm is of such a character as to insure increased value of the property, thus augmenting continually the value of the capital investment of the State.

There are 16 college buildings, 6 being modern in all respects. The other buildings are older but are in a fair state of preservation. They are for the most part of brick construction. However, only 8 of the buildings may be considered as free from the danger of fire.

It is estimated that the entire school plant, including both grounds and buildings, is worth approximately \$1,000,000.

The appearance of the buildings and grounds is excellent. The officers responsible for their care are the matron and the campus foreman. The buildings are cleaned daily by student labor. The students receive credit on their board bills for this work.

### PREPARATORY SCHOOL

According to the conditions of the charter, the Negro Agricultural and Technical College of North Carolina does not need to maintain a preparatory school. Nevertheless, as in the case of the majority of negro land-grant colleges, much of the instruction in agriculture and mechanic arts has been for a number of years limited to work on a secondary school level.

Under the present organization, students in the college and the preparatory school have separate dormitories and classrooms. Several members of the college staff teach classes in the preparatory school. On the other hand college and preparatory students do not attend the same class exercises. It is the plan of the college to discontinue preparatory work as soon as the conditions warrant it. But in any event the vocational courses in agriculture and trades under the Smith-Hughes law will be continued indefinitely.

### EDUCATIONAL PROGRAM

Admission to the college is on a basis of a certificate from a standard accredited high school showing 15 units of credit. Every student entering on a certificate must present through the principal of his former school a transcript covering his entire record of subjects and grades for four years, together with a statement from his teacher giving an estimate of his character.

Of the 15 units of credit, the applicant must have had at least 8 units selected from the following subjects: English, 4 units; history, 2 units; algebra, 1 unit; plane geometry, 1 unit; and science, 1 unit; with 2 elective units in foreign languages. The remaining credits making up the 15 may be offered from the following subjects: English, 1; foreign languages, 2; mathematics, 1; science, 2; history, 1; mechanical drawing, 1; agriculture, 2; and manual training, 1. Admission is also permitted by passing an entrance examination at the college. Students entering the freshman class of 1926-27 numbered 56, of whom 27 were graduates of the high school of the Agricultural and Technical College of North Carolina, while the other 29 entered from other accredited high schools. No students were admitted by examination.

The records of the college show that no conditioned students have entered the freshman class during the past two years, although admission is permitted with one conditioned subject, which must be worked off by the end of the first year. Six special students were admitted in the academic term of 1926-27. Special students are defined as those who are not candidates for a degree.

### GRADUATION REQUIREMENTS

The requirements for graduation in the several divisions or departments according to curricula are as follows:

1. Academic..... 210 term-hour credits (140 semester hours).
2. Agricultural..... 216 term-hour credits (144 semester hours).
3. Automotive..... 235 term-hour credits (156.6 semester hours).
4. Building construction..... 235 term-hour credits (156.6 semester hours).
5. Power-plant management... 235 term-hour credits (156.6 semester hours).
6. Industrial education, two-year course for teachers of trades and industries.

Each student is required to take the course in military science, for which no formal credits are given, except in the first two years of the academic course of study. Those who graduate from the academic department receive the degree of bachelor of science; those who graduate in agriculture, the degree of bachelor of science in agriculture; those who graduate in the mechanic arts, the degree of bachelor of science in mechanics.

The 210 term hours of credit required for graduation in academic subjects include 36 in English, 15 in foreign language, 29 in science, 12 in mathematics, 18 in history, 14 in economics and sociology, 27 in psychology and education, 6 in music, and 6 in military science. The remaining credits are elective. For graduation in the agricultural curriculum the student must earn 216 term hours of credit from the following list of subjects: 88 credits in agriculture, 56 in science, 36 in English, 23 in education, 15 in economics, 7 in psychology, 3 in sociology, and 3 for a graduation thesis.

Graduation requirements in the automotive engineering curriculum, which consist of 235 term hours of credit, include 121 credits in mechanics and automotive engineering, 30 in English, 21 in mathematics, 30 in science, 12 in foreign languages, 12 in psychology, 9 in economics, and 3 for a graduation thesis. In the case of the building-construction curriculum the 235 term hours of credit must be earned from the following group of subjects: 117 credits in mechanics and building construction, 30 in English, 21 in mathematics, 30 in science, 12 in foreign languages, 4 in psychology, 9 in economics, and 12 in education.

Prescribed work required for completion of the power-plant management curriculum from which the 235 term hours of credit must be secured comprise 118 credits in mechanics and power-plant management, 30 in English, 21 in mathematics, 30 in science, 12 in foreign language, 4 in psychology, 9 in economics, and 12 in education. The two-year course for teachers of trades and industries, includes, as required subjects, 9 term credits in economics, 6 in strength of mate-

rials, 3 in mechanisms, and 18 in education and psychology. In addition, group electives are to be chosen from one of the elective groups in automotive engineering, building construction, or power-plant management.

A study of the program of study of the institution reveals the development in principle of a sound educational organization which in the opinion of the committee may possibly be made more perfect in form. The college includes an agricultural division with 49 courses of study, a mechanic arts division with 19 courses of study, a department of industrial education with 7 courses of study, and an academic (collegiate) division with 61 courses of study. While each department maintains the courses that are suited to its needs, there is evidence of considerable division in the courses in education, some of which are listed in the department of agriculture, others in the industrial-education department, and others in the academic department. In other subjects similar divisions may be noted.

It seems, in view of the development of collegiate work within the past five years, that the college could strengthen its organization by establishing as the basic service division a college of arts and sciences, including all courses and work in education, psychology, and mathematics, now separated in the other departments. That upon this foundation two-year schools of agriculture and mechanic arts might be established, utilizing as much of the first two years' work in the college of arts and science as may be suited to their respective curricula programs. The term "department" in the future should be restricted to the educational subdivisions within the college of arts and sciences and the schools of agriculture and mechanic arts; such as the departments of English, mathematics, history, agronomy, mechanics, etc.

### ENROLLMENT

The growth in attendance at the Agricultural and Technical College is shown in the accompanying table. Since 1922-23 the increase in enrollment in the college courses has been 140 per cent.

TABLE 2.—Enrollment of college students, 1922-1927

Year	Freshman	Sophomofs	Junior	Senior	Total
1922-23.....	3	15	18	0	42
1923-24.....	3	6	14	16	39
1924-25.....	19	2	7	15	43
1925-26.....	42	13	2	8	65
1926-27.....	56	27	15	5	101

The growth is particularly marked in the freshman classes since 1924-25. However, the increase in the sophomore classes of 1925-26 and 1926-27 and of the junior class in the latter year seems to indicate a healthy condition.

The loss between the freshman and sophomore classes has not been excessive as compared with other institutions. The loss between the freshman class of 1924-25 and the sophomore class of 1925-26 was 31 per cent and between 1925-26 and 1926-27 it was 35 per cent. In 1923-24 there was a gain of three students in the sophomore class over the freshman class, which is explained by the transfer of three students taking Federal rehabilitation work.

Increases between the junior and senior classes are shown during the past three academic years, there being five more seniors in 1926-27 than juniors in 1925-26 and one additional in each of the previous terms. This is explained by the fact that students making up the increases were transferred students, students repeating the work, or old students returning to college. The number of resident noncollegiate students enrolled in the institution for the year 1926-27 included 216 senior high-school students and 73 commercial and night-school students, the total being 289.

### DEGREES GRANTED

Within the past five years the college has granted 29 first degrees in agriculture and 26 in mechanic arts. Of the bachelor of science degrees of agriculture, 3 were granted in 1921-22, 1 in 1922-23, 12 in 1923-24, 7 in 1924-25, and 6 in 1925-26, and of the bachelor of science degrees in mechanic arts, 10 were granted in 1921-22, 4 in 1922-23, 4 in 1923-24, 7 in 1924-25, and 1 in 1925-26. The larger number of degrees granted in 1922 and 1924 is due to the increased enrollment in the classes entering the college immediately following the World War. The higher standards of scholarship enforced within the last two years have reduced the number of degrees granted in 1925-26. The Agricultural and Technical College of North Carolina has not granted any honorary degrees.

### THE FACULTY

The college faculty of the Negro Agricultural and Technical College of North Carolina consists of 15 members, according to the present organization. In addition there are 16 teachers in the secondary department, making a total staff of 31. A few of the college teachers give instruction also in the high school.

The academic organization is extensive in scope, consisting of 15 divisions, which include: Agriculture, biology, physics, chemistry, psychology and education, English, history, industrial education, mechanics, engineering, music, modern languages, mathematics, vocational agriculture, and physical education. Under the present organization each division is headed by a professor, all the teachers in the college holding this rank. In view of the comparatively new

development of college courses, designation of associate and assistant professors in each of the subject-matter departments has not been made. The survey committee is of the opinion, however, that as soon as the growth of the college permits, careful consideration should be given to the matter of faculty status, not only with respect to title but also as relates to salary schedules for the different professional ranks.

The members of the faculty hold bachelors' degrees in arts or science from well-recognized institutions. Seven of the sixteen members listed hold advanced degrees, while three have taken graduate work in well-known universities. The table following shows the present educational status of the faculty. The teaching staff has been completely reorganized within the last two years, being almost wholly made up of new members who have served for a period of one year. The administration has succeeded in bringing together a group of well-trained young men who will carry out more fully in their instruction the specific aims of the land-grant college. The committee also wishes to commend the practical methods used by the administration in bringing different faculty groups together for the study of better teaching methods.

TABLE 3.—Training of the faculty

Case	First degree	Where granted	Advanced degree or graduate work	Where obtained
1	B. S.	Howard University		
2	A. B.	Tougaloo College		
3	A. B.	Harvard University	Graduate work	University of Wisconsin.
4	B. S.	Massachusetts Institute of Technology.	Ed. M.	Harvard University.
5	A. B.	Morehouse College		
6	B. S.	Massachusetts Institute of Technology.	A. M.	Boston University
7	A. B.	Morehouse College	Summer school	
8	B. S.	Cornell University	3 years	Cornell University.
9	B. S.	Massachusetts Institute of Technology.	1 year	Hampton Institute.
10	A. B.	Williams College		
11	B. S.	Syracuse University	A. M.	Harvard University.
12	B. S.	Tufts College	M. S.	University of Iowa.
13	A. B.	Otterbain College	Graduate work	Do.
14	A. B.	Amherst College	A. M.	Columbia University.
15	B. S.	Iowa State College	Diploma	University of Paris.
16	B. S.	Hampton Institute	Half year toward M. S.	Iowa State College.
			M. S.	Do.

<sup>1</sup> Dean.

<sup>2</sup> Director. All others listed are professors.

The salaries of the faculty vary from \$1,500 to \$2,400. One receives \$1,500 yearly, two receive \$1,600, nine receive \$1,800, the dean of the college \$2,100, and the director of the agricultural department \$2,400. The president receives \$3,600 a year without perquisites. A comparison of salaries with those of other institutions will show that the Agricultural and Technical College of North Carolina is beginning to compensate its professors on a more substantial basis than in many institutions of the same type. However,

as the college in recent years has undertaken to obtain teachers who have been trained in the best institutions of the country, in order to reach the standards set up by the State, it is justified in paying better salaries.

A study of the student clock-hour loads of the members of the faculty indicates that four are carrying somewhat more than the normal load. Teaching schedules show 4 teachers with loads of less than 100 student clock hours, 2 between 101 and 200 hours, 1 between 201 and 300 hours, 4 between 301 and 400 hours, and 4 between 401 and 500 hours. The teachers with excessive loads are those who teach in both the college and the high school.

Abnormal conditions were found with regard to the hours per week of teaching assigned to the staff. According to the information furnished, one teacher was giving classroom instruction of 1 hour per week, one 3 hours, one 8 hours, one 14 hours, two 15 hours, two 18 hours, two 20 hours, one 23 hours, one 26 hours, one 27 hours, and one 30 hours. It is the survey committee's opinion that the professor of language with a teaching load of 23 hours a week, the professor of electricity with 26 hours, the professor of agriculture with 27 hours, and the professor of mechanical and architectural drawing with a load of 30 hours should be relieved of some of their class work, although in the case of those whose work is largely in the laboratory or drawing room they may be expected to carry a somewhat heavier teaching load than those whose work is exclusively in the classroom. It is essential to avoid college teaching loads which will prevent the professor from doing his full duty in preparation, in making personal contacts with the students, and in taking an active part in faculty meetings.

The classes in the college are not well organized. There are too many small classes. In 1926-27 the records show 11 classes from 1 to 5 students in size, 10 from 6 to 10 students, 12 from 11 to 20 students, 9 from 21 to 30 students, 3 from 31 to 40 students, and 3 from 41 to 50 students. There are, therefore, 21 small classes out of 48 classes in the college, and in view of this fact it is evident that the college is now prepared to increase greatly the enrollments in at least all of these classes without endangering classroom efficiency. This is particularly true from the point of view of teachers.

### EDUCATIONAL EQUIPMENT

The library of the college contains 5,063 books. It is housed in two connected rooms in the main building of the college. A full-time, trained librarian is employed, who is a member of the faculty. A student assistant is also employed. The library, although somewhat crowded, is well organized and is catalogued according to the

Dewey decimal system. In 1926-27, \$2,000 was set aside for the purchase of new books, of which \$450 had been paid by the students. Table 4 shows the expenditures for the library during the past five years.

TABLE 4.—*Library expenditures*

Items	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$400.00	\$456.00	\$1,506.61	\$450.00	\$1,500.00
Magazines.....	13.75	15.00	21.50	25.00	30.00
Supplies.....	56.70	241.92	106.65	172.85	300.00
Salaries.....	90.00	90.00	1,250.00	1,500.00	1,500.00
Total.....	560.49	802.92	2,884.96	2,177.85	3,230.00

The laboratory and shop facilities have been greatly improved in the last few years. Particular attention has been given to the installation of first-class equipment in mechanics and electricity. Table 5 shows the growth of expenditures for scientific equipment and supplies for the past five years.

TABLE 5.—*Expenditures for scientific equipment and supplies*

Expenditures	In biology	In chemis- try	In physics	In me- chanic arts
<b>For permanent equipment:</b>				
1922-23.....	\$300.00	\$1,955.50	\$1,125.00	.....
1923-24.....	1,600.00	680.00	692.40	\$4,025.17
1924-25.....	100.00	502.23	800.00	200.00
1925-26.....	100.00	510.56	400.00	178.72
1926-27.....	22.41	1,144.98	281.34	127.30
<b>For supplies:</b>				
1922-23.....	123.76	700.00	125.00	300.27
1923-24.....	111.00	750.24	178.67	316.18
1924-25.....	178.00	888.82	178.76	387.18
1925-26.....	88.78	662.32	157.60	376.10
1926-27.....	157.16	575.00	276.19	311.00
Total estimated present value of equipment.....	2,536.00	7,800.00	3,800.00	5,500.00

The figures given under mechanic arts represent expenditures for engineering, mechanical, electrical, and other equipment. The supplies listed under this heading are expenditures for oil, grease, belts, minor replacement, and testing materials.

More equipment is needed for the college laboratory in biology. The expenditure of \$1,600 made in 1923-24 was devoted to improvements in the laboratory for the high school. An increase in the permanent equipment of the physics laboratory is also essential. As funds are to be available in the near future, these necessary improvements are assured.

Careful record is made of depreciation in the laboratories, which is figured on a basis of 5 per cent, this percentage having been approved by the budget officer of the State.

### EXTRACURRICULAR ACTIVITIES

The college encourages recreational activities of the students. It has made considerable provision for indoor recreation and games in the gymnasium and in the clubroom. However, the college will be justified in improving these facilities and making them more attractive to the young men.

The athletic activities are controlled by a committee composed of three members of the faculty, who are appointed by the president; one representative of the alumni, who at present is a member of the faculty; and one student selected by the student body, who is the president of the athletic association of the school. The dean of men is the chairman of the committee.

The college is a member of the Colored Intercollegiate Athletic Association. Purity of athletics is maintained through the enforcement of the by-laws and regulations of this association.

The Phi Beta Sigma is the only fraternity at the institution. It is under the indirect control of a committee of the faculty, who are members of the fraternity. Rules for the governing of fraternities are now being worked out by this committee.

Two literary societies exist for stimulation of the students in debate, oratory, and essay writing, and in the use of parliamentary law. Membership in at least one of these societies is compulsory. There are also two technical societies which are devoted to studies in agriculture, mechanics, and chemistry.

### SERVICE TO SOCIETY

The Agricultural and Technical College of North Carolina has given excellent service to the State and to its own community, and its work is more deserving than ever of the support of the people of North Carolina. Among its graduates is the president of a promising negro college and the president of the largest negro insurance company in the world. The only licensed negro engineer in North Carolina is a member of the faculty of the college.

In considering further the development of the college, the survey committee submits the following suggestions:

That, in view of the growth of the Agricultural and Technical College and the increased support assured to it by the State, the institution in the near future enlarge its objectives so as to include a college of arts and science instead of the so-called academic department which has recently been organized.

It is believed that the college may be reorganized to advantage by substituting for the several major departments now existing a college of liberal arts and sciences, a school of agriculture, and a school of mechanic arts.

That the college of arts and sciences should become the service division for the various technical schools mentioned, as well as for others that may be organized.

That the term "department" be restricted so far as possible to the subject-matter organizations within the several major collegiate divisions.

That the teaching staff be designated, in the future, according to rank, as professor, associate professor, assistant professor, instructor, assistant, and lecturer.

That the teaching loads of those who are carrying an excessive amount of classroom work be reduced.

That the organization of small classes be discouraged, particularly in freshman and sophomore courses.

That the library be enlarged as rapidly as possible until it shall have at least 8,000 modern works, selected with special reference to departmental needs.

That more adequate space be provided for the library and that improvement be made in its furnishings and decoration.

That additional equipment be provided for the departments of biology and physics.

That a modern gymnasium be recommended in the next building program proposed to the State authorities.

### **BENNETT COLLEGE FOR WOMEN**

*Greensboro, N. C.*

Bennett College was established in 1873 by the board of education of the Methodist Episcopal Church. For many years it was conducted largely as a secondary school and was coeducational. In 1926 the board of education of the Methodist Episcopal Church, in cooperation with the Woman's Home Missionary Society, which owned some property on the campus, completely reorganized the institution, converting it into a college for girls and changing its name to the Bennett College for Women.

As a result of this reorganization, each of these church organizations contributed \$1,000 a month for its support, and an independent board of trustees consisting of 21 members was created for the government of the school. A new president was also elected, an entirely new faculty installed, and the physical plant renovated. While the exact legal status of the trustees has not yet been determined, future plans provide for the transfer of the title to the property of the institution to the trustees as a corporate body, with complete jurisdiction over all the affairs of the college.

The board as tentatively organized consists of 18 members, 10 of whom have been appointed by the board of education of the Methodist

Episcopal Church and 8 by the Woman's Home Missionary Society of that church. Ten of the trustees are white and eight are negroes. Most of them are leading representatives of the Methodist Episcopal Church from both the North and the South and include a white bishop and a colored bishop. Within the near future the 3 additional members of the board are to be selected, making up the total of 21, and the length of the term of the trustees is to be determined. The question of whether the board is to be a self-perpetuating body is also to be settled.

Officers of the board under its present organization include a president, two vice presidents, a secretary, and a treasurer, who constitute an executive committee with limited powers. This committee meets twice a year, while the full board meets annually. The treasurer is a leading business man of Greensboro. In its administration the president of the college has been given considerable authority, selecting all members of the teaching staff and nominating them to the board and directing in the main the educational program of the school.

Bennett College for Women consists of a college division and a high-school division. In addition a minor division, comprising the eighth elementary grade, is conducted for the benefit of students unable to qualify for the high school. The college division is organized to offer a four-year liberal-arts course, the initial enrollment of students now being in their sophomore year. Extension work on a small scale both in Greensboro and Reidsville, a near-by town, is being done by the college, where classes are held twice a week between 6 and 9 p. m. for public-school teachers seeking to augment their training.

In 1927-28 the North Carolina State Department of Education accredited the institution as a junior college, and students majoring in education after completing the two-year course are awarded State teachers' certificates. The high school has likewise been rated as standard by the State department of education.

Enrollment in the institution in 1927-28 included 211 students, distributed as follows: 50 college, 138 high school, and 23 eighth-grade elementary pupils. While the majority of the students registered in the school are residents of Greensboro and the adjoining counties, several have enrolled from Georgia, Virginia, West Virginia, Arkansas, and Pennsylvania.

#### ADMINISTRATION

Although the reorganized institution had been in existence only a little over a year at the time of the visit of the survey committee, it was functioning smoothly and was being administered effectively.

With the board of education of the Methodist Episcopal Church and the Woman's Home Missionary Society contributing to its

support, the college seemed to be reasonably assured of financial support for future development. In addition, the State of North Carolina has appropriated \$1,200 to pay the salary of a teacher in education, and the North Carolina Methodist Episcopal Church conference is making an annual gift of between \$2,600 and \$3,000 to defray the current expenses of the school.

The income of the Bennett College for Women in 1926-27 totaled \$36,773.25, as shown in the accompanying table:

TABLE 6.—Income in 1926-27

State appropriations.....	\$1, 100. 00
Church appropriations.....	27, 000. 00
Gifts for current expenses.....	2, 600. 00
Net income on sales and services.....	693. 25
Student fees.....	5, 380. 00
Total.....	36, 773. 25

Based on the figures presented above, the chief sources of support of the school consist of church appropriations and student fees. In 1926-27 the college received 88 per cent of its income from these two sources, 73.4 per cent being derived from church appropriations, and 14.6 per cent from student fees. The remainder of the income came from State appropriations, 2.9 per cent; gifts for current expenses, 7 per cent; and net income on sales and services, 1.9 per cent.

Student fees charged by the college are low, and there is opportunity for increased revenues from this source when the necessity arises in the future. The fees include: Tuition in the college \$36, and \$27 in the high school; registration \$5; lyceum and athletic \$3; medical \$3. Laboratory fees ranging from \$1 to \$3 are assessed against students pursuing science courses. Rent for dormitories is \$4 per month. In 1927-28 there were 21 college students and 45 high-school students living on the campus.

The boarding department is operated at a profit and appeared well-managed from a business point of view, under the direct supervision of the president. Charge for board is \$14 a month. The gross income of the boarding department in 1926-27 amounted to \$6,440.09, and the disbursements totaled \$5,746.84, leaving a surplus of \$693.25. A small bookstore is also operated by the school, and medical service is furnished the students.

Business affairs of the college are handled by the president, assisted by a bookkeeper and secretary. The business office consists of a large, well-lighted room in charge of a competent bookkeeper. An examination of the accounts showed that they were in good shape and are being kept in accordance with a system installed by the board of education of the Methodist Episcopal Church. Duplicates

of all the accounts are sent monthly to the Chicago office of this organization, including bank statement and canceled checks, and also to the headquarters of the Woman's Home Missionary Society. Annual audits are made of the books by a representative of these organizations. The school operates on a budget, which is rigidly adhered to.

The bookkeeper is responsible for student accounting in addition to her other duties, the college having no regularly employed registrar. An examination of the forms used showed that all essential records are provided and that a satisfactory system has been installed. The official uniform high-school transcript blank of the State of North Carolina is utilized for students entering the college. An excellent instructor's monthly report is being used, but the student's permanent record needs amplification. Arrangements are now being made to adopt a new form for this record. In examining the student records, the survey committee found that three freshmen admitted to the college in 1927-28 had not yet furnished required transcripts of their high-school work.

#### PHYSICAL PLANT

Bennett College has a first-rate physical plant. The land, all of which is used as a campus, comprises 38 acres located within the corporate limits of Greensboro and in a growing section of the city. Based on an old estimate, the land is valued at \$300,000, but it is so situated as to have possibilities of rising in value in the future.

There are eight buildings located on the campus, six being brick structures, neat in appearance and of good construction. Values placed on the buildings by the institution amount to \$189,000, while their contents, including furnishings and school equipment, were estimated at \$16,312. Total valuation of the entire property was fixed at \$505,312.

The central building on the campus is Kent Hall, a three-story brick structure, containing 25 rooms. The lower floor contains the president's office, the administrative and business offices, and the library, while the upper floors are used as quarters for women students. This building is valued at \$25,000. The academic building, a two-story brick structure, erected in 1923, is well located and contains eight large recitation rooms and laboratories. While a part of the building is used for the high school, the second floor is utilized almost exclusively for college work. A well-designed structure on the campus is the Robert E. Jones Hall, an extensive two-story brick dormitory erected in 1922 at a cost of \$80,000, and containing 40 rooms and accommodating approximately 135 women students. Other buildings include the brick refectory, erected in 1922, with a large dining

room and kitchen; the junior high school, containing recitation rooms for the secondary school; the Carrie Barge Chapel, with a capacity of several hundred students; the president's residence; and a dean's cottage. A small Carnegie Library is also located next to the campus, the ground having been donated by Bennett College to the city for the establishment of a negro public library.

The survey committee was very favorably impressed with the immaculate appearance of all the buildings on the campus. The dormitories were not only neat and clean, but indicated that extra effort was being made to assure ideal living conditions for the women students. Care of each of the dormitories is under the control of a self-governing student organization, the authorities of the institution having nothing to do with the assignment or distribution of the work. The refectory, as well as the kitchen and storerooms, was also found in an excellent state of cleanliness. Care of the grounds is under the supervision of a superintendent, who has a force of several ground keepers and laborers working under him. When the committee visited the school, the campus was being overhauled with a view to its beautification.

#### *PREPARATORY SCHOOL*

In the joint operation of a college and secondary school on the same campus, the administration of Bennett College for Women has only partially segregated the two departments. A dormitory entirely apart from the one for high-school students is being operated for college students. Recitation rooms of the college, while in the same building, are on a separate floor from the preparatory school, and college and high-school students do not attend the same lecture, recitation, or laboratory groups. Of the eight teachers in the college, however, five teach in both the college and the high school, and the finances of both the departments are kept in the same accounts.

#### *ACADEMIC PROGRAM*

On account of the fact that the college is just entering its second year, only two years of the four-year curriculum leading to a bachelor's degree has been outlined in the institution's catalogue.

The curriculum as offered, however, seemed well balanced and of a standard type, consisting of 31 courses of study. In the following table are given the different two-year courses offered, as compared with the courses actually taught in 1927-28:

TABLE 7.—Two-year courses offered and courses given in 1927-28

Names of courses	Courses offered in college	Courses taught in college in 1927-28	Names of courses	Courses offered in college	Courses taught in college in 1927-28
General biology.....	1	0	Mathematics.....	3	1
Chemistry.....	2	1	Psychology.....	2	1
Education.....	2	2	Sociology and economics.....	2	0
English.....	4	2	Physical education.....	2	1
French.....	2	2	Religious education.....	4	2
History.....	2	1	Community problems.....	1	0
Latin.....	2	0			
Music.....	2	2	Total.....	31	15

To students completing the freshman and sophomore years and not continuing through the four-year course, the college plans to grant a junior college diploma.

### ADMISSION REQUIREMENTS

Admission to the college is on the basis of the completion of 15 units of high-school preparation, only 3 of which may be in non-academic subjects. Students are accepted either through the presentation of certificates from accredited secondary schools or through an entrance examination. The North Carolina State Department of Education regulations with regard to admission requirements to colleges are followed throughout by the institution.

Of the 12 freshmen entering the college in 1926-27, 4 were admitted on transcript of records from accredited high schools, while 8 came from nonaccredited schools. The latter were compelled to take the entrance examination, which they successfully passed. Although no conditioned students have as yet enrolled in the college, their admission is permitted with a maximum of one conditioned unit, which must be removed by the end of the freshman year.

### GRADUATION REQUIREMENTS

While the four-year course has been only tentatively drawn up, graduation requirements comprise 124 semester hours of credit. The prescribed subjects include 12 semester hours of credit in English, 6 in natural science, 6 in social science, 3 in philosophy, 2 in domestic art or music, 4 in physical education. Sixteen credits will in all probability be required in religious education, although the administration has not definitely determined upon this point. Outside of concentration in a specific subject through a major of 36 hours and in some related subject through a minor of 15 hours, the remainder of the credits consist of free electives.

The survey committee, after a review of this tentative course planned for the college, is of the opinion that at least two years of

foreign language (12 semester hours) and one year of mathematics (6 semester hours) should be added to the prescription of work, if the curriculum is to contain the fundamentals required in most liberal arts colleges.

### ENROLLMENT

Enrollment in the Bennett College for Women has increased at a rapid pace since it was organized in the academic term of 1926-27. The number of students attending the college in 1927-28 was 50, of whom 43 were freshmen and 7 sophomores as compared with 10 in 1926-27, all of whom were freshmen. This represents a gain of 400 per cent. For the first freshman class entering the college in 1926-27, the only one upon which mortality figures are available, the student loss was below the normal. This class, which started with 10 students, lost only 3 upon becoming the sophomore class of 1927-28.

Total enrollment of noncollegiate students has also increased slightly during this two-year period, although the number enrolled in the eighth elementary-grade division declined to a small extent. In 1926-27 there were 28 students enrolled in the eighth grade and 122 in the high school, and in 1927-28 there were 23 students in the eighth grade and 138 in the high school.

### FACULTY

The survey committee found that Bennett College for Women has established the nucleus of a college faculty. While there are eight teachers in the school, only two were found teaching exclusively in the college, the remainder devoting the greater part of their time to secondary instruction. The staff is headed by a dean with the rank of full professor, the other members being classified as instructors. All are negroes.

As the college is just being organized, little has been accomplished in the formation of an academic organization such as prevails in the modern standard institution of higher education. Although a number of departments of instruction have been created, each contains only a single instructor. In most instances the teachers do work outside of their particular departments of instruction. This, however, does not apply to the instructor in education, whose salary is paid by the State of North Carolina.

The administration is planning to add two new teachers to the college staff in 1928-29. An effort is then to be made to formulate a genuine college organization, separate and distinct from the secondary school. If this is to be accomplished, it is believed that not less than four new members of the staff should be secured, as the faculty at the present time has no teachers who have specialized in mathematics, science, or social science or philosophy. As Bennett College

for Women is a new institution, it is suggested that considerable attention be devoted to the establishment of the proper type of academic organization based on the experience of older colleges. The survey committee recommends that the college be organized into eight departments of instruction, each headed by a professor and including these subject-matter fields: English, mathematics, foreign and ancient languages, education and psychology, social science, natural science, home economics, philosophy, and religion.

With an organization of this character as a foundation, it will be possible for the institution to create new departments as the necessity arises and to add new teachers to each of the departments as the college enrollment increases.

TABLE 8.—Training of faculty

Teacher case	First degree	Where obtained	Graduate work
1, dean	A. B.	Oberlin College	A. M. from Columbia University.
2	A. B.	Howard University	Summer work at Chicago University.
	B. Ed.	do	Summer work at Columbia University.
			Summer work at Ohio State University.
3	A. B.	Ohio Wesleyan University	
4	A. B.	Atlanta University	Summer work at University of Michigan.
5	A. B.	Southwestern University	
6	None		
7	A. B.	Tennessee State College	
8	A. B.	Atlanta University	

As shown in Table 8, the college has a fairly well-trained staff. Of the 8 members, 7 have obtained undergraduate degrees, 2 from northern institutions and 5 from negro colleges. One teacher has no degree. The dean of the college holds a master's degree, and two others are pursuing graduate study in northern universities. Five members of the staff are without any graduate training whatever. The president of the institution holds a bachelor of arts from Wesleyan University, and as a result of a donation of \$500 by the Phelps Stokes Fund he has been taking a graduate course in school administration at Columbia University.

The annual stipends paid the members of the teaching staff are low and below those generally prevailing in the colleges surveyed. The dean receives \$1,125, while the salaries of the instructors range from \$900 to \$1,425 the average being \$1,043. The salary schedules, exclusive of the dean, show one teacher receiving \$1,425, one \$1,100, two \$1,000, and three \$900. In extenuation of the small remuneration, it is stated that the institution plans to increase the pay of the staff as soon as the college becomes more firmly established. The annual salary of the president is \$3,000 in cash, with a perquisite valued at \$804, making his total compensation \$3,804.

The student clock-hour loads of the teaching staff are not excessive, except in the case of one instructor. Of the 8 members, 1 has

a load of less than 100 hours, 1 between 100 and 200 hours, 1 between 201 and 300 hours, 3 between 301 and 400 hours, 1 between 401 and 500 hours, and 1 between 601 and 700 hours. The instructor with a load of between 601 and 700 student clock-hours teaches two English classes, one in the college and the other in the high school, in addition to five classes in Bible. It is evident that the load imposed on this teacher is burdensome and not conducive to efficient instruction. The administration, therefore, should rearrange her schedule with a view of reducing it materially.

A study of the hours per week of teaching shows that none of the members of the faculty is overburdened in this respect. Two of the teachers are teaching 9 hours per week, one 11 hours, two 12 hours, one 16 hours, one 17 hours, and one 18 hours. Similarly the classes are well arranged as to size. Sixteen classes were taught in the college, one with less than 5 students, four with 6 to 10 students, five with 11 to 20 students, three with 21 to 30 students, one with 31 to 40 students, and two with 41 to 50 students. The classes containing more than 40 students were a Bible class and a class in physical education.

#### EDUCATIONAL EQUIPMENT

The library of the Bennett College for Women is located in two rooms in Kent Hall. It contains about 3,000 volumes. More books are needed of a college grade, particularly for the education curriculum offered in the college.

Expenditures for library purposes made by the institution since the college was started in 1926-27 include \$1,100 for new books, \$100 for magazines, and \$300 for supplies. A member of the college faculty, who teaches two classes, acts as the librarian. She has had some training in library science. In addition to the library on the college grounds, students have access to a public library adjoining the campus. The ground upon which this public library is located was donated to the city of Greensboro by the college.

Scientific equipment of the college is limited in quantity and is mostly of secondary grade. Only two laboratories were found on the campus, one of which was being used for chemistry and the other jointly for physics and biology. The chemistry laboratory contained a fair amount of equipment and supplies, but more is needed. A college course in chemistry was being taught, but all the work in physics and biology was confined to the preparatory department of the institution. The biological laboratory has five microscopes, four of which are out of repair and not available for use. At the time of the visit of the survey committee, a large number of students were lined up to use one microscope. Not a great deal of apparatus was provided for instruction in physics. The estimated present value of scientific

equipment owned by the college is as follows: Chemistry, \$2,850; physics, \$2,550; and biology, \$1,000.

In examining the facilities for instruction in the courses offered in music the committee found that the various instruments were in need of repair.

### *EXTRACURRICULAR ACTIVITIES*

Athletic activities at the college are under the control of a joint committee of the faculty and students. Because of the brief period since the school was changed into a women's college, athletics in the student body are just beginning to be developed. Other extracurricular activities include glee, dramatic, and French clubs and community service.

### *CONCLUSIONS*

The survey committee was impressed with the progress made by the Bennett College for Women during the brief period intervening between its organization in 1926-27 and the date of the visit of the committee.

Located in the city of Greensboro in west central North Carolina, the institution has an extensive constituency from which to draw its student body in the future. The decision to operate a college exclusively for women is no doubt a wise one, offering, as it does, a new type of education not heretofore available in this part of North Carolina.

The physical plant was found to be first rate, the teaching staff functioning fairly effectively, considering the recent organization, and financial affairs of the college are administered on sound business principles. With regard to the facts developed in this report the committee recommends:

That arrangement be made as soon as feasible for a complete separation of the college and high-school faculties.

That in the plans being considered for the college academic organization at least eight departments of instruction be provided, with a professor at the head of each.

That the size of the library be greatly increased through addition of books and magazines carefully selected with reference to the educational program of the institution, and that generous annual provision be made in future budgets to insure constant growth of the library in accordance with changing educational programs.

That separate laboratories be established for biology and physics, and additional equipment be purchased to bring the work in sciences up to a college level.

That opportunities be given the college teachers without graduate degrees to secure advanced training.

That the salaries of the college teaching staff be raised.

## JOSEPH K. BRICK JUNIOR COLLEGE

Bricks, N. C.

Joseph K. Brick Junior College, originally the Brick School, was organized in 1895, under the auspices of the American Missionary Association. This association, through its executive committee, controls the college and is now its principal source of support.

The institution comprises three divisions, with a total enrollment of 259 students in 1926-27. Of these, 37 were in the junior college, 141 in the high school, and 81 in the elementary school. The school is coeducational. The junior college division was established in the fall of 1925.

Recognition has been given the institution by the North Carolina State Department of Education, which has accredited it as a standard junior college, this approval being given in 1927. The high school was also accredited by the State Department of Education of North Carolina in 1922. With respect to individual recognition, a freshman of the class of 1925-26 was accepted at Howard University, subject to the removal of a one-unit condition in trigonometry. Howard University has also recognized the Brick Junior College by granting to the institution a scholarship amounting to \$99.

## ADMINISTRATION

The financial administration of the college is largely in the hands of the American Missionary Association, which prescribes the office procedure. A monthly financial report is sent to the American Missionary Association. The budget is prepared annually for its approval. No separate budget is kept of the junior college, there being no separation of accounts for the different divisions.

Brick Junior College receives its income from church appropriations as represented by the American Missionary Association, from interest on endowment, sales and services, and from student fees. During the two years of the existence of the junior college, the income has been as follows:

TABLE 9.—Income

Sources of income <sup>1</sup>	1925-26	1926-27
American Missionary Association, etc. <sup>1</sup>	\$32,000	\$38,360
Sales and services <sup>2</sup>	3,800	4,100
Student fees	3,500	3,900
Total	39,300	46,360

<sup>1</sup> Goes to support elementary, secondary, and collegiate divisions.

<sup>2</sup> These figures do not include receipts for room and board from junior college students.

According to the statement above, the income from the American Missionary Association increased in one year nearly 20 per cent, the income from sales and services nearly 8 per cent, and that from fees 11 per cent. This is equivalent to an increase of 18 per cent in the entire income in one year.

The permanent endowment of Brick Junior College is \$2,000, to which no additions have been made within the past five years. In addition the American Missionary Association holds a legacy amounting to \$142,469 left for the benefit of the school, the principal of which may be expended for any purpose in developing the school. Some of this legacy has already been used for the construction of new buildings, and the remainder is being held for future improvements. The yield from this estate is included in the annual appropriations of the association for the support of the college. In view of the funds belonging to the school, it is apparent that if a liberal policy of maintenance is pursued, corresponding to the trend in attendance, there can be little question as to the future of the junior college.

The business office at Brick's is well equipped for its work and presents a neat and orderly appearance. Those in charge of the office work are well trained and experienced. The student fees are nominal and include the following: Tuition, \$3 per month; registration, \$1.50; library, \$1.50; athletics, \$3; medical fee, \$2; and laboratory fee, \$2. A certain amount of work is given to students needing self-help.

A study of the methods of registration at the college showed that it has been conducted in a systematic way and that a minimum number of forms necessary were provided for the keeping of students' records. As in all colleges of North Carolina, Brick Junior College keeps on file a record of all college entrants on the uniform high-school transcript blank of the State. For the present there is little need of expanding the record system at Brick's; however, it is desirable to begin at once the keeping of records of the graduates and facilitating the means by which the college can keep in touch with its alumni.

### PHYSICAL PLANT

Brick Junior College owns 1,129 acres of land, valued at \$150,000. Fifty acres are used as a campus, 79 acres as a truck garden to supply the commissary of the school, and the remainder is used as a farm and for renting purposes. Ten tracts rented as tenant farms bring the institution \$1,800 annually in rentals.

The buildings consist of 7 main buildings used for school purposes, with 7 houses and barns and 8 cottages. Several of the buildings are of brick, but none is strictly fireproof. The total value of the buildings is \$143,500; and the equipment, exclusive of laboratory and shop, is valued at \$36,000. These values are fixed on an inventory

and appraisal made by the American Missionary Association. This association carries a blanket insurance policy on all the school buildings and equipment.

The treasurer and manager of the school is the officer immediately responsible for the care of the buildings and grounds. All the work on the campus and buildings is performed by student labor. The girl students clean the buildings, and the boy students clean all the recitation rooms. Students are assigned daily to clear the campus of trash and keep it in order. The survey committee, after a careful inspection of the entire plant, was favorably impressed by its appearance; all of the classrooms, dormitories, and the farm buildings showed the results of daily care and inspection.

### *PREPARATORY SCHOOL*

The junior college is kept separate and distinct from the high school only as regards the students. The faculty, buildings, and finances are not separated. College and preparatory students do not belong to the same recitation or laboratory groups. The institution plans at some future time to eliminate preparatory work.

### *EDUCATIONAL PROGRAM*

Applicants for admission to the junior college must have 15 units of credit from a secondary school approved by a recognized accrediting agency. Students are entered in the freshman class either by certificate or by examination at the college. In the case of admittance by certificates a transcript of the student's record in high school must be furnished. Examinations at the college are held only in case of applicants from nonaccredited high schools.

No conditioned students are permitted to enter the junior college. Of the 25 students who in 1926-27 entered the freshman class, 24 were admitted with high-school certificates from accredited high schools and 1 from a nonaccredited high school after an examination at the college. The records show that 20 of the freshmen came from North Carolina, 2 from South Carolina, 1 from Georgia, and 1 from Virginia.

Of the 15 units required for entrance, 4 are required in English, 2 in one foreign language, 1 in science, 1 in algebra, 1 in plane geometry, and 1 in history. The 5 remaining units are elective.

### *REQUIREMENTS FOR GRADUATION*

Total requirements for the completion of the arts and science, education, and premedical curricula are 64 semester hours of credit.

The 64 semester hours of credit required for graduation in the two-year arts and science course include 12 credits in English, 3 in algebra,

3 in trigonometry, 12 in history, 10 in chemistry, and the remaining 24 elective in education, French, Latin, biology, analytical geometry, and differential calculus.

The 64 semester hours of credit required for completion of the two-year premedical curriculum include 12 credits in English, 12 in French, 15 in chemistry, 4 in zoology, 8 in physics, and the remaining 13 credits free electives.

### ENROLLMENTS

Attendance in the junior college in 1926-27 consisted of 37 students, of whom 25 were registered in the first-year class and 12 in the second year. In 1925-26, the opening year of the college, 22 students were enrolled. The gain in attendance, therefore, amounted to 67.2 per cent.

Enrollment in the first-year class of 1926-27 shows an increase of 3 compared with the preceding year. The loss of 10 students from the first-year class of 1925-26 left a second-year class of 12 students for 1926-27. This loss was due to the lack of funds on the part of some. Others found advantageous openings in teaching positions at the end of the freshman year, and 2 entered other colleges. Up to the present time the larger proportion of the first-year students entering Brick Junior College have come from different parts of the State of North Carolina and only a few from Brick High School.

However, a study of the enrollments of noncollegiate students indicates that the senior high school should serve as a good source of enrollment for the junior college, as both the junior and senior high-school divisions seem to be maintaining a satisfactory enrollment. The records show 141 students enrolled in the secondary department in 1923-24; 144 in 1924-25; 140 in 1925-26; and 141 in 1926-27. In the elementary school there were 81 students enrolled in 1926-27, as compared with 144 in 1923-24, a loss of 43.7 per cent.

### FACULTY

The teaching staff of the junior college consists of seven members, six of whom have professorial status and head the following departments of instruction: English, French, mathematics, education, history, and science. In the latter department an assistant professor is employed in addition to the professor in charge. A study of the distribution of the work of those engaged in college teaching shows a definite recognition of departmental organization for the courses offered in English, history, education, French, and science. In two cases the work is divided. In the first, a teacher gives courses in college mathematics and physics and high-school English; and in the second, the teacher gives zoology, college algebra, and high-

school general science. The head of the French department also gives one course in history.

The teaching staff at Brick Junior College are all graduates of reputable colleges and universities. Six members of the faculty have the bachelor of arts degree. The institutions from which these degrees were obtained are Howard University, Fisk University, Talladega College, Drake University, and Oberlin College. Two hold the bachelor of science degree, one from Columbia University, and one from the University of Pittsburgh. One member of the faculty has received the master of arts degree from Oberlin College, and the acting dean holds the degree of bachelor of divinity from Yale University. Three are now engaged in graduate work. Two have obtained, respectively, 8 and 17 points of graduate credit at Columbia University. The other teacher has obtained 5 points of graduate credit at the University of Chicago.

The staff of the college includes four new teachers employed in 1926-27. Two of the others have served at the institution for two years and one for three years.

The salaries of the staff at Brick vary from \$800 to \$1,600 annually, and perquisites of \$250 and \$300 are allowed in addition to different members of the teaching staff. The acting dean receives \$2,700. The president's salary has been \$2,000 yearly, with the addition of a \$500 perquisite. In view of the necessity on the part of the majority of the faculty to pursue courses of study leading to advanced degrees, it appears that the present salaries are not sufficient to meet the heavy burden of expense required to carry on graduate studies in well-recognized university centers.

A study of the student clock-hour load of the faculty indicates that this load is not excessive, notwithstanding the fact that all of the teachers with the exception of the professor of education are giving a part of their time to high-school work. With respect to the number of hours per week devoted to classroom instruction, there is no indication of an excessive teaching load, with the exception of the teacher of French, whose work in the high school brings the number of hours taught per week considerably above the normal load of 15 or 16 hours a week.

### EDUCATIONAL EQUIPMENT

The library of Brick Junior College contains 3,300 volumes. A study of the following table shows that increasing interest has been shown in its development, particularly within the past two years.

TABLE 10.—*Library development*

Items	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	140	225	430	626	525
Magazines.....	48	55	85	115	142
Supplies.....	22	31	40	62	108
Salaries.....		600	600	600	600
Total.....	210	911	1,155	1,403	1,675

The librarian gives full time to the work of the library. She holds a master of arts degree from Oberlin College and has some training in library work. In addition to her salary, she receives perquisites, including board, room, laundry, light, heat, and travel to and from home each year.

It is the opinion of the committee that the library needs considerable strengthening in the number and character of the books to be used for college reference.

A beginning has been made in establishment of a chemical laboratory. The equipment in physics and biology is meager. If science is to be recognized in the curriculum at Brick Junior College, considerable expenditure will be necessary to bring the equipment up to junior college standards. Expenditures for laboratories during the past five years include \$300 in chemistry in 1922-23; \$300 in biology, \$500 in chemistry, and \$200 in physics in 1925-26; and \$200 in chemistry in 1926-27. For scientific supplies the institution expended \$40 in chemistry and \$110 in physics in 1923-24; \$50 in biology, \$50 in chemistry, and \$25 in physics in 1924-25; \$100 in biology, \$700 in chemistry, and \$200 in physics in 1925-26; and \$200 in biology, \$400 in chemistry, and \$500 in physics in 1926-27. The estimated present value of the scientific equipment owned by the college amounts to \$350 in biology, \$1,100 in chemistry, and \$300 in physics. Laboratories are used by both the junior college and the high-school students.

### EXTRACURRICULAR ACTIVITIES

Athletic activities of the school are controlled by a directorate composed of three members of the boys' athletic association, three members of the girls' athletic association, and three members of the faculty.

The school is a member of the North Carolina Athletic Association and adheres to its constitution and by-laws, which provide that students engaging in interschool contests must be full-time students in attendance for a period of 60 days prior to the contest. Other rigid rules for maintaining the purity of athletics are contained in the regulations of the association. The college has no gymnasium, but it maintains girls' and boys' tennis courts, basket-ball courts, volley ball, and croquet grounds.

The college also provides a variety of means for the social and religious development of its students.

### CONCLUSIONS

It is the opinion of the committee that Brick Junior College is rendering a service that is worthy of the fullest support. Its opportunity consists in developing a high-grade junior college and concentrating its work so as to maintain well-organized and well-equipped departments within the limits of the present organization. In this connection and with regard to other facts developing in this report the following recommendations are made:

That the academic program be reorganized into a continuous four-year senior high-school junior-college course and that the work be so integrated as to eliminate the sharp demarkation between the final years of high school and the early years of college.

That in view of the nominal tuition charge and the small revenues realized annually from this source, the student fees be substantially raised in all departments of the school.

That the institution revise its salary schedules for the purpose of granting immediate increases to the teachers receiving less than \$1,200.

That the institution arrange for the teachers now pursuing graduate studies to continue this work during their summer vacations so as to obtain advanced degrees.

That the necessary appropriations be made to purchase complete equipment to bring the physics and biology laboratory up to a college grade and that further apparatus be provided for chemistry.

### STATE NORMAL SCHOOL FOR THE NEGRO RACE

*Fayetteville, N. C.*

The State Normal School for the Negro Race, at Fayetteville, N. C., was established by the State board of education under an act of the general assembly of the State, 1876-77, for the purpose of training teachers for the public schools of North Carolina. During its early years the school had no permanent quarters of its own, and the State appropriations for its support were meager. The school, however, developed to such an extent that in 1907 the principal of the institution purchased 50 acres for a permanent home for school and deeded it to the State.

The normal school is governed by a board of trustees composed of nine members. The board of trustees has two committees of three members each—the executive committee and the building committee. The trustees are appointed by the State board of education for

terms of six years. The terms of two members expire every two years. Thus the board is subject to complete change every six years.

The institution, as its name implies, is a normal school which has for its aim the training of teachers for the elementary schools of the State. It also conducts a high school, comprising the ninth, tenth, and eleventh grades and an elementary school with grades 1 to 7. The latter school serves as a practice school.

The total enrollment for 1926-27 was 342, excluding enrollments in the summer school and the elementary school. Of these students 103 were enrolled in the normal-school division and 239 in the high school.

The normal school was accredited by the State board of education in 1923. The high school is also on the accredited list of the State. The graduates of the normal school are eligible to receive either the primary or grammar grade teachers' certificate in class B, according to the curriculum completed. In 1926-27 a graduate of the normal school was admitted without condition to junior standing in the school of education at Howard University.

#### ADMINISTRATION

The financial control of the normal school is in the hands of the president, who is also business manager. He is assisted by the treasurer, the budget officer, and the purchasing officer.

The income of the school for the year 1926-27 was \$82,396.78. According to the accompanying table there has been an increase each biennium in the State's appropriation to the institution. The year 1923-24 marked a doubling of receipts from students' fees. Since that year, however, there has been a slight falling off from this source of income. The loss is due to the fact that the number of boarding-school students is being reduced. A further loss is expected in the future for the same reason. The receipts from sales and service have steadily grown in the five-year period, the increase since 1922-23 being 83 per cent.

TABLE 11.—Income

Sources	1922-23	1923-24	1924-25	1926-26	1926-27
State appropriations.....	\$25,000.00	\$25,000.00	\$34,000.00	\$34,200.00	\$36,000.00
Student fees.....	3,690.68	7,728.29	6,838.90	6,774.44	7,399.80
Sales and services.....	21,323.13	28,923.97	29,310.73	38,820.61	38,997.48
Other sources <sup>1</sup> .....	2,000.00	2,000.00	1,999.76	4,376.00	.....
Total.....	52,013.71	63,652.26	72,149.39	84,170.05	82,396.78

<sup>1</sup> Receipts from Fayetteville High School.

The fees of the school are small and consist of the following: Registration fee \$1, quarterly matriculation fee \$2, incidental fee \$1, and athletic fee \$5. The laboratory fees are \$4 for chemistry, \$2.50 for physics, and \$2 for biology.

As the gross income from sales and services given in the table is largely limited in its use to the maintenance of the boarding department and other noneducational activities, the income of the school for strictly educational purposes was approximately \$45,000 for the year 1926-27. However, as the policy of the State of North Carolina with regard to the support of its educational institutions is becoming more and more liberal, the Fayetteville Normal School is assured of both steady and increasing support.

The office of the president is attractive, well lighted, and well equipped. The business office on the other hand is poorly designed, badly lighted and ventilated, and wholly inadequate as to size. In a room 9 by 12 feet, without direct lighting, are crowded two desks, one filing case, an addressing machine, and the personnel in charge of the bookkeeping, registration, and permanent records. In view of the excellent provisions as to room for the other activities of the school, it seemed to the committee unfortunate that the important activities of the secretary-treasurer and the registrar should be given such scant attention. As it is essential in the larger institutions to have separate offices for the registrar and those in charge of the business affairs, it is the committee's opinion that more adequate room and facilities should be given to the offices devoted to business affairs and to registration.

The accounts of the school were carefully kept. They are kept according to the requirements of the State and are subject to continuous supervision by State authorities. A monthly inventory is taken of all equipment.

The character of the registration procedure, and the method of keeping students' records were excellent. The personnel of the office is well trained and efficient.

### PHYSICAL PLANT

The school is located on an attractive campus of 50 acres on the outskirts of the city of Fayetteville. The school plant consists of 10 buildings valued at \$261,000. The equipment and movable property are estimated at \$33,458, the total value of property being \$314,458. These estimates are based on the original costs, with allowance for depreciation in the case of the buildings and equipment. The buildings of the normal school are of modern design and construction, but they are not fireproof. There are no fire escapes, but provision for them has been made in the budget of 1927-28.

The buildings are insured. Formerly the premiums were paid by the State. The school, however, now pays them, the amount of the premiums being included in the annual budget of operating expenses prepared by the president.

The Smith Administration Building, a new structure erected in 1923 at a cost of \$75,000, is the central building of the school and is used entirely for administrative and academic purposes. It contains 12 recitation rooms, 2 laboratories, and the library, in addition to offices. Two other structures, Vance and Pickett Halls, are 3-story dormitories with a total valuation of \$90,000. Other principal structures on the campus include the old administration building, valued at \$17,000, used for classrooms; industrial building worth \$15,000 with 5 classrooms and laboratories; a refectory valued at \$40,000; and a laundry valued at \$8,000. There are also three residences, one for the principal, another for the vice principal, and a third for one of the teachers.

The superintendent of buildings and grounds has supervision over the care of the buildings and grounds. A fireman and plumber are employed by the school. They also do additional work, such as caring for the garden. Much of the work in connection with the care of buildings and campus is performed by student labor. All students are required to do one hour of work each day for the school, without pay. The appearance of the buildings and grounds showed evidence of excellent care on the part of the school authorities. The dormitories are neatly equipped and clean. The students' dining room is large and attractive; the kitchens and storerooms are free from the dirt and accumulations of debris often found in such places.

### PREPARATORY SCHOOL

The normal school operates a high-school department, which is not required under the terms of its charter. The institution is planning to eliminate this department within the near future, and the first-year class of secondary work was discontinued in 1925-26. The second-year class was discontinued in 1926-27, the third-year class is to be eliminated in 1927-28, and the fourth-year class in 1928-29. The elementary practice school is to be retained with an enrollment limited to 120 pupils.

Under the present mode of operation the college and the high school are kept separate and distinct only with regard to students. The faculty, buildings, and finances are not segregated. College and preparatory students, however, do not belong to the same classes or laboratory groups.

### EDUCATIONAL PROGRAM

To be admitted to the normal school, applicants must be graduates of an approved high school in North Carolina or of a high school outside of the State rated as having equivalent standards. Evidence must be presented showing the satisfactory completion of at least 15 units of secondary-school work.

Each one of the 68 members of the freshman class of 1926-27 was admitted on the basis of high-school graduation, and upon the presentation of the transcript of his high-school record showing that 15 units had been completed in an accredited or approved high school. No students are admitted to the normal school with conditions in any subject. Teachers that hold standard State certificates have been permitted to take courses in the normal school in order to obtain the credits necessary to raise their certificates to a higher grade. Only three such students are now enrolled in the institution, and it is the plan of the administration to limit these students to a small number in the future.

### GRADUATION REQUIREMENTS

There are two curricula offered in the normal school: One for the preparation of primary-school teachers and one for the preparation of grammar-school teachers. These curricula are each two years in length. Graduate requirements for the primary-teachers curriculum include 108 term-hour credits, distributed as follows: 27 credits in education, 69 in educational methods, 6 in English literature, and 6 in biology. In the grammar-grade curriculum the 109 term-hour credits are required for graduation, the prescribed work comprising 29 credits in education, 68 in educational methods, 6 in English literature, and 6 in biology. No degrees are granted at the normal school.

The training school is emphasized because of its practical objectives, which are carefully worked out in conjunction with the formal curricula of the normal school. The training school offers elementary school instruction, grades 1 to 7, for the purpose of permitting the students to observe methods of teaching and to come under the stimulus of high-grade supervising teachers. The training school has four critic teachers, including the principal. This school is under the general direction of the professor of education, who is the director of training.

Consideration of the subject-matter departments of the institution shows that 21 of the 27 courses are educational or professional in character. The remaining six courses are general or liberal in character and include courses in biology, American history, English and American literature.

The normal school also offers to teachers who are in service opportunity to undertake professional and academic studies in various centers of the State. These studies lead to credit and to higher certification. During 1926-27 extension courses were conducted in 10 different cities and towns in eastern North Carolina.

### ENROLLMENTS

The enrollments in the State normal school have increased very rapidly within the past four years.

The following table shows the details of growth:

TABLE 12.—Normal-school enrollments, 1923-1927

Years	First-year class	Second-year class	Total
1923-24	15	1	16
1924-25	27	25	52
1925-26	37	24	61
1926-27	68	35	103

The increase in the total enrollment of the two-year normal school has been 87, or an increase of 540 per cent within the four-year period. There has been an extremely small loss of students between the first and second years for 1924-25 and 1925-26 and between 1925-26 and 1926-27. Information has not been obtained as to the great increase in the size of the second-year class as of 1923-24. However, the general increase in attendance is caused largely by the publicity conducted by school authorities who have visited the high schools of the State and explained to students the financial advantages of recognized normal-school training. Students planning to teach in the elementary schools are particularly encouraged to attend two-year normal schools rather than to go to schools that offer four-year courses of study.

The high-school enrollment at the normal school has been somewhat variable within recent years. In 1924-25, 290 were in attendance; in 1925-26, there were 310; and in 1926-27, 239. The loss of high-school students since 1925-26 was caused by charging a tuition fee to students of Fayetteville, who since that time have attended the public high schools of their districts.

### FACULTY

The faculty of the State normal school consists of 10 members. Four of these teach in the high school as well as in the normal school. As one year of the high school is to be discontinued in 1927-28, two teachers will be relieved of noncollegiate duty and will devote their full time to the normal school.

The departments of instruction of the school are not clearly defined, owing to the heavy preponderance of courses in education and other related subjects. However, the distribution of subjects among the teachers gives evidence of wise concentration in the departments of English, public-school music, physical education, science, education, and methods. In the future development of the educational organization, it is the committee's opinion that, as each teacher is now giving full time or its equivalent to his special field, subject-matter departments should be more clearly defined and more definite department responsibility laid upon the different members of the faculty.

A study of the training of the faculty shows that four of the seven holding first degrees have received their first degrees from Howard University. There is also a representative from each of the following institutions: Shaw University, Johnson C. Smith University, and Allegheny College.

Four members of the faculty hold the master of arts degree. These degrees were received from Columbia University, Shaw University, Johnson C. Smith University, and Howard University. Two of those having the master of arts degree have also carried on summer-school work at the University of Chicago, and two others have also spent one or more terms at Columbia University and the University of Chicago.

TABLE 13.—*Training of faculty*

Teacher	First degree	Where obtained	Graduate degree or graduate work
1	None		
2	Mus. B.	Howard University	
3	A. B.	do	Summer school at Columbia University.
4	A. B.	do	
5	B. S.	Shaw University	A. M. from Columbia University. A. M. from Shaw University. Three quarters at Chicago University.
6	None		
7	do		
8	A. B.	Allegheny College	Summer school at Chicago University.
9	A. B.	Johnson C. Smith University	A. M. from Johnson C. Smith University. Summer school at Chicago University.
10	A. B.	Howard University	A. M. from Howard University.

The tenure of office of the different members of the teaching staff gives evidence of little change in the faculty during the past five years. Two have been employed three years, two have been employed four years, and two from six to eight years.

Salaries of the teachers vary from \$1,080 to \$2,400. Of the 10 members of the staff, one receives \$2,400 annually, one \$2,000, one \$1,800, one \$1,600, one \$1,500, one \$1,380, two \$1,320, and two \$1,080. According to these figures five of them receive less than \$1,500 and five between \$1,500 and \$2,400. There also is an absence of any outstanding salary group; each teacher being paid differently, with the exception of those in the two lowest salary frequencies.

While individual differences among teaching offices may be worthy of financial consideration, it is the committee's opinion that there should be a standard salary schedule for heads of departments. Undue differences in the compensation of those heading the several departments of instruction hurt the morale of the teaching force. The same principle also may be applied to the salary schedules of other teachers according to their professional status.

An examination of the work in the school shows that 4 of the 11 teachers are carrying excessive student clock-hour loads. The teaching schedules figured on a basis of student clock hours are as follows: One teacher with less than 100 hours, 2 with 101 to 200 hours, 1 with 201 to 300 hours, 2 with 301 to 400 hours, 2 with 401 to 500 hours, and 2 with 601 to 700 hours. In the two cases above 600, the teacher of college history has two high-school classes in English, with 42 and 50 students, respectively, the total load being 646 student clock hours. In the other case the teacher of science in the college gives three classes in the high school in physiology and biology, bringing the total load to 692 student clock hours. The excessive loads above 400 student clock hours are likewise caused by the addition of one or more high-school classes to the college programs of the teachers of English and education.

The number of hours per week of teaching required of the faculty is moderate with the exception of one teacher. One member teaches 2 hours per week, two 6 hours, one 8 hours, two 11 hours, one 12 hours, two 16 hours, and one 27 hours. The latter teacher, with 27 hours of classroom activities per week, is the instructor in science. In examining this load it was found that 17 of the 27 hours were devoted to recitation classes and 10 to laboratory work. In the opinion of the survey committee this excessive assignment of work is inexcusable, and in the interest both of the teacher and of students should be substantially reduced.

### EDUCATIONAL EQUIPMENT

The school has developed a well-proportioned library, particularly adapted for the use of teachers. There are 2,375 books, of which 1,463 are adapted for professional use and 912 are juvenile books suitable for the use of pupils in the elementary grades. An excellent selection of magazines is also provided.

The library is open from 8 a. m. to 1 p. m., and from 2 p. m. to 4.30 p. m. The expenditures for books come from a fund accumulated during the summer school term, when each student is charged a fee of 50 cents. No appropriations are made by the State for the purchase of books, magazines, or supplies. However, the salary of the librarian is paid by the State.

The following table shows the expenditures for the past five years:

TABLE 14.—*Library expenditures*

Items	1923-24	1924-25	1925-26	1926-27
Books.....	\$1,200.00		\$245.30	\$154.31
Magazines.....	93.50	\$97.85	67.00	64.85
Supplies.....	200.00	19.03	3.78	3.00
Salaries.....	1,000.00	1,000.00	1,000.00	1,000.00
Total.....	2,493.50	1,116.88	1,316.08	1,220.16

The librarian is a full-time employee. The quarters set apart for the library are light and attractive, but there is not sufficient room for its proper growth. The committee believes that the matter of the future housing of the library is worthy of careful study and larger expenditures for books are essential.

The laboratory facilities at the normal school have been decidedly meager. However, within the past three years a satisfactory beginning has been made in equipping both chemical and physical laboratories which are used only by the high school, as the aforementioned subjects are not a part of the normal-school curriculum. The normal-school curriculum, however, includes biology; and laboratory facilities in that subject have been provided to a limited extent. It is highly desirable that considerable additions be made to the biological laboratory both in equipment, such as microscopes and charts, and in usable supplies.

If the normal school expands its work so as to offer a broader course of study in science, including chemistry and physics, it will be essential to double the disbursements for scientific equipment. Expenditures for this purpose during the past five years include \$786 in biology, \$2,839 in chemistry, and \$2,325 in physics, all of which were expended in the years 1923-24 and 1924-25. The large expenditures for laboratory purposes in these years were made possible because of a gift from the General Education Board for the purpose of equipping the new buildings that had just been completed. The total estimated present value of laboratory equipment is \$5,800.

### EXTRACURRICULAR ACTIVITIES

The normal school encourages an excellent variety of activities, including those which are literary, social, and religious. Musical work is actively promoted. The following clubs are listed: The Crown and Scepter, Dramatic, Household Arts, Science, Literary, Negro Literature and History, Current Events, Debating, French, and the Mozart Music clubs.

The school possesses a large athletic field, with a well-constructed grand stand. Outdoor sports are carried on under the direction of

the physical education teacher. The athletic activities are controlled by the coach, who is a member of the faculty. The teams are composed of both college and high-school students. The Athletic Association is a charter member of the North Carolina Athletic Union. All extracurricular activities are supervised by members of the faculty.

### *SERVICE TO SOCIETY*

The graduates of the Fayetteville Normal School, in addition to serving the State and other parts of the country as successful teachers and leaders in local communities, comprise a number who have gained distinction in other fields. These include one of the foremost novelists of the Negro race, a member of the board of aldermen of Charlotte, N. C., also former United States consul at Sierra Leone, West Africa, and the secretary-treasurer of a large life insurance company.

One of the members of the staff is author of a text on Observation and Teacher Training, and the president of the normal school was honored by his appointment to the post of minister resident and consul general to Liberia under President Cleveland's first administration.

### *CONCLUSIONS*

It is the committee's opinion that the Fayetteville State Normal School has fully justified its establishment, and it is worthy of the continued support of its clientele and of the State.

The committee is of the opinion that the school may still strengthen its service by continuing its present policy of maintaining a two-year normal school based upon graduation from accredited high schools. It is possible, however, that without great increase in expense for additional personnel and equipment the normal-school program could be broadened to include studies of a more general nature, such as are offered in a well-organized junior college. As there are a great many girls who are worthy of collegiate training and who are not adapted for teaching, it is the committee's opinion that this expansion of the program will not only serve to strengthen the work in the normal course of study by the addition of more basic subject matter in the curriculum but will give opportunities to a greater number of girls to obtain an education.

That in view of the rapid growth of the school and because of the large amount of detailed work carried on by the president as business manager, he be relieved as much as possible from the details of the business office and that a business assistant be employed to aid him. That, in view of the inadequate space and equipment now allowed for carrying on the business affairs of the school and the registration of students, additional room and equipment be provided.

The committee commends the beginning made in carrying on extension work in teacher training in the State, and wishes to urge that this type of educational activity be promoted to the extent the budget of the State will permit.

That the educational organization of the school be perfected by the establishment of subject-matter departments in the principal fields of education and liberal arts, and that a suitable ranking of the teaching force be adopted with appropriate salary schedules.

That the school authorities encourage the members of the faculty to continue their improvement by taking work at the leading universities and teacher-training institutions of the country.

That the excessive teaching loads of those carrying more than 400 student clock hours and 16 teaching hours a week be reduced to normal.

That provision be made for more library space and for the addition of books essential to the work of a junior college.

That the biological laboratory be given additional microscopes and other needed supplies.

That provision be made for teaching college introductory courses in chemistry and physics.

### JOHNSON C. SMITH UNIVERSITY

*Charlotte, N. C.*

Johnson C. Smith University, formerly known as Biddle University, was founded in 1867. It was first named in honor of Maj. Henry Biddle, of Philadelphia, whose widow, Mrs. M. D. Biddle, was one of its most liberal supporters. The institution was chartered by the State of North Carolina and is under the control of the division of missions for colored people of the board of missions of the Presbyterian Church in the United States of America. As a result of the donations of several new buildings and an endowment in 1921-22 by Mrs. Johnson C. Smith, of Pittsburgh, Pa., the name was changed to Johnson C. Smith University by an amendment to the charter in 1923. A self-perpetuating board of trustees of 15 members has immediate supervision of the institution. The term of office of the trustees is three years, five members being elected each year. The nomination of board members is in the hands of the board of missions for freedmen of the Presbyterian Church.

The board of trustees does not have the sole control of the finances of the university, inasmuch as the president submits his financial report to the division of missions for colored people of the board of missions as well as to the board of trustees.

Johnson C. Smith University is an institution combining a 4-year college, a 3-year school of theology, and 4-year high school. Extension

sion service is offered to teachers in Charlotte and in Mecklenburg County, N. C. The State charter grants the use of the term "university" in view of the fact that the institution maintains an undergraduate college, and both an undergraduate and graduate school of theology. The total enrollment at the institution in 1926-27 was 330 students—214 in the college, 10 in the theological school, and 106 in the high school.

Having fulfilled the requirements of the State with respect to a minimum of eight collegiate departments of instruction and the employment of additional administrative officers, the State of North Carolina accredited the university as a class A standard college in 1925. Under this rating, graduates who take the approved courses in education are entitled to receive teachers' certificates from the State. The university is also accredited through reciprocity by the States of South Carolina, Georgia, and Virginia. It was also recognized in 1927 by the State of Texas.

Only two of the graduates of the college have entered graduate schools as full candidates for advanced degrees. One was given full credit for his undergraduate work by the University of Pittsburgh, and another was admitted to the graduate school of Iowa State University after having taken four semester hours of extra work in science in order to meet the requirements of the major in that department.

#### ADMINISTRATION

The financial administration of Johnson C. Smith University is in the hands of the president, who is also treasurer of the institution. He is assisted by a bookkeeper.

The university receives its income to a large extent from the following sources: Church appropriations, interest on permanent endowment, and student fees. The accompanying table shows the sources of income and the amounts received during the past five years.

TABLE 15.—Income

Sources	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....					\$1,700.00
Church appropriations.....	\$25,100.32	\$46,101.49	\$62,019.68	\$59,034.27	\$3,788.00
Interest on endowment.....	12,006.76	12,006.76	12,006.76	37,850.05	50,161.60
Gifts for current expenses.....		2,656.76	620.15	642.24	92.81
Student fees.....	13,479.34	15,396.30	19,710.62	29,919.72	34,903.84
Other sources <sup>1</sup> .....	6,451.61	2,908.40	5,114.70	4,688.87	2,355.87
Total.....	67,038.03	79,067.71	99,471.91	132,335.15	130,002.73

<sup>1</sup> The sources from which money listed here has been derived are as follows: (1) Summer school for teachers; (2) Sunday school of methods; (3) women's conference; (4) job printing; (5) subscriptions to the Afro-American Presbyterian; (6) sale of vegetables (\$37).

The total income of the university has shown a remarkable growth in the five-year period indicated, having increased 94 per cent. In 1926-27 the State added its support by paying the salary of a teacher of education. The church appropriations have varied greatly each year. From 1922-23 to 1924-25 they almost doubled in amount, again rapidly receding to a figure slightly lower than that of five years before. The interest on endowment funds remained constant from 1922-23 to 1924-25; in 1925-26 the interest more than trebled, and in 1926-27 it had increased nearly fivefold. No gifts for current expenses were received in 1922-23, but in the three years following substantial sums were received. However, in 1926-27 the receipts for this purpose were insignificant.

The students' fees have steadily grown, the increase being 158.8 per cent. This increase is due largely to the growth of attendance at the college. The fees include: Tuition, \$36 per year; registration, \$1; athletic fee, \$5; lecture fee, \$2; total, not including room, board, and books, \$44. The laboratory fees include \$2 in physics; \$5 in chemistry, and \$2 in biology. A university book store is operated by the institution for the benefit of the students, but no profit has been made by the store.

#### ENDOWMENT

The institution is well endowed. Within the past five years the endowment funds have advanced from \$240,135 to \$1,840,135. The large increase, amounting to \$1,600,000 in the productive endowment in 1924-25, was the result of a gift from the Duke Endowment Foundation. This foundation has set aside \$1,360,000 for the benefit of the Johnson C. Smith University from which the institution receives an annual yield of 4 per cent. The principal of this endowment is held and invested by the Duke Endowment Foundation, 80 per cent of the income being paid annually to the institution and 20 per cent being withheld and invested as a part of the principal.

Of the remaining trust funds held for the institution, \$81,000 is under the control of the board of missions for freedmen of the Presbyterian Church, the income being paid annually to the school, while the other \$159,000 has been set aside as a separate fund. Although the Johnson C. Smith University receives the annual yield, this fund is not an actual endowment belonging to the institution as it may be diverted to other schools, if so authorized by the board of missions. The income from the Duke Foundation is not paid to the university annually, but is being allowed to accumulate for the purpose of constructing a new administration building on the campus. At the time of the survey \$42,000 had been accumulated from this source. The plans for the proposed building provide for a capital outlay of \$175,000.

The business offices are well equipped, and the institutional accounts are kept in an approved manner. The bookkeeper submits for the president a monthly financial report showing cash on hand, capital expenditures from current funds, a statement of assets and liabilities, and a comparative statement of expense and income. The president also submits an annual financial report to both the board of trustees and to the division of missions for colored people.

The student records and registration at the university are under the direction of the registrar, who has given special attention to the preparation of suitable forms for registration and record keeping. The various forms used for keeping information regarding admission, instruction, provision for student welfare, and dismissal are well worked out. When a student has graduated or completed work at the university, the entire documentary history of the student is brought together in a simple and practical way and filed for future reference. Few institutions surveyed by the committee have developed a more complete system of records.

### PHYSICAL PLANT

The university campus is well located in one of the best suburbs of Charlotte. The campus contains 60 acres, valued at \$240,000. Other land owned by the institution includes 15 acres used for farm and experimental grounds, valued at \$30,000, the total estimated value of all the land owned by the university being \$270,000. The plant consists of 6 main college buildings and 15 smaller buildings. Their value is fixed at \$473,131 and their equipment at \$27,947, the total value of both buildings and equipment being \$501,078.

The insurance carried on the property amounts to \$251,775. Because of improvements and additions to the buildings and equipment, the board of trustees is planning to carry additional insurance in the near future. An annual inventory is made of the school property. Most of the buildings are constructed of brick and are well finished. The dates of erection range from 1884 to 1925. With the exception of three, the buildings may be considered partially protected from fire, as they have steel stairways and all are well equipped with fire escapes.

The principal buildings of the university include Biddle Memorial Hall, valued at \$104,000, with 25 rooms utilized for academic and administrative purposes; Science Hall, worth \$77,000, with 10 classrooms and laboratories; Carter, Berry, and J. C. Smith dormitories, large structure valued at \$185,000 and containing all told 186 rooms. There is also a separate library building on the campus, valued at \$20,000, and a refectory erected in 1923 at a cost of \$22,000. In addition to the president's home, valued at \$8,000, nine cottages for

teachers have been provided, with a total valuation of \$45,000. The university has a printing shop, known as the university press.

Two members of the faculty, the superintendent of buildings and the superintendent of grounds, are immediately responsible for the care of the buildings and grounds. The interiors of the buildings are cared for by student labor under the supervision of the superintendent and matron. The work on the buildings and grounds is performed by the night watchman and two employees. Daily work is done on the grounds, and daily inspection of the rooms is made by the matron of the school.

The survey committee carefully examined the entire physical plant of the university and was very favorably impressed, not only with the natural beauty of the campus, but with the interest of the administration in keeping the grounds in perfect order. The same conditions of cleanliness and order prevail throughout the different buildings.

### *THE PREPARATORY SCHOOL*

The charter of the university does not require a preparatory school as a part of the institution. However, a preparatory school is conducted. This school is kept separate and distinct from the college in students, faculty, and buildings. The finances are, however, not handled separately. College and preparatory students do not belong to the same lectures, recitation, or laboratory groups.

The university plans to eliminate the secondary school by the year 1929. The first year of the high school has already been discontinued, and it is proposed to eliminate the second year at the end of the present year. The third and fourth years will be dropped in 1927-28 and in 1928-29.

### *EDUCATIONAL PROGRAM*

Graduation from a standard high school with credit for 15 units of secondary school work is required. In order to enter the college, the candidate must also present through the principal of his school a report covering the record of the four-year work done. Students may also be admitted by examinations conducted by the university or by the examination conducted by the college entrance examination board.

Of the 15 secondary units required for entrance to the college, 10 are required in the following subjects: 3 units in English, 2 units in foreign languages, 1 unit in algebra, 1 unit in plane geometry, 2 units in history, and 1 in science. The remaining 5 units may be chosen from a recognized list of electives. Students are not admitted to the college with conditions.

Of the 119 freshmen entering in 1926-27, 75 were admitted upon the presentation of high-school certificates from accredited high schools. These students also presented the transcripts of their high-school records. Fifteen were admitted from nonaccredited high schools after passing the entrance examinations at the college. Forty-four of the students admitted from accredited high schools were graduates of the secondary school of Johnson C. Smith University.

For admission to the graduate theological department, the completion of four years of college work with either the degree of bachelor of arts or bachelor of science is required. Students who complete the three-year course of study in this department may receive the degree of bachelor of divinity. Students are also permitted to enter the theological school after completing high school and upon the completion of the three-year course, including the study of Greek or Hebrew, may receive the degree of bachelor of sacred theology. A certificate is given students who enter from high school and who finish the three-year theological course without taking the courses in the original tongues.

Those who apply for advanced standing in the school of theology must present a letter of dismissal from some other theological seminary or be prepared to be examined in the subjects which have been pursued by the class which they desire to enter.

### GRADUATION REQUIREMENTS

Two curricula are offered by the university, one in arts leading to the degrees of bachelor of arts or bachelor of science. The other in theology, which according to the entrance requirements and the language requirements may lead to the degrees of bachelor of divinity, bachelor of sacred theology, or to a certificate. A two-year pre-medical course is also offered which may be taken independent of, or in connection with, the regular four-year college course of study.

The college curriculum is four years in length, and 128 semester hours are required for its completion. The following subjects are prescribed for either the bachelor of arts or bachelor of science degrees: 14 credits in English, 8 in science, 12 in ancient languages, 12 in either ancient or modern language, 10 in mathematics, 6 in ethics and psychology, and 8 in Bible. The rest of the work is elective, however, all candidates for a degree must present a major of 20 semester-hour credits in one subject group and a minor of 9 semester-hour credits which may be in the same subject group as the major or in an allied subject of another group. Candidates for the bachelor of arts degree must select their major subjects in either ancient or modern languages or in history or in psychology. Can-

didates for the bachelor of science degree must elect their major subjects in either chemistry, physics, biology or mathematics.

The curriculum in theology includes 91 semester-hour credits of work, of which 63 credits are taken in theological and related subjects and 28 credits in Hebrew and Greek. This course leads to the bachelor of divinity degree, provided the candidate holds the bachelor of arts or bachelor of science degrees. The same course of study leads to the degree of bachelor of sacred theology when the candidate has only had the preparation of a high-school graduate, and he may select either one or both of the languages normally presented. In the latter instance if the candidate does not meet the language requirement, he is awarded a certificate at the time of graduation.

The premedical course is two years in length. The following subjects are prescribed: Chemistry 12 hours, physics 8, biology 8, foreign language 12, English 14, Bible 2. Students in this course are advised to take 10 semester hours of chemistry. Electives may be chosen from the courses in chemistry, history, or economics.

The college has 16 subject-matter departments, as follows: English Bible, biology, chemistry, economics, education, English, geology, Greek, history, Latin, mathematics, modern languages, philosophy, physics, psychology, and sociology. For the purposes of concentration and distribution of electives, these are divided in three divisions, the language group, the science group, and the social-science group. In general, the number of courses offered in each department justifies the establishment of separate subject-matter departments. However, in the case of the departments of biology and economics offering, respectively, two courses each, and in the department of geology which offers only one course, it does not seem necessary to designate these courses under the term "department."

### ENROLLMENT

The yearly attendance of students above high-school rank is shown for the past five years in the following table:

TABLE 16.—Total enrollment of university, 1922-1927

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	27	18	19	21	85
1923-24	35	24	19	18	96
1924-25	54	32	34	17	127
1925-26	75	40	29	23	167
1926-27	119	45	28	29	221

<sup>1</sup> Does not include 3 unclassified students.

Both the enrollments of the freshman and sophomore years for the entire university show rapid and consistent growth. There is also shown for the junior and senior years an unusual constancy

with respect to the size of these classes during the five-year period, with definite evidences of growth. For both the years 1922-23 and 1923-24 the mortality has been remarkably light; however, there are indications of a higher or more normal mortality with respect to the classes of 1924-25.

TABLE 17.—*College enrollments*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	27	16	15	16	74
1923-24.....	35	20	18	14	87
1924-25.....	54	25	20	16	115
1925-26.....	75	39	24	19	157
1926-27.....	119	40	27	24	211

The foregoing table shows more accurately the trend of growth and of student mortality than the table preceding. The increase in college enrollments for the past five years has been 185 per cent, as compared with 160 per cent increase for the entire university, excluding high-school students. There has been a remarkable lack of mortality in the classes of 1922-23 and 1923-24, but there are indications of a much greater mortality for the classes that follow. The large increase in enrollment in the freshman class of 1926-27 is due to the inclusion of 24 students who were required to repeat certain courses. The increased mortality during the past two years has been caused by the maintenance of higher standards of work, the failures having been made largely by students deficient in English, science, and mathematics.

TABLE 18.—*Enrollment of theological school*

Year	First year	Second year	Third year	Total
1922-23.....	2	4	5	11
1923-24.....	4	1	4	9
1924-25.....	7	4	1	12
1925-26.....	1	5	4	10
1926-27.....	4	1	5	10

According to Table 18 the enrollment in the theological course of study has remained stationary during the past five years.

It is apparent from a study of these figures that there is relatively little demand for a graduate course in theology. Unless there are more definite indications of growth in this school, the authorities may find it desirable to eliminate this school or combine it with some other near-by theological school of the same denomination.

## DEGREES

During the past five years Johnson C. Smith University has granted 76 degrees in course and 19 honorary degrees. The distribution of these degrees by years is shown as follows:

TABLE 19.—Degrees granted

Degrees	1921-22	1922-23	1923-24	1924-25	1925-26
Granted in course:					
A. B. ....	15	15	14	14	19
B. S. ....	5	0	0	0	0
B. D. ....	0	5	3	0	3
S. T. B. ....	1	0	0	1	1
Total .....	21	20	17	15	23
Honorary degrees:					
LL. D. ....	1	0	0	1	0
D. D. ....	3	4	3	4	3
Total .....	4	4	3	5	3

The number of students receiving the bachelor of arts degree has showed little variation in the past five years. However, there are indications of considerable increase in the number receiving the degree, if the total number enrolled in the senior class of 1926-27 are graduated. There are no indications of a significant increase in the number of graduates of the theological school. Within the past five years the university has conferred 19 honorary degrees. Of these, the degree of doctor of laws was conferred in two cases, and the degree of doctor of divinity was conferred in all other cases. It has been the practice to confer three or four of the latter degrees each year. The granting of three or four honorary degrees each year is inadvisable, in an institution of the size of Johnson C. Smith University.

## FACULTY

The teaching staff of the university includes 14 instructors, 11 of whom are listed as professors, 2 as associate professors, and 1 as an assistant. While the catalogue lists 16 subject-matter departments, only 11 departments are listed under professional heads.

The training of the teaching staff is shown in the accompanying table:

TABLE 20.—Training of college staff

Case	First degree	Where granted	Advanced degree or graduate work	Where obtained
1	A. B.	Lincoln University	A. M. 2 years' graduate work 1 summer	Clark University. Do. University of Chicago.
2	A. B.	Durham University (England).	2 years' graduate work 1 summer Extension work	Durham University. Columbia University. Oxford University.
3	A. B.	Biddle University	1 summer 2 summers	Harvard University. Columbia University.
4	A. B.	Harvard University	A. M.	Harvard University.
5	A. B.	Colgate University	A. M.	Columbia University.
6	A. B.	Columbia University	A. M.	Do.
7	A. B.	Howard University	A. M.	Western Reserve University. Hamilton College.
8	B. S.	University of Michigan	LL. B. Graduate work toward A. M. degree.	University of Michigan.
9	A. B.	Indiana University	A. M.	Durham University, England. Do.
10	A. B.	Lincoln University	B. Th. Ph. D. 1 summer	Lincoln University. Harvard University.
11	A. B.	Biddle University	do do	Columbia University. Do.

TRAINING OF THEOLOGICAL SCHOOL STAFF

1	A. B.	Lincoln University		
	S. T. B.	do		
2	A. B.	Biddle University		
	S. T. B.	do		
3	A. B.	do		
	S. T. B.	do		

Ten members of the college faculty hold the bachelor of arts degree from well-known universities and colleges. The bachelor of science degree is held by one member of the faculty. Two of the three members of the teaching staff of the theological school hold the bachelor of arts and bachelor of sacred theology degrees from Biddle University, now Johnson C. Smith University. Six of the college faculty have the master of arts degree from recognized universities, and one holds the doctor of philosophy degree from Lincoln University which is doubtless an honorary degree since Lincoln University does not grant this degree in course. All those who do not have advanced degrees have spent one or more summers in graduate study at universities such as Harvard, Chicago, and Columbia.

Considerable change has been made in the faculty in recent years. Seven have been in service 1 year, two 3 years, and one 4 years. In addition to these, three have served for 15 years or more. The latter include the teachers of philosophy, Bible, sociology, and economics.

Salaries paid by the Johnson C. Smith University are slightly above the average in negro colleges generally. The minimum salary is \$1,700 and the maximum \$1,900, one member of the staff receiving the latter figure, while five receive \$1,800 and eight receive \$1,700. Considering the educational requirements of the different members

of the staff, however, and the extra effort expended by the majority in the prosecution of graduate studies, it can hardly be said that the compensation of the college teachers is adequate. The president receives a cash salary of \$3,500 a year, in addition to a house.

The teaching schedules of the faculty are fairly well arranged, except in a few instances where members of the staff are carrying an excess amount of work. With regard to student clock hours, 4 teachers have loads between 101 and 200 hours, 6 between 201 and 300, 1 between 301 and 400 hours, and 2 between 401 and 500 hours. The members of the faculty carrying heavy loads are the professor of mathematics and physics, with 492 student clock hours, and the professor of social science, with 408 student clock hours. A study of the hours per week of teaching in the university shows 4 teachers with less than 10 hours per week, 1 with 10 hours per week, 2 with 12 hours, 3 with 15 hours, 1 with 17 hours, 1 with 18 hours, and 2 with 20 hours. According to these figures the professor of mathematics and physics has an excess number of hours per week of classroom instruction, the number being 20 hours. Similarly the professor of English has an abnormal amount of work. In the opinion of the survey committee the teaching assignments of these two teachers, as well as that of the professor of social science, should be revised with a view of a material reduction in the work.

The size of the classes ranges from 2 students up to 110, there being 6 classes of fewer than 5 students, 5 between 5 and 10 students, 16 between 11 and 20 students, 10 between 21 and 31 students, 11 between 31 and 40 students, 1 between 41 and 50 students, 1 between 51 and 60 students, and 1 containing 110 students. The larger classes in the university include one in physiology with 54 students, another in history with 49 students, and a third in mathematics. If the best results are to be attained and high scholastic standards maintained in these subjects, steps should be taken immediately to divide these classes in sections, revising the schedules of the teachers accordingly.

#### EDUCATIONAL EQUIPMENT

The library facilities at Johnson C. Smith University afford a good start for a library of a standard four-year college. There are 13,500 volumes available. To this number should be added 200 new volumes recently purchased and 50 donated by friends of the institution. The library is well housed in a commodious library building donated by Andrew Carnegie. Facilities are at the disposal of the librarian for conducting the library on a modern basis. Table 21 shows the expenditures for library purposes for the past five years.

TABLE 21.—*Library expenditures*

Items	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$200.00	\$243.95	\$516.49	\$399.68	\$429.57
Magazines.....	35.00	40.00	40.00	40.50	65.50
Supplies.....	20.00	20.00	30.00	168.21	30.00
Salaries.....	1,552.50	1,612.50	1,702.50	1,702.50	1,902.50
Total.....	1,807.50	1,916.45	2,288.99	2,300.89	2,427.07

<sup>1</sup> Represents only 9 months of 1926-27.

The report of the librarian shows that for 1926-27 over 300 students made regular use of the library, and 2,630 books were in circulation. The university employs a trained librarian, who holds a bachelor of arts degree from Lincoln University and is now working for the master of arts at Columbia University. The university is planning to spend \$1,400 for books and magazines in 1927-28. The library is kept open during the summer months in order to serve the summer normal school for teachers, which is operated by the State board of education.

In considering the needs of the library it is the committee's opinion that considerable improvement could be made in the selection of more recent books in science, psychology, and philosophy and education. There is also need for a wider collection of literary, educational, and scientific magazines.

### LABORATORIES

Excellent college laboratory facilities are provided in a modern building known as Science Hall. It is well provided with the necessary lecture rooms and laboratories for the teaching of chemistry, biology, physics, and agriculture. During the past five years the university has spent more than \$25,000 in laboratory equipment and supplies. The amounts spent each year are shown in Table 22:

TABLE 22.—*Laboratory expenditures*

Expenditures	In biology	In chemistry	In physics
<b>For permanent equipment:</b>			
1922-23.....	\$200.00	\$2,000.00	\$800.00
1923-24.....	3,000.00	6,000.00	4,000.00
1924-25.....		350.00	150.00
1925-26.....	1,250.25	135.00	324.12
1926-27.....		31.20	
<b>For supplies:</b>			
1922-23.....		400.00	100.00
1923-24.....		241.54	81.18
1924-25.....		1,042.62	521.01
1925-26.....		1,078.30	839.19
1926-27.....	747.41	1,006.47	787.41
Total present value of equipment.....	4,450.00	10,200.00	6,000.00

*EXTRACURRICULAR ACTIVITIES*

The university encourages numerous recreational activities, including outdoor sports and athletics. At present a gymnasium is not available, but work will soon be started on a memorial gymnasium, the gift of Mrs. Johnson C. Smith.

The athletic activities of the university are administered by a joint board of athletic control composed of seven members. Three are professors elected by the faculty; two are students elected by the Student Athletic Association; one is an alumnus appointed by the alumni association; and the other the athletic director, who in the future is to be a member of the faculty. The institution is a member of the North Carolina Athletic Association.

There are two fraternities in the college, the Alpha Phi Alpha and the Omega Psi Phi. The college does not permit the pledging of students to the fraternities until they have had six months' residence at the institution, and no public functions are permitted except by permission of the president or the dean. The college students also have literary societies and a philosophic club. Every student is required to become a member of one of these organizations and to attend its exercises. All of these organizations are under faculty supervision.

*CONCLUSIONS*

The record of Johnson C. Smith University clearly indicates that it has rendered services of increasing value both to the church that was responsible for its foundation and to the community. A number of graduates of the institution have been accorded distinction after leaving the institution. The Governors of North Carolina have from time to time appointed the president of the university to represent the State before numerous educational conferences national in scope. In connection with facts developed in the foregoing report, the following recommendations are made:

That the educational program be concentrated in a standard four-year college.

That the institution change its name to Johnson C. Smith College, unless there are genuine prospects of adding other divisions warranting the use of the term "university."

That special effort should be made to increase the enrollments in the graduate theological school, or that it be abandoned.

That the so-called departments of instruction which do not occupy the full time of a professor be combined with other related departments.

That the university should maintain a conservative policy with respect to the granting of honorary degrees.

That the university administration continue its encouragement of graduate study on the part of the members of the faculty.

That the teaching loads of the professors of mathematics and physics, of social science and English, be reduced.

That all classes exceeding 40 in their enrollments be divided into convenient sized sections and that additional teachers be employed.

That more modern textbooks and references be supplied to the library in the fields of science, psychology, philosophy, and education.

That the extension work of the university be expanded under its own organization so far as the resources of the institution permit.

### KITTRELL COLLEGE

#### *Kittrell, N. C.*

Kittrell College is located in the northern part of North Carolina about 8 miles south of Henderson and not a great distance from the border of Virginia. It was founded in 1886 by the North Carolina Conference of the African Methodist Episcopal Church and in the following year was granted a charter by the State legislature. For a time the institution was supported entirely by the North Carolina Conference, but in 1890 it came under the patronage of the entire second episcopal district of the church, which includes the North Carolina, west North Carolina, Virginia, and Baltimore conferences.

The government of the college is lodged in a board of 13 trustees. Each of the four conferences has a representation of three members on the board, with the exception of Virginia, which has four. The trustees are elected every year, but it is the custom to reelect members so long as they remain in the district and are active. The result is that the board is not subject to large annual changes in personnel. The board is organized into an administrative committee composed of eight, of which a bishop of the African Methodist Episcopal Church, with headquarters in Philadelphia, is the president. Other officers include a vice president, secretary, fiscal agent, and treasurer of the college.

Kittrell College is divided into a liberal arts college, a theological school, and a secondary school. At the time of the visit of the survey committee, the college was attempting to obtain recognition from the North Carolina State Department of Education as a standard A grade college by meeting its requirements. These include: A minimum enrollment of 100 college students; a college faculty of 8 members, 4 holding master's degrees and 4 pursuing graduate work; and a permanent productive endowment. Except in the case of two graduates of Kittrell College, who were accepted by the New York University law school and one admitted in the University of Pennsylvania dental school, the college work has not been recognized by any

graduate school of the principal universities. The high school, however, has been accredited by the State Department of Education of North Carolina, and application has been made for the awarding of State teachers' certificates to graduates of the two-year teacher-training curricula offered in the liberal arts college.

Enrollment of the institution comprised 103 college students and 159 secondary students in 1926-27, the total being 262. The school is coeducational, and the larger percentage of its student body is made up of residents of North Carolina.

### ADMINISTRATION

Complete authority over the administration of the school is lodged in the president, who is a member ex officio of the administrative committee of the board of trustees.

Up to 1925 the financial resources of the institution were limited in scope, but in this year B. N. Duke, of Durham and New York, became a patron of the college. He made a gift of four large buildings, which are now being removed from Duke University and erected on the campus. The school also was designated to receive annual interest at the rate of 7 per cent on \$125,000 set aside by the Duke Foundation for its benefit. In addition, a \$100,000 endowment campaign is being conducted by the college. Of this amount, \$60,000 has already been pledged.

The institution is supported principally through receipts from student fees, appropriations of the second episcopal district of the African Methodist Episcopal Church, and interest on endowment funds.

TABLE 23.—Income

Sources	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$480.00	\$750.00	\$1,000.00	\$1,000.00	\$1,000.00
Church appropriations.....	2,164.17	2,622.51	4,489.35	4,399.75	2,500.00
Interest on endowment fund.....	1,370.00	1,370.00	1,370.00	10,120.00	10,120.00
Gifts for current expenses.....	2,010.00		11,221.50		5,000.00
Student fees.....	17,308.94	21,337.25	22,317.32	31,265.46	31,103.26
Net income from sales and services.....		78.98	849.84		
Other sources.....	45.00	200.00	447.85		11,911.66
Total.....	23,378.11	26,358.74	41,695.86	47,785.21	61,634.92

<sup>1</sup> Second episcopal district of the African Methodist Episcopal Church.

As indicated by Table 23 the total income of Kittrell College was \$61,634.92 in 1926-27. Of this amount 50.5 per cent was derived from student fees, 19.4 per cent from the second episcopal district of the church, 16.4 per cent from interest on endowment, 1.6 per cent from State appropriations, 4 per cent from other church contributions, and 8.1 per cent from gifts for current expenses. Included in the item of income from productive endowment is annual interest

on \$125,000 set aside by the Duke Foundation for the school, which should not, perhaps, be classified as an actual endowment fund belonging to Kittrell College.

Indicative of the rapid development of the institution, its annual income has shown a large gain during the past five years. Between 1922-23 and 1926-27 its revenues increased by \$38,256.81, or 163.6 per cent. Responsibility for this advance is chiefly due to increases in revenues amounting to 640 per cent from interest in endowment, which includes returns from the fund set aside by the Duke Foundation, 148.7 per cent from gifts for current expenses, 79.7 per cent from students' fees, and 108.3 per cent from State appropriations, the latter representing only a small item.

The business offices are in charge of a bookkeeper, who has the entire responsibility of keeping the books of the school. More help is needed. Accounts of the institution are being kept partially in accordance with the State accounting classification system in use in all the educational institutions of North Carolina. An examination of the books by the committee showed that only the general group headings of the State system were actually being utilized and that the detailed classifications, one of its most important features, had been omitted from the general scheme of bookkeeping. The result was that detailed figures regarding the costs of the various functions of the college are not available.

The student-accounting system of Kittrell College is rather limited in scope and in need of expansion, particularly in view of the growing college enrollment. All registration functions are handled by the dean, who is assisted in the work by two student helpers. The official transcript of record adopted by the North Carolina State department of education is used in admitting candidates to the institution. Adequate enrollment and report cards are also provided, but the students' permanent record is too small in size as well as content. It should be completely revised with a view to its elaboration and improvement.

### PHYSICAL PLANT

Kittrell College owns 150 acres of land, 20 of which are included in a campus, while the remaining area consists of timberland. Ten buildings have been erected on the campus.

The land owned by the college is valued at \$75,000 and the buildings at \$436,391, based on a recent appraisal made by a committee composed of several bankers and an attorney of Henderson. The equipment and furnishings have a value of \$34,000, so that the entire properties are estimated to be worth \$545,391.

As a result of the Duke gifts, the plant is being greatly enlarged and improved, one new building having just been completed at a

cost of \$140,000. An imposing new \$250,000 library structure is now in the course of construction three stories in height and containing 18 rooms, the major part of which is to be used for recitation and library purposes. A second new structure, also nearing completion, is a combined auditorium and conservatory of music, which costs \$70,000. It is two stories high, with 14 rooms, to be utilized almost entirely for music instruction and an assembly room.

Activities of the institution center around the Duke Memorial Hall, a large four-story brick structure constructed in 1910 and valued at \$175,000. This building contains 72 rooms, including the administrative and business offices. In it are also located six recitation rooms, two laboratories, a chapel, dining room and kitchen, and living quarters accommodating about 200 women students. A second large building is Alspan Hall, also four stories high, of brick construction, and valued at \$140,000, which was just completed in 1927. It contains 66 rooms, utilized for living quarters for students and a laundry.

A third building of considerable size on the campus is the John R. Hawkins Jr. Memorial Hall, built in 1923 at a cost of \$125,000. It is a four-story brick dormitory, with 72 rooms, one of which is used for recitation, one for an assembly room, one for an office, and the remainder as quarters for men students. Other structures on the campus are small. They include the Pearson-O'Kelly Model School, two stories high and containing four recitation rooms, the Martha Merrick Library, one story, with a library and one classroom, one large cottage used as a home for the president, and two others occupied by teachers as residences. The school has also a barn and a garage.

Care of the buildings and grounds is under the supervision of a proctor. They are kept in fair shape. All work connected with the upkeep of the property is performed by the students who are required to do 32 hours of labor gratis for the institution every month. Students doing such labor as firing the boiler and cooking are compensated through allowances on their school accounts, but no fixed rates of pay on per-hour basis have been arranged, it being claimed that this work is assigned upon a school-opportunity basis. The survey committee is of the opinion that steps should be taken at once to introduce a more accurate method of accounting for student labor. A matron has charge of all women students and supervises the janitor work in the dormitories, which is performed by the student occupants.

### PREPARATORY SCHOOL

In the dual operation of a college and high school within the same physical plant, Kittrell College has segregated the two departments only as regards academic work. A separate faculty has been organ-

ized for the collegiate division and students in the college attend recitation, lecture, and laboratory classes conducted entirely separate from the high-school division. The same dormitories, however, are utilized for both college and high-school students including the dining room, and assembly hall. Fees and other revenues from students are kept in the same accounts, there being no segregation of the finances of the two departments.

Kittrell College has no immediate plans for the discontinuance of secondary work, which is not required under the terms of its charter. Negotiations are being conducted with county authorities with regard to the organization of a public high school, which, if established, will take over the secondary students attending the institution and relieve it of the responsibility of providing education facilities in this field.

### ACADEMIC PROGRAM

Five different curricula of a collegiate level are offered at the institution as follows:

- Four-year arts curriculum, leading to the bachelor of arts degree.
- Four-year science curriculum, leading to the bachelor of science degree.
- Two-year teacher-training curriculum, leading to a diploma.
- Three-year theological curriculum, leading to bachelor of sacred theology degree.
- Two-year theological curriculum, leading to a diploma in theology.

The entire academic program is poorly presented in the institution's annual catalogue, being inadequate as to detail and confusing as to arrangement. The high-school program of work precedes that of the college.

While the major part of the different curricula is outlined in a fairly definite form showing prescribed subjects and credits allowed for each, no descriptions are given of the courses of study, a most conspicuous omission. The result is that the prospective student has no means of ascertaining the character or type of work he must pursue in any of the curricula offered. The survey committee is of the opinion that the entire catalogue should be rewritten and recedited with a view of grouping the different curricula under headings and presenting brief and concise descriptions of all courses of study. In the two-year education course, the requirements of the North Carolina Board of Education regarding curriculum are being met and the State is paying the salary of one of the teachers in this department.

### ADMISSION REQUIREMENTS

Candidates for admission to the college must present certificates from an accredited high school showing the completion of 15 units of secondary work or satisfactorily pass a college entrance examination. Of the 15 units, 4 are required in English, 3 in mathematics, 1 in his-

tory, 1 in natural science, and 2 in foreign languages. The qualitative requirement in mathematics is especially high, and doubt exists whether it can be strictly enforced. All students entering the college are examined physically when they arrive at the college each year and also as they leave for Henderson, the nearest railroad point, at the end of the term.

The freshman class of 1926-27 contained 77 students, of whom 68 presented credentials, while 9 were admitted from nonaccredited high schools. Four of the latter stood entrance examinations. The other five were accepted on probation, but made good records. Conditioned students are accepted with a maximum of one conditioned subject, although the North Carolina State Department of Education permits two such subjects under its regulations. All conditioned work must be made up by the end of the first year.

### GRADUATION REQUIREMENTS

Requirements for graduation in four-year curricula offered in the college comprise 128 semester hours of credit, in the three-year theological curriculum 90 credits, and in the two-year curricula 60 credits. One year of physical education is required of students pursuing four-year courses.

Of the 128 semester-hours of credit that must be earned to complete the curriculum leading to the bachelor of arts degree, 102 to 104 credits are prescribed, as follows: 16 in English; 16 in French or German; 8 in Latin; 8 in science; 22 to 24 in social science, philosophy, and education; 8 in Bible, and the remainder are elective. A major, totaling 24 credits, is also required.

Practically the entire curriculum in science leading to the bachelor of science degree is prescribed, the required work including 30 to 40 credits in natural science, of which 16 must be in one subject; 16 in English; 16 in German or French; 4 in Bible; 8 in mathematics; 12 in education, philosophy, and social science; and 24 in a major subject.

The 90 semester-hours of credit making up the graduation requirements of the three-year theological curriculum leading to the bachelor of sacred theology degree comprise theological subjects almost entirely. Students are required, however, to pursue courses giving them a working knowledge of Greek and one foreign language, either French or German. No outline of the graduation requirements in the two-year teacher-training and theological curricula is included in the institution's catalogue.

### DEGREES

During the past five years Kittrell College has granted a total of 10 degrees in course, of which 2 were bachelors of arts granted in 1923-24, 2 bachelors of arts and 3 bachelors of sacred theology in

1924-25, and 3 bachelors of arts in 1925-26. Although a science curriculum is offered in the college leading to the bachelor of science degree, none has yet been granted by the college.

### FACULTY

The college faculty of Kittrell College is composed of seven members, the entire number being negroes. None teach in the institution's preparatory school, but devote their entire time to collegiate work.

In an effort to meet requirements of the North Carolina State Department of Education and secure recognition as a standard A college, a fairly well-balanced academic organization has been formed consisting of seven departments of instruction, each headed by a professor with one exception. These include theology, biology and chemistry, English, modern languages, mathematics and physics, philosophy and social science. The department of social science is in charge of an assistant professor.

The faculty is exceptionally well trained, the qualifications of the members in most respects conforming to the requirements of recognized accrediting agencies. All of the teachers hold first degrees and five have master's degrees or its equivalent, as indicated by the following table:

TABLE 24.—*Training of the faculty*

Teacher case	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	A. B.	Howard University		
2	A. B.	Allen University	S. T. B. M. A.	Boston University. Do.
3	A. B.	Butler University		
4	A. B.	Howard University	M. A.	Howard University.
5	A. B.	do	M. A.	University of Pennsylvania.
6	B. S.	do	M. S.	Howard University.
7	A. B.	Allen University	S. T. B.	Boston University.

A study of Table 24 shows that six of the seven undergraduate degrees were obtained from negro colleges, the greater proportion at Howard University. The other first degree was secured at a leading northern institution. In the case of graduate degrees, two were earned at negro universities and three at principal northern graduate schools.

The entire college faculty of Kittrell College is a new organization, having been employed within the past three years. An examination into the length of service of the members shows that three have served for but one year, three for two years, and one for three years. The professor of theology has the longest service.

Salaries paid by the college are not on a very high level. One teacher receives \$1,500, one \$1,450, one \$1,250, one \$1,100, and two \$1,000. Professors receive from \$1,000 to \$1,500, and the member of the faculty holding the rank of assistant professor is paid \$1,000. The fact that the staff is made up of new teachers serving their first years at the institution may excuse in a way the small salaries in the college, but if initiative and a high standard of instruction are to be maintained, a much higher scale of salaries will have to be made effective within the near future. The president of Kittrell College receives \$2,500 annually.

The academic work in the college is well-distributed among the staff and the teaching schedules arranged on an equitable basis. As regards student clock-hours, two of the teachers have loads varying from 60 to 71, four from 192 to 297, and one has a load of 208 student clock-hours. The hours of teaching per week imposed on the different members of the faculty is likewise not excessive, the schedules showing 1 teacher with 4 hours of teaching per week, 1 with 6 hours, 1 with 10 hours, 1 with 12 hours, 1 with 15 hours, 1 with 16 hours, and 1 with 18 hours. Except in the case of the professor of theology, who has classroom assignments totaling 18 hours per week, the tasks of the entire staff are normal or less.

Of the 27 classes taught in the college in 1926-27, only one exceeded 40 students in size, while by far the greater proportion were less than 30 students in size. A list of the classes includes 3 with fewer than 5 students, 5 with 6 to 10 students, 9 with 11 to 20 students, 8 with 21 to 30 students, 1 with 31 to 40 students and 1 with 50 to 75 students. The largest class in the college was a freshman class in Bible.

### *EDUCATIONAL EQUIPMENT*

The library of Kittrell College contains 1,000 volumes, eliminating all old material. However, as a result of the Duke gifts, a new library structure is being constructed on the campus and arrangements have been made for the transfer of a part of the Duke University's library to the institution. As soon as the changes are effected, a modern, standard library is expected to be installed composed of works of a collegiate grade. A trained full-time librarian is also to be employed, two students now performing this work.

A similar situation exists with regard to the scientific laboratories. At the present time the equipment is meager and inadequate, but new laboratories are to be established in the near future containing modern and up-to-date apparatus in all the sciences as soon as the new buildings being erected on the campus are completed. The following tabulation shows the expenditures made for scientific equipment and supplies by the institution during the past five years:

TABLE 25.—*Laboratory expenditures*

Expenditures	In biology	In chemistry	In physics
For permanent equipment:			
1923-24.....	\$50	\$100	0
1924-25.....	50	150	0
1925-26.....	100	200	0
1926-27.....	200	100	0
For supplies:			
1923-24.....	25	50	0
1924-25.....	25	50	0
1925-26.....	50	50	0
1926-27.....	100	300	0
Total estimated present value of equipment.....	450	650	0

The total estimated present value of all the scientific supplies and equipment owned by the institution amounts to \$1,100.

### EXTRACURRICULAR ACTIVITIES

Athletic activities are under the control of a joint committee of the faculty, graduates, and students. Student representatives are selected by the student athletic association and the graduate representatives by the annual alumni council. There is a student manager chosen for each sport. All students participating in intercollegiate games are required to make 80 per cent in their scholastic work in the college. Kittrell College is a member of the Negro Intercollegiate Athletic Association of North Carolina.

### CONCLUSIONS

The survey committee found the institution in a transitory state of development from a secondary school into a full four-year college.

Through the benevolence of the Duke family of North Carolina a new physical plant is being created, funds are being set aside to provide a permanent annual income, educational equipment of the collegiate grade is being acquired, and a trained college faculty organized. Fortified by such increased financial resources the institution therefore has excellent prospects of expanding into an institution of higher learning, meeting modern requirements.

The present report, however, is predicated upon conditions found at the institution at the time of the visit of the survey committee rather than on projected plans, and on this basis the following recommendations and suggestions are offered for improvement of its different administrative and academic functions:

That the business offices be reorganized with a view of increasing the personnel and extending the bookkeeping system to include the State accounting classification system in its entirety.

That the dean be relieved of the responsibility of keeping the student records, that a full-time registrar be installed, and that the student accounting system be expanded.

That the annual catalogue be rewritten throughout for the purpose of presenting in comprehensive form the academic program of the college and the type of work offered.

That the qualitative requirement for admission in mathematics be revised for the purpose of readjusting the high number of preparatory units prescribed in this course.

That graduation requirements in the teacher-training and theological curricula, now omitted from the catalogue, be included.

That in the projected expansion of the institution, special attention be devoted to the development of the scientific work of a collegiate grade, if the college intends to continue to offer the bachelor of science degree.

That the present laboratories, which are now largely on a secondary level, be retained for the use of the high school, and that new laboratories in chemistry, biology, and physics be provided and completely equipped for the college.

That the institution carry into effect its plans of improving the library and that a full-time trained librarian be employed.

That as soon as feasible the college be completely segregated from the high school with regard to buildings, finances, and educational equipment.

That immediate steps be taken to arrange a fixed per-hour schedule of pay for students performing extra labor on the campus.

That the salaries of the members of the faculty be placed on a higher level.

### *LIVINGSTONE COLLEGE*

*Salisbury, N. C.*

Livingstone College was incorporated by the State of North Carolina in 1879. It began its educational work in October, 1880, and in 1885 it received its charter as a college. It is owned and controlled by the African Methodist Episcopal Zion Church, which, through its committee on education, nominates the board of trustees consisting of 24 members, who are appointed for a term of eight years. The nominations are confirmed by the general conference of the church. The terms of 12 members expire in 1928, and those of the other 12 in 1932. The general conference of the aforementioned church confirms the appointments to the board of trustees. The board of trustees meets twice a year. The membership of the board of trustees consists to a large extent of bishops and other high officials of the African Methodist Episcopal Zion Church.

The organization of Livingstone College includes a regular four-year college, a theological seminary, and a high school. The total enrollment for 1926-27 was 286 students, of whom 143 were reg-

istered in the college and 143 in the high school. The records show no attendance in the theological seminary for the year. The summer school enrolled 154 students, and the extension course 70 students.

The State Department of Public Instruction of North Carolina gave Livingstone College in 1927 the rating of a class A college. The graduates of the college have been accepted as full candidates for advanced degrees by Northwestern University, Boston University, University of Cincinnati, and Fordham University.

### ADMINISTRATION

The business administration of the college is under the direct control of the president, who is assisted by a treasurer and a book-keeper. The income of the college for 1925-26 and 1926-27 is shown in the following table:

TABLE 26.—Income

Sources	1925-26	1926-27
Church appropriations.....	\$14,395.11	\$34,000.00
Interest on endowment.....	300.00	300.00
Gifts for current expenses.....	3,776.00	2,150.00
Student fees.....	13,163.00	13,500.00
Gross income from sales and services.....	24,426.20	25,350.00
Total.....	66,031.31	65,300.00

The total income for 1926-27 was \$65,300, of which 36.7 per cent was derived from the African Methodist Episcopal Zion Church, 3.3 per cent from gifts for current expenses, 20.7 per cent from student fees, 39 per cent from sales and services, and 0.3 per cent from interest on endowments.

It is apparent that the college has only two reliable sources of income—the annual income from the church in the form of an appropriation and the student fees. The income from sales and services is largely that which is received from the boarding department and is not available for general expenses.

The African Methodist Episcopal Zion Church has planned to raise an endowment of \$500,000, and under this plan the college is supposed to receive annually \$30,000. However, the church actually has made no attempt to raise the \$500,000, but rather attempts to guarantee what would be the annual interest on the \$500,000 which is appropriated out of the current budget of the African Methodist Episcopal Zion Church. The institution has a small endowment which has stood at \$5,000 since 1922-23. The annual interest received from this has been \$300.

The college has been successful in collecting \$23,247.41 in cash on a memorial campaign. The entire amount of \$250,000 needed for

the enlargement of the college facilities has been raised. The college has also succeeded in raising in cash and subscriptions the sum of \$150,000 to meet the \$125,000 minimum which was set up by the General Education Board as the condition of its granting a gift of \$75,000.

The General Education Board has also granted scholarships to two members of the faculty—one to the assistant librarian, who will continue to study in the library school at Hampton Institute, and one to the professor of education, who will go to Columbia University to obtain the master's degree in the field of education. The student fees are \$15 per semester, not including incidental fees. Some work is offered to students, but not sufficient to enable them to earn all of their expenses.

The business offices are operated on a modern basis. Within the last two years a bookkeeping system has been installed which fully meets the needs of the college. In addition to the annual report of the treasurer a budget is prepared for the approval of the board of trustees.

An examination of the registration forms and students' records shows that they are simple and effective. The directions for registration are clear-cut and to the point. Forms for the information of officials of the school are quite complete.

### PHYSICAL PLANT

The Livingstone College owns 314 acres of land, valued at \$71,900. Forty-five acres, valued at \$45,000, are used as the campus.

The plant consists of six brick buildings valued at \$293,100, with equipment valued at \$100,000. The total value of the plant is about \$465,000. The valuation of the land is based on prices obtained for contiguous property, and the valuation of the buildings is based on replacement costs. The equipment valuation is based on a continuous inventory made of the school's property.

The buildings are not fireproof, and two are in great need of fire escapes. A blanket insurance policy totaling \$70,000 is carried on the buildings and equipment.

Ballard Hall, erected in 1923 and valued at \$50,000, is the newest building on the campus. It is two stories in height and contains 18 recitation rooms and laboratories and a number of offices. Hood Hall, an older structure estimated to be worth \$52,000, is also used partially for academic purposes. There are two dormitories on the campus, one known as Dodge Hall, with 39 rooms, and the other called Golor Hall, with 133 rooms. These two buildings have a total value of \$108,000. The library is housed in Carnegie Hall, a

two-story structure erected in 1907 and valued at \$50,000. The sixth building is an auditorium erected in 1920 at a cost of \$30,000.

The officer immediately responsible for the care of the buildings and grounds is the superintendent of buildings and grounds. He also supervises the institution's farm and is proctor of the men's dormitory. The grounds are cleaned once a week, on Saturdays. Student labor is used almost exclusively for all work connected with keeping the buildings and campus in order. Three full-time hired men are employed on the farm. The college offers a \$10 prize for the best-kept room, with a second prize of \$5 for the next-best-kept room for both the men's and the women's dormitories. A prize is also offered for the student exerting the best influence on the student body. These contests are decided by the faculty.

The survey committee made a careful investigation of the condition of the physical plant and was favorably impressed with the care of most of the classrooms and dormitories. On the other hand, it was greatly disappointed in the care taken of the chapel and of the Carnegie Library. Many of the good impressions of the institution were lost by the careless way papers and refuse were dumped in the speakers' waiting rooms in the chapel and in unoccupied rooms and closets in the library. Furthermore, the condition of the older buildings makes it difficult to maintain the halls and rooms in proper condition on account of the extremely poor plastering that was done originally. Until all this old plaster is torn out and properly replaced with first-class material and other repairs made, the internal appearance of the college will suffer, despite all attempts on the part of the administration to correct this defect. It would seem that the superintendent of buildings and grounds has more work than he can do effectively, in view of his activities as proctor and farm supervisor.

It is the opinion of the committee that the grounds should be cleaned more than once a week and a complete inspection of the plant should be made at least twice a week, in order to keep up with the details of repair which may be required.

### PREPARATORY SCHOOL

The preparatory school is not required by the charter of Livingstone College. The preparatory school is kept separate and distinct from the college in students, faculty, and finances. The same buildings are used by both departments. College and high-school students do not attend the same lecture, recitation, and laboratory groups. Beginning in 1927-28, it is planned to eliminate the preparatory school.

### EDUCATIONAL PROGRAM

For entrance to the college of liberal arts and sciences, candidates must present a transcript showing credit of 15 units from an approved high school or take an examination at the college. Of the 15 units of high-school credits, the following are prescribed: 4 units in English, 2 units in mathematics, 2 units in history, 2 units in foreign language, and 1 unit in science. Students who can not meet the entrance requirements are admitted as special students, but can not become candidates for degrees until the admission requirements are satisfied.

The admission requirements to the theological department as a candidate for the degree of bachelor of divinity provide that the candidate must present evidence of having received a bachelor's degree at an approved college. Entrance to the certificate course in theology is permitted with only a high-school preparation.

The 60 freshmen entering the college in 1926-27 were all admitted from accredited high schools upon the presentation of certificates, including transcript of records showing completion of 15 units. Five, however, were conditioned students, who must work off their conditioned subjects by the end of the second year. The conditioned units of these students were qualitative in character, as they lacked work in some of the specific entrance requirements of the institution. Under the regulations, three-fourths of the college class work of these conditioned students must be 75 per cent or above in order to maintain acceptable standing in the college.

### REQUIREMENTS FOR GRADUATION

The college of liberal arts and sciences offers two courses of study, one leading to the degree of bachelor of arts and the other to the degree of bachelor of science. For these degrees 120 semester hours of credit are required.

The 120 semester hours of credit required for the bachelor of arts degree include 12 credits in English, 6 credits in chemistry, 6 in biology, 12 in modern language, 6 in social science, 6 in education, 3 in psychology, and 12 in restricted electives, such as Latin, Greek, mathematics, economics, or history. In addition, the student must take a major of 24 hours and two minors of 12 hours each in the fields of language, social science, or education. For the bachelor of science degree the requirements include 12 credits in English, 6 in chemistry, 6 in biology, 12 in modern language, 6 in social science, 6 in mathematics, 6 in education, and 6 credits in either economics or mathematics. In addition, a major of 24 hours and two minors of 12 hours each must be selected in the field of natural science.

The requirements for graduation in the three-year theological course leading to the degree of bachelor of divinity comprise subjects

including 33 hours in religion and theology, 7 in Greek, and 9 electives in either philosophy, religion, Hebrew, logic, or religious education. No statement regarding the three-year certificate course in theology is found in the catalogue.

In considering the courses offered by the several departments of study, the committee is of the opinion that for the purpose of the college the offerings are well selected and well balanced. However, certain courses in elementary education could doubtless be offered to advantage in the department of education. It would also strengthen the work in both psychology and education if a strong course should be offered in educational psychology.

### ENROLLMENT

A study of the enrollments at Livingstone College shows that the college has grown rapidly within the past five years. According to the accompanying table, the increase in total enrollment since 1922-23 is 130 per cent.

TABLE 27.—*Collegiate enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	5	21	23	12	61
1923-24.....	34	9	19	22	84
1924-25.....	52	27	7	18	104
1925-26.....	52	42	21	7	122
1926-27.....	62	37	24	20	143

† Includes 2 special students.

Following the progress of the class of 1922-23 it is found that the senior class in 1925-26 was larger by two than the original freshman class. In the class following, 1923-24, a large increase was made in the freshman enrollment. This, however, declined during the four years from 34 to 20, or a loss of 40 per cent. The loss of students between the freshman year 1925-26 and the sophomore year following shows a loss of nearly 30 per cent. This loss was largely due to the higher standards enforced at the college, which resulted in the weeding out of a number of unfit students.

A study of the high-school enrollments indicates that there has been a marked decline in this division of the college. In 1922-23, 252 were enrolled in the high school; in 1926-27 this had dropped to 143. This decline is due largely to increased facilities in the public secondary schools of the State.

### DEGREES GRANTED

Livingstone College has granted 66 degrees in course during the past five years, all of which were bachelor of arts. Of this number, 9 were granted in 1921-22, 12 in 1922-23, 21 in 1923-24, 18 in

1924-25, and 6 in 1925-26. Although a curriculum leading to the bachelor of science is offered in the liberal arts college, no students have graduated from this course during this period.

A large number of honorary degrees has been conferred by the institution in the last five years. Between 1921-22 and 1925-26 there have been 36 honorary doctor of divinity degrees granted and 1 master of arts. This is more than one-half as many as the degrees granted in course. A record of the honorary degrees is as follows: Six doctors of divinity in 1921-22, 6 in 1922-23, 15 in 1923-24, and 8 in 1924-25. The honorary master of arts degree was granted in 1925-26. It is apparent from these figures that the policy of the institution with regard to the granting of honorary degrees is in need of revision. If the scholastic standing of the college is to be maintained, a material reduction should be made in the number conferred in the future. The committee is of the opinion that the granting of the master's degree except in course should be discontinued.

### FACULTY

The teaching staff of Livingstone College is composed of 10 members, all of whom are negroes and hold the rank of professor. The academic organization includes nine departments of instruction each with one professor, except the department of English, which has two. A list of the departments includes English, modern languages, foreign and ancient languages, mathematics, biological sciences, physics and chemistry, education, history and government, and sociology and economics. In the following tabulation is shown the training of the members of the faculty:

TABLE 28.—Training of faculty

Case	First degree	Where obtained	Advanced degree or graduate work
1	A. B.	Lincoln University	A. M., Lincoln University.
2	A. B.	Maryville College	M. D., Illinois Medical College.
3	A. B.	Livingstone College	1 summer, Columbia University.
			A. M., Northwestern University.
			B. D., Garrett Biblical Institute.
			Graduate work, 1 summer, Chicago University.
4	A. B.	Indiana University	1 summer, Northwestern University.
5	A. A.	Harvard University	2 summers, Wittenburg College.
6	B. S.	Howard University	3 summers, Harvard University.
7	A. B.	Harvard University	1 summer, Hunter College.
8	A. B.	Howard University	1 summer, Harvard University.
			B. Th., Howard University.
9	A. B.	Central City College	1 summer, Columbia University.
10	A. B.	Ohio State University	S. T. B., Lincoln University.
			A. M., Ohio State University.

The majority of the faculty of Livingstone College are graduates of well-known colleges and universities. Each one holds the bachelor's degree or equivalent. Of the 10, only 3 hold the degree of master of arts, and 2 of the latter group hold professional degrees. Two of

faculty have received the advanced degrees of bachelor of divinity and bachelor of sacred theology, and one the degree of bachelor of theology. Eight of the staff have spent from one to three summers in graduate work in reputable institutions in addition to their other studies. Further observation shows that the faculty has been selected from a well-distributed group of institutions. There is no tendency to institutional inbreeding. However, every effort should be made to encourage the members of the teaching staff who have no advanced training to undertake as soon as possible special studies in well recognized graduate schools.

The teaching staff of the college is composed almost entirely of new members, the service records showing 1 professor who has served for 1 year, 5 for 2 years, 1 for 3 years, 1 for 5 years, and 1 for 20 years. No information was furnished on the length of time that the tenth teacher has been on the faculty. From these figures it is evident that only 2 have been at Livingstone College in excess of three years. The oldest member, who has served for 20 years, is the professor of ancient languages, and he is about to retire.

Stipends paid the faculty range from \$1,200 to \$1,600, one member receiving \$1,600 annually, seven \$1,500, and two \$1,200. The president receives a salary of \$2,500, without perquisites. It is the opinion of the committee that the salaries paid at Livingstone College are entirely incommensurate with the service rendered. Considering the training of the staff, no better stimulus to teaching can be obtained than that which brings the teacher into contact with the leaders in his field of thought, and this can be done most advantageously by attending graduate schools, meetings of learned societies, and by purchase of books and periodicals. On the present salary scale little can be expected on the part of the teacher in improving his work, unless outside aid is granted.

Work in the college is well distributed among the different members of the faculty. None has an excess student clock-hour load. A list of the teachers with their loads includes 1 with less than 100 student clock hours; 3 between 101 and 200 hours; 3 between 201 and 300 hours, and 2 between 301 and 400 hours.

A similar situation exists with regard to hours per week of teaching, all the members of the staff carrying a normal amount of classroom instruction. According to the teaching schedule, three teachers do 9 hours of teaching per week, two 10 hours, one 13 hours, and three 16 hours.

An examination of the size of classes at Livingstone College shows that, with several exceptions, the classes are of a suitable size from an educational standpoint. Eight contain less than 5 students, 7 between 6 and 10 students, 7 between 11 and 20 students, 6 between 21 and 30 students, 3 between 31 and 40 students, and 3 between

51 and 61 students. The classes with the smallest numbers are those in analytic geometry with 2 students, human physiology with 3, physics with 3, and one class in Greek with 3. There are three classes that are considerably oversize—namely, in college algebra with 55 students, inorganic chemistry 57, and a class in English with 61 students. Unless the class work in chemistry and English is conducted on a lecture basis followed by special laboratory or quiz sections, it would be advisable to divide these classes as well as that in algebra into two sections each.

### EDUCATIONAL EQUIPMENT

The library at Livingstone College is housed in a well-designed building set apart for the purpose. The library contains 9,714 volumes. Prior to 1925-26 the library was not in use. It was reorganized, however, in that year, and a full-time librarian and an assistant librarian were employed. Four student assistants are also employed. Expenditures on the library for 1925-26 and 1926-27 include \$3,804 for books, \$320 for magazines, \$893 for supplies, and \$143 for binding. The salary of the librarian is \$1,600 a year.

While Livingstone College has made an excellent start in the teaching of science, the laboratories and supply rooms are exceedingly crowded, notwithstanding the careful efforts on the part of the teachers in science to utilize all available space to the best advantage. Large expenditures have been made for scientific equipment and supplies during the past two years as shown by the following table:

TABLE 29.—Laboratory expenditures

Expenditures	In biology	In chemistry	In physics	Expenditures	In biology	In chemistry	In physics
For permanent equipment:				For supplies:			
1922-23		\$100	\$100	1922-23		\$50	\$185
1923-24		150	100	1923-24		100	200
1924-25	850	150	100	1924-25		150	254
1925-26	800	6,180	765	1925-26	\$343	636	500
1926-27	1,000	964	1,500	1926-27	410	702	500

<sup>1</sup> Largely estimated.

The present estimated value of the scientific equipment owned by the institution is \$2,750 in biology, \$10,350 in chemistry, and \$4,500 in physics.

### EXTRACURRICULAR ACTIVITIES

The athletic activities of the institution are administered by a joint executive committee of four members of the faculty and three students. In the student representation on the committee is one member of the alumni. Livingstone College is a member of the North Carolina Athletic Union. No student is allowed to continue

in athletic or intercollegiate contests or in extracurricular activities who has more than one conditioned grade in one month. The by-laws of the North Carolina Athletic Union are enforced to protect the purity of athletics, to prevent professionalism, and to preserve scholarship.

There are two fraternal organizations at the school, the Phi Beta Sigma and the Omega Psi Phi. A committee of five members of the faculty appointed by the president has final jurisdiction over the fraternities and sororities in matters of membership, meetings, and social affairs. All candidates for entrance into the fraternities are checked by the dean.

### *SERVICE TO SOCIETY*

During its 47 years of existence Livingstone College has developed to the point where it is in a position to do great service. Among its distinguished alumni are found two bishops of the African Methodist Episcopal Zion Church, college presidents, editors, and medical scientists. Its earlier service was, as in many other institutions, definitely in the field of secondary education and in theology. At present the college is apparently entering a period of college expansion so definite in character that the administrative authorities may well reconsider their objectives.

### *CONCLUSIONS*

The survey committee is of the opinion that Livingstone College should concentrate more definitely on a first-class program of arts and science, with special emphasis on teacher training. In order to accomplish this objective, the following recommendations are made:

That enough high-school classes be retained to provide practice teaching for students pursuing the educational curriculum offered in the college.

That unless increased interest be developed in the theological seminary, this division be eliminated as a separate entity and combined with the liberal arts college as a department of theology.

That the three-year graduate course leading to the degree of bachelor of divinity be no longer granted.

That in view of the size of the board of trustees, an executive committee of not more than five members be appointed with full administrative authority over the institution.

That the committee be charged, in addition to its other duties, with raising funds and making known the financial needs of the college.

That more care and attention be given to the repair and care of the buildings and every effort be made to develop a campus reflecting credit on the institution.

That the administration encourage its teachers to undertake and to continue advanced studies in their respective fields of thought.

That as soon as finances permit the salaries of the faculty, including the president, be substantially increased.

That the library replace as soon as possible some of the older and more obsolete reference works by more modern authoritative works.

That the heads of the college departments be required to assist the librarian in maintaining an up-to-date selection of college texts and references in their respective fields.

That the institution discontinue the granting of an excessive number of honorary degrees.

## SHAW UNIVERSITY

Raleigh, N. C.

Shaw University is an incorporated institution supported and controlled by the American Baptist Home Mission Society of New York. It was founded in 1865 by the Rev. Henry Martin Tupper, D. D. The university was first known as Raleigh Institute. In 1872 its name was changed to Shaw Collegiate Institute in honor of Mr. Elijah Shaw, who had been a liberal benefactor. In 1875 the State of North Carolina granted the institution a charter under the name of Shaw University. During the 62 years of its existence more than 10,000 students have had their training at Shaw University.

The university is governed by a self-perpetuating board of trustees of 14 members, 2 of whom represent the American Baptist Home Mission Society ex officio. The length of the term of service of the other 12 members is three years; consequently the board makes provision for a change in a class of 4 each year. Nine of the trustees are white and five are negro.

The annual budget and all financial matters of the university are under the direct control of the American Baptist Home Mission Society. This society holds and invests the institution's endowment. The local board of trustees is limited in its authority to matters concerning educational policies. The present organization of Shaw University includes a college of arts and sciences and a theological department. The academy was discontinued in 1925-26. The enrollment in the college of arts and sciences, including the theological department, in 1926-27 was 261. A summer school is maintained by the university, the enrollment in 1925 being 212 students.

The college of arts and sciences at Shaw University was given an A rating by the State department of public instruction in 1922. The college is also recognized by the Department of Education of

Texas. The graduates of Shaw University have been accepted as full candidates for advanced degrees by Cornell, Howard, Harvard, and New York Universities. Within the past three years six have been admitted to Cornell University, and in the past two years four have been admitted to Columbia University subject to a probationary period of one semester.

### ADMINISTRATION

The university is under the administrative direction of the president, who is assisted by a bursar and other office assistants. The growth of income of the institution is shown in the following table:

TABLE 30.—Income

Sources	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations			\$1,800.00	\$2,400.00	\$2,400.00
Negro Baptist State Convention	\$5,075.00	\$5,000.00	5,000.00	5,000.00	5,000.00
Interest on endowment funds	10,412.00	12,612.15	16,935.47	17,158.77	18,900.00
Student fees		15,169.76	14,736.97	17,800.00	18,000.00
Sales and services	42,610.25	37,078.70	34,669.35	31,449.18	32,700.00
Other sources <sup>1</sup>	28,474.59	19,899.01	21,458.64	20,413.74	16,750.00
Total	86,572.74	89,759.62	94,600.43	94,221.67	88,759.00

<sup>1</sup> Payment of salaries of teachers in trigonometry and home economics.  
<sup>2</sup> American Baptist Home Mission Society, \$11,000; Women's American Baptist Home Mission Society, \$2,100; Slater fund, \$1,350; and numerous minor gifts.  
<sup>3</sup> Does not include income of entire year.

Of the total income of \$88,759 for 1926-27, 36.9 per cent was from sales and services, 18.9 per cent from Baptist and other philanthropic organizations and individuals, 18 from student fees, 17.9 from interest on endowments, 5.6 from Negro Baptist Association, and 2.7 from State appropriations.

Shaw University has made rapid strides in obtaining a permanent endowment fund. During the past five years, an increase in the institution's productive endowment of \$300,300 has been made, the fund amounting to \$355,000 in 1926-27, as compared with \$54,700 in 1922-23. The interest on its endowment for the past three years has been at a rate less than 5 per cent on the principal. In 1926-27, the interest income was 4.5 per cent; in 1925-26 it was 4.8 per cent; and in 1924-25 it was 4.7 per cent.

The income from student fees is based upon an annual tuition charge of \$50, or \$25 a semester. This does not include other incidental fees. The income from sales and services comes largely from receipts for board and room rent, which are based on a charge of \$19 a month for men and \$18 for women.

A study of the foregoing paragraphs shows that 17.9 per cent of the income of Shaw is on a stable foundation, while the remainder is conditioned on attendance and the interest of church organizations. In view of this condition it is desirable that further steps be taken to

strengthen the permanent endowment and the appropriations from the American Baptist Home Mission Society and the Negro Baptist State Convention.

The business office has modern equipment and is sufficiently manned to look after the business affairs of the university. The bookkeeping is conducted according to the procedure required by the American Baptist Home Mission Society, which demands the presentation of monthly and annual financial reports and preparation of a detailed budget.

The records concerned with the admission and certification of new students are complete. The instructors' reports and the permanent records are also in good form. It would appear advisable to include a series of records of graduates of Shaw University, as the information thus gathered can be used to good advantage by both the administrative officers and the alumni.

### PHYSICAL PLANT

Shaw University owns 20 acres of land which are used as a campus. Its present evaluation based on recent purchases of land in the vicinity is \$185,800. There are 12 buildings, mostly of brick construction, valued at \$334,500, and equipment valued at \$59,500. The value of the entire plant may be set at \$600,000, including laboratory equipment and supplies. Two of the buildings are modern fireproof structures. The remaining 10 are brick, but are not considered fireproof.

The care of the buildings and grounds is under the direct supervision of the bursar. The buildings and grounds are cared for by student help, who are paid for their work by credits on their school bills. The students work under the direction of the engineer, the assistant engineer, the head janitor, and the matrons. The grounds and buildings are well kept. As the campus occupies a square block near the center of the city of Raleigh, it is the opinion of the committee that plans should be made for a modern college building program in order that the older nonfireproof structures may be replaced by those more fitted for college purposes and free from the hazards of fire.

### ACADEMIC PROGRAM

Applicants for admission to the college of arts and science must pass examinations or have certificates from accredited high schools showing 15 units of secondary work. Of these 15 units 4 are required in English, 1 in algebra, 1 in plane geometry, 1 in history, 1 in natural science, and 2 in foreign languages. Candidates for the bachelor of arts degree must have had three units in Latin.

Students conditioned in more than two subjects will not be admitted. No quantitative conditions are allowed. All conditions

must be made up by the students by the end of the sophomore year. Of the 99 freshmen admitted to the college in the academic year of 1926-27, 97 were admitted from accredited high schools on certificates, including transcripts of their high-school records. One student was entered from a nonaccredited school, and one was examined at the college.

Applicants for admission to the theological department must have completed at least the four-year academic course in the American Baptist Home Mission schools or the equivalent. All ministerial students are exempt from tuition.

No special students are admitted to the college as such, but are designated as unclassified students. The unclassified students admitted during the past five years include 7 in 1922-23, 26 in 1923-24, 26 in 1924-25, 37 in 1925-26, and 23 in 1926-27. Some of the unclassified students are those who have satisfied all entrance requirements but have been admitted from other institutions with less than one year of advanced standing.

### GRADUATION REQUIREMENTS

Requirements for graduation in the different curricula offered by the Shaw University are 130 semester hours of credit for each of the curricula following: Arts and sciences, education, home economics, and theology.

In addition to these requirements, each student must complete a course in physical education. Each candidate for a degree must complete a major subject consisting of not less than 24 semester hours of work done in a single subject or department.

Two parallel courses are offered in the college of arts and science, one leading to the degree of bachelor of arts and the other to the degree of bachelor of science. Each consists of prescribed and elective subjects. The courses of instruction are arranged into three groups, which include Latin, languages and literature, mathematics and natural science, and mental and social science.

The 130 semester hours of credit required for graduation, leading to the bachelor of arts degree include 8 credits in English composition, 8 credits in English literature, 16 credits in German or French, 8 credits in Latin, 8 credits in Bible, 8 credits in physical education, and the remaining credits in Latin language and literature, mathematics, and natural science, or mental and social science. Students selecting the mathematics and natural science group are required to secure 8 additional credits in natural science, and those electing the mental and social science group are required to secure from 20 to 25 credits in political science, history, economics, sociology, and philosophy, 3 of which must be in philosophy.

The 130 semester hours of credit required for graduation leading to the bachelor of science degree include 8 credits in English composition, 8 credits in English literature, 16 credits in German or French, 8 credits in Bible, 8 credits in physical education, and the remaining credits in one of the three groups. Students electing mathematics and natural science are required to secure 8 additional credits in mathematics and 32 credits in natural science, 16 of which must be taken in one subject. Those electing the mental and social science group are required to secure 13 credits additional in political science, history, economics, sociology, and philosophy, 3 of which must include philosophy.

*Education.*—The 130 semester hours of credit required for graduation leading to the bachelor of arts or bachelor of science degrees include 28 credits in education prescribed as follows—4 credits in introduction to education, 3 credits in introduction to educational sociology, 3 credits in classroom management, 3 credits in elementary statistical methods, 3 credits in methods of high-school instruction, 6 credits in educational psychology, 3 credits in principles of secondary education, and 8 credits in comparative education. In addition the student must take the regular prescribed courses outlined.

*Home economics.*—The 130 semester hours of credit required for graduation leading to a bachelor of science degree include 37 credits in home economics, 16 credits in English, 30 credits in science, 12 credits in social sciences, 7 credits in philosophy, 8 credits in Bible, 6 credits in physical education, and 31 elective credits.

*Theology.*—The 130 semester hours of credit required for graduation leading to a bachelor of theology degree include 90 credits in religion and theology, 24 credits in English, 8 credits in philosophy, 8 credits in elocution and reading, and 8 credits in physical education. Beginning with the 1927-28 session, 128 semester hours of credit will be required for graduation, instead of 130 semester hours.

### ENROLLMENT

The total collegiate enrollment at Shaw University in 1926-27 was 261. This shows an increase of 114 per cent during the past five years. The various aspects of growth are shown in the subsequent tables:

TABLE 31.—Enrollment in college of arts and sciences

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	53	28	31	18	115
1923-24	55	34	23	19	132
1924-25	83	34	25	23	165
1925-26	86	55	24	20	191
1926-27	99	57	51	30	237

For the college of arts and sciences, the total increase has been 106 per cent in the last five years.

The attendance of unclassified students has been somewhat fluctuating, the corresponding enrollments being 7, 26, 26, and 23 for the last four years. The unclassified students include those with full college standing who are not pursuing the regular courses of study. One graduate student was enrolled in 1924-25 and another in 1926-27.

For the years 1922-23 and 1923-24 the losses from class to class have been more or less similar. In the latter year the decline in enrollments in the sophomore class compared with the freshman class was approximately 40 per cent. The junior class corresponding had reached a decline the following year of 60 per cent and the senior class having gained a few students enrolled 48 per cent of the number in the original freshman class.

It is apparent that the mortality of students at Shaw University is indicative of a normal condition; the losses corresponding approximately to the average for the country. Enrollment in the theological department is insignificant, and it would seem desirable to consider its elimination as a separate administrative unit and include its courses as a major elective in the college of arts and sciences. If the theological division is absorbed by the college of arts and sciences, the authorities of Shaw University will be justified in changing the name of Shaw University to Shaw College.

### DEGREES GRANTED

The following degrees have been granted by the college during the past five years:

TABLE 32.—Degrees granted

Degrees granted	1921-22	1922-23	1923-24	1924-25	1925-26
Bachelor of arts.....	7	5	5	16	15
Bachelor of science.....	9	6	15	9	12
Bachelor of theology.....				3	2
Total.....	16	11	20	27	29

Eight honorary degrees have been granted by the institution in the last five years, two being master's degrees and six being doctor of divinity degrees, as follows: 1 master of arts degree in 1921-22, 1 doctor of divinity in 1922-23, 1 doctor of divinity in 1923-24, 1 doctor of divinity in 1924-25, and 1 master of arts and 3 doctors of divinity in 1925-26.

### THE FACULTY

The faculty of Shaw University is composed of 19 members, of whom 6 are white and 13 negro. The dean of the theological department, and the professor of evangelism and church missions, and the professor of missions are included in this number.

The principal departmental divisions number 10, and the following shows the departments, with the members of the instructional staff assigned to each: Biology and chemistry, 1 professor, 1 associate professor, and 2 instructors; education, 1 professor and 1 instructor; English, 1 professor and 1 instructor; home economics, 1 professor; Latin, 1 professor; mathematics and physics, 1 professor and 1 associate professor; modern languages, 1 professor, 1 associate professor, and 1 instructor; philosophy, 1 professor; social science, 1 professor and 1 associate professor; and Bible, 1 professor. One of the instructors in biology is the college physician and a part-time member of the staff.

The training of the several members of the teaching staff is given as follows:

TABLE 33.—Training of the faculty

Teacher case	First degree	Place obtained	Advanced degree or graduate work	Place obtained
1	A. B.	Brown University	A. M.	Harvard University
2	Ed. B.	Hartford School	Work at	University of Chicago
3	B. S.			
4	A. B.	University of Chicago	A. M.	Harvard University
5	Ph. B.	Brown University		
6	A. B.	Flintra College	Work at	University of North Carolina
7	A. B.	Shaw University		
8	A. B.	Iowa State University	Work at	University of Chicago
9	A. B.	Lane College	A. M.	Iowa State University
10	A. B.	Brown University	A. M.	New York University
11	B. S.	Norwich University	LL. B.	Hamilton Law College
12	A. B.	Flak University	Work at	University of Chicago
13	B. S.	Howard University	M. S.	Howard University
14	Th. B.	Gordon College		
15	A. B.	Morehouse College	Work at	Cornell University
16	B. S.	Shaw University		
17	A. B.	do.	M. D.	Shaw University

\* Information on 2 members of the staff not furnished.

According to the foregoing information, 8 members of the staff have received their first degrees from northern institutions, and 8 have received their first degrees from well-known colleges for negroes. Eleven of the 16 have carried on graduate work, and 5 hold the master's degree, and 1 the degree of doctor of medicine. The institutions represented by the master's degrees are Harvard University (two cases), Iowa State University, New York University, and Howard University. The others have been carrying on graduate studies at the University of Chicago, University of North Carolina, and Cornell University.

In view of the strategic position held by Shaw University, it is particularly desirable that those who have not completed work for advanced degrees should be encouraged to do so.

Four members of the faculty have served at Shaw University for more than 10 years, and four between 6 and 10 years. The others have served 4 years or less.

The salaries of the teaching staff at Shaw University vary from \$350, in the case of part-time teachers, to the sum of \$2,000 paid to

full-time professors. The salary of the president is \$2,500, in addition to a perquisite valued at \$500 annually. All of the members of the teaching staff receive perquisites valued at \$150 to \$300 in addition to their salaries. Notwithstanding the excellent training of a large proportion of the faculty, it is apparent, in the case of those who are carrying on graduate studies, that salaries are inadequate. It is also desirable that the salaries of those who have proved their ability as teachers and writers and research workers should be advanced so that they may be able to continue special studies in their respective fields.

On the whole the teaching load of the faculty is moderate at Shaw University. Three of the members have loads of less than 100 student clock-hours, 6 have from 101 to 200 hours, 4 from 201 to 300 hours, 4 from 301 to 400 hours, and 2 from 401 to 500 hours. While there is a tendency toward an overload in student clock hours in the case of six members of the staff, the amount is not so excessive as to warrant serious criticism unless they are called upon for considerable assistance in nonclassroom activities. The number of hours of teaching per week by the staff is normal, with the possible exception of the professor of history, who teaches 17 hours a week.

The classes of the university range in size from 2 up to 69 students. In 1926-27 there were 8 classes containing from 2 to 5 students, 10 from 6 to 10 students, 22 from 11 to 20 students, 15 from 21 to 30 students, 10 from 31 to 40 students, 4 from 41 to 50 students, and 1 with 69 students. The five classes with heavy enrollments include a class in Bible with 41, classes in ethics and mathematics with 43 each, a class in history with 46, and a class in education with 69. It is the committee's opinion that the latter class should be divided into two sections.

### EDUCATIONAL EQUIPMENT

Shaw University has a good library, which contains 10,388 volumes. A full-time librarian is employed who is a graduate of Simmons College. A full-time assistant is also employed. No students are on the library staff.

The following table shows the expenditures for the library during the past five years:

TABLE 34.—Library expenditures

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$411.52	\$553.92	\$608.30	\$481.79	\$308.00
Magazines.....	75.00	88.00	98.00	101.58	93.00
Supplies.....	25.00	25.00	30.00	30.00	50.00
Salaries.....	200.00	1,200.00	1,200.00	1,200.00	1,200.00
Total.....	711.52	1,872.92	1,932.30	1,812.37	2,221.00

The laboratories at Shaw University are well located and equipped. The table following shows the expenditures for laboratories and equipment made during the past five years.

TABLE 35.—Expenditures for laboratories and equipment

Expenditures	In biology	In chemistry	In physics	In home economics
<b>For permanent equipment:</b>				
1923-24				\$3,000.00
1924-25	\$5,000.00	\$5,000.00	\$5,000.00	
1925-26	500.00	500.00	1,500.00	
1926-27				
<b>For supplies:</b>				
1923-24	390.00	600.98	301.00	379.19
1924-25	409.00	531.65	263.00	183.94
1925-26	438.00	575.23	273.00	134.05
1926-27	630.00	1,540.27	671.00	20.88
<b>Total present value of equipment</b>	<b>2,800.00</b>	<b>6,600.00</b>	<b>3,200.00</b>	<b>2,800.00</b>

<sup>1</sup> With the erection of a new science building at the institution in 1924-25, the General Education Board donated \$15,000 for the three laboratories.

In Table 35 some of the expenditures indicated for supplies in 1925-26 for the biology, chemistry, and physics laboratories might well be included in equipment. The budget of the institution for 1926-27 provides for the expenditure of \$1,500 on scientific supplies and equipment.

### EXTRACURRICULAR ACTIVITIES

The university has no gymnasium, but it has an athletic field. The students participate in games such as football, baseball, basket ball, and tennis.

The athletic activities of the institution are controlled by an athletic council composed of eight members.—Two are members of the faculty, chosen by the faculty, five are students selected by the student athletic association, and one is an alumnus, who is usually the graduate manager. All actions by the council are subject to the president's veto. The college is a member of the Intercollegiate Colored Athletic Association, and the by-laws of this organization are enforced in protecting the purity of athletics and in preserving scholarship.

There is only one recognized fraternity at the institution, the Phi Beta Sigma, which is controlled by the faculty, students elected to it being judged on a basis of scholarship and character furnished by the dean. No office may be held in the fraternity by a student who is deficient in more than one study or has five or more demerits. Notwithstanding the fact that the university has recognized only one

fraternity, it was reported by the authorities of the institution that another fraternity exists contrary to the regulations of the college.

### CONCLUSIONS

In its 62 years of service Shaw University has obtained an excellent constituency. Notwithstanding the abandonment of the medical and preparatory schools in recent years, the university has gained strength by the concentration of scholastic effort on general education and teacher training.

In order that the college program may be strengthened, it is the opinion of the committee that the income should be materially increased and should be placed on a more stable basis. While an excellent endowment has been raised, it is not yet sufficient to meet the standards of an accredited college from the standpoint of the leading national accrediting organizations. Until the endowment reaches a more satisfactory figure, it is desirable that substantial increases be made in the annual appropriations of the Negro Baptist State Convention and of the American Baptist Home Mission Society.

The survey committee is also of the opinion that the location of Shaw University justifies the development of a modern college and teacher-training school. In order to more fully meet the needs of future growth, a carefully worked-out plan of buildings and grounds should be prepared that will utilize to the best advantage the limited space owned by the university in the heart of the city. The place that Shaw University holds in the feelings of the citizens of Raleigh warrants the effort of planning an institution which architecturally meets the highest ideals from æsthetic as well as from modern educational viewpoints. As fast as funds are forthcoming it will be found advantageous to replace a number of decrepit buildings with modern fireproof structures similar to the two that have recently been completed. In addition the following recommendations are made:

That unless the theological department increases its enrollment, it should be made an integral part of the arts and science college, and the administrative unit in theology abolished.

That in the event that this change is effected the name of the institution be changed from Shaw University to Shaw College.

That the trustees of the college encourage in every possible way the members of the faculty without advanced degrees to obtain them through graduate study.

That the salaries of at least one-half of the teachers be raised to a higher level.

*ST. AUGUSTINE'S SCHOOL**Raleigh, N. C.*

St. Augustine's School was incorporated by the State of North Carolina in 1867 as St. Augustine's Normal and Collegiate Institute. It is the oldest of the negro schools fostered by the Protestant Episcopal Church. The school is controlled by a self-perpetuating board of trustees composed of 15 members who are elected for a term of three years each. There are three classes of five each, one class being subject to change each year. The members of the board are white.

The American Church Institute for Negroes, an organization created by the Board of Missions of the Protestant Episcopal Church in behalf of educational work for negroes in the South, exercises supervision over the administrative and educational policies of the institution. St. Augustine's School is one of a group of 10 institutions supported by this church corporation, whose representatives make inspections three or four times a year. Although this church board has jurisdiction over the financial affairs of the institution and holds its endowment in trust, the board of trustees is the real governing body in most respects. The trustees appoint the teachers, the president, and other employees.

St. Augustine's School in 1926-27 included five divisions, with a total enrollment of 492 students. Of these, 48 were in the junior college, 4 in the Bishop Tuttle School of Religious Education and Social Service, 30 in the nurses' training school, 272 in the high school, and 138 in the elementary grades. The institution is now planning to provide a four-year college course, and in order to accomplish this object a campaign is being conducted to raise \$500,000 for buildings and equipment and for additional endowment.

The junior college was accredited by the State department of public instruction in 1925. Students who complete the normal course of study may receive the State elementary A grade certificate. The graduates of the junior college have been successful in entering Columbia University, Virginia Union University, Shaw University, and Hampton Institute, with full credit for the work done at St. Augustine's School. In August, 1927, the State department of public instruction approved the work of the premedical course given at St. Augustine's School and recommended "that students who complete the course be given credit for two years of standard work toward meeting requirements for the medical degrees." This recommendation was made at the suggestion of the Association of Medical Colleges.

## ADMINISTRATION

The financial administration of St. Augustine's School is under the control of the president, who is also treasurer of the board of trustees.

TABLE 36.—Income

Sources	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$33,083.33	\$36,000.00	\$36,900.00	\$30,000.00
Interest on endowment.....	5,466.51	7,690.64	6,474.12	7,000.00
Gifts for current expenses.....	1,559.19	1,577.56	1,490.46	1,500.00
Student fees, including board.....	27,731.35	28,654.45	32,020.63	33,000.00
Income from sales and services.....	3,989.44	2,978.42	3,731.08	3,800.00
Other sources.....	600.00	600.00	600.00	.....
Total.....	72,429.82	77,501.05	82,216.29	82,200.00

<sup>1</sup> Receipts from Sister fund.

The income of the school for 1926-27 was approximately \$82,200, the two principal sources of support coming from the Protestant Episcopal Church and from student fees and board. Of the total income, 44.9 per cent came from the church, 40.2 per cent from student fees and board, 8.5 per cent from interest on endowment, 4.6 per cent from sales and services, and 1.8 per cent from gifts for current expenses. As has been mentioned before, the church appropriations are made annually in a lump sum to the American Church Institute for redistribution to the negro schools under its jurisdiction. This source, which at present is the most important, has produced for the past four years a gradually increasing income. The increase in endowment indicates a healthy growth, the gain amounting to \$47,590 in five years.

The productive endowment in 1926-27 amounted to \$141,726, which is under the control of the American Church Institute, with headquarters in New York. The school receives a yield of 6 per cent on its endowment fund, which is paid by check by the institute direct to the treasurer of the institution every year. The income from student fees has increased in much the same proportion as enrollment in the school. The tuition charge, including board, tuition, light, and laundry in the collegiate division, is \$18 per month, not including educational fees. As all students are required to perform 45 hours of duty every month, few opportunities are left for self-help. The income from sales and services other than board and room shows a tendency to be constant.

Notwithstanding the growth in income of St. Augustine's School, it has not been sufficient to meet the school's demands; consequently, the administration has succeeded in obtaining from the General Education Board a pledge to contribute \$40,000 toward \$120,000 for the erection of two new buildings. Until this year St. Augustine's received \$600 annually for assistance in teacher training from the

Slater fund, but owing to the recent change in policy of the Slater fund which limits such contributions to four-year colleges, the institution will be deprived of this assistance until it reaches the rank of a regular four-year college.

An excellent system of bookkeeping is used and careful records are made of all business transactions. Certified public accountants audit the institution's accounts annually. An annual financial report is submitted annually to the New York headquarters of the American Church Institute. The summary report of the treasurer for the period June 1, 1925, to May 20, 1926, indicates that the institution had upon the latter date a surplus of \$1,726.

The registration of students at St. Augustine's is carried out in a satisfactory manner, a careful record being made of each candidate's transcript of high-school record. While it is possible that more detailed records of the student's relationships to the college should be kept, it is the committee's opinion that no important changes in the number and character of the forms should be undertaken until the four-year college work is organized. However, it is desirable to add immediately records that will keep the college in close touch with its graduates.

#### PHYSICAL PLANT

The campus of the St. Augustine's School contains 35 acres. In addition, it owns farm land with an area of 75 acres, a total of 110 acres.

The estimated value of this land is \$75,000. The land outside the campus is operated by a farmer, who acts as manager of the farm for the school and also works a portion of it on shares. No profit is realized from the farm, the enterprise coming out nearly even each year.

The school's plant comprises 14 main buildings, valued at \$322,075. The general equipment is valued at \$27,501. The valuation on the buildings is based on the auditor's annual report, while the valuation of the equipment is based on book value and inventories. The expenditures for equipment are added to previous estimates in the equipment account. A great deal of the equipment is made by student labor at the institution. An annual inventory is made of the furniture, which is kept in a separate account from the other equipment and movable property.

A blanket insurance policy is carried on the buildings and their contents subject to adjustment made on the basis of annual inventories.

The officer immediately in charge of the buildings and grounds is the superintendent. The work of keeping the grounds in order is performed by a foreman and several laborers who are assisted by

students. All students in residence must do one and one-half hours of work each day as a part of their regular school duties. The entire school works on shifts in the care of the school plant, and extra money and credit is earned by some students by doing additional work. The latter include approximately 20 per cent of the student body.

The committee was favorably impressed with the care of the buildings and grounds and the adaptations made in some of the older buildings to permit modern use. The design and material of the new administration and classroom building are very satisfactory, and it is hoped that in the near future some of the older edifices may be replaced by buildings of this type.

### *PREPARATORY SCHOOL*

The preparatory school is not required by the college charter, but preparatory-school work has long been one of the chief activities of the school. Students in the junior college and those in the preparatory school are kept separate and distinct. The faculty, however, is not separate, as three members of the junior college staff teach in the preparatory school. There is no segregation between the buildings used by the college and the high school, nor in the finances of the two departments.

No plans exist for the discontinuance of the secondary or elementary school, although attendance at the elementary school is being discouraged.

### *EDUCATIONAL PROGRAM*

Admission to the junior college requires the completion of 15 high-school units as follows: English 4, foreign languages 2, science 1, mathematics 2, history 1, and electives 5.

The 32 students entering the junior college in 1926-27 were all admitted upon certificate from accredited high schools, with the necessary 15 units of credit. These certificates included the transcripts of their secondary school records. No conditioned students have been admitted to the college.

For admission to the teacher-training course, graduation from a standard high school is required, and applicants for entrance to the training school for nurses must show evidence of having taken a good English course of instruction covering four years of high school.

In the junior college several scholarships of from \$50 to \$100 are awarded to the most capable graduates to aid them in completing a course leading to a bachelor of arts degree at some approved college or university.

### *REQUIREMENTS FOR GRADUATION*

The total requirements for graduation in the curriculum of arts and sciences in the junior college are 60 semester hours of credit, which include 12 credits in English, 6 credits in science, and the remaining

42 credits elective in history, mathematics, science, sociology, foreign languages, ancient languages, and education.

In the premedical course, the 60 semester hours of credit required for graduation include 28 credits in science, 8 credits in English, 6 credits in French, and 18 credits elective.

The requirements for entrance to the Bishop Tuttle School include the completion of junior-college work or equivalent. The two-year course of study comprises 12 hours of work in Bible, 14 in religious education, 32 in social work, and 4 in home management, a total of 62 semester-hour credits.

A further consideration of the programs of study at St. Augustine's indicates that the institution is proceeding conservatively in its development of the junior college. However, in view of the proposed policy of raising the school to full four-year college rank, it would seem wise to consider the reorganization of the several programs on the basis of college departments. This is particularly important because at the present time the work of the teachers who are giving the whole or the greater part of their time to college classes is divided between two or three subjects more or less unrelated.

In order that St. Augustine's School may obtain fuller recognition, it is essential that the work of the staff of the college be more and more concentrated along departmental lines, especially in English, foreign language, mathematics and science, and social science. Likewise, the teaching work should prove more effective if those teaching college work could be limited to college classes. While it is not the purpose of the survey to encourage a sharp cleavage between the high-school and junior-college courses, it is desirable that subjects organized on a college basis should be taught by teachers of more experience and training than in the case of the secondary-school subjects.

### ENROLLMENT

A study of the following table shows that there has been a marked increase in the enrollment in classes above high-school grade at St. Augustine's in the past five years.

TABLE 37.—Total enrollment, 1922-1927

Year	Freshman	Sophomore	Junior	Total
1922-23	14	10	13	37
1923-24	25	7	10	42
1924-25	25	22	7	57
1925-26	27	22	12	61
1926-27	46	26	10	82

The increase in the total number of students is approximately 122 per cent.

TABLE 38.—Enrollment in nurses' school, 1923-1927

Year	Freshman	Sophomore	Junior	Total
1922-23	14	10	13	37
1923-24	17	7	10	34
1924-25	9	15	7	31
1925-26	8	12	12	32
1926-27	11	9	10	30

The enrollments in the nurses' school on the other hand show a slight tendency to decrease. However, the fluctuations in the enrollments in this course do not indicate any marked tendency.

The growth of enrollments in the junior college gives evidence of a genuine demand for this type of educational service.

TABLE 39.—Enrollment in junior college, 1923-1927

Year	Freshman	Sophomore	Total
1923-24	8		
1924-25	15	7	22
1925-26	18	9	27
1926-27	32	15	47

A comparison of the enrollments of the freshman years with those of the following sophomore years for the three years in which the junior college has operated shows a student mortality which is negligible, with the exception of the year 1924-25, when the mortality was 40 per cent.

The enrollment in the Bishop Tuttle School of Religious Education and Social Service has been very small, due in part to the fact that the school has been in operation only two years and also because of the careful selection of the student body. In 1925-26 one student entered the first-year class. In 1926-27 four entered the first-year class and one entered the second-year class.

Only three special students have been enrolled since 1925. These include students who are not taking the full amount of college work but who have qualified by satisfying the entrance requirements. As the school has not offered a regular four-year course of study, no degrees have been granted.

### FACULTY

The faculty of the junior college is made up of 6 members, 3 of whom teach exclusively in the college and 3 have high school classes in addition to their college duties. The training of the staff is indicated in the table following.

TABLE 40.—*Training of the faculty*

Teacher.	First degree	Place obtained	Advanced degrees or graduate work
1	A. B.	Yale University	A. M. from Yale University.
2	B. S. in education.	University of Pennsylvania.	Half of work for A. M., University of Pennsylvania.
3	A. B.	Cornell University.	1 semester and 1 summer session in education at Cornell University
4	A. B.	Howard University	Diploma in French, correspondence course, International College of Languages, New York.
5	B. S. in civil engineering.	do	
6	A. B.	Columbia University.	3 years at General Theological Seminary, New York.
7	B. S.	Howard University.	On leave, working for A. M. at University of Chicago.

Four of the seven members listed are graduates of well-known eastern colleges and three are from Howard University. Only one holds the master of arts degree, although there are three who have received credit toward that degree.

None of the full-time members of the Bishop Tuttle School holds a degree, although each one has had experience in social and religious work widespread in its scope. The librarian who teaches part time in this school holds the bachelor of science degree from the University of Vermont and the master of arts degree from Columbia University. The instructor from the junior college who teaches part time holds the bachelor of science degree from the University of Pennsylvania. He has also completed one-half of the work required for a master of arts degree at Pennsylvania. The part-time teacher from the nurses' training school holds no degree.

The president of the St. Augustine School holds the degree of bachelor of arts from Amherst College and the master of arts degree from Columbia University and has had two years' graduate work at Columbia University toward a doctor of philosophy degree, three years' work at the General Theological Seminary in New York, and one term at Oxford University, England.

The majority of the faculty are new members, having been employed within the past three years. One teacher has served on the staff for 1 year, 1 for 2 years, 2 for 3 years, 1 from 15 to 20 years, and 1 longer than 20 years. Salaries paid by the institution are not well equalized, several members of the staff receiving adequate compensation, while the remuneration of others is extremely low. The salary schedules are as follows: One teacher receives \$2,000, one \$1,800, one \$1,720, one \$1,300, one \$810, and one \$800. The teachers with salaries of \$2,000 and \$1,800 are provided homes, and the teacher with a salary of \$1,720 receives board and room, while the remaining members of the staff receive no perquisites. The president's compensation amounts to \$3,000.

A study of teaching schedules in the junior college indicates that two teachers are overburdened with work. The student clock-hour loads of the faculty are as follows: One with less than 100 hours, 2 between 101 and 200 hours, 1 between 201 and 300 hours, and 2 between 501 and 600 hours. Two members of the faculty with loads between 501 and 600 hours have classroom assignments in the secondary school. However, it is believed that the best academic efficiency can not be maintained by teachers with such heavy burdens, and steps should be taken to relieve them of a considerable portion of their work. Only two of the teachers are teaching more than 16 hours per week. One is teaching 18 hours, which should be considered in this instance a maximum load, while the other has classroom work amounting to 22 hours a week, most of which is in secondary-school work. In the interests of efficiency the recommendation is made that the excessive load being borne by the latter teacher be reduced.

The sizes of the classes do not exceed a maximum of 20 students, which indicates that considerable attention has been given to their proper organization by the academic administration of the institution. In 1926-27 there were 16 classes taught in the junior college, of which 5 contained less than 5 students, 2 between 5 and 10 students, and 9 between 11 and 20 students.

### EQUIPMENT

The library at St. Augustine's School contains 7,775 volumes. These are well selected and are particularly strong in works of use to the secondary school. While a good beginning has been made in the selection of books adapted for college students, it is very desirable that a number of additions be made in the principal divisions of study. During the past three years the following sums have been paid out for the library.

TABLE 41.—*Library expenditures*

Items	1924-25	1925-26	1926-27
Books.....	\$320.00	\$315.00	\$120.39
Magazines.....	25.00	61.06	64.61
Supplies.....	31.00	53.25	107.41
Binding.....	14.23	10.00	2.00
Salaries.....	400.00	640.00	675.00
Total.....	790.23	979.91	975.41

The librarian is partly trained. She has attended the University of North Carolina and the University of Vermont. She holds the degree of master of arts from Columbia University. The committee wishes to commend the resourcefulness of the librarian in making over an unattractive and somewhat unsuitable place into one of the most inviting libraries visited. The partitioning of special alcoves for

college men and women, with suitable selection of books and reference works, furnished with comfortable chairs and settees, with the walls and the tops of bookcases decorated with historical prints and casts, made the library an attractive place. With the exception of teaching a class in Bible study three times a week at the Bishop Tuttle School, the librarian devotes her full time to the library.

### LABORATORIES

The school estimates the value of its laboratory supplies and equipment at \$2,000 in chemistry, \$2,000 in biology, and \$5,000 in physics. No detailed report of the expenditures in the separate laboratories for either supplies or equipment could be furnished by the school during the past five years. The expenditures for scientific equipment during the past three years included \$815 in 1924-25, \$936 in 1925-26, and \$319 in 1926-27. Disbursements for laboratory supplies amounted to \$275 in 1924-25, \$492 in 1925-26, and \$255 in 1926-27.

The survey committee is of the opinion that the present laboratory facilities are nearly sufficient for the present number of junior college students. As soon as the four-year college program is developed and additional science work offered, attention should be given to increasing the equipment, particularly in physics and chemistry.

### EXTRACURRICULAR ACTIVITIES

The school has ample facilities for recreational activities of the student body.

There are no fraternities at the school.

The athletic activities of both the junior college and high school are handled jointly by an athletic council composed of two teachers, two students—one elected by the men students and one elected by the women students—and the athletic director.

This council passes on the budget, schedules, and delegates to the North Carolina Athletic Association, of which the institution is a member. Each student pays an athletic fee of \$3, and the fund thus created is used for the junior college and high-school teams. Students must be bona fide members of the institution in order to participate in intercollegiate contests.

### SERVICE TO SOCIETY

The services of St. Augustine's School during its history have been of such a nature as to commend themselves to both the church and the public. In view of its strategic position, the American Church Institute for Negroes of the Protestant Episcopal Church has selected it from among the 10 schools under its control to be the four-year college for the group.

## CONCLUSIONS

The survey committee looks with favor upon the policy of the American Church Institute in selecting one institution of those under its control and concentrating its effort upon the development of a first-class college, rather than creating a number of poorly supported colleges.

The committee is of the opinion that the proposed drive for an adequate building and endowment fund as a basic requirement in the reorganization of the school is deserving of the fullest support.

The committee further recommends that careful consideration be given to the organization of at least eight college departments of instruction, each one to be headed by a professor adequately trained in his field.

That provision be made in the college faculty for the ranks of professor, associate professor, assistant professor, instructor, and assistant, with corresponding salary schedules.

That members of the faculty without advanced degrees be encouraged to pursue graduate study in order to obtain them.

That library and laboratory facilities be increased to take care of the new program of collegiate instruction.

That the degree of bachelor of science in social science be granted for the completion of the course of study of the Bishop Tuttle School.

That the president of the institution should be relieved of his duties as treasurer.

That the salaries of the two members of the faculty amounting to only \$810 and \$800 annually be advanced at once.

## WINSTON-SALEM TEACHERS COLLEGE

*Winston-Salem, N. C.*

Winston-Salem Teachers College was founded and incorporated as the "Slater Industrial Academy" in 1892. In 1895 it was recognized by the State, and two years later was chartered as the Slater Industrial and State Normal School. In 1905 it came under the full control of the State and was reorganized as one of the State normal schools for the training of negro teachers. In 1925 the general assembly of the State granted the school a new charter under the name of Winston-Salem Teachers College. The scope of the work of the institution was increased to four years of work above the high school, and powers were granted to the college under the authority of the State board of education to confer degrees.

The college is under the immediate control of a board of trustees composed of nine members, who are appointed by the governor, with the consent of the legislature, for a term of four years. The college also comes under the direction and supervision of the division of negro education of the State department of education, the State

supervisor of home economics, and the State supervisor of elementary schools.

The institution limits its work to collegiate instruction. It offers two and four-year courses of study in both education and in home economics for the training of teachers, principals, and supervisors of negro elementary schools and for the training of negro home economics teachers and supervisors. The enrollment in the college for the regular session of 1926-27 was 179. Of these only four were men. The summer session enrolled 376 students; and 95 were enrolled in the extension division.

The college has been recognized by the State department of education of North Carolina as a standard teachers college granting the bachelor of science degree in education. Its graduates are also eligible to receive primary and grammar grade teachers' certificates, class A. The four-year courses of study for the training of teachers, principals, and supervisors have not been officially accredited, as the fourth-year work of the college has been given for the first time this year. It is expected by the State that graduates of the four-year course will receive the bachelor's degree in education and at the same time be awarded class A teaching certificates in the fields of primary and grammar school work.

With respect to the scholastic recognition of the students of Winston-Salem Teachers College, a sophomore is recorded as having been admitted to the liberal arts course of study at Shaw University. As no students have yet been graduated from the four-year college course at the time of this survey, the problem of their recognition by recognized graduate schools has not arisen.

### ADMINISTRATION

The administration of the college is in the hands of the president, who is assisted by the registrar, the bursar, and a private secretary. Its income is derived primarily from the State of North Carolina. In the following table are shown the different sources of support of the institution, including total annual revenues for the past five years:

TABLE 42.—Income, 1922-1927

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$28,250	\$40,000	\$40,000	\$40,802	\$44,000
Gifts for current expenses <sup>1</sup> .....		600	500		
Students fees.....	3,531	3,855	3,654	5,093	3,000
Sales and services <sup>2</sup> .....	29,783	31,528	33,812	42,687	42,700
Other sources <sup>3</sup> .....	2,000	2,725	2,040	2,200	
Total.....	61,614	78,708	89,596	90,722	91,700

<sup>1</sup> Gifts by General Education Board for teachers in summer school.

<sup>2</sup> Gross income given in these figures.

<sup>3</sup> Receipts from State board of vocational education, payment from adjoining counties for summer school, and State equalizing fund.

<sup>4</sup> Figures for 1926-27, student fees and sales and services estimated.

The growth of the income of the college during the past five years has been rapid, the rate of increase being nearly 50 per cent. The rate of increase from State appropriations has been approximately 70 per cent. The results of this liberal attitude of the State in the support of its senior teachers colleges is apparent everywhere in the excellent morale of the educational staff, in the appearance of the plant, and the general character of its equipment. The college, in addition to its support from the State, received in 1921-22 a gift of \$25,000 from the General Education Board to aid in equipping the college.

The business office is ample in size, well lighted, and well equipped. The bursar keeps the accounts of the college in the form approved by the State. As in other educational institutions supported by the State, the college operates on a carefully prepared budget. Monthly financial reports are made to the State authorities and annual inventory of supplies and equipment is taken.

The registrar is also provided with suitable quarters. The registration of students is carried out efficiently and the classroom records of the students are kept on forms approved by the State department of education.

#### PHYSICAL PLANT

The college property, which comprises 55 acres of land valued at \$75,000, is excellently located on the outskirts of the city. The valuation of the land is based on the appraisals of local real-estate dealers and bankers. Twenty-five acres are used as the campus, the value of which is \$62,500. The remaining 30 acres are used as a farm. There are eight college buildings; in addition to a number of cottages and a barn which are also listed as college property. Their value is given as \$370,450. The equipment is valued at \$35,000. These figures indicate the replacement value based upon an annual inventory.

Four of the buildings are fireproof, two are fire resistant, and the remainder are not fireproof. The home-economics building has wooden stairways outside the building. Atkins Hall, the women's dormitory, is not entirely a fireproof structure, its main part being of fire-resisting material, but one of its wings has wooden stairways. An old wing of the men's dormitory, which is nonfireproof, is to be moved, an appropriation having been set aside for this purpose in the budget for 1926-27. Insurance on the college's property is managed by the State insurance office. This office makes an annual inventory of the buildings and their contents as a basis for fixing the amount of insurance to be carried. However, in some years, the office has not checked these inventories.

The main building on the campus is Administration and Instruction Hall, a three-story structure, valued at \$115,000, and containing

23 rooms utilized for offices, classrooms, and laboratories. Lamson Hall, a second three-story building, worth \$25,000, also contains rooms used for recitation on its first floor, the upper ones providing living quarters for women students. The institution's plant includes also a home-economics building, three stories high and worth \$30,000, used for this department of instruction; a home-economics practice house, valued at \$3,000; a four-story dormitory for women students with 83 rooms, valued at \$100,000, and a men's dormitory with 36 rooms, valued at \$30,000; and an auditorium and gymnasium erected in 1921 at a cost of \$25,000. There is a president's home on the campus and five cottages for teachers. In the past these cottages have been regarded by the college faculty as perquisites, but the State board of education is planning to charge rent for them in the future.

The buildings and grounds are directly in charge of a faculty assistant, who is also superintendent of buildings. He is directly responsible to the president. Help is employed to keep the buildings and grounds in order. Students are also employed to do inside work and are paid by checks which are turned back in payment of the students' bills. The survey committee was favorably impressed with the cleanliness and order prevailing everywhere.

### PREPARATORY SCHOOL

According to its charter the college is not required to maintain a preparatory school. A large city high school is adjacent to the college and is used for practice purposes. As a matter of temporary accommodation the college permits a limited number of high-school students who are planning to become teachers to have accommodations in the dormitories. Ample facilities are also available in nearby elementary schools for practice teaching. However, both the elementary schools and high school used for practice are very overcrowded.

### EDUCATIONAL PROGRAM

Students are admitted to the college upon graduation from an accredited high school. At least 15 units of work must be presented. An official transcript of the student's previous high-school record is also required. Students may also be admitted on examination. Admission requirements also provide that the major portion of the secondary school work be definitely correlated with the curriculum which the student expects to pursue in the college. The applicant must show a command of the fundamentals of arithmetic, reading, writing, English, and spelling. Conditioned students and those who are seriously deficient in these fundamentals are not permitted to enter the college.

The 91 students admitted to the freshman class in 1921-1927 all came from accredited high schools. Official transcripts of the

student's high-school records were presented in each case. Of these applicants, 41 per cent came from the city of Winston-Salem and 59 per cent from high schools scattered over the State of North Carolina.

### GRADUATION REQUIREMENTS

Five curricula are offered by the college as follows: Two-year curriculum for primary teachers, two-year curriculum for grammar-school teachers, two-year curriculum in home economics, four-year curriculum for teachers seeking the A grade certificate, and four-year curriculum in home economics.

The two-year curricula in education require 108 quarter-hour credits for graduation, and the four-year curricula 204 credits. The two-year curriculum in home economics requires 96 term hours for graduation and the four-year curriculum in home economics 192 term hours. Of the 108 quarter-hours required in the primary curriculum, 46 credits are in education, 18 in English, 18 in social science, 14 in science, 6 in music,  $4\frac{1}{2}$  in physical education, and one-half credit in penmanship. For the grammar-school curriculum, the distribution of subjects is as follows:  $38\frac{1}{2}$  in education,  $19\frac{1}{2}$  in English, 11 in science, 27 in social science, 6 in music,  $4\frac{1}{2}$  in physical education, and one-half credit in penmanship.

Of the 96 term hours required for the two-year course in home economics, 30 credits are prescribed in home economics, 18 in English, 18 in science, 6 in psychology, and the remaining credits elective in social sciences, education, public speaking, and demonstration cookery.

Of the 204 credit hours required for graduation in the four-year course in education leading to the bachelor of science degree in education, the following prescriptions are made: 73 credits in education, 54 credits in English, 36 credits in social sciences, 32 credits in science, 6 in mathematics, 9 in psychology, 6 in music,  $5\frac{1}{2}$  in physical education, and one-half a credit in penmanship. The aforementioned curriculum is not independent of the primary and grammar school educational curricula, but it includes them.

Of the 192 quarter hours required for graduation in the four-year course in home economics leading to the degree of bachelor of science, 60 credits are prescribed in home economics, 18 in English, 33 in science, 12 in psychology, 12 in social sciences; the remaining credits must be elected from subjects in social science, education, public speaking, and demonstration cookery.

The departmental organization of Winston-Salem Teachers' College is simple and effective. All subject-matter departments are grouped under two main divisions—the school of education, with 11 departments of instruction, and the school of home economics educa-

tion, with 5 departments. The school of education includes the subdivisions of art, education, English, geography, history, mathematics, public-school music, physical education, science, psychology and sociology. The school of home economics education includes the subdivisions of foods, clothing, applied design, child care and home nursing, and home management.

The college does not operate an elementary school, but uses four city schools for observation and practice work. The school of education has no control over the regular teachers in these schools except in one case where the principal is a member of the faculty. In this case the president of the college as advisory principal has a voice in making appointments. He also pays a part of the teachers' salaries. The college has no control or supervision of the high-school teachers in the city high school used by the college for observation and practice.

### ENROLLMENT

A study of the attendance at the college shows exceptionally rapid growth for the past five years, the total enrollment having increased nearly twelvefold.

TABLE 43.—Growth in enrollments, 1922-1927

Year	First year	Second year	Third year	Fourth year	Total
1922-23		6			13
1923-24	27	8			35
1924-25	68	24			92
1925-26	82	62			154
1926-27	91	65	18	5	179

Within the same period the increase in enrollments in the educational curricula has been elevenfold.

TABLE 44.—Growth in enrollments in educational curricula, 1922-1927

Year	First year	Second year	Third year	Fourth year	Total
1922-23	7	6			13
1923-24	20	6			26
1924-25	50	17			67
1925-26	68	47	6		119
1926-27	73	50	13	5	141

There has been comparatively little loss of students between the first and second years; however, the losses are much greater between the second and third years because a large proportion of the attendance is composed of two-year normal students who when they complete their work enter the teaching profession.

TABLE 45.—Growth in enrollments in home economics, 1922-1927

Year	First year	Second year	Third year	Fourth year	Total
1922-23	2				2
1923-24	7	2			9
1924-25	18	7			25
1925-26	16	15	1		32
1926-27	18	15	5		38

The interest in home economics education has been increasing at a satisfactory rate, as shown by the preceding table. If the growth of enrollments in home economics courses continues, there will be every justification for further emphasis upon this work.

Owing to the short time that the four-year college courses have been offered, no degrees have been granted up to and including 1926.

### TEACHING STAFF

The teaching staff of the Winston-Salem Teachers College is composed of 16 members. The academic organization consists of 11 departments of instruction, with teachers assigned to them as follows: Art, 1 instructor; education, 2 professors and 1 instructor; English, 1 professor and 1 associate professor; geography, 1 professor; home economics, 1 professor, 1 associate professor, and 1 instructor; history, 1 professor; music, 1 instructor; practice teaching, 2 professors and 1 associate professor; and science, 1 professor. The departments of mathematics and psychology do not have any members of the staff directly assigned to them.

The training of the faculty is shown as follows:

TABLE 46.—Training of the faculty

Teacher case	First degree	Where obtained	Advanced degrees or graduate work
1	A. B.	Lincoln University, Pa.	A. M., Columbia University.
2	A. B.	Shaw University.	
3	None	Columbia University; correspondence course University of Chicago.	
4	A. B.	Johnson C. Smith University.	Advanced work, Ohio State University.
5	B. S.	Ohio State University.	
6	B. S., Elec. Eng.	Lewis Institute of Arts and Sciences.	
7	A. B.	Oberlin College.	Western Reserve University.
8	None	Working toward degree at Howard University; 2 years at Miner Normal School, Washington, D. C.	
9	A. B.	Johnson C. Smith University.	University of Chicago.
10	B. S.	University of Chicago.	
11	Ph. B.	do.	
12	None	Halls Teachers College, Md.	
13	do.	2 years at Wilberforce.	
14	do.	1 year at University of Chicago.	
15	Ph. B.	Hartford School of Religions.	Columbia University.
16	V. M. D.	Ohio State University.	
17	Ph. B.	University of Chicago.	A. M., Ohio State University.
18	B. S.	Columbia University.	Columbia University.
19	A. B.	Fisk University.	A. M., Columbia University.

Of the 16 teachers listed, 12 hold first degrees from well-recognized institutions. The four teachers not holding degrees have been students in colleges and teacher-training institutions. Only three members of the faculty have an advanced degree. Two of these were obtained from Columbia University, and one from Ohio State University. Five teachers have gained graduate credits in such institutions as Columbia University, Western Reserve University, University of Chicago, and Ohio State University. Notwithstanding the excellent basic training of the faculty, a relatively small proportion hold advanced degrees as compared with other institutions, although this condition will doubtless be remedied if those who are now engaged in graduate studies complete their work.

The faculty is almost a complete new organization, 10 of its 16 members having joined the staff within the past two years. The service record of the different teachers in the institution is as follows: Seven teachers have served 1 year; three 2 years, three 3 years, one 5 years, and two 2 years. Thus only two members of the entire staff have been in service at the college more than eight years.

The annual salaries of the teaching staff vary from a minimum of \$1,200 to a maximum of \$2,400. Three teachers receive \$1,200, two of whom are working for their first degrees, one \$1,320, one \$1,440, three \$1,500, one \$1,600, four \$1,800, two \$2,000, and one \$2,400. These figures include perquisites. The salary of the president is \$3,000, plus a perquisite valued at \$500. An examination of the foregoing salary schedule shows that it conforms with the general practice of the State in paying its normal-school teachers. In view of the fact that such a large proportion of the staff have only first degrees, it is the committee's opinion that the present compensation is liberal. On the other hand, as these teachers are giving their spare time to graduate work, it can hardly be said that their compensation is sufficient to meet the added expense of this extra training.

The teaching loads with regard to student clock-hours is fairly well distributed. Of the 16 teachers, 1 has a load of less than 100 hours per week, 5 from 101 to 200 hours, 5 from 201 to 300 hours, 3 from 301 to 400 hours, and 2 from 401 to 500 hours. The teachers with loads exceeding 400 hours per week are the professor of English and the instructor in art. Their schedules should be altered.

Two teachers had loads of 7 hours per week of classroom instruction, 3 of 9 hours, 1 of 12 hours, 3 of 14 hours, 3 of 15 hours, 1 of 16 hours, 1 of 17 hours, 1 of 21 hours, and 1 of 22 hours. Members of the faculty teaching in excess of 17 hours per week were the instructor of home economics and the professor of science, and although much of their time is devoted to laboratory work, an immediate necessity exists for materially reducing their teaching assignments, if efficiency is to be maintained in instruction in these two subjects.

Classes in the college are classified, as to size as follows: 4 contain fewer than 5 students, 5 between 10 and 20 students, 4 between 21 and 30 students, and 3 between 30 and 40 students. It is evident from these figures that considerable care has been given the arrangement of the classes at the institution and that reasonable standards have been maintained in this respect.

### EDUCATIONAL EQUIPMENT

The college is provided with the beginnings of a good college library. It is housed in a large room, although the space is not sufficient to meet the demands for reading room space and for the new books that are essential to its growth. There are 2,150 volumes, which are catalogued according to the Dewey decimal system. The cards of the Library of Congress are used.

The expenditures for the library for the past four years are shown herewith:

TABLE 47.—Library expenditures

Items	1923-24	1924-25	1925-26	1926-27
Books.....	\$1,460.30	\$80.36	\$793.02	\$689.00
Magazines.....	106.17	129.85	100.00	180.00
Supplies.....	88.36	12.33	93.29	225.85
Binding.....	10.50		43.00	15.30
Salaries.....			1,500.00	1,500.00
Total.....	1,635.33	222.54	2,529.31	2,580.05

The librarian is partly trained and has completed two years of work toward the bachelor of arts degree at Wilberforce University and has been a student at University of Chicago for one year. The library is open to the students between 8.30 a. m. and 5.30 p. m. and between 7.30 p. m. and 9.30 p. m.

The library contains an excellent collection of modern works on education and related subjects. Its immediate need is for reference works and for college texts in the major fields outside of education.

### LABORATORIES

In view of the fact that the college is not specializing in the training of high-school teachers, the scientific equipment is not as complete as would be otherwise required. However, the laboratories are well located, ample in size, and equipped with modern desks and apparatus. The expenditures for laboratory purposes during the past five years are given in Table 48.

TABLE 48.—*Expenditures for equipment and supplies*

Expenditures	In biology	In chemistry	In physics
<b>For permanent equipment: <sup>1</sup></b>			
1922-23.....		\$200.00	\$33.92
1923-24.....		300.00	171.66
1925-26.....	\$1,000.00	600.00	448.17
1926-27.....	100.00	300.00	160.50
<b>For supplies:</b>			
1924-25.....		200.00	140.48
1925-26.....	100.00	387.00	200.52
1926-27.....	75.00	150.00	86.25
<b>Total estimated present value of equipment.....</b>	<b>875.00</b>	<b>2,300.00</b>	<b>1,700.00</b>

<sup>1</sup> The budget bureau of the State of North Carolina describes equipment as materials lasting for 2 years, replacements of which may be made from maintenance allowances.

It is the committee's opinion that more equipment should be provided for the biological courses as soon as possible and that additional equipment be added.

### EXTRACURRICULAR ACTIVITIES

The college promotes student organizations for carrying on various types of recreational and athletic activities. It does not, however, participate in intercollegiate athletics, all such activities being intramural. The administration of these activities is vested in a committee of 8, 3 of whom are from the faculty, and 5 from the student body. These are appointed by the president. The college has no fraternal organizations. The students maintain a dramatic club and publish a school paper under advisory control of members of the faculty.

### SERVICE TO SOCIETY

The college within the period of its relatively short existence has been instrumental in training teachers who have gone out and raised the standards of education in the communities of North Carolina and in other parts of the South. Through the head of the college much has been done to stimulate the interest of the State in a modern program of education for negroes and in the improvement of racial understanding.

It is therefore the opinion of the survey committee that Winston-Salem Teachers College is worthy of the most hearty support by the State and by the public.

### CONCLUSIONS

It is the survey committee's opinion that the raising of the institution to senior college rank is fully justified. However, in order to attain highest efficiency as a four-year teachers college the committee recommends:

That the college strengthen its teaching personnel by employing, as far as possible in the future, only those who have the master's degree or its equivalent, in addition to proved ability to teach.

That every encouragement be given to those on the teaching staff who are engaged in graduate study to complete this work.

That the library be enlarged and additions be made on the basis of departmental needs, including the necessary general reference works and that a more complete list of educational and scientific magazines be obtained.

That all scientific laboratories be improved in equipment and supplies to conform to senior college standards.

That in view of the lack of control of the institution over the teachers in the public schools now utilized for practice teaching, the institution seriously consider the advisability of establishing its own practice school upon the campus.

That steps be taken to reduce the student clock-hour loads and hours per week of teaching of the professor of science and the instructor in home economics.

## **NORTH CAROLINA STATE COLORED NORMAL SCHOOL**

### *Elizabeth City, N. C.*

The North Carolina State Colored Normal School was established in 1891 by the State board of education under authority of an act of the General Assembly of North Carolina, which empowers this board to organize negro normal schools whenever they are deemed necessary. The institution is located in the northeastern part of the State and is the principal colored teacher-training school for the entire eastern section of North Carolina, which is largely agricultural in character and is made up of a large negro population.

A board of seven trustees governs the institution, each serving for a term of six years. Every two years two new members are selected, with the result that it is possible to create an entire new board within a period of six years. The appointive power of the trustees is vested in the State board of education, which also controls the academic program of the institution. The board meets annually and holds other meetings when necessary. It has an executive committee composed of three members authorized to deal with special problems arising from time to time and also a building committee of three. All the members are white, four being residents of Elizabeth City.

The North Carolina State Colored Normal School, as its name implies, is organized into two-year teacher-training divisions of collegiate grade, a preparatory and an elementary school. The high school consists of the eighth to the eleventh grade and serves as a feeder to the normal school, while the elementary department

includes the first seven primary grades and is utilized for practice teaching and observation. The institution operates throughout the year, with fall, winter, spring, and summer quarters. Work of both collegiate and secondary levels is done in the summer session. An extension department is also conducted, classes attended by teachers having been organized in eight counties for the benefit of teachers desiring to raise the credit of their State teachers' certificates. Both the high school and the normal department have been accredited by the North Carolina State Department of Education. The Virginia State Department of Education has recognized the teacher-training work as standard, and the Texas Department of Education has similarly rated the institution.

In 1926-27 the school enrolled 48 normal students, 228 preparatory students, and 81 elementary pupils, the total being 357. Its student body included representatives of 36 counties of North Carolina and of six outside States. Over two score of students were registered from the State of Virginia. The institution is coeducational.

#### ADMINISTRATION

The principal is the executive head and in charge of the administration of the school under the supervision of the board of trustees. Through the director of negro education, the State department of education maintains close supervision over the institution, frequent inspections being made. Control of its finances is also exercised through the State budget.

The North Carolina State Normal School is supported almost entirely by student fees and State appropriations, as indicated by Table 49.

TABLE 49.—Income

Sources	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$36,000.00	\$36,000.00	\$36,100.00	\$38,000.00	\$38,000.00
Federal appropriations.....		600.00	600.00	600.00	600.00
Student fees.....	5,535.70	6,863.26	8,008.25	14,116.24	13,901.59
Gross income from sales and services.....	14,310.03	17,634.54	26,101.20	38,419.71	26,906.72
Total.....	55,845.73	61,097.80	70,809.54	91,135.95	79,471.31

The income of the school from all sources in 1926-27 amounted to \$79,471.31. Of this total, the State of North Carolina contributed 47.8 per cent; revenues from student fees brought 17.5 per cent; sales and services represented 33.9 per cent; and 0.8 per cent came from appropriations under the Smith-Hughes Act. A progressive increase has been recorded in the institution's income during the past five years. Since 1922-23 there has been an advance of \$23,625.58 in the total annual revenues. State appropriations for this period have been raised by 5.5 per cent, income from sales and

services has gained by 88.4 per cent, while student fees have increased 151.2 per cent.

The large gain from student fees is due to the rather wide variety of charges assessed against students attending the institution. Although no tuition is charged students who pledge themselves to become teachers in the State's public schools, those who do not intend to teach must pay \$18 tuition per year. Other charges include a \$3 entrance fee every quarter, \$15 per year for fuel, \$9 for lights, \$4 athletic fee for boys and \$2 for girls, and laboratory fees varying from \$2. up to \$4. Each pupil in the elementary practice school is required to pay an entrance fee of \$2 and from \$1.50 to \$2 per month tuition. Room rent in the school is low, being \$1.50 per quarter, while the cost of board is \$14 per month.

The business affairs of the school are under the jurisdiction of the principal, who is assisted by a business manager, bookkeeper, and assistant. The accounts are kept in accordance with an accounting system authorized by law, prepared under the direction of the State auditor and in use in all State institutions of North Carolina. They were found in excellent shape. With regard to the business office, the survey committee found it well equipped but poorly located on the first floor of the principal recitation building. With students entering and departing almost continually, there is a great amount of noise and confusion, interrupting and interfering with the work. Accounts of the institution are audited annually by the State auditor.

An unsatisfactory arrangement exists for the handling of student accounting. The responsibility for this work has been placed on the dean, who is burdened with other academic duties and can not devote full time to the task. Student records are maintained in the rear of a recitation room, and while filing cases are available the checking is done on several temporary tables. The result is that on most occasions these tables are covered with sundry students' records, and a lack of orderly procedure exists. Although the survey committee found the records in first-rate shape, much time was consumed in an effort to check the transcripts and high-school certificates of the students enrolled in 1926-27.

### PHYSICAL PLANT

Title to the physical plant of the North Carolina State Colored Normal School, including land, buildings, and other properties, is held in the name of the State of North Carolina.

The property owned by the institution consist of 41½ acres of land and about 20 buildings. The land is valued at \$11,102 on an appraisal made by a representative of the State auditor's office. Thirty-five of the 41½ acres are used as a campus, while the remainder is included in a farm. Total value of the buildings, also on a State

auditor's appraisal, is estimated at \$414,075, and that of the equipment at \$37,150, making the total valuation of the entire property \$462,327.

Most of the buildings on the campus are of modern construction, although only one is fireproof. This is the administration building, a large two-story structure erected in 1922, in which the greater part of the academic work is done. The president's office and the business offices are located in this structure as well as the library, 11 recitation rooms, and 3 laboratories. It is valued at \$130,000. Another building used for academic purposes is the model school, a one-story structure containing four recitation rooms and valued at \$10,300. There is also a laboratory located in the laundry, which is one story in height and was constructed in 1922.

The remainder of the buildings consist of teachers' quarters, a refectory, and farm buildings. There are two dormitories for women, one three stories high and the other two stories. Both were constructed in 1912, are valued at \$108,000, and contain 71 rooms. The men's dormitory is a large three-story structure completed in 1922, with 32 rooms. All three of these buildings are lacking in fire escapes. The refectory is a rather large building containing dining hall, kitchen, and storage rooms, and is valued at \$40,000. Other buildings on the campus include the principal's cottage, two teachers' cottages, a janitor's apartment, an industrial building, a barn, three pump houses, and four poultry houses. Both buildings and contents are insured, the State paying the insurance policies.

The campus presents an attractive appearance and is being beautified. Both the buildings and grounds are under the care of an engineer, who has a force of about 20 students working under him. Janitor work is done entirely by student labor and all the buildings were well taken care of. The institution pays the students in cash for all the work they perform for the school.

#### *PREPARATORY SCHOOL*

In the joint operation of a collegiate division and a secondary school on the same campus, the institution has only partially segregated them. The same buildings are used for both departments and the finances are kept in the same accounts. A faculty, separate and distinct, has been organized, however, for the normal department, and high-school students do not attend the same lecture, recitation, and laboratory groups as college students.

#### *ACADEMIC PROGRAM*

In the presentation of the academic program, the work of the entire normal division, the most important division of the school, has been omitted from the institution's catalogue with the exception of a brief four-page outline of the two curricula offered. There is no description

of the courses for the benefit of the prospective student, no classification of the curriculum into departments, nor any other information concerning the character of study in this division. Much of the space in the catalogue is devoted to the secondary school.

The curricula above high-school level offered in the normal school include two 2-year courses, one leading to a diploma and a State primary B teacher's certificate, and the other leading to a diploma and a State grammar grade B certificate.

### ADMISSION REQUIREMENTS

Admission to the normal division is based on the completion of at least 15 units of secondary work in an approved high school or its equivalent.

The 24 freshmen entering the department in 1926-27 all presented satisfactory credentials. Eighteen were graduates of the institution's own preparatory school, which has been accredited by the North Carolina State Department of Education, while three came from outside high schools on transcripts of their records. The other three freshmen were also admitted by certificates, but they could not be found at the time of the visit of the survey committee. No conditioned or special students are accepted by the institution.

### GRADUATION REQUIREMENTS

Graduation requirements in the two courses offered in the normal division are as follows:

Two-year primary grade course.....	111 quarter hours (74 semester hours) of credit.
Two-year grammar grade course.....	109 quarter hours (72.6 semester hours) of credit.

The entire program of work in both of the courses is prescribed. In the primary grade course, 31 quarter hours of credit are required in education, 21 in English, 15 in history, 3 in psychology, 3 in citizenship, 14 in science, 9 in drawing and handiwork, 5½ in physical education and games, 6 in public-school music, and one-half in writing. In the grammar grade course the required subjects include 41 quarter hours of credit in education, 23 in English, 12 in history, 11 in science, 6 in drawing, 4 in physical education, 6 in public-school music, 3 in psychology, 3 in citizenship, and 1 in penmanship.

### ENROLLMENT

While the enrollment of collegiate students has grown slightly during the past five years, the attendance of noncollegiate students has shown a heavy loss. In Table 50 is given the enrollment of students in the normal division for this period.

TABLE 50.—*Teacher training enrollment*

Years	First-year class	Second-year class	Total
1922-23	20	21	41
1923-24	20	13	33
1924-25	30	17	47
1925-26	22	28	50
1926-27	24	24	48

As disclosed by the figures presented in Table 50, the number of students registered in the normal division has increased by only seven between 1922-23 and 1926-27. Mortality, however, between the classes has been very small. The first-year class of 1922-23 showed a loss of 35 per cent upon becoming the second-year class of 1923-24. In the case of the first-year classes of 1923-24, 1924-25, and 1925-26, the student loss was even less, the rates of mortality being 15, 6.6, and 9 per cent, respectively.

Noncollegiate enrollment of the institution for the past five years included 555 students in 1922-23, 509 in 1924-25, 472 in 1925-26, and 309 in 1926-27. Thus there were 246 fewer elementary and high-school students enrolled in 1926-27 than in 1922-23. This represents a loss of 44.3 per cent in noncollegiate enrollment and is due to the establishment of negro public high schools in eastern North Carolina and the policy of the institution of concentrating on normal work.

### FACULTY

The teacher-training faculty of the North Carolina State Colored Normal School is made up of six members, only one of whom does any high-school work. This is the instructor in music.

The assistant principal is the head of the academic organization, which is small in size, consisting of only four departments of instruction, including education, English, science, and music. Three of the teachers are in the department of education, one in the English department, one in the science department, and one in the music department.

As shown by these figures, there are no departments of mathematics or foreign languages, and no courses in these subjects are offered in the teacher-training curricula. Both were being taught, however, in the preparatory school. The work of all the teachers was confined to the departments of instruction to which they had been assigned with the exception of the instructor in English, who was also teaching psychology.

All members of the faculty with one exception have obtained first degrees. Although none has yet secured a master's degree, five are pursuing studies leading to it.

TABLE 51.—Training of faculty

Teacher	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	B. S.	Columbia University	Graduate work	Columbia University.
2	A. B.	Shaw University	do	Do. Hampton Normal and Industrial Institute.
3	B. S.	Lincoln University	do	University of Chicago.
	Ph. B.	Drake College	do	Columbia University.
4	A. B.	Lincoln University of Missouri.	do	University of Chicago.
5	A. B.	Howard University	do	Columbia University.
6	None			Do.

Of the five undergraduate degrees held by the staff, four were obtained from negro institutions and the fifth from leading northern universities. One of the instructors has two undergraduate degrees, the first being secured from a negro college and the second from a northern institution. Graduate work of the five teachers is being done in Columbia and Chicago Universities and the Hampton Normal and Industrial Institute.

The faculty consists largely of new teachers. Of the 6 members, 2 have served for 1 year, 1 for 3 years, 1 for 5 years, 1 for 8 years, and 1 for 9 years. The older members of the staff, who have served from 8 to 9 years at the institution, are instructors in education and science.

The faculty of the institution is fairly well paid. The assistant principal, who heads the academic department, receives \$2,400 annually, plus a perquisite valued at \$300. Stipends of the other members of the staff range from \$900 to \$2,000, the average being \$1,485.

An examination into the teaching schedules of the faculty shows that four of the instructors are overburdened with work, having student clock-hour loads in excess of the normal. The loads of the staff are as follows: 1 teacher with 282 student clock hours, 1 with 380 hours, 1 with 652 hours, 1 with 771 hours, 1 with 864 hours, and 1 with 1,176 hours. The instructors with loads ranging from 771 to 1,176 student clock hours teach in the department of education and, while the greater proportion of their classroom duties consisted of practice and critic teaching, it is questionable whether efficiency can be realized under such a burden of work. Similarly the load of the instructor in English amounted to 652 student clock hours, an excessive figure, and that of the other instructor in education was 864 student clock hours, the latter including extension courses. Thus only two of the six members of the faculty were teaching less than 380 student clock hours. It is the opinion of the survey committee that the work of the teaching staff should be immediately reorganized, with a view of readjusting the loads of its members if the highest academic standards are to be attained at the institution.

A similar situation exists with regard to the hours per week of teaching. According to the schedules, 1 teacher gives classroom instruction for 6 hours, 1 for 12 hours, 1 for 16 hours, 1 for 22 hours, 1 for 25 hours, and 1 for 27 hours. On the basis of these figures, three of the instructors have teaching assignments of from 22 to 27 hours per week, a considerable number above the standard of 15 hours per week. An extenuating circumstance is that the work of two of these teachers consists principally of critic and practice teaching, but even this type of teaching requires much individual instruction and can not be conducted efficiently under the pressure of long hours of labor without intervals of respite.

The normal classes in the school are generally large in size. Of the 23 organized in 1926-27, 4 contained from 10 to 20 students, 6 from 21 to 30 students, 5 from 31 to 40 students, and 8 from 41 to 50 students. It is obvious, therefore, that approximately 50 per cent of the classes are excessive in size, there being 13 with more than 30 students. Subjects taught in these larger classes included biology, psychology, English, and education, or practically all the subjects taught in the teacher-training division. It appears that these classes should be divided into sections, and the schedules of the teachers rearranged accordingly.

### EDUCATIONAL EQUIPMENT

The library of the North Carolina State Colored Normal School contains 1,878 volumes. It is located in a well-lighted room and has first-rate equipment. A good start has been made toward the accumulation of books necessary for the educational courses conducted in the normal division. Although few annual expenditures have been made for new works during the past five years, the sum of \$2,500 has recently been set aside for the purchase of additional books of a collegiate grade. Annual expenditures for library purposes by the institution over this period include \$1,710 in 1922-23, \$765 in 1923-24, \$765 in 1924-25, \$900 in 1925-26, and \$1,026 in 1926-27. Of these disbursements on the library, \$575 was expended in 1922-23 and \$37 in 1926-27 for books; the remainder representing salaries and supplies. The library is in charge of a librarian who devotes full time to the work.

The institution is lacking in scientific facilities of a collegiate grade, most of the equipment in the laboratories being of secondary standard. Good quarters, however, are provided for the laboratories, but insufficient money is being expended for apparatus and supplies. The normal division is particularly in need of a modern, up-to-date biological laboratory fully equipped to do at least one year's work above a high-school level.

Few expenditures have been made for either scientific equipment or supplies in the last five years, according to the records of the school. The only equipment purchased during this period was in 1922-23, when \$1,000 was expended in biology, \$1,538.34 in chemistry, and \$1,000 in physics. For supplies, only a single disbursement was made, which comprised \$180 for chemistry in 1926-27. The total estimated present value of all the scientific equipment and supplies owned by the institution amounts to \$4,718.

### EXTRACURRICULAR ACTIVITIES

Athletic activities in the school are administered by a board of control consisting of four members of the faculty and three students, the latter being elected by the students' athletic association, which has a faculty adviser. The institution is not a member of any inter-collegiate athletic conference or other similar body. Other extracurricular activities include a lyceum and a professional club.

### CONCLUSIONS

As the only teacher-training institute for the negro race on the eastern shore of the State, the North Carolina State Colored Normal School is strategically located. An excellent and worthy service has been rendered the public by the institution both in the teacher-training and secondary fields.

The school has a first-class physical plant and is well-supported by the State. It is lacking, however, in educational equipment, particularly in its library and laboratories, and the administration and leadership is lacking in vigor.

During the past five-year period the high school has declined in enrollment due to the establishment of public high schools for negroes in the State, but the normal or collegiate division has not shown a corresponding increase in attendance, with the result that its total enrollment is less than it was five years ago. In this connection and on the basis of the preceding report the committee recommends:

That steps be taken at once to inform in the fullest possible manner the constituency of the institution of the educational advantages offered by the school, particularly in its teacher-training division.

That the catalogue be rewritten with a view of presenting the academic program in unabridged form, with descriptions of all the courses of study given.

That additional facilities be provided for the laboratories and that special attention be given to the development of a strong biological laboratory.

That the plans of the institution for the strengthening of the library be carried into effect at once and that in the future an annual appropriation be made for the purchase of new works.

That the standards of the training of the members of the faculty be raised and that the teachers now pursuing graduate studies be encouraged to continue this work.

That the teaching schedules be revised with a view of reducing the heavy student clock-hour loads of four of the instructors and the long hours per week of teaching imposed upon them.

That the dean be relieved from handling student records and a full-time registrar be employed, responsible for all student accounting in the school.

That more suitable quarters be provided for the business offices, away from the noise and confusion of the main entrance to the recitation building.

That fire escapes be provided for the men's and women's dormitories and the academic building.

That the sizes of the classes in all the departments of instruction be reduced.

### *NORTH CAROLINA COLLEGE FOR NEGROES*

*Durham, N. C.*

The North Carolina College for Negroes was founded in 1910. In 1915 the school was sold and reorganized as "The National Training School." Until the time of the World War the institution had made definite financial and educational progress; during the war it began to run behind in its income. The board of trustees, therefore, considered the possibilities of two plans—turning the school over to certain denominational boards that were interested or to the State of North Carolina. The latter plan was carried out. The State was given 25 acres of land, eight buildings, and equipment amounting to about \$135,000, with the condition that the State should take care of the accumulated deficit of \$40,000 and other obligations contracted for land purchases. In 1921 the State took over the plant and gave it the name of Durham State Normal School. Unfortunately, fire destroyed two of the principal buildings in 1925. Temporary buildings were immediately put up and no serious loss of time was suffered.

A movement had been started some time previously favoring the establishment of a liberal arts college with the special purpose of giving not only a general training but to prepare students to be high-school teachers and principals. In 1926 the Legislature of North Carolina enacted a law which changed the Durham State Normal School to the North Carolina College for Negroes.

The North Carolina College for Negroes is governed by a board of trustees, 12 in number, 9 of whom have already been appointed. They are all white. The governor of the State appoints the trustees for a period of four years. Every two years the terms of one-third

of the members of the board expire. The board meets every three months, these meetings being compulsory. The executive committee of the board meets monthly. The property of the college is held in the name of the board of trustees, who receive an annual report showing the financial progress of the institution.

Under the new organization the institution limits its activity to that of a four-year liberal-arts college with group programs that facilitate specialization in cultural, educational, commercial, and premedical work. The enrollment in 1926-27 was 215, of whom 56 were in the college and 155 in extension and summer courses. In 1927-28 the college enrollment was 196; in all other departments 256.

After inspection by the State authorities, through the division of certification, the first two years' work of the college was recognized to the extent of 56 semester-hour credits. The failure to receive the recognition for the full two years' work, or 60 semester-hour credits, was due to certain limitations of equipment in the laboratories and the lack of books in the library. The college has not had sufficient time under its new organization to obtain ratings from other accrediting organizations or educational institutions.

#### ADMINISTRATION

The administration of the college is under the direct control of the president, who is assisted by the dean, the bursar, the registrar, and other office assistants. The income of the college for the past two years is shown in the following table:

TABLE 52.—Income

Sources	1925-26	1926-27
State appropriations.....	\$29,500	\$31,000
Gifts for current expenses.....	2,000	2,000
Student fees.....	74,230	8,024
Net income from sales and services (board and books).....	3,735	1,679
Total net income.....	40,025	40,345

Loss

The main sources of income are the appropriations from the State and student fees. The total income of the college has decreased considerably during the past year because certain high-school and normal-school classes were dropped in 1926-27, the loss from this source alone being \$6,236. The net income from sales and services shows unusual losses, caused by the fact that the farm accounts are included under those of the boarding department. The farm has been unproductive for some time. Only \$2,000 has been received in gifts for current expenses. If the college is to maintain its faculty, library,

and laboratories on the plane of a standard college, the annual income of the college must be substantially increased.

The business office is well organized and equipped, although housed in temporary quarters. The bursar prepares a monthly report to the State auditor, which serves as a monthly audit. All bills that are paid by the college must be approved by the auditor's office in Raleigh. In addition to these reports, an annual budget of expenses is submitted to the State officers. The books were carefully examined and found to be well kept. The insurance on the school property is under the control of the State insurance commission, which determines the amount of insurance, the premiums being paid by the college.

The registration of the students is conducted in an approved manner, the cards and forms for this purpose being exceptionally adequate. Care has been given to the preparation of students' records and reports of grades by the teachers. These are complete, and the facts are well utilized by the dean and the faculty in their regular meetings.

### PHYSICAL PLANT

The college owns 43 acres of land in one of the suburbs of Durham. This land is valued, according to a recent appraisal made by the State, at \$154,000. The campus is well located and has an abundance of fine shade trees. There is ample space for the athletic field and other recreational activities of the student body. There are nine buildings on the college grounds.

The Administrative Building, erected in 1925 at a cost of \$25,000, is the main structure on the campus, in which are located the administrative offices, 9 recitation rooms, 2 laboratories, and a library. It is a frame building. A men's dormitory valued at \$15,000 and a women's dormitory valued at \$10,000 provide living quarters for the students. Other structures on the campus include a frame chapel worth approximately \$7,000, a one-story frame dining room valued at \$10,000, a teachers' home, a barn, and stockhouse.

The buildings and grounds are under the control of the supervisor of buildings and grounds, who is assisted by a group of self-help students and two hired janitors. The matron has charge of the women's dormitories and she also inspects weekly the men's dormitories. The dormitories are cared for by the students. The men's dormitories are under the control of a disciplinarian.

Notwithstanding the fact that the buildings of the college were either old or temporary structures, the survey committee found the rooms and the equipment in good order. The grounds can be improved considerably when the plans for landscaping are accepted. Little evidence of disorder or lack of care of the college buildings and equipment was found.

### EDUCATIONAL PROGRAM

To be admitted to the college, students must be graduates of an accredited high school or submit to an examination at the college. Graduates of high schools must present their certificates and a transcript of their records as students, indicating the completion of at least 15 units of secondary-school work. The requirements for entrance by subjects are as follows: English 4 units, foreign language 2, history 1, mathematics 2, and science 1.

According to the registrar, 44 students were admitted to the college upon certificate and transcript from accredited high schools, and 3 were admitted on probation from nonaccredited schools. High-school graduates may be admitted with conditions in two subjects, which must be removed by the end of the first year of college. This liberal allowance of condition is due to the fact that a number of high schools of the State do not teach certain subjects which are prescribed by the college.

The college admits special students, four having entered in 1926-27. Most of these are high-school graduates. However, a few non-graduates who have gained the State teachers' certificate for elementary school teachers, class B, upon examination, are admitted to the college as specials.

### GRADUATION REQUIREMENTS

The curricula of the college lead to the degrees of bachelor of arts, bachelor of science, and bachelor of science in education. In each case 120 semester-hour credits are required for graduation.

For the bachelor of arts degree, the student must meet the following subject requirements: 18 credits in languages; 12 in English; 12 in science; 6 in mathematics; 6 in either history, philosophy, sociology, economics, or political science; 12 credits in psychology; and 12 in education. The total amount prescribed is 78 credits. In addition the student must obtain 24 credits in a major subject or 18 credits major with 6 credits selected from a closely allied field. The 24 credits presuppose 12 credits in the same field during freshman and sophomore years. Besides the required work in physical education, the student must elect 18 credits.

Graduation requirements in the curriculum leading to the degree of bachelor of science include 12 credits in languages; 24 in science; 12 in English; 12 in mathematics; 6 in history; 6 either in sociology, psychology, economics, political science, philosophy, or physical education; and 12 in education. The total prescribed work comprises 84 credits. In addition the student must obtain 24 credits in a major subject or 18 credits major with 6 credits selected from a closely allied field. The 24 credits presuppose 12 credits in the same field during freshman and sophomore years. In addition the student must have 12 credits in free electives.

The college has outlined five major groups permitting specialization in the following fields: English and French; history and science; history and Latin or French; science and mathematics; education for training of high-school principals and supervisors. The curriculum for premedical students requires the completion of 60 semester hours of credit.

The school of commerce offers three 2-year curricula, each requiring 60 semester hours for graduation, and one 3-year curriculum requiring 135 semester-hour credits. The first emphasizes shorthand, typewriting, or accounting; the second emphasizes accountancy; the third, secretarial work. The 3-year program emphasizes teacher training in the aforementioned fields.

Extension courses in the field of secondary education are offered to teachers in service. Those who hold a provisional elementary certificate or higher may enroll for credit. Those who hold lower certificates may not receive credit. Each course requires 18 meetings of two 90-minute periods each, or the equivalent, and has the value of three semester-hour credits.

### ENROLLMENT

The development of college enrollments for the past two years is indicated as follows:

TABLE 53.—Enrollment in college of liberal arts

Years	Freshman	Sophomore	Junior	Senior	Total
1925-26	42				42
1926-27	42	14			56
1927-28	31	25	18		124

Table 53 shows that there has been a heavy loss of students of the freshman class of 1925-26 upon reaching the sophomore class, the percentage of loss being 66.6 per cent. However, the 1926-27 freshman class lost only 38.1 per cent of its membership on reaching the sophomore class of 1927-28.

Taking the growth of the freshman and sophomore years as an index it would appear that there are indications of an increasing interest in the type of work offered by the college in its liberal art-curricula. No definite information is available regarding the proportion of students in the premedical, commercial, and extension departments of the college prior to 1927-28. The enrollments in the other curricula for 1927-28 totaled 14 in the premedical course, 56 in the commercial course, and 22 in the extension department.

### FACULTY

There are 13 members on the college faculty of the institution. The academic organization consists of 10 departments of instruction, and there is one teacher assigned to each with the exception of the

department of commerce, which has four instructors. A list of the departments includes English, French, Latin, education and history, psychology and history, chemistry and zoology, physics and chemistry, mathematics, music, and commerce.

The training of the faculty of North Carolina College for Negroes is shown herewith:

TABLE 54.—Training of the faculty

Teacher case	First degree	Where obtained	Graduate work or degree
1	A. B.	Atlanta University	A. M., Columbia University.
2	A. B.	Lincoln University, Pa.	A. M., Lincoln University, Pa.; graduate work College of Business Administration, Syracuse University; also Graduate School, Commerce and Finance, New York University.
3	A. B.	National Training School, Durham, N. C.	1 semester graduate school credit at Ohio State University.
4	B. S. in education.	Ohio State University	2 quarters work toward A. M. degree at University of Chicago; special work in biology and chemistry at Illinois University; special work in mathematics and chemistry at Indiana University.
	B. S.	3 years Indiana State Normal	
	A. B.	Laclede Academy	
	A. B.	Southern Illinois University	Ph. G., University of Kansas.
5	B. S. in education.	Winston-Salem Teachers College	
6	A. B.	Columbia University	
7	A. B.	Lincoln University	
8	None	Diploma Florida Agricultural and Mechanical College, 90-hour certificate.	
9	do	Lincoln University. Diploma State department, Wilberforce University; studied education and history, Kansas City University.	
10	A. B.	Syracuse University	Summer school, Columbia University.
11	A. B.	Bates College	
12	A. B.	Lincoln University	A. M.; S. T. B., Lincoln University, Pa.; D. D.
13	None	New England Conservatory of Music.	

Ten members of the faculty hold first degrees from institutions that, almost without exception, are well known. Five hold these degrees from colleges exclusively for negroes and five from other colleges and universities. The other three members of the staff have diplomas indicating completion of normal school and musical training in reputable colleges. Only three hold master's degrees, and one has the degree of graduate in pharmacy. Of the 13, 6 have not had advanced training.

The faculty has been changed considerably since the reorganization of the college two years ago. Of the 12 teachers, exclusive of the director of music, 6 have been in service at the institution for only a year. Five others have served only two years and one for four years. Salaries paid the staff are as follows: One teacher receives \$1,000, one \$1,250, one \$1,400, three \$1,500; one \$1,600, one \$1,680, four \$1,800, one \$1,920, one \$2,100, and one \$2,400. According to these figures, six members of the staff receive \$1,500 a year or less, the minimum salary being \$1,000. Seven receive from \$1,600 to

\$1,920, and two receive more than \$2,000, the maximum being \$2,400. The president is paid an annual salary of \$4,000 a year.

In the opinion of the survey committee there is little justification for the low salaries paid to those comprising the lower third of the faculty group as given above.

Distribution of the work in the college to the faculty has not received proper attention, with the result that almost one-half of the members are carrying heavy student clock-hour loads. Teaching schedules show 1 teacher with a load of less than 100 student clock hours, 1 between 101 and 200 hours, 1 between 201 and 300 hours, 3 between 301 and 400 hours, 3 between 401 and 500 hours, and 2 between 701 and 800 hours. Among the teachers who have unusual burdens of classroom instruction is the dean of the college and professor of mathematics, with 423 student clock hours; the professor of chemistry and zoology, with 427 hours; the professor of accounting and stenography, with 471 hours; the professor of English, with 710 hours; and the professor of business English, with 736 hours.

Similarly the hours per week of teaching in the college are burdensome on a number of the teachers, the records showing one teaching 5 hours per week, one 9 hours, one 12 hours, three 15 hours, one 18 hours, one 22 hours, two 28 hours, and one 31 hours. A study of this situation reveals the fact that the members of the staff with long hours of classroom duties are the teachers with excessive student clock-hour loads. In this connection, the survey committee is of the opinion that immediate steps should be taken by the academic administration to revise the teaching schedule and reorganize the work of these teachers. Under present conditions it is difficult to attain high quality of classroom instruction such as meets the standards set up by the State of North Carolina.

The sizes of a number of the classes are also abnormal. Of the 40 organized in the college in 1926-27, 9 contained fewer than 5 students, 12 from 5 to 10 students, 5 from 11 to 20 students, 6 from 21 to 30 students, 8 from 31 to 40 students, 7 from 41 to 50 students, 2 from 61 to 70 students, and 1 with 87 students. Thus 32 of the classes have an enrollment of 30 students or less, while there are 18 with more than 30 students. The largest is one in physical education. Excluding classes of this type, the data given above show at least seven or eight classes excessive in size. These should be divided into sections, each limited to 30 students in number.

### EDUCATIONAL EQUIPMENT

The college has a small library of 1,900 volumes. The books are selected with some reference to departmental needs, but there is a great lack of suitable books for students of college grade. Expenditures for library purposes are as follows: \$100 for books, \$25 for magazines, and \$600 in salaries in 1925-26; \$150 for books, \$25 for

magazines, and \$600 in salaries in 1926-27; and \$600 for books, \$50 for magazines, and \$1,400 for salaries in 1927-28.

A full-time librarian is employed, a graduate of Fisk University, who has had some library training at Columbia University. The assistant of the librarian is now on leave studying library methods at Hampton Institute.

In view of the lack of books, the president has recently ordered 800 new volumes, the selection having been made according to the suggestions of the American Library Association. The library is housed in a room adequate in size for the number of books now in use, but entirely inadequate as to reading-room space.

Perhaps the most important step in the further development of the college consists of the acquisition in the near future of a well-selected list of books and reference works which will provide a library of at least 8,000 volumes.

### LABORATORIES

A small beginning has been made in the equipping of laboratories for the teaching of biology, chemistry, and physics. From the standpoint of college work, the equipment in biology and physics is lacking in many details. However, the chemical laboratory has a sufficient amount of apparatus and supplies to teach first and second-year college courses in chemistry. Under the present circumstances, the class work in organic chemistry is greatly limited.

The amount spent for the scientific laboratories of the college during the past three years are given herewith:

TABLE 4.—Laboratory expenditures

Expenditures	In biology	In chemistry	In physics
<b>For permanent equipment:</b>			
1925-26.....	\$75.00	\$75.00	\$50.00
1926-27.....	100.00	525.00	110.00
1927-28.....	100.00	950.00	150.00
<b>For supplies:</b>			
1925-26.....		150.00	52.50
1926-27.....	200.00	200.00	67.50
1927-28.....	150.00	450.00	150.00
Total estimated present value of equipment.....	300.00	1,700.00	350.00

### EXTRACURRICULAR ACTIVITIES

The college encourages a number of student activities. These organizations include the Lyceum, the Countess Cullen Literary Society, Le Cercle Français, the Home Beautiful Club, the Y. M. C. A., Y. W. C. A., the Sunday School Teacher Class, and several musical organizations. There are no fraternities or sororities at the college.

The athletic activities of the college are under faculty supervision. There is an athletic association which provides tennis courts and

equipment for the students. Intercollegiate games are under the supervision of the athletic council, which consists of representatives of the faculty, alumni, and student body. The college is a member of the North Carolina Athletic Union.

### SERVICE TO SOCIETY

During its development North Carolina College for Negroes has trained a substantial group of leaders who have gained eminence in various walks of life.

It is the committee's opinion that the college, on the basis of its new program, is in a position to be of greater service to the community than it has been in the past. In carrying out this program, which is limited to the field of a four-year college, it is essential that quality of instruction be emphasized. In training those who are to become leaders, it is essential that emphasis be placed on a moderate program of studies with sufficient time for self-directed study.

Furthermore, the faculty should not be loaded to such an extent that its members can not have time to give a broader and deeper preparation for classroom activities. A college teacher can not inspire study and thought in his pupils outside of the class if he himself has not the time or the disposition to study and to master his particular field.

In regard to the facts developed in this report the following recommendations are made:

That the abnormal teaching loads of the dean of the college and others be reduced and that classes with excessive enrollments be divided into sections.

That the administration employ additional teachers and so divide the work of the staff that each one may devote his whole time to one field or department of study.

That steps be taken at once to reorganize the three-year curricula offered in business and commerce for the purpose of eliminating all courses distinctly vocational in character and that in the future no college credits be given for this type of work.

That, in view of the need of the faculty and students for adequate library facilities, steps be taken at once to bring the college library up to senior college standards.

That the laboratories for the teaching of biology and physics be equipped for regular college work, and that additional equipment be made available for teaching organic chemistry.

That applicants for admission to the college be examined more carefully to ascertain their fitness for college work.

That all new buildings be of fireproof construction.

## Chapter XV

# OHIO AND WEST VIRGINIA

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CONTENTS.—Wilberforce University, Wilberforce, Ohio; West Virginia Collegiate Institute, Institute, W. Va.

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Development of negro higher learning in the States of Ohio and West Virginia is progressing on a substantial scale. Two institutions located in these States—Wilberforce University, at Wilberforce, Ohio, and West Virginia Collegiate Institute, at Institute, W. Va.—are included in this survey.

The negro population of Ohio is 245,900, and the enrollment of negro college students in the institution surveyed in this State totals 549. The proportion of the negro population receiving college training is 26 per 10,000 inhabitants. A much larger number of negroes are actually attending college in Ohio than these figures show, however, as many are enrolled in institutions of higher education for both races.

West Virginia has a negro population of 104,300, of whom 370 are receiving college training in the single college included in this survey. Using these figures as a basis, the ratio of negro college students to population is 35 for every 10,000 inhabitants. There are two other negro institutions in this State which did not participate in this survey, so that an even higher percentage is probable. A matter of special significance is the unusually high proportion of West Virginia's negro population attending preparatory schools, from which the institutions of higher learning draw their students. Negro high-school students in this State total 2,324, or 223 for each 10,000 inhabitants, a figure higher than in any other State included in this survey with the exception of the District of Columbia.

Both the Ohio and West Virginia State Departments of Education accredit negro colleges in the same manner as white institutions, State teachers' certificates being granted to their graduates. For the biennium of 1925-1927 the State of Ohio appropriated \$558,300 for negro higher education, and the State of West Virginia \$505,000.

*WILBERFORCE UNIVERSITY**Wilberforce, Ohio*

Wilberforce University was founded by the Methodist Episcopal Conference (white) and the African Methodist Episcopal Conference of Ohio in 1853. Three years later it was incorporated under the laws of the State of Ohio. Until 1863 the institution was operated jointly by these two organizations, but in this year the African Methodist Episcopal Conference purchased the entire property and assumed complete control over it. At the same time Union Seminary, a theological institution conducted by this conference near Columbus, was discontinued and combined with Wilberforce University.

In the beginning the educational work of the institution was confined almost entirely to secondary instruction. In 1865, however, the Payne Theological Seminary was organized on the campus, and in 1867 a liberal arts college was inaugurated. The State of Ohio in 1889 established through an act of the legislature a normal and industrial department at Wilberforce University and provided for its support through a tax of thirty-five ten-thousandths of a mill levied on the grand tax duplicate.

Because of its organization into three separate branches, the government at Wilberforce University is lodged in three different bodies. The liberal arts college and secondary school are under the supervision of a general board of 100 trustees elected by the annual conferences of the African Methodist Episcopal Church, this board in turn selecting 21 trustees from its membership to govern the college. They are chosen in groups of 7 every year, hold the property as a corporate body, and transact all the college business. Meetings are held semiannually, and an executive committee of 9 members has been created with limited powers. The officers of the board include a president and three vice presidents, all bishops of the church, a secretary, and treasurer.

The Normal and Industrial Department of Wilberforce University, which is supported exclusively by State appropriations, is under State control. Its governing body consists of a board of 9 trustees, 5 of whom are appointed by the Governor of Ohio with the consent of the senate, 3 by the African Methodist Episcopal Church Conference of Ohio, and the ninth is the president of the university, serving ex officio. The officers of the board include a president, vice president, and secretary. Each member appointed by the governor serves for a term of five years, one being selected annually.

The Payne Theological Seminary is under the government of an executive board of seven directors, three being bishops and the

remainder clergymen of the church. The board has a president, two vice-presidents, and a secretary-treasurer.

Wilberforce University is organized into the following divisions: A liberal arts college, a normal and industrial college, a theological seminary, and a high school known as the academy. The institution specializes in the training of teachers to give instruction in commerce, business, agriculture, trades, manual training, and home economics. The academy includes the ninth to the twelfth grade and draws its students chiefly from Wilberforce and adjoining communities. In connection with the education department of the college a model elementary school is maintained for practice teaching and observation.

The institution has been accredited by the Ohio State Department of Education as a standard college, and teachers' certificates are granted graduates of the various teacher-training courses offered in the university. The State Departments of Education of North Carolina, Virginia, Texas, and Florida have also officially accredited the college, while the board of regents of the University of the State of New York registered Wilberforce University under section 403 of its rules in April, 1926. A number of graduates of the college are also being accepted as full candidates for advanced degrees by graduate schools of such principal universities as Columbia, Wisconsin, Northwestern, Ohio State, Harvard, and Yale.

Enrollment in Wilberforce University totaled 802 students in 1926-27, distributed as follows: 553 in the collegiate divisions, 195 in the academy, and 54 in the model elementary school. The institution is coeducational, and while most of the students are residents of Ohio, there is a large number from other States:

#### ADMINISTRATION

Administration of Wilberforce University is vested in the president, under the supervision of the board of trustees. The normal and industrial department, the State-controlled division of the institution, is administered by a superintendent, who is also its fiscal officer. The Payne Theological Seminary has no separate administrative officer.

Although the different branches of the university are segregated as to control, cooperation exists between the different governing bodies and executives, so that they have been welded together into a single institution. The president serves as a member *ex officio* of the board of trustees of the college and also of the normal and industrial department and therefore takes part in the formulation of the policies dealing with their joint administration and operation, particularly with regard to educational functions.

Wilberforce University is supported chiefly by State appropriations, church appropriations, and student fees. In the accompanying

table is given its annual income from different sources for the past five years:

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$126,883.00	\$187,135.50	\$187,135.50	\$279,160.00	\$279,160.00
Church appropriations.....	68,613.04	65,527.13	76,739.91	78,241.27	84,138.53
Interest on endowment.....	5,794.67	5,794.67	5,794.67	5,794.67	5,794.57
Interest on investments.....	203.75	203.75	203.75	203.75	203.75
Gifts for current expenses.....	50.00	1,971.00	591.25	50.00	50.00
Student fees.....	27,476.34	26,294.43	28,072.69	32,598.38	35,544.21
Net income from sales and services.....	509.91	1,077.88	590.25	122.64	478.66
Other sources <sup>1</sup> .....	3,167.48	3,226.95	6,170.75	3,882.65	4,884.94
Total.....	222,098.17	291,231.31	303,366.87	400,053.34	409,202.76

<sup>1</sup> Represents receipts from founders' day rally and other miscellaneous sources.

For 1926-27 the total income amounted to \$409,202.76, of which 68.2 per cent was derived from State appropriations, 20.5 per cent from church appropriations, 8.6 per cent from student fees, 1.4 per cent from interest on endowment, and the remaining 1.3 per cent from net income from sales and services, interest on investment, and other sources.

Annual revenues of the institution have shown a large and progressive advance during the past five years. Between 1922-23 and 1926-27 the income has increased by \$186,504.59, or 83.7 per cent. During this period State appropriations have increased by 120 per cent, church appropriations by 43.5 per cent, and student fees by 29.3 per cent. Receipts from interest on endowment, net income of sales and services, and other sources have remained practically stationary.

Wilberforce University has a productive endowment fund totaling \$24,373.91. Prior to 1926-27 the endowment amounted to \$14,373.91, but in this year it was increased by an addition of \$10,000. The fund is conservatively invested, the interest yield per annum being 4 per cent. The university has an annual revenue of \$203.75, representing interest on some other investments, and also owns a law building in the city of Xenia, Ohio, valued at \$25,000.

The business affairs of the college are under the supervision of the president, who is assisted by a bursar, a secretary, two assistants to the secretary, an executive clerk, and several other employees. In the combined normal and industrial department, the superintendent, who is also its fiscal officer, has charge of the business management and is aided in this work by a secretary, bursar, and a record clerk. Accounts of both branches of the institution are audited annually.

While a considerable number of fees are assessed against students, the cost of attending the institution is not excessive. Tuition ranges from \$42 to \$60 annually, depending on the curriculum pursued. A list of the different tuition charges is as follows: Classical, scientific

and educational curricula, \$60 per year; academic, \$60; normal, \$60; commercial, \$60; vocational, \$42; and elementary practice school, \$39. Other fees include library \$3, gymnasium \$3, athletics \$5, medical \$3, fuel and light \$15, and laboratories \$3 to \$15. The charge for room rent is \$30 per year and for board \$4 per week. In the Payne Theological Seminary tuition is free, and only a minor incidental fee is charged against its students.

The survey committee found a first-rate system of student accounting in use in the liberal arts college division of the institution. A full-time acting registrar is handling this work. All the forms necessary for maintaining the records of a well-organized college are being kept, with most of them complete in content and well designed for the purpose to be served. The student permanent record is a particularly effective instrument. A course book, which contains blank pages for filling out the courses, grades, and earned credits is furnished each student, so that he may keep an accurate check on his work in the college. No forms were submitted covering the methods used in keeping the records of the students registered in the combined normal and industrial department of the university or the Payne Theological Seminary.

#### PHYSICAL PLANT

The physical plant of Wilberforce University consists of 347 acres of land and 18 buildings, exclusive of a structure owned by the institution and located in the city of Xenia. Of the total area of land, 75 acres are used as a campus and a considerable portion of the remainder as an experimental farm operated by the normal and industrial department. The State of Ohio holds title to 234 acres, which have a value of \$138,000, and the university owns 112 acres, valued at \$146,333.

Not all of the land owned by the State is in use, and the university also has a small area that is not being utilized. A recent appraisal was made of the property by a committee composed of a representative of a Xenia building and loan company, an official of the Ohio State Department of Insurance, and of the State auditors office.

The buildings on the campus and farm have a total value of \$1,381,200, and the equipment, including furnishings, is valued at \$335,715. These figures are based largely on original or replacement costs and on inventories made every spring and fall. Five of the buildings are of fireproof construction, 1 is semifireproof, while the other 12 are nonfire resisting. Separate insurance policies are carried on each building, including its contents. On a basis of the figures outlined above, the entire plant, including land and buildings owned both by the university and the State of Ohio, is estimated to be worth \$2,001,248.

The main building of the institution is Shorter Hall, an imposing modern four-story structure erected in 1924. It contains the administrative and business offices of the university, 13 classrooms, and 3 laboratories, an auditorium seating 2,500, a dining room, a kitchen, and dormitories for several hundred students. The original cost of Shorter Hall was \$500,000. A second principal building on the campus is Bundy Hall, three stories high and built in 1917, in which are located the administrative offices of the normal and industrial department. There are 16 recitation rooms and 4 laboratories in this structure, in addition to 2 rooms used for a library. The entire second floor is devoted to commercial instruction.

Galloway Hall, a large three-story brick building erected in 1906, and valued at \$110,000, is used for educational purposes, and contains 8 recitation rooms, 5 laboratories and shops, a library, and an assembly room. O'Neill Hall, another brick structure of considerable size, is four stories in height, was erected in 1890, and is valued at \$100,000. On the lower floors are located six recitation rooms, while the upper floors contain living quarters for students.

There are three other buildings used almost exclusively for educational purposes. They include the Home Economics Building, a one-story structure completed in 1927, containing five recitation rooms; the Mechanic Arts Building, also one-story high, with three laboratories and shops; and Poindexter Hall, two stories, containing five recitation rooms and one laboratory and shop. Carnegie Library, a gift of Andrew Carnegie, houses the main library. It was erected in 1907 at a cost of \$50,000.

Living quarters for the student body of the institution are provided in five dormitory buildings. Of these Arnett Hall is the largest, being 3 stories high, with 3 fire escapes and containing 93 rooms for women students; S. T. Mitchell Hall, a two-story structure with 45 rooms, is also occupied by women students. The former is valued at \$96,500 and the latter at \$60,000. Kezia Emery Hall, with 55 rooms, and Eliza Payne Cottage, with 15 rooms, are dormitories for men students. Seminary students are housed in the John G. Mitchell Hall, erected in 1870 and containing 18 rooms, 3 of which are used for recitation.

Other buildings comprising the physical plant are a gymnasium built in 1917 and valued at \$60,000, a hospital erected in 1916 with 16 rooms and valued at \$55,000, and a laundry completed in 1926 at a cost of \$20,000. The university has a central heating and power plant valued at \$20,000. On the farm are several small structures, including a dairy house, greenhouse, and other buildings.

Care of the buildings and grounds is under the supervision of two full-time custodians, one in charge of the college and seminary and the other of the normal and industrial department. A corps of

33 helpers is employed in the upkeep of the property, including 3 janitors, 2 yardmen, 1 electrician, 3 farm assistants, 1 journeyman plumber, 1 journeyman carpenter, 1 sewer bed caretaker, 1 coal passer, 1 student electrician, and 18 student janitors. The students are paid in cash for their labor.

### PREPARATORY SCHOOL

In the maintenance of a preparatory school or academy on its campus Wilberforce University has completely segregated it from the college except in the handling of the finances of the two departments. Secondary work is conducted in separate classrooms, and a special high-school teaching staff has been provided distinct from the college faculty. College and preparatory students do not attend the same lecture, recitation, and laboratory groups.

The institution has no plans for discontinuing its academy, as its operation is required under the terms of the original charter granted the school by the State.

### ACADEMIC PROGRAM

The academic program of Wilberforce University is comprehensive in scope and heterogeneous in character. Fifteen different curricula are offered, of college grade, and are summarized as follows:

*Graduate school.*—Curricula in arts and sciences leading to the degree of master of arts and master of science.

Curricula in education leading to the degree of master of arts and master of science.

*Liberal arts college.*—Four-year classical curriculum leading to the bachelor of arts degree.

Four-year scientific curriculum leading to the bachelor of science degree.

*Education.*—Four-year education curriculum leading to the degree of bachelor of science or bachelor of arts in education.

Two-year elementary teachers' curriculum leading to a diploma and a State teacher's certificate.

*Music.*—Four-year curriculum in music leading to the degree of bachelor of science.

*Normal and industrial.*—Three-year commercial teacher curriculum leading to a diploma and State teacher's certificate.

Two-year general commercial curriculum leading to a diploma.

Three-year agriculture teacher curriculum leading to a diploma and State teacher's certificate.

Two-year manual training teacher curriculum leading to a diploma and State teacher's certificate.

*Home economics.*—Four-year home economics curriculum leading to the degree of bachelor of science.

Two-year home economics teacher curriculum leading to a diploma and State teacher's certificate.

*Theology.*—Three-year theological curriculum leading to the bachelor of divinity degree.

Three-year English theological curriculum leading to a diploma.

A two-year curriculum in military science and tactics is also offered which all freshmen and sophomores are required to take and a four-year curriculum, the latter leading to a commission in Officers' Reserve Corps, United States Army.

In its study of the academic program of the university the survey committee was impressed with the plethora of curricula offered, in contrast to the paucity of students pursuing some of them. Of the total of 15 different curricula outlined above, the committee found that there were only 10 in which students had actually enrolled in 1926-27. Thus approximately one-third of the curricula at the university exist on paper rather than in actual classroom work.

#### ADMISSION REQUIREMENTS

Admission to the college is based on the completion of 15 units of secondary work from a standard four-year high school. Of this total it is recommended, but not required, that 3 units be presented in English, 3 in foreign languages, 3 in mathematics, 1 in science, and 1 in history.

Entrance is obtained through two methods, presentation of a certificate from an accredited preparatory school or by examination at the university. Candidates for admission to the normal and industrial department must, in addition to furnishing high-school credentials, pass a special examination conducted under the supervision of the Ohio State Department of Education.

In 1926-27 there were 221 freshmen admitted to the different college divisions of Wilberforce University. Records furnished the survey committee show that 88 were from accredited high schools, 27 were freshmen held over the previous year, 4 entered as special students in the college, and 4 in the music department, making a total of 123. The methods by which the other 98 freshmen obtained admission to the institution were not explained. Students are permitted to enter the college with a maximum of one conditioned subject, which must be removed by the end of the first year. Only a small number of conditioned students are registered, none being enrolled in 1922-23 and 1923-24, two in 1924-25, one in 1925-26, and four in 1926-27.

Special students are also accepted. They include mature persons not candidates for degrees and unable to meet admission requirements. Two special students were registered in 1922-23, five in 1923-24, four in 1924-25, six in 1925-26, and four in 1926-27.

#### GRADUATION REQUIREMENTS

On account of the different methods of measuring work in the institution, interpretation of the graduation requirements is difficult. The unit for measuring work in the college of liberal arts is the major credit. In the combined normal and industrial department both the

semester-hour and the term-hour credits are used, while the theological seminary is operated on the semester-hour basis. Moreover, it was found that while graduation requirements in the different curricula offered in the liberal arts college were stated in comprehensible terms, work necessary to complete the several curricula in the normal and industrial department was vaguely outlined and incompletely presented. In a number of the curricula it was impossible to distinguish between prescribed courses of study and electives, and in other courses no information was furnished as to the credits allowed for their completion.

The outlines of some of the curricula likewise included an excess of credits over the total actually required for graduation, and one instance was discovered where the graduation requirements in a curriculum were stated in major credits in one place and on a term-hour credit basis in another part of the catalogue.

A summary of the graduation requirements in the various curricula offered in the institution is as follows:

Graduate curriculum in arts, science, and education.....	8 majors of credit.
Four-year liberal arts curriculum.....	36 majors of credit.
Four-year education curriculum.....	36 majors of credit.
Two-year education curriculum.....	60 semester hours of credit.
Four-year music curriculum.....	(Not given in catalogue.)
Three-year commercial teacher curriculum.....	96 semester hours of credit.
Two-year commercial curriculum.....	96 term hours of credit.
Three-year agriculture teacher curriculum.....	96 semester hours of credit.
Two-year manual training teacher curriculum.....	60 semester hours of credit.
Four-year home economics curriculum.....	(Not given in catalogue.)
Two-year home economics teacher curriculum.....	60 semester hours of credit.
Three-year graduate theological curriculum.....	90 semester hours of credit.
Three-year English theological curriculum.....	76 semester hours of credit.

For completion of the graduate curricula leading to the master of arts or master of science degrees and requiring eight majors of credit, there is no specific prescription of study except that the course pursued must be a continuation of undergraduate work and taken in either a major group or a major and minor group, or, by special permission, in a major and two minor groups. A satisfactory thesis on some subject in the department in which the student is specializing must be prepared and a satisfactory final examination passed. No graduate students were enrolled in 1926-27.

In the liberal arts college the courses of instruction are classified in the following five general groups for the purpose of concentration in the junior and senior years:

- (a) *Languages and literature.* English, German, Greek language and literature, Latin language and literature, romance languages and literature.
- (b) *Natural science.* Anatomy, astronomy, botany, chemistry, neurology, physics, physiology, zoology, and entomology.

- (c) *Social sciences.* American history, anthropology, economics and sociology, English history, European history, political science, and Roman political institutions.
- (d) *Mathematics-philosophy.* Mathematics, philosophy, and psychology.
- (e) *Education.*

All students working for degrees are required to major in one of these five groups, earning at least 9 majors of credit, and to minor in another one of the groups, earning 6 majors of credit.

Of the 36 majors of credit required for completion of the four-year classical curriculum leading to the bachelor of arts degree, 25 are prescribed as follows: 4 in English, 3 in mathematics or language, 6 in Latin or Greek, 2 in biological sciences, 2 or 3 in philosophy, 1 or 2 in psychology, 4 in history or economics, and 2 in social or political science. The remaining 11 credits are free elective. No foreign languages are listed among the prescribed subjects in this course. Requirements in the scientific curriculum leading to the bachelor of science degree comprise 4 prescribed majors of credit, in English, 3 in chemistry, 3 in physics, 3 in mathematics, 2 in biological science, 1 in history, 2 in economics, 2 or 3 in philosophy, 1 or 2 in psychology, 4 in modern language, the other 10 credits being free electives.

In the two four-year education curricula, one of which leads to the bachelor of arts degree in education and the other to the bachelor of science degree in education, about two-thirds of the work is prescribed. Requirements in the bachelor of arts education curriculum include 4 majors of credit in English, 3 in mathematics or languages, 6 in Latin and Greek, 2 in philosophy, 2 in biological science, 2 in psychology, 5 in education, 2 in history, and 2 in social or political science. Eight majors of credit are elective. The bachelor of science education curriculum comprises 25 prescribed majors of credit, of which 4 are in English, 3 in chemistry, 3 in mathematics, 5 in education, 2 in biological science, 2 in philosophy, 2 in psychology, and 4 in foreign languages. There are 9 credits elective in this curriculum.

The two-year normal curriculum leading to a State elementary teacher's certificate consists principally of subjects in education, from which the 60 semester hours of credit required for graduation must be earned. The list includes: 50 credits in education, 3 in psychology, 10 in English, 4 in history and civics, 2 in hygiene, 7 in drawing and music, 2 in physical education, and 4 in vocations.

Of the 96 semester hours of credit required for graduation in the three-year commercial teacher curriculum, 54 credits are prescribed in commerce, 23 in education, 6 in English, 6 in economics, 4 in physical education, and 2 in vocation, with 1 credit elective. The two-year commercial teacher curriculum conforms in a large measure to the first two years of the three-year curriculum. Students, however, are required to pursue courses in vocations and typewriting, for which they receive no credit.

While graduation requirements in the three-year agriculture teacher-training curriculum comprise 96 semester hours of credit, the outline in the catalogue shows the different prescribed courses of study on a term-hour basis of credit. They include 70 term-hours of credit in agriculture, 27 in education, 15 in social science, 3 in psychology, 9 in English, 36 in science, 7 in art, and 3 in music. The two-year manual training curriculum requiring 60 semester hours of credit is made up of courses in woodworking, blacksmithing, machine-shop practice, applied electricity, mechanical drawing, education, English, physics, and psychology, the exact number of credits to be earned in each not being given. Biology is offered as an elective.

Due to the fact that the four-year home economics curriculum is just being organized, its graduation requirements had not yet been fully determined at the time of the visit of the survey committee. The 60 semester hours of credit required for completion of the two-year home economics curriculum are included in the following list of subjects: 38 credits in home economics, 17 in education, 6 in English, 14 in science, 3 in psychology, and 2 in sociology. The four-year curriculum in music has also been inaugurated only recently, with the result that graduation requirements and prescription of work have not yet been definitely determined.

Both of the curricula in the Payne Theological Seminary are entirely prescribed. Of the 90 semester hours of credit required for completion of the three-year graduate curricula leading to the bachelor of divinity degree, 3 credits must be earned in sociology, 6 in English, 11 in Greek, 11 in Hebrew, 2 in ethics, 2 in psychology, and 55 in theology. The 75 semester hours of credit necessary to graduate in the English theological course include the same work except that Hebrew, Greek, and courses in exegesis are omitted.

### ENROLLMENT

The enrollment of college students at Wilberforce University has shown only a slight gain during the past five years, as revealed by the accompanying table:

TABLE 2.—Total collegiate enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	237	143	78	41	499
1923-24	247	179	85	53	564
1924-25	257	158	60	50	565
1925-26	271	213	82	27	593
1926-27	221	192	85	55	553

Between 1922-23 and 1926-27 the student body in the university increased by only 54 students, which represented a gain of only 10.8

per cent. Up to 1926-27 there was steady advance in the institution's college enrollment, but in this year a loss of 40 students occurred as compared with 1925-26.

TABLE 3.—Enrollment in liberal arts college

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	85	64	48	21	218
1923-24.....	119	59	59	31	268
1924-25.....	144	69	28	43	284
1925-26.....	122	91	43	18	274
1926-27.....	109	86	62	47	304

The principal increase in college students at Wilberforce University has been recorded in its liberal arts college. During the past five years this division has gained 86 students, the rate of advance being 39.4 per cent. The mortality, however, has been particularly heavy, ranging between 60.5 and 78.8 for the freshman classes of 1922-23 and 1923-24. The former class, which originally contained 85 students, declined to 18 students in its senior year of 1925-26, a loss of 78.8 per cent, while the freshman class of 1923-24 lost 60.5 per cent of its students in the course of four years.

TABLE 4.—Enrollment in four-year education curriculum

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	3	4	3	20	30
1923-24.....	4	2	8	19	33
1924-25.....	11	4	8	13	36
1925-26.....	16	11	11	7	45
1926-27.....	10	8	8	7	33

In the four-year education curriculum offered in the college, student enrollment has been practically at a standstill over the past five-year period. In 1926-27, 33 students were pursuing this work as compared with 30 in 1922-23, a gain of only 9 per cent. Because of the practice of permitting normal students to enter the junior class after completing the regular two-year teacher-training course, it was impossible to secure accurate figures on the mortality rates in this curriculum, but the figures presented in Table 4 seem to indicate a fair degree of student retention.

TABLE 5.—Enrollment in three-year teacher-training curriculum

Year	First year	Second year	Third year	Total
1922-23.....		4	11	15
1923-24.....	4	5	11	20
1924-25.....	5	7	5	17
1925-26.....		12	13	25
1926-27.....		6	8	14

The three-year teacher-training curricula, which include courses in agriculture and commerce, have also remained practically stationary during the past five years so far as enrollments are concerned. Only 14 were registered in these curricula in 1926-27, against 15 students in 1922-23, and for the years of 1925-26 and 1926-27 no freshmen enrolled in them.

TABLE 6.—*Enrollment in two-year education curriculum*

Year	First year	Second year	Total
1922-23.....	54	26	80
1923-24.....	37	51	88
1924-25.....	43	35	78
1925-26.....	30	36	66
1926-27.....	18	24	42

A further evidence of the lack of interest in the teacher-training work in the university is indicated by the heavy losses in attendance in the two-year education curriculum. With 80 students registered in this division five years ago, enrollment figures for 1926-27 show only 42 students pursuing this curriculum, or a decline of 45 per cent. The number of freshmen registering in this division has also fallen off to a considerable extent, only 18 freshmen being enrolled in 1926-27 as compared with 54 in 1922-23.

TABLE 7.—*Enrollment in two-year home economics curriculum*

Year	First year	Second year	Total
1922-23.....	21	11	32
1923-24.....	9	16	25
1924-25.....	19	7	26
1925-26.....	28	14	42
1926-27.....	6	16	22

Enrollment in the two-year home economics curriculum, which the institution has just increased to a four-year course, has likewise declined rather heavily over the past five years. Only 22 students were registered in this department in 1926-27, a loss of 10 over 1922-23, and the number entering home economics work last year was only 6. In view of this fact it would appear that the efforts of the administration should be concentrated upon strengthening the present two-year curriculum in home economics rather than expanding it to include four years.

TABLE 8.—*Enrollment in two-year manual training teacher curriculum*

Year	First year	Second year	Total
1922-23.....	29	8	37
1923-24.....	28	1	29
1924-25.....	10	9	19
1925-26.....	10	10	20
1926-27.....	6	8	14

A similar increasing loss is recorded in the students pursuing the two-year manual training teacher curriculum, which enrolled only 14 students in 1926-27 as compared with 37 in 1922-23. This represents a decrease of 23 students over this five-year period, the rate of decline being 62.1 per cent. Table 8 also shows that the freshman class of 1925-26 contained only 10 students and that of 1926-27 only 6 students.

TABLE 9.—*Enrollment in two-year commercial curriculum*

Year	First year	Second year	Total
1922-23.....	30	18	48
1923-24.....	28	26	54
1924-25.....	37	15	52
1925-26.....	39	32	71
1926-27.....	53	28	81

As disclosed in Table 9, the two-year commercial curriculum is the only division, except the liberal arts college, that has increased its enrollment for the past five years. A steady growth of students pursuing this type of work has occurred during this period, the gain amounting to 68.7 per cent. Furthermore, student losses between the different commercial classes have been low, the rate of mortality for the 1922-23 first-year class being 13.3 per cent, for the 1923-24 class 46.4 per cent, for the 1924-25 class 13.5 per cent, and 28.1 per cent for 1925-26. Increased registrations are also being recorded in the freshman classes annually.

TABLE 10.—*Enrollment in three-year theological curricula*

Year	First class	Second class	Third class	Total
1922-23.....	15	7	15	37
1923-24.....	18	17	7	42
1924-25.....	18	12	15	45
1925-26.....	20	7	13	40
1926-27.....	11	13	7	31

In 1926-27 there were 31 students enrolled in the undergraduate and graduate curricula offered in the Payne Theological Seminary, as compared with 37 in 1922-23. A fair number of students entering

this work are being retained. Due to the addition of students with advanced standing, the first-year class of 1922-23 showed no loss upon reaching its third year.

### DEGREES

Wilberforce University has granted 235 degrees in course during the past five years, of which 201 were granted in the liberal arts college and 24 in the theological seminary.

TABLE 11.—Degrees granted in course

Year	Bachelor of arts	Bachelor of science	Bachelor of science in education	Bachelor of divinity
1921-22	8	17	8	4
1922-23	10	23	5	11
1923-24	8	19	18	5
1924-25	10	27	16	8
1925-26	12	13	7	6
Total	48	99	54	34

A comparison between the number of freshmen entering the institution during the past five years, which totaled 1,263, with the 235 degrees granted during this period shows that the rate of student retention amounted to 18.5 per cent. Twenty-eight honorary degrees have been granted by Wilberforce University in the past five years, as follows: 3 doctors of law and 3 doctors of divinity in 1921-22; 3 doctors of law and 3 doctors of divinity in 1922-23; 2 doctors of law and 3 doctors of divinity in 1923-24; 3 doctors of law and 3 doctors of divinity in 1924-25; and 2 doctors of law and 3 doctors of divinity in 1925-26. This represents 18.5 per cent of the total number of degrees granted in course during this same period.

### FACULTY OF UNIVERSITY

The faculty of Wilberforce University is made up of 56 members, divided as follows: Eighteen in the liberal arts college, 34 in the combined normal and industrial department, and 4 in the Payne Theological Seminary.

*Liberal arts college.*—Prior to the opening of the school term of 1927-28, the staff of the liberal arts college was composed of only 13 teachers, but in this year 5 new instructors were added. With this change, the academic organization of the college was reconstructed and divided into 11 departments of instruction, with members of teaching staffs as follows: English, 1 professor and 2 instructors; foreign languages, 1 professor and 2 instructors; mathematics, 1 professor; physics, 1 professor; education, 1 professor and 1 instructor; natural science, 1 professor and 1 instructor; chemistry, 1

professor and 1 instructor; history and political science, 1 professor; sociology and economics, 1 professor; and military science, 1 professor.

The academic organization may be improved by reducing the number of departments of instruction in accordance with the scheme generally adopted by modern colleges. For instance, three separate departments of instruction, each headed by a full professor, have been established for physics, natural science, and chemistry, when in reality these should be grouped under a single department of instruction of science in charge of one professor. Similarly, history and social science have been designated as an individual department, and sociology and economics as a separate department. As all these subjects come under the general heading of social science, they should be combined into one department of social science under the supervision of a single head. Under this arrangement, which will greatly facilitate the correlation of these interrelated studies, the college will have a more complete organization composed of 8 instead of 11 departments of instruction.

"The qualifications of the faculty are excellent." All the 18 members hold undergraduate degrees, 10 have obtained masters' degrees, 3 are candidates for masters' degrees, and 4 are augmenting their training by graduate study. The president holds the degree of doctor of philosophy from the University of Jena. In the accompanying table are shown the degrees, including graduate work, held by different staff teachers:

TABLE 12.—Training of faculty

Case	First degree	Where obtained	Graduate degree and graduate work
1	A. B.	Harvard University	Work at New England College of Languages.
2	B. S. in education	Wilberforce University	Work at University of Kansas.
3	B. S.	Howard University	M. S., University of Chicago.
4	A. B.	University of Illinois	Work at University of Illinois
5	B. S.	Syracuse University	Candidate for M. A. at University of Chicago.
6	Ph. B.	University of Chicago	Candidate for M. A. at Ohio State University.
7	A. B.	University of Vermont	A. M., University of Vermont. B. D., Yale University.
8	Ph. B.	Brown University	M. S., Wilberforce University.
9	A. B.	Wilberforce University	Candidate for M. A. at University of Chicago
	B. music	Chicago Musical College	
10	B. S.	Wilberforce University	Work at University of Chicago.
	A. B.	University of Wisconsin	
11	B. S.	Wilberforce University	Work at University of Wisconsin.
	A. B.	University of Wisconsin	
12	A. B.	Virginia Union University	A. M., University of Chicago.
	Ph. B.	University of Chicago	B. D., University of Chicago.
13	A. B.	Iowa State University	A. M., Iowa State University.
14	B. S.	Boston University	A. M., Boston University.
15	A. B.	University of Bombay	A. M., University of California.
	B. S.	University of Oregon	M. S. in commerce, Iowa State University.
16	B. S.	Bates College	M. S., Howard University.
17	A. B.	Virginia Union University	A. M., University of Michigan.
18	( <sup>1</sup> )		

<sup>1</sup> Lieutenant colonel, U. S. Army.

The faculty of the college has been almost completely reorganized, both by the replacement of old teachers and the addition of new ones, since 1922. Service records of the present members show that 12

have been employed within the past five years, while the other 6 have been instructors in the college from 6 up to 25 years. The length of service of the different teachers follows: 5 have served for 1 year, 3 for 2 years, 2 for 3 years, 2 for 5 years, 1 for 6 years, 1 for 7 years, 1 for 9 years, 1 for 15 years, 1 for 18 years, and 1 for 25 years.

Annual salaries of the faculty are above the average paid in negro institutions, although there are at least three members whose compensation is low. The median salary in the college is \$1,760, while the average salary is \$1,699. Five of the teachers receive quarters in addition to their cash remuneration, two being teachers whose salaries amount to only \$1,210 and \$1,265 annually. A summary of the salaries being paid in the college follows: One teacher receives \$2,238, one \$1,925, one \$1,860, eight \$1,760, one \$1,685, one \$1,659, one \$1,512, one \$1,375, one \$1,265, and one \$1,210. The head of the military department is a lieutenant colonel in the United States Army and his salary is paid by the Federal Government. The president of Wilberforce University receives an annual compensation of \$5,000.

An examination of the student clock-hour loads of the different members of the faculty disclosed that seven have an excessive amount of work imposed upon them, notwithstanding the fact that five new teachers were added to the staff in 1927-28. According to the teaching schedules, the loads of 3 members consist of from 200 to 300 student clock hours, 8 from 301 to 400 student clock hours, 3 from 401 to 500 student clock hours, 2 from 501 to 600 student clock hours, 1 from 601 to 700 student clock hours, and 1 from 801 to 900 student clock hours. Thus, while an excellent distribution of the work in the college has been effected in the case of 11 members of the staff, it is obvious that a considerable reduction in the loads of the 7 teachers which range from 401 to 900 student clock hours should be made if the best classroom results are to be maintained. These teachers include the professor of chemistry, with a load of 952 student clock hours; instructor in chemistry, with 630 student clock hours; professor of physics, with 504 student clock hours; professor of biology, with 454 student clock hours; instructor in biology, with 438 student clock hours; professor of English, with 525 student clock hours; and professor of history and political science, with 490 student clock hours. As practically all these subjects require considerable individual instruction both in the classroom and laboratory, it is recommended that immediate steps be taken to readjust the schedules of the teachers so that their tasks will be brought down to the normal load of 300 student clock hours.

In its study of the hours per week of teaching in the college, the survey committee found these same teachers devoting long hours to classroom and laboratory instruction, their loads in this respect varying from 20 to 32 hours per week. An analysis of the assignments of

work of the staff shows 1 member with 11 hours per week of teaching, 1 with 13 hours, 6 with 15 hours, 1 with 16 hours, 1 with 17 hours, 1 with 18 hours, 2 with 20 hours, 2 with 24 hours, 1 with 30 hours, and 2 with 32 hours. The later figures serve to further emphasize the necessity of reorganizing the teaching schedules of those members of the faculty who are overburdened with classroom duties.

The classes in the college are generally normal in size. In 1927-28 there were 75 classes being taught, and of this number 70 contained from 5 to 30 students, while 5 comprised from 31 to 40 students. An analysis of the classes includes the following: 9 classes containing from 5 to 10 students, 38 from 11 to 20 students, 23 from 21 to 30 students, 4 from 31 to 40 students, and 1 from 40 to 50 students. The classes from 31 to 40 students in size were made up of 1 class in economics with 32 students, 1 in mathematics with 31 students, 1 in chemistry with 31 students, and 1 in French with 34 students, while the class containing from 41 to 50 students was 1 in military science.

#### *COMBINED NORMAL AND INDUSTRIAL DEPARTMENT*

The faculty of the combined normal and industrial department, the State-controlled division of the university, consisted of 34 members at the time of the visit of the survey committee.

Of this number, three were extension workers in auto mechanics, domestic science, and home nursing, while a fourth was the department physician, teaching a single class in nursing. Although specific information was not furnished regarding the matter, a considerable proportion of the remaining teachers were doing secondary work, particularly in trades, domestic science, and vocations.

In examining into the academic organization of this department, the survey committee found that at least 6 courses of instruction were being given with such small enrollments of students as to raise the question whether the results attained justified the costs of their maintenance. Each of these courses was being taught by individual instructors receiving salaries ranging from \$1,400 to \$2,000. They included machine-shop practice with only 13 students enrolled in the class, acetylene welding with 10 students, carpentry and cabinet work with 11 students, plumbing with 5 students, blacksmithing with 1 student, elementary grade teaching with 14 students, and home nursing with 6 students. Considering the lack of interest in the character of work offered in this department, and in view of the fact that much of it is of a secondary grade, it is the opinion of the committee that serious study should be given to the question of a reorganization of its academic program.

With regard to training, the teaching staff of the combined normal and industrial department does not conform to the standards generally accepted for higher educational institutions of the type of

Wilberforce University. Of the 34 teachers, 14 have obtained undergraduate degrees and 20 have no degrees. Similarly, only 2 hold graduate degrees, and only 4 of the 14 with first degrees are working to augment their training by graduate study. Table 13 shows the training of the staff.

TABLE 13.—Training of faculty—Combined normal and industrial department

Case	First degree	Where obtained	Graduate degree and graduate work
1	B. S.	University of Colorado	M. E., University of Colorado.
2	None		
3	None		
4	B. S.	University of Illinois	
5	None		
6	None		
7	None		
8	B. S.	Michigan State College	
9	None		
10	None		
11	None		
12	None		
13	None		
14	None		
15	None		
16	B. S.	Wilberforce University	M. D., Marquette Medical School.
17	B. S.	do	
18	D. V. M.	Ohio State University	
19	B. S.	Wilberforce University	Work at University of Minnesota.
	B. S.	University of Minnesota	Work at Kansas City Teachers College.
20	None		
21	A. B.	Ohio State University	
22	None		
23	B. S. in commerce.	Y. M. C. A. College, Dayton, Ohio.	
24	None		
25	B. S.	Cornell University	Work at Cornell University.
26	None		
27	None		
28	None		
29	None		
30	A. B.	Rust College	Work at Simmons University. Work at University of Chicago.
31	None		
32	None		
33	B. S.	Wilberforce University	Work at Ohio State University.
	A. B.	Oberlin College	
34	None		

As revealed by the table given above, 6 of the undergraduate degrees were obtained from negro colleges, while 8 were secured from northern institutions. A tendency toward faculty inbreeding is evidenced by the fact that 4 of these undergraduate degrees came from Wilberforce University. Both the graduate degrees were obtained from northern institutions, while the graduate study being pursued by four teachers is being done at graduate schools of leading universities.

Annual salaries of the faculty of the combined normal and industrial department are slightly above the average paid in negro colleges, one member receiving \$2,100, four \$2,000, five \$1,800, two \$1,700, two \$1,600, thirteen \$1,500; and five \$1,400. The stipends of the staff range from \$1,400 to \$2,100 annually. In addition to the compensation, 15 of the teachers receive quarters.

The work in this department of the university is poorly distributed and indicates need for reconstruction of its academic organization.

Because of the small enrollment in the various curricula offered, with the exception of the commercial courses, the teaching loads of 24 members of the teaching staff, or approximately 70 per cent, are less than 200 student clock hours. The teaching schedules show 15 teachers with loads of less than 100 student clock hours; 9 between 101 and 200 hours; 3 between 201 and 300 hours; 3 between 301 and 400 hours; 3 between 401 and 500 hours; and 1 between 501 and 600 hours.

Some of these loads are so light as to be almost negligible. For instance, the instructor in plumbing has a load of 10 student clock hours; the instructor in blacksmithing, 6 student clock hours; the instructor in auto mechanics, 20 student clock hours; the instructor in machine shop practice, 13 student clock hours; the instructor in acetylene welding, 20 student clock hours; the instructor in carpentry, 22 student clock hours; and the instructor in home nursing, 12 student clock hours.

Of the four staff members with loads of between 401 and 600 student clock hours, three are instructors in the commercial curriculum which has a fairly large enrollment, while the fourth is an instructor of physical education.

A study of the hours per week of teaching in this department also shows that many of the members have little actual work assigned to them. Twenty of the instructors teach 10 or fewer hours per week, the duties of six of this number consisting of from 2 to 5 hours of instruction, some of a laboratory type. Of the 5 staff members teaching 20 hours per week, which represents the highest loads, 2 are instructors in commerce, 1 in stenography, another in English and a fifth in education. The record of the hours of teaching per week shows 2 teachers with 2 hours per week, 1 with 3 hours, 2 with 4 hours, 1 with 5 hours, 3 with 6 hours, 1 with 7 hours, 3 with 8 hours, 7 with 10 hours, 1 with 13 hours, 3 with 14 hours, 3 with 16 hours, 2 with 18 hours, and 5 with 20 hours.

The classes in the combined normal and industrial department are considerably below normal in size. There are 31 classes containing 5 students or less, and 53 ranging in size between 11 and 30 students. Of the 122 classes organized in this department in 1926-27, 8 contained 1 student, 23 from 1 to 5 students, 24 from 6 to 10 students, 37 from 11 to 20 students, 16 from 21 to 30 students, 9 from 31 to 40 students, 1 from 41 to 50 students, 3 from 51 to 60 students, and 1 with 75 students. It is doubtful whether many of these smaller classes justify their existence, and the survey committee is of the opinion that a reorganization of the work and teaching schedules should be effected for the purpose of eliminating a considerable proportion of them.

### PAYNE THEOLOGICAL SEMINARY

The teaching staff of the Payne Theological Seminary is made up of four members. With the exception of one, all are well trained, holding both undergraduate and graduate degrees as disclosed by Table 14.

TABLE 14.—Training of staff of Payne Theological School

Case	First degree	Where obtained	Graduate degree or graduate work
1	A. B.	Fisk University	B. D., Oberlin College.
2	A. B.	Wilberforce University	A. M., Ohio State University.
3	A. B.	Howard University	D. L., Oberlin College.
4	None		Work at Ohio State University.

The first degrees held by the teachers in the seminary were obtained from negro colleges, while the graduate degrees were secured in each case from northern universities. One member of the faculty holding a doctor of divinity degree is pursuing further advanced work. Salaries paid the four teachers are rather low, but this is offset by the fact that three of them serve also as pastors of churches and receive additional compensation from this source. Two with churches receive \$1,125 annually, while the salary of the third is \$540. The fourth member of the staff, who is the dean, is paid \$1,800 a year and receives also house rent free.

Due to the limited number of students attending the Payne Theological Seminary, none of the teachers has excessive teaching tasks. The dean's load amounts to 322 student clock hours, while the loads of the other three members vary from 118 to 201 student clock hours. With regard to hours per week of classroom instruction, one teaches 20 hours, a second 17 hours, the third 15 hours, and the fourth 12 hours. The sizes of the classes are small, ranging from 5 to 17 students in the different courses of study. There is one class of 47 students taught by the dean, which consists of students from the college.

#### EDUCATIONAL FACILITIES

Wilberforce University has three libraries, a main college library occupying its own building, a theological library located in the Payne Theological Seminary, and a small educational library for the combined normal and industrial departments. The volumes included in them total 12,900.

The survey committee found the main library of a standard type, equipped with modern facilities, and containing ample space for reading rooms. Practically all the books were well-selected works for reference and collateral reading in college curricula. The institution makes a regular annual outlay for library purposes as indicated by the accompanying table giving expenditures for the past five years.

TABLE 15.—Library expenditures

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$420.04	\$376.17	\$606.12	\$933.59	\$579.51
Magazines.....	36.65	244.90	171.40	319.05	257.70
Supplies.....	400.56	617.82	595.80	560.40	359.98
Salaries.....	2,275.00	2,275.00	2,275.00	2,275.00	2,275.00
Total.....	3,132.24	3,413.89	3,547.32	4,068.04	3,471.16

The laboratories are of college grade. Although located in the basement of one of the college buildings, they appeared well lighted and adequate as regards space. Equipment in chemistry was found to be ample for the courses offered, but the physics laboratory was susceptible of improvement, particularly with regard to increased apparatus for advanced college work. Facilities in the biological laboratory were of first-rate quality. More equipment, however, is needed. Expenditures for the upkeep of the laboratories over the past five years are given in Table 16.

TABLE 16.—Laboratory expenditures

Expenditures	Biology	Chemistry	Physics	Bacteriology
For permanent equipment:				
1922-23.....	\$1,500	\$250	\$250	-----
1923-24.....	500	200	250	\$200
1924-25.....	2,000	3,020	490	400
1925-26.....	500	700	250	500
1926-27.....	800	200	605	1,800
For supplies:				
1922-23.....	500	2,000	150	-----
1923-24.....	300	600	200	300
1924-25.....	500	1,000	200	400
1925-26.....	300	1,000	200	250
1926-27.....	300	1,000	200	500
Total estimated present value of equipment.....	6,600	8,000	2,400	3,500

The total estimated present value of all the scientific equipment and supplies owned by the institution amounts to \$24,215.

### EXTRACURRICULAR ACTIVITIES

Athletic activities at Wilberforce University are administered by an athletic council composed of 11 members of the faculty appointed by the president and 4 students selected by the student body. The institution is a member of the American Collegiate Athletic Association, enforcing the by-laws of this organization in the protection of scholarship and prevention of professionalism in sports.

There are eight fraternities and sororities in the college—Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, Phi Beta Sigma, Delta Sigma Theta, Alpha Beta Alpha, Beta Phi Beta, and Sigma Gamma Rho. The fraternities and sororities are under the direct control of the faculty, which passes on eligibility for membership, fixes scholastic standards, and regulates social activities. Students living in

fraternity and sorority houses are permitted this privilege after sanction by the university officers, who may revoke it at any time.

Other extracurricular activities at the institution include: The Alpha Phi debating society, John G. Mitchell Literary Society, Y. M. C. A., Y. W. C. A., Reserve Officers' Training School band, symphony orchestra, male and female choruses, university quartette, and mixed chorus. All are under faculty supervision.

### CONCLUSIONS

Wilberforce University is one of the earliest institutions of higher learning for the negro race established in the United States, having been founded almost a decade before the Civil War. Although originally organized as a secondary school, it soon developed into a liberal arts college and theological seminary, and in 1889 the State of Ohio created a normal and industrial department as a division of the university for the training of teachers. The institution has a long and creditable record of achievement, of public service, and of development of leadership among the colored people of the country. For over three-quarters of a century many of its graduates have become prominent educators, publicists, authors, clergymen, and merchants, and two of its alumni have served as American ministers to foreign countries.

In its examination of Wilberforce University, the survey committee found the institution possessed of an excellent physical plant, well supplied with educational equipment, and with a teaching staff of considerable size. An examination of its academic functions and the results being attained, however, indicates that the institution has made little progress during the past five years. While the annual income, the greater proportion of which is provided by the State of Ohio, has increased from \$222,698 in 1922-23 to \$409,202 in 1926-27, a gain of \$186,504, student attendance including both collegiate and noncollegiate has declined from 875 in 1922-23 to 802 in 1926-27. In other words, with an income 83 per cent higher than five years ago, the university is actually providing education to 8.5 per cent fewer students.

Responsibility for this situation is due in a large measure to the failure of the institution to evaluate its types of work and to revise its educational program on a basis of changed conditions. Although development of the liberal arts college and the theological seminary has been slow, considering the facilities at hand, the combined normal and industrial department, the State-controlled division of the university, has retrogressed to such an extent during the past five years as to present a serious administrative problem. In some of the curricula offered in this department no students are enrolled, while in other curricula such a steady decrease of students has

occurred as to raise the question of whether the outlay in salaries and cost of operation is justified.

The lack of coordination and correlation existing between the different divisions in the presentation and conduct of their academic programs is noticeable. Instead of a unified plan applicable throughout the university, different units of measuring work were in use in each division and graduation requirements were at wide variance, leading to confusion and making interpretation almost impossible for the prospective students. In view of this situation and on a basis of other facts developed in the foregoing report, the following recommendations are offered for the improvement of Wilberforce University in the future:

That the Legislature of Ohio authorize a competent and comprehensive study of the combined normal and industrial department, the State-operated division of the university, for the purpose of appraising its business management, its educational objectives, revising its curricula, reorganizing its academic functions, and its teaching staff.

That the administration of the university take immediate steps to eliminate the diversified methods of measuring work in the different divisions of the institution and that a single unit be adopted throughout the university.

That a committee of the faculty be appointed to make a thorough survey of the various curricula offered, with a view of eliminating such courses of study as exist only on paper, and that this committee also make a thorough revision of the graduation requirements with a view of simplifying them.

That upon the completion of such survey, the catalogue relating to the academic program of the university be rewritten and the curricula presented in clear and concise form readily comprehensible to prospective students of the institution.

That courses in modern languages be made a part of the prescribed work of the four-year classical curriculum leading to the degree of bachelor of arts.

That the two four-year curricula, one leading to the degree of bachelor of arts in education and the other to the bachelor of science degree in education, be combined into a single curriculum.

That in view of the fact that there is no real demand for graduate work and that the faculty is lacking in training for such work, all graduate work at the institution be discontinued.

That the teaching schedules of the members of the faculty in the liberal arts college having loads in excess of 300 student clock hours be revised and the amount of work imposed upon them materially reduced.

That additional equipment be purchased for the physics and biological laboratories.

## WEST VIRGINIA COLLEGIATE INSTITUTE

### *Institute, W. Va.*

The West Virginia Collegiate Institute is situated about 8 miles west of Charleston, the capital of West Virginia, in the center of a large colored population. It was established by the State legislature in 1890 as the negro land-grant college of West Virginia, in order that the State might participate in appropriations made by the Federal Government under the Morrill Act. The plant for the school was not completed until May, 1892, when it was formally opened. The institution was originally named the West Virginia Colored Institute. In 1915 through legislative enactment its title was changed to the West Virginia Collegiate Institute.

The institution is governed jointly by the State board of education and the State board of control. In this bifurcated control, the State board of education composed of 7 members has jurisdiction over the academic functions of the school, while the State board of control, with a membership of 3, has supervision over its financial and business affairs. This latter board has similar authority over all the eleemosynary and educational institutions in West Virginia, and its members serve for a term of 6 years, one being appointed every 2 years by the governor with the consent of the State senate. The power to select the president, the chief administrative officer of the institution, is vested in the State board of education.

The West Virginia Collegiate Institute conducts a college, a preparatory school, and an elementary practice school. It is one of the State's principal schools for the training of negro teachers. A summer session of college grade, attended largely by negro public-school teachers of West Virginia, is held every year. The preparatory school includes the ninth to the twelfth grades, while the model elementary school is operated as a branch of the department of education in the college. The costs of the latter are defrayed jointly by Kanawha County, which pays the salaries of two teachers; and the institute, which provides three teachers. The school, however, is under the institute's management.

Since 1919, both the college and the high school have been accredited by the West Virginia State Department of Education, graduates of the educational courses in the college being granted the different States teachers' certificates without examination. The North Central Association of Colleges and Secondary Schools after several examinations accredited the institution in February, 1927. Graduate schools of Columbia University, Ohio State University, University of Chicago, and University of Cincinnati have also recognized the college as standard, accepting its graduates as full candidates for advanced degrees.

The institution enrolled 381 college students, 218 secondary students, and 62 elementary students in 1926-27, the total being 661. In addition there were 287 students in attendance at the 1926 summer session.

### ADMINISTRATION

The president has supervision over the internal administration of the institution. A rigid supervision is exercised over its financial affairs by the State board of control, all authorizations for expenditures being handled by this board and all vouchers paid by checks signed by the State auditor and the State treasurer. The result is that the president has little discretion with respect to disbursements and is permitted only an emergency allowance of \$1,000 annually. Requisitions for supplies originate in the different departments of the institute, and must be approved by the head of the department, by the president of the college, and finally by the State board of control. The latter board then makes the purchases. In examining this system of supervision of the institution's finances by an outside board, the survey committee found that it apparently was not working to the disadvantage of the school, nor was it in any way detrimental to its welfare. Members of the State board of control were discovered to be intensely interested in the upbuilding of the institute and in the advancement of its educational program.

The principal sources of support of the West Virginia Collegiate Institute are State and Federal appropriations and student fees, as shown in Table 17, giving its income from different sources for the past five-year period.

TABLE 17.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$194,000.00	\$265,000.00	\$280,000.00	\$250,000.00	\$255,000.00
Federal appropriations.....	10,000.00	10,000.00	10,000.00	10,000.00	10,001.45
Student fees, board and room.....	46,762.51	55,998.04	59,696.38	66,767.42	99,365.68
Total.....	250,762.51	330,998.04	349,696.38	326,767.42	364,367.13

In 1926-27 the income of the institute amounted to \$364,367.13, of which 69.9 per cent was derived from State appropriations, 2.8 per cent from Federal appropriations, and 27.3 per cent from student fees, including revenues from board and room. Between 1922-23 and 1926-27, the State has increased its appropriations for the support of the school by 31.4 per cent. A large advance has also been made in receipts from student fees, including board and room, the percentage of gain being 112.5. Federal appropriations have remained stationary. In addition to appropriations for the operating costs of the school, the State has provided \$775,000 for capital outlays, including buildings and land, and \$10,000 for a library fund during

this four-year period, as follows: \$150,000 in 1922-23, \$250,000 in 1923-24, \$250,000 in 1924-25, and \$125,000 in 1925-26.

A large reduction, however, in funds for the support of the school has been made by the State legislature for the next two fiscal years, the budget act for the biennium of 1927-29 showing appropriations of only \$420,000.

As compared with the revenues derived from the State for the biennium of 1925-1927, which amounted to \$505,000, the income of the institution from State appropriations for the biennium of 1927-1929 has thus been reduced by \$85,000, or 17 per cent, the greater proportion of which has been taken out of the funds provided for the payment of salaries of the teachers.

The business affairs of the institution are under the supervision of the president, who is assisted by a business manager, a private secretary, bookkeeper, assistant bookkeeper, and several clerks and stenographers. The accounts are in excellent shape, and the books are kept in accordance with a system prescribed by the State board of control. Regular monthly financial statements showing receipts and expenditures in itemized form are submitted to this board on blank forms, and, as all disbursements must first be approved by the board of control and all checks countersigned by the State auditor and treasurer, a continuous audit of the institution's financial affairs is maintained.

Because of the failure of the institution to segregate student fees from board and room, it was impossible for the survey committee to arrive at the definite amount of income annually derived from student fees. As the receipts from this source shown in its monthly financial statement of April, 1927, amount to \$1,327.29, however, it is evident that considerable revenue is derived from this source. The fees assessed against student residents of West Virginia are comparatively small, no tuition being charged them; while all out-of-State students must pay a tuition of \$75 annually. Among the fees are registration, \$2 per year; medical, \$3; athletic, \$5; concert, \$1; and laboratory, \$8. The charge for board is \$4 per week. In the case of room rent, State students must pay \$13.50 per semester for dormitories in Dawson Hall, while out-of-State students must pay \$27 per semester. In the other dormitories, the room rent is \$9 per semester for State students and \$18 per semester for out-of-State students.

Student accounting of the school is handled by a registrar who devotes full time to the work. The student records are well kept and in first-rate shape. An unusually effective permanent record has been provided, as well as a high-school certificate blank. Other forms in use cover the various essentials in student accounting, although many of them vary to such an extent in uniformity of size that they can not be readily filed. The institution has provided a

student's manual of vest pocket size, containing the institution's regulations and rules, which is furnished every student entering the school.

The West Virginia Collegiate Institute has no productive endowment fund.

### PHYSICAL PLANT

Property owned by the institution consists of 83 acres of land and 14 buildings. Of the total acreage of land, 15 are used as a campus, 34 as agricultural experimental grounds, 15 leased to outside persons at an annual rental of \$300, and the remaining 20 acres are not utilized. The land is valued at \$83,000, or \$1,000 per acre. The value fixed on the 14 buildings, one of which was in the course of construction at the time of the visit of the survey committee, is \$781,757; and their contents, including school equipment and furnishings, are valued at \$161,091. The entire plant, therefore, is estimated to be worth \$1,025,848.

The central building of the school is the new administration building, erected in 1925 at a cost of \$375,750. It is 3 stories in height, of modern type of construction, and contains the administrative and business offices, an auditorium, library, 19 recitation rooms, and 5 science laboratories. This is the main academic building on the campus. Other structures used for academic purposes include the A. B. White Trades Building, one story in height, in which are located 4 shops and 1 recitation room and several offices; Fleming Hall, an old two-story building containing 8 recitation rooms and 1 laboratory; and Glasscock Hall, also two stories, which in addition to being used as a refectory and dormitory for women students, has recitation rooms. There is also a one-story building valued at \$4,000 being utilized exclusively as a normal practice school, and another structure in the course of construction at a cost of \$8,500 that is to be used as a home economics practice school.

There are four large brick dormitories on the grounds: Dawson Hall, a modern three-story structure built in 1922 at a cost of \$95,646, which contains 68 rooms and is used for women students; while another is MacCorkle Hall, an old building erected in 1894, which contains 50 rooms for women students. Living quarters for men students are provided in Gore Hall, a new structure three stories in height just completed in 1926, with 88 rooms, and in Atkinson Hall, an older building erected in 1898 with 50 rooms. Two other small structures, known as West and East Halls, contain 23 rooms used as apartments by teachers in the college. On the experimental farm are located a barn and a greenhouse used for educational purposes in connection with the agricultural courses offered in the college.

The entire plant presents an attractive appearance. The grounds are maintained in a very orderly condition, with well-kept lawns and shrubbery. A full-time superintendent is responsible for the care of the buildings and campus, and he is assisted by employees in charge of repairs, carpentry, plumbing, steamfitting, and electrical wiring. Some of this work is done by student labor. The campus is largely cared for by hired help and teamsters. The survey committee found the dormitories, the janitor work in which is performed by the students, in a first-rate state throughout with good furnishings and equipment.

### PREPARATORY SCHOOL

In the joint operation of a college and preparatory school in the same plant, the West Virginia Collegiate Institute has separated the two departments only partially. The finances of both are kept in the same accounts and, while the institution has organized a separate faculty for the college, eight of its members teach in the secondary school. College and high-school students, however, live in separate dormitories and do not attend the same lecture, recitation, or laboratory classes. At present the college has no plans for the discontinuance of preparatory work, but expects to retain the high school as a laboratory for its school of education.

### ACADEMIC PROGRAM

The educational program of the college is extensive in scope and in the variety of curricula offered. Following is an outline of the work:

Four-year liberal arts courses leading to the degrees of bachelor of arts and bachelor of science.

Two-year premedical course leading to diploma.

Four-year course in education leading to the degree of bachelor of science in education and State high-school teacher's certificate.

Two-year normal course leading to diploma and State elementary teacher's certificate.

Four-year course in home economics leading to the degree of bachelor of science in home economics and State teacher's certificate.

Four-year course in music leading to the degree of bachelor of music.

Four-year course in commerce leading to the degree of bachelor of science in business administration.

Four-year course in agriculture leading to the degree of bachelor of science in agriculture and also State teacher's certificate.

Four-year course in mechanic arts leading to the bachelor of science in mechanic arts.

In the catalogue is contained a list of 237 different courses of studies offered in the college, of which 171, or approximately 72 per cent, were actually taught in the college in the academic year of 1926-27.

### ENTRANCE REQUIREMENTS

Candidates for admission to the college are required to present official certificates from accredited high schools or pass entrance examinations. A total of 15 acceptable units is necessary in order to be accepted as a regular student. The 15 units of high-school preparation required for admission must include 4 in English, 2 in mathematics, 2 in either foreign language, science, or history, and the remaining 7 elective. For admission to the education course the following are prescribed: Four units in English,  $\frac{1}{2}$  to 1 in arithmetic, 1 in United States history and civics, 1 in music and drawing, 1 in manual training or home economics, 1 in botany, zoology, physiology, agriculture, or physical geography, with the remaining 6 to  $6\frac{1}{2}$  elective.

Of the 170 freshmen admitted in 1926-27 to the college, 147 entered by accredited high-school certificates, 13 as conditioned students, and the remainder as special students. The college accepts students with a maximum of one conditioned subject, which must be worked off by the end of the second year. The number of conditioned students enrolled during the past five years was as follows: 9 in 1922-23, 21 in 1923-24, 11 in 1924-25, 12 in 1925-26, and 13 in 1926-27. Not a great many conditioned students are, therefore, registered in the college, the proportion in 1926-27 being 7.6 per cent of the freshman class.

The number of special students has gradually increased in the college during the past five years, there being none enrolled in 1922-23, 1 in 1923-24, 7 in 1924-25, 2 in 1925-26, and 11 in 1926-27. This is due to an arrangement whereby students are permitted to pursue the educational courses, although not candidates for a degree.

### GRADUATION REQUIREMENTS

Requirements for graduation in the college are clearly presented in the catalogue of the institution. Each of the curricula is effectively outlined, and the prescribed work specifically stated. The total number of semester hours of credit that must be earned varies in the different four-year courses. Students are required to major in one field and minor in two other fields in most of the courses, earning a minimum of 18 semester hours of credit for the major and 12 semester hours of credit each in the two minors. Below is given the total credit requirements in the different curricula:

	Semester hours of credit
Arts and science.....	128
Education (four years).....	128
Education (two years).....	64
Home economics.....	128
Agriculture.....	128
Business administration.....	130
Mechanic arts.....	146
Music.....	112

Students in all the courses are required to earn 1 semester hour of credit in hygiene and 4 hours in physical education. In addition, they must perform at least 8 semester hours of vocational work during their attendance at the institution.

Prescribed work in the course leading to the bachelor of arts degree comprises 11 credits in English, 16 in mathematics or natural sciences, with from 6 to 8 elective in philosophy, 14 to 16 in foreign languages, 12 in social science, and 6 in psychology. The remaining credits are elective after requirements of majoring and minoring have been fulfilled. The prescribed subjects in the bachelor of science curriculum include 11 credits in English, 24 to 26 in science, 8 in mathematics, 14 credits in foreign languages, and 6 credits in psychology. The major and one of the two required minors must be selected in either biology, chemistry, geology, mathematics, or physics.

In the four-year education course the 128 semester hours of credit include the following prescribed subjects: 11 credits in English; 8 in biology; 6 to 8 in natural science, mathematics, or philosophy; 9 in sociology; 9 in history and political science; and 14 to 16 in foreign languages. The major subject must be in education, and the work is also largely prescribed, consisting of 3 credits in the history of education, 9 in philosophy and the science of education, and 9 in practice teaching. Other credits are elective. The two-year education course requiring 64 semester hours of credit consists of 46 credits of prescribed work outlined as follows: 23 credits in education, 8 in English, 2 in public-school music, 8 in biology, and 5 credits in observation and practice teaching. The remaining 18 credits, although designated as electives, must be taken from courses offered in the normal department.

The course leading to the bachelor of science in home economics is made up almost entirely of prescribed subjects, only 8 out of the total of 128 semester hours of credit being electives. An outline of the work includes 43 credits in home economics, 12 in English, 32 in science, 12 in social science, 5 in psychology, and 11 in education.

In the case of the four-year agricultural course, most of the courses in the agricultural field are prescribed, while the students are permitted a considerable number of electives in the regular college courses. Of the 128 semester hours of credit required for graduation, 45 are prescribed in agriculture, 11 in English, 32 in science, and 8 in mathematics, the remainder being elective.

The 130 semester hours of credit required in the commercial course leading to the bachelor of science in business administration are outlined as follows: 61 credits in business administration, 14 in English, 14 in French or Spanish, 8 in mathematics, 12 in social science, and 6 in psychology, with 15 to 16 credits elective.

In the four-year mechanic arts course, the entire program of work is prescribed. It includes 86 semester hours of credit in mechanic arts, 13 in English, 16 in mathematics, 22 in science, and 9 in social science. Similarly, the course in music requiring 121 semester hours of credit comprises prescribed work in its entirety, 25 semester hours of credit being in academic subjects, of which 11 are in English, 8 in modern language, 6 in psychology, and the remaining 96 being in music. Students have their choice of majors in piano, violin, and voice.

### ENROLLMENTS

Attendance at the West Virginia Collegiate Institute has grown at a rapid rate during the past five years.

TABLE 18.—Total collegiate enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23		40	13	4	140
1923-24	103	70	14	13	200
1924-25	105	83	31	21	240
1925-26	156	87	61	31	315
1926-27	170	112	45	54	381

As revealed by Table 18 the number of students enrolled in the college has advanced by 241 between 1922-23 and 1926-27, a gain of 172.1 per cent. The average increase in attendance annually was approximately 57 students.

TABLE 19.—Liberal arts college enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	46	21	12	4	83
1923-24	45	35	8	13	101
1924-25	44	34	20	16	114
1925-26	69	42	29	18	158
1926-27	89	63	26	29	197

The heavy gain in the total enrollment in the institute is due to a considerable extent to the increases in the number of students pursuing the liberal arts course. As compared with 1922-23, there has been a gain of 114 students in this division, the rate of increase being 137.3 per cent. With regard to student losses, an analysis of the figures presented in Table 19 shows that while the mortality was heavy in the early years, an improvement has occurred in the case of the later years. The freshman class of 1922-23, which originally contained 46 students, declined to 18 students in the senior year of 1925-26, the mortality being 60.9 per cent. However, the freshman class of 1923-24 retained a large proportion of its students through to the senior class of 1926-27, when a mortality of only 35.5 per cent was recorded.

TABLE 20.—*Four-year education enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	22	12			34
1923-24	30	21	2		53
1924-25	28	20	2	1	51
1925-26	43	5	6	4	58
1926-27	26	29	4	6	65

The department of education of the institution has also had a substantial growth in its enrollment over the past five-year period, an increase of 31 students being recorded. As indicated by Table 20, most of the education students in the college are taking the two-year course rather than the four-year course, which leads to a degree. During the past five years only 11 students have continued their work through to the senior year, out of 149 students originally enrolled in this department.

TABLE 21.—*Four-year home economics enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	4	4	1		9
1923-24	13	6			19
1924-25	13	13	3		30
1925-26	17	9	12		42
1926-27	16	14	5	10	45

A most pronounced growth in the number of students pursuing the home economics courses in the institute has occurred during the past five years. Between 1922-23 and 1925-26 the enrollment in this division has increased from 9 to 45 students.

TABLE 22.—*Four-year vocational enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	5	1			6
1923-24	1	4	1		6
1924-25	4	1	1	1	6
1925-26	3	3	1	1	8
1926-27	7		2		9

Registration in the vocational divisions of the college, which include the four-year agricultural and mechanical courses, has been very small, as disclosed by Table 22, and indicates a serious lack of interest in this type of work on the part of the institution's constituency. For the past five years the enrollment has varied between 6 and 9 students, and only 2 students out of a total of 20 freshmen entering the courses have remained to complete them.

TABLE 23—*Four-year business administration enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	8	2			8
1923-24	13	4	3		20
1924-25	12	14	3	3	32
1925-26	23	8	12	3	46
1926-27	22	16	8	8	54

The college business administration course is rapidly becoming one of the important units in the college, the number of students registering in this division having increased from 8 to 54 students between 1922-23 and 1926-27.

The noncollegiate attendance in the institution has shown a gain for the past five years due to the increased number of pupils being enrolled in the model elementary school, which is used for observation and practice teaching in the education department. The high school has shown a small loss. A record of the noncollegiate enrollment shows 250 students enrolled in 1922-23, 369 in 1924-25, 330 in 1925-26, and 280 in 1926-27.

#### DEGREES GRANTED

The West Virginia Collegiate Institute has granted 72 degrees in course during the past five years, of which 36 were the degree of bachelor of arts, 12 bachelor of science, 6 bachelor of science in business administration, 2 bachelor of science in mechanic arts, 11 bachelor of arts in education, and 5 bachelor of science in home economics. The degrees of bachelor of arts were granted as follows: One in 1921-22, three in 1922-23, six in 1923-24, fifteen in 1924-25, and eleven in 1925-26. In the case of the bachelor of science degrees, one was granted 1922-23, four in 1923-24, two in 1924-25, and five in 1925-26, while three of the bachelor of science in business administration were granted in 1924-25, and three in 1925-26. The remainder of the degrees were granted in the following years: Bachelor of science in mechanic arts, one in 1924-25 and one in 1925-26; bachelor of arts in education, one in 1924-25, and ten in 1925-26; and bachelor of science in home economics, two in 1923-24 and three in 1926-27. No honorary degrees have been granted by the institution during the past five years.

#### TEACHING STAFF

The college faculty of the West Virginia Collegiate Institute is made up of 28 members. All are not, however, exclusively college teachers, as eight give instruction in high-school classes. Only negroes serve on the staff.

The survey committee found that the institution has a first-rate academic organization with 11 departments of instruction, each

headed by a professor except in one instance. None of the faculty members were teaching subjects outside of the particular departments of instruction to which they had been assigned. The different departments, with the number of the staff in each including their rank, are as follows: Agriculture, 1 professor; biology, 1 professor; chemistry, 1 professor; business administration, 3 professors and 1 instructor; education, 2 professors and 3 instructors; English, 1 professor and 1 instructor; history and political science, 2 professors; music, 1 professor; home economics, 1 professor and 3 instructors; modern languages, 1 professor, 1 associate professor and 1 instructor; mathematics, 2 professors and 1 instructor; and philosophy, 1 professor. As may be seen by a study of the departments and assignments, there is a serious shortage of teachers in the department of English.

A well-trained teaching staff has been organized by the West Virginia Collegiate Institute. All the members of the faculty, with two exceptions, have obtained undergraduate degrees, 14 hold graduate degrees, 5 with first degrees are pursuing study leading to masters' degrees, and 3 are working for doctors' degrees.

TABLE 24.—Training of faculty

Case	First degree	Where obtained	Graduate degree and graduate work
1	A. B.	Indiana University	Ph. D., Cornell University.
2	A. B.	Lincoln University	A. M., Lincoln University. Ph. D., Clark University (Mass).
3	B. S.	Howard University	A. M., Columbia University. 1 summer at Indiana University.
4	B. S.	Ohio State University	M. S., Ohio State University.
5	A. B.	Bowdoin College	A. M., Harvard University.
6	B. S.	Howard University	M. S., Columbia University.
7	B. S.	Agricultural and Technical College (N. C.)	Agri. M., Agricultural and Technical College (N. C.). 1 summer at Cornell University.
8	A. B.	De Pauw University	A. M., Harvard University. 4 years at Harvard University (almost completed work for doctor's degree in chemistry).
9	A. B.	Western Reserve	A. M., Columbia University.
10	A. B.	University of Michigan	A. M., University of Michigan.
11	A. B.	Syracuse University	A. M., Syracuse University.
12	A. B.	University of Denver	A. M., University of Denver.
13	A. B.	Lincoln University	On leave of absence to obtain master's degree at Harvard University.
14	B. S.	Howard University	M. S., College of the City of New York.
15	A. B.	University of Chicago	A. M., Radcliffe College (to be on absence leave at Yale University).
16	B. S.	Michigan Agricultural College	A. M., Columbia University.
17	None		
18	B. S.	Kansas State Agricultural College	2 summers at Kansas State Agricultural College.
19	A. B.	Morehouse College	25 semester hours at Y. M. C. A. Training School, Harvard University and University of Kansas.
20	B. S.	Knox College	
21	B. S.	Howard University	
22	B. S.	University of Kansas	
23	A. B.	Fisk University	
24	LL. B.	Hamilton College	Accounting course at Pace Institute.
25	B. S.	Wilberforce University	
26	B. S.	Purdue University	
27	A. B.	Howard University	2 half courses (summers at Harvard University).
28	B. S.	West Virginia Collegiate Institute	1 summer at University of Chicago.
29	None		

Of the 26 undergraduate degrees, 15 were obtained from well-known northern institutions, while 11 were secured from negro colleges. Twelve of the 14 graduate degrees were obtained at principal northern universities as compared with two from negro institutions. The members of the staff pursuing work for advanced degrees are attending such universities as Yale, Harvard, Chicago, Cornell, and Kansas State Agricultural College.

The scale of salaries of the teaching staff is above the average in negro institutions. The stipend of professors varies between \$1,800 and \$2,600 annually, that of the only associate professor is \$2,000, while instructors receive from \$1,200 to \$2,400. Three of the college teachers are allowed small perquisites in addition to their salaries. The salary schedules are as follows: One teacher receives \$3,000, two \$2,600, seven \$2,400, one \$2,250, one \$2,100, eight \$2,000, four \$1,800, three \$1,500, and one \$1,200. The fact that a number of professors who are heads of departments are receiving less pay than some of the instructors who work under them would seem to indicate the need of an equalization of the salaries on a basis of rank. The dean of the college receives \$3,000 and the president \$4,500, neither being granted any perquisites.

While the work in the college is in most respects well distributed, four members of the faculty had heavy student clock-hour loads. The different loads of the staff are as follows: Two teachers with less than 100 student clock hours, 9 between 100 and 200 hours, 8 between 201 and 300 hours, 2 between 301 and 400 hours, 3 between 501 and 600 hours, and 1 between 701 and 800 hours. The number of student clock hours of one teacher was not furnished, while two instructors teach between 9 a. m. and 3 p. m. daily in the model school. The teachers with loads between 501 and 800 student clock hours include the professor of history and social science, teaching 769 student clock hours; the professor of English, 616 student clock hours; the professor of philosophy, 579 student clock hours; and the professor of sociology, 588 student clock hours. While the professor of sociology was teaching two high-school classes and his excessive load was due to this fact, the work of the professors of English, history and social science, and philosophy was confined exclusively to the college. The survey committee is of the opinion that prompt steps should be taken to relieve these three members of the staff of the burdensome loads imposed upon them. It is impossible to obtain the best results, particularly in such subjects as English, social science, and philosophy with teachers so overloaded with work.

None of the members of the staff is teaching more than 20 hours per week except two teachers in the model elementary school. The teaching schedules show 1 member of the staff with 2 hours of classroom instruction per week, 1 with 6 hours, 2 with 9 hours, 1 with 11

hours, 2 with 12 hours, 4 with 14 hours, 2 with 15 hours, 5 with 16 hours, 2 with 17 hours, 1 with 18 hours, 3 with 19 hours, 1 with 20 hours, and 2 with 30 hours.

Of the 80 classes taught in the college in 1926-27, 17 contained fewer than 5 students, 15 between 5 and 10 students, 24 between 11 and 20 students, 11 between 21 and 30 students, 7 between 31 and 40 students, 1 between 41 and 50 students, 1 between 51 and 60 students, 1 between 61 and 70 students, 2 between 71 and 80 students, and 1 between 81 and 90 students. Thus 67 of the classes contained less than 30 students, while 13 ranged from 31 to 90 students. A great many of the classes, it is evident, are too small, containing less than 10 students. These include courses in the mechanic arts and agriculture departments in which the enrollment is extremely limited. With regard to the larger classes, one with 51 to 60 students is a class in sociology, a second with 61 to 70 students is a class in history, two with 71 to 80 students are classes in sociology, while a fifth containing from 80 to 90 students is a class in history. All of these classes are excessive in size and if efficient work is to be done in them should be reduced to not more than 30 students each.

### EDUCATIONAL EQUIPMENT

The West Virginia Collegiate Institute has a library containing 13,078 volumes. It occupies the entire northern wing of the administration building and is equipped with modern steel shelving, reading tables, and other facilities. The library is modern and has a fine assortment of books for collateral work in the college. In addition, 24 well-selected educational magazines and other periodicals of a college type are taken. The excellence of the library is largely due to a State law which provides that \$5,000 annually shall be expended in its upkeep and improvement. Table 25 shows the annual expenditures by the institute for library purposes during the past five years.

TABLE 25.—*Library expenditures*

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$3,151.93	\$618.31	\$3,730.11	\$5,024.70	\$3,766.63
Magazines.....	26.35	127.54	214.61	396.35	77.90
Salaries.....				1,200.00	1,200.00
Total.....	3,178.28	745.85	3,944.72	6,621.05	5,044.53

A full-time trained librarian is employed who received training at the Temple University, in Philadelphia. Two student assistants are also employed.

Laboratory facilities in the college were found of both standard quantity and quality. The biological, chemistry, and physics laboratories were particularly well equipped throughout. In the biological laboratory sufficient apparatus had been provided for a four-year

college course, while the chemistry laboratory was equipped with an electric furnace and other conveniences. Large annual expenditures are made for scientific equipment and supplies as a result of generous appropriations made by the State legislature. Below are shown the expenditures made annually for the past five years:

TABLE 26.—*Laboratory expenditures*

Expenditures	Biology	Chemistry	Physics	Geology	Other sciences
<b>For permanent equipment:</b>					
1922-23.....	\$295.15	\$1,904.19	\$1,000.00		
1923-24.....	500.00	1,800.00	1,725.00		
1924-25.....	750.00	2,001.00	453.08		\$499.97
1925-26.....	500.00	2,500.00	1,815.37		
1926-27.....	2,000.83		255.00	\$1,127.70	954.44
<b>For supplies:</b>					
1922-23.....	784.24	1,402.73			480.40
1923-24.....		130.19			176.42
1924-25.....	1,064.24	206.17	38.70		42.75
1925-26.....	880.00	1,261.11	2,703.45		213.72
1926-27.....	634.94	4,735.81	9.40		37.46
<b>Total estimated present value of equipment.....</b>	<b>6,000.00</b>	<b>10,000.00</b>	<b>5,300.00</b>	<b>1,100.00</b>	<b>2,500.00</b>

The total present value of scientific equipment and supplies owned by the institution amounts to \$24,900.

### CONCLUSIONS

The West Virginia Collegiate Institute for many years has been rendering an excellent service to society in the education and advancement of the negro race. Within the past decade the institution has expanded to an extraordinary extent and its achievements have been particularly augmented in the college field. Through recent large State appropriations a physical plant commensurate with the school's needs has been built up. Enrollment in the college division has increased rapidly, a gain of approximately 172 per cent being made since 1922.

The survey committee found the West Virginia Collegiate Institute functioning well in its different departments and managed in accordance with modern administrative methods. On account of the fact that its educational aims are centered in college rather than secondary work, the committee was impressed with the opportunities for its development as an institution of higher education exclusively. A study of conditions in West Virginia indicated that colored public high schools are being maintained generally throughout the State, and no imperative need seems to exist for the institute to continue in this field of education. With regard to this situation and on the basis of the facts developed in the foregoing report, the following recommendations are offered:

That the institute inaugurate plans for the gradual and complete elimination of its high school, retaining only such portion as is necessary for practice teaching in its department of education:

That a graduate school in education be established in the immediate future and that plans be made for the development of graduate work as a permanent part of the regular offerings of the institution.

That the present college faculty be completely segregated from the high-school department and that the eight members now teaching secondary classes be relieved of such work.

That the English department, which does not at present have sufficient teachers, be considerably expanded.

That the administration appoint a committee of the faculty to conduct a study into the problem of increasing the enrollment in the agricultural and mechanic arts courses offered in the college.

That the members of the faculty with loads in excess of 350 student clock hours be relieved of such burdensome teaching tasks.

That the salaries of the teaching staff be equalized on a basis of rank and position in the academic organization.

## Chapter XVI

# PENNSYLVANIA

CONTENTS.—Introduction—Lincoln University, Chester County—Cheyney Training School for Teachers,  
Cheyney

Because of the fact that negro and white students are enrolled in the same universities and colleges in Pennsylvania, an accurate estimate of the status of negro higher education in the State can not be made. There are two institutions of higher learning, however, operated exclusively for negroes in the State, both of which are included in this survey. These are Lincoln University, in Chester County, a privately-controlled institution, and the Cheyney Training School for Teachers, at Cheyney, which is publicly supported. An unfortunate geographical distribution of these two institutions exists. Both are located in the extreme southeastern corner of Pennsylvania. The removal of one of them to some point more centrally located would be advantageous from a point of view of providing higher learning for negro inhabitants residing in other parts of the State.

Pennsylvania's negro population is large, totaling 357,700 persons. On the basis of the enrollment of students in the two institutions surveyed, which amounts to 397 students, the proportion of the total population receiving college training is 11 to each 10,000 inhabitants. In case figures were obtainable on the number of negro students enrolled in other universities and colleges in the State, this percentage would in all probability be considerably augmented. On the other hand, there is a shortage of negro youths in Pennsylvania attending secondary schools, which serve as feeders to the institutions of higher education. The records show but 3,000 enrolled in high schools, or 84 per 10,000 inhabitants.

The Pennsylvania State Department of Education includes negro institutions of higher learning on its regular list of approved universities and colleges, accrediting particularly their teacher-training departments for the purpose of granting graduate State teachers' certificates. The publicly-supported negro institution in this State is under the direct supervision of the department. Appropriations by the Pennsylvania Legislature for negro higher education for the biennium of 1927-1929 amounted to \$100,000.

## LINCOLN UNIVERSITY

*Chester County, Pa.*

Lincoln University is one of the oldest institutions for the higher education of the negro race in the United States. It was founded in 1854 by a Presbyterian minister of Oxford, Pa., as the Ashmun Institute, and was granted a charter by the State Legislature of Pennsylvania. In 1866 it was reorganized as Lincoln University, schools of medicine, law, and theology being inaugurated, in addition to liberal arts courses. Work in medicine and law was later discontinued.

The institution is administered by a self-perpetuating board of 21 trustees, of whom 11 are clergymen of the Presbyterian Church. All but one are white, but sentiment is developing among the members for increased representation of negroes on the board. Each trustee serves for a term of 7 years, 3 being chosen annually, so that it is possible to create a complete new board every 7 years. As at present constituted the board includes 12 trustees from the State of Pennsylvania, 6 from New Jersey, 1 from Maryland, 1 from New York, and 1 from Massachusetts. Officers of the board of trustees consist of a president, vice president, secretary, and treasurer, who are elected annually. It meets three times a year. The different committees of the board include an executive committee, university committee, auditing committee, college curriculum committee, and seminary committee. The board also has a financial representative residing in the city of Philadelphia.

Lincoln University is organized into a liberal arts college and a theological seminary. No secondary school has been conducted by the institution since 1893. The college has been rated by the Pennsylvania State Department of Education as standard since 1912, its graduates being awarded State teachers' certificates without examination. The board of regents of the University of the State of New York has also accredited the institution since 1923. Under this rating its graduates receive certificates to teach in the public schools of New York. A number of other State departments of education have recognized the college. The Association of Colleges and Preparatory Schools of the Middle States and Maryland has likewise accredited Lincoln University since 1922.

Special recognition has been given the college by a number of graduate schools of leading universities which have received graduates of Lincoln University as full candidates for advanced degrees. One has been admitted to the Harvard Law School. Another entered the Dartmouth Medical School without condition and later continued his work in the Harvard Medical School. Two others have been accepted at the University of Pennsylvania, a fifth received

a master's degree at Columbia University, and 39 have been accepted as graduate students at Howard University. In some instances, these students were admitted on probation.

The institution enrolled 305 students in 1926-27, of whom 285 attended the liberal arts college, and 20 the theological seminary. Lincoln University is a men's institution and the geographic distribution of students includes almost every State in the Union.

### ADMINISTRATION

Title to all the property of Lincoln University is vested in the board of trustees as a corporate body. The trustees also hold the endowment of the institution, are responsible for its investment, and have general supervision over its finances.

Plans for an increase in the resources of the university through a substantial addition to its productive endowment have recently been consummated. The General Education Board has agreed to donate \$250,000 for this purpose, providing the institution raises a similar amount by July 1, 1928. A subscription campaign is now being conducted to accomplish this object.

The institution is supported principally through interest on its productive endowment, student fees, and gifts for current expenses, as indicated by the accompanying table:

TABLE 1.—Income\*

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$2,670.98	\$3,203.93	\$2,443.43	\$2,965.85	\$5,000.00
Interest on endowment.....	32,669.80	34,744.09	32,428.74	34,726.09	35,287.45
Gifts for current expenses.....	10,095.66	7,193.17	12,653.89	12,590.20	14,264.48
Student fees.....	15,565.35	25,584.63	24,977.25	29,978.16	54,009.80
Total.....	61,001.79	70,725.82	72,503.25	80,261.90	109,475.73

In 1926-27 the total income of Lincoln University was \$109,475.73. Of this amount, 33.1 per cent was derived from interest on endowment, 49.3 per cent from student fees, 13 per cent from gifts for current expenses, and 4.6 per cent from church appropriations. Gifts for current expenses include individual donations from friends, while church appropriations represent annual contributions for the institution's support made by the board of Christian education of the Presbyterian Church.

A steady increase in the annual income of the university has occurred during the past five years, but it has not been due to any great gain in revenues from outside sources. Instead, it has been realized chiefly through increases in tuition and other fees assessed against students attending the institution. The gain in income between 1922-23 and 1926-27 amounted to \$47,873.94, or 77.6 per cent. During this period student fees increased 246.9 per cent;

church appropriations, 87.2 per cent; gifts for current expenses, 33.3 per cent; and interest on endowment, 10.7 per cent.

An examination into the student fees of the university revealed the fact that the annual charge for tuition is \$110, a rather large figure in comparison with other negro institutions of higher learning. Each student must pay \$5 matriculation. Other fees include library, \$4; medical fee, \$3; Y. M. C. A., \$5; and \$6 laboratory fee in each science. The boarding department charges \$144 per year for board, and rentals for dormitories amount to between \$30 and \$75 annually. A bookstore is operated for the benefit of the students. Revenues which are derived by the institution from student fees have increased at the rate of approximately \$5,000 annually for the past two years.

Methods of handling the business affairs of the institution have recently been reorganized and are now in charge of a business manager under the direct supervision of the president. The business offices are in good shape and the accounts well kept. An annual audit of the books is made by a firm of outside public accountants. The business manager's force includes a bookkeeper and several assistants. The president has an office secretary. Operation of the refectory is under the supervision of a steward. No full-time registrar is employed, although the survey committee found the student records in excellent condition. The institution also has a physician on its staff.

#### PHYSICAL PLANT

Lincoln University owns 145 acres of land, valued at \$30,800, of which 25 acres are used as a campus and 120 acres as a farm. The campus presents an attractive appearance, with extensive lawns and large shade trees.

There are altogether 25 buildings located on the grounds, with an estimated value of \$392,882.84. Equipment and movable property owned by the institution is valued at \$54,950.04, so that the total value of the entire property is \$478,632.88. All of these evaluations are based upon original costs.

A number of the buildings are old, and only three are fireproof structures. The principal academic building, which is four stories in height and contains most of the recitation rooms, has no fire escape. The survey committee regards this situation as a serious menace, and recommends that the board of trustees take immediate steps to secure protection from this fire hazard for the student body. All the dormitories are equipped with fire escapes in conformity with the statutes of the State of Pennsylvania. Each building and its contents are insured separately.

Activities of the university center around the Mary Dod Brown Chapel, a handsome one-story brick structure. In this building are situated the administrative offices and a chapel. The institution also has an auditorium, known as Livingston Hall, which is one story

in height, of frame construction, and seats approximately 1,000. The academic buildings include Fayerweather Hall, a four-story building erected in 1891 and containing 15 recitation rooms, and science hall, a new three-story structure of brick and limestone, with 3 recitation rooms and 13 laboratories. The latter building was constructed at a cost of approximately \$85,000.

Four large brick buildings, all old structures built between 1857 and 1881, furnish dormitories and living quarters for the students. They include Ashmun Hall, three stories in height, containing 30 rooms; Lincoln Hall, four stories high, with 33 rooms; Cresson Hall, four stories, with 45 rooms; and Houston Hall, also four stories, with 19 rooms. There are 14 residences on the campus, erected between 1857 and 1890, and valued at \$71,800, utilized as dwellings for the teachers and as administrative offices. The boarding department is located in a building known as the McCauley Refectory, which is a three-story brick structure containing dining rooms, kitchen, rooms for visitors, and quarters for the steward. A central power plant, valued at \$60,000, provides heat and power for the entire physical plant of the university.

The business manager is the administrative officer responsible for the care of the buildings and grounds. Both grounds and buildings are kept in a clean and orderly condition throughout. A superintendent of buildings and grounds works under the business manager. He has a force composed of a carpenter, utility man, and a large number of students. Students perform both janitor and outside labor, receiving full payment in the form of credits on their accounts.

### EDUCATIONAL ACTIVITIES

The academic program of Lincoln University is comprised in the following three curricula:

Four-year curriculum in liberal arts leading to the degree of bachelor of arts. No bachelor of science degree is granted.

Three-year theological curriculum based on college preparation leading to the degree of bachelor of sacred theology.

Three-year theological curriculum based on high-school preparation leading to a diploma.

Curricula offered both in the liberal arts college and the theological seminary are extensive in scope, there being 101 courses of study in the college and 40 in the seminary. An examination showed, however, that only about one-half of these courses were actually taught in 1926-27. The institution's catalogue contains a clear and concise presentation of the plan of work in the liberal arts college, including entrance and graduation requirements, outline of curriculum and description of courses of study. In the case of the theological seminary a similar effective presentation is made, except in the case of the three-year course leading to a diploma, concerning which little information is available.

### ADMISSION REQUIREMENTS

Admission to Lincoln University is based on the requirements defined by the College Entrance Examination Board of New York. Candidates for entrance must present 15 units of high-school preparation, of which 3 units are prescribed in English, 1 in history, 2 in Latin or other foreign language, 1 in algebra, and 1 in plane geometry. The remaining 7 units must be submitted from the following list: Latin, Greek, French, German, Spanish, algebra, solid geometry, trigonometry, history and social studies, physics, chemistry, botany, geography, biology, and Bible, with not more than one unit in each subject.

Students are accepted upon the presentation of approved credentials from accredited high schools or after passing examinations of the College Entrance Examination Board, the Education Department of the State of New York or any other authorized examining board. The freshman class of 1926-27 consisted of 114 members, all having been admitted from accredited high schools without examination.

Entrance to the college is permitted with a maximum of two conditioned units, which must be removed by the end of the first year. Conditioned students admitted to the college in the last five years include: None in 1922-23, four in 1923-24, fifteen in 1924-25, four in 1925-26, and twelve in 1926-27. Although it is asserted in the university catalogue that students are not registered in the freshman class until all their conditions have been made up, it was found that this regulation was not being strictly enforced in practice.

### GRADUATION REQUIREMENTS

A total of 128 semester hours of credit are required for completion of the four-year course leading to the degree of bachelor of arts, the only one offered in the liberal arts college.

According to the plan of the curriculum all students must earn 6 credits in English, 6 in mathematics, 6 in ancient language, 9 in ancient or modern language, 2 in hygiene, 2 in Bible, 1 in physical education, and 6 to 8 in natural science during their freshman and sophomore years. A group division is made of the work comprising the junior and senior years as follows: Ancient and modern languages, including English; history and political science; natural science and mathematics; and education and philosophy. Under the graduation requirements students must select 24 semester hours from one of these groups and 12 semester hours from one of the others. The remaining credits are free electives with the exception of 4 additional semester hours of credit, which must be earned in Bible, 2 in the junior and 2 in the senior year.

In the theological seminary, 45 year-hours (90 semester hours) of credit are required for completion of the two 3-year courses leading to the degree of bachelor of sacred theology and a diploma. The work is entirely prescribed in the following list of subjects: 4 year-hours of credit in art, 2 in Biblical archæology, 3 in English Bible, 7 in Hebrew, 4 in homilectics, 5 in New Testament exegesis, 2 in sacred geography, 6 in systematic theology, 3 in apologetics, 4 in church history, 2 in missions, 4 in Old Testament exegesis, 2 in pastoral theology, and 1 in expression.

### ENROLLMENT

Compared with other negro institutions, the growth in enrollment of Lincoln University has not been large for the past five years.

TABLE 2.—*Total enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	61	67	56	48	254
1923-24.....	87	70	56	55	268
1924-25.....	92	67	67	45	271
1925-26.....	98	73	62	61	294
1926-27.....	123	60	72	50	305

As shown by the figures presented in Table 2, attendance at the institution has increased by 51 students between 1922-23 and 1926-27; a gain of 20 per cent.

TABLE 3.—*Enrollment in liberal arts college*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	78	61	53	48	240
1923-24.....	76	67	50	55	248
1924-25.....	86	67	64	45	262
1925-26.....	86	68	56	61	271
1926-27.....	114	53	67	50	284

In the liberal arts college, attendance has advanced from 240 students in 1922-23 to 284 students in 1926-27, an increase of 18.3 per cent. While this gain has not been great, student retention at the institution is far above the average prevailing generally in institutions throughout the country. For instance, the 1922-23 freshman class held 78.2 per cent of its students through to the senior year of 1926-27, the mortality rate amounting to only 21.8 per cent, and in case of the 1923-24 freshman class 65.8 per cent of the students originally entering this class remained to complete their senior year, the student loss being only 34.2 per cent.

TABLE 4.—Theological seminary enrollment

Year	Junior class	Middle class	Senior class	Total
1922-23.....	3	6	3	12
1923-24.....	9	3	6	18
1924-25.....	8	6	3	15
1925-26.....	8	6	6	19
1926-27.....	8	7	5	20

Although total enrollment in the theological seminary amounted to only 20 students in 1926-27, there has been a progressive gain in attendance in this department since 1922-23. Loss of students has also been extremely small. The junior class of 1922-23, which originally contained three students, retained the entire number upon reaching the senior year of 1924-25, while the 1923-24 junior class upon becoming the senior class of 1925-26 recorded a mortality of only 33.3 per cent, and the 1924-25 junior class a student loss of only 16.6 per cent.

A limited number of students have been enrolled in the institution to pursue graduate work under special instruction from members of the institution's faculty. Registration in this department for the past five-year period includes two students in 1922-23, two in 1923-24, none in 1924-25, one in 1925-26, and one in 1926-27.

#### DEGREES GRANTED

Lincoln University has granted 237 degrees in course during the past five years, of which 220 were the degree of bachelor of arts and 17 bachelor of sacred theology. The bachelor of arts degrees were granted as follows: Twenty-eight in 1921-22, forty-four in 1922-23, fifty-one in 1923-24, thirty-eight in 1924-25, and fifty-nine in 1925-26. The bachelor of sacred theology degrees were granted in the following years: Five in 1921-22, two in 1922-23, six in 1923-24, one in 1924-25, and three in 1925-26. Figuring on a basis of the 483 students admitted to the institution in the five-year period between 1922-23 and 1926-27, the graduations with degrees amounted to 49 per cent, an unusual record in view of the small percentage of graduations occurring in other negro institutions.

During the past five years Lincoln University has granted 12 honorary degrees as follows: Two doctors of law and two doctors of divinity in 1921-22, one doctor of law in 1922-23, one doctor of law and three doctors of divinity in 1923-24, one doctor of divinity in 1924-25, and one doctor of science in 1926-27. Of the total honorary degrees conferred by the institution, 4 were the degree of doctor of law, 7 the degree of doctor of divinity, and 1 the degree of doctor of science. The latter degree was granted to a physician of Charleston, W. Va., upon the recommendation of the governor of that State.

## FACULTY

The college faculty is made up of 16 members, 11 of whom do full-time work and 5 part-time work. On the basis of the enrollment in 1926-27, there is 1 college teacher to every 19 students attending the institution. Twelve are white and four are negroes. The faculty includes 7 professors, 2 assistant professors, 6 instructors, and 1 lecturer. The college is divided into 11 departments of instruction, with the teachers assigned as follows: Bible, 1 professor; biology, 1 professor; chemistry, 1 professor; history and economics, 1 professor; education, 1 assistant professor; English, 2 instructors and 1 lecturer; French and German, 1 instructor; Greek, 1 professor and 1 instructor; mathematics, 1 professor and 1 instructor; philosophy, 1 professor and 1 instructor; and physics, 1 assistant professor.

The survey committee was not favorably impressed with the academic organization of the college, an examination showing that 7 of the departments of instruction are headed by professors, 2 by assistant professors, and 2 by instructors. A further examination disclosed that separate departments are being maintained for biology, chemistry, and physics, all of which might well be included under a single department of science. Similarly, French and German comprise a separate department of instruction as does also Greek, one in charge of an instructor and the other of a professor. The most flagrant inadequacy in the college organization, however, is that the English department is conducted without a professor at its head and is in charge of a member of the staff with the rank of instructor. Another important department, that of education, is under the jurisdiction of an assistant professor. After a careful study of the present academic structure of Lincoln University, the survey committee recommends that the number of departments of instruction be reduced from 11 to 8 and that each be placed under the supervision of a member of the faculty with the rank of professor.

An examination of the teaching schedules of the faculty resulted in the discovery that the work in the college is only fairly well distributed. Seven members of the staff were found in 1926-27 teaching classes outside of the department of instruction to which they belonged. Four of these were part-time instructors possessing only a limited amount of training. In the accompanying table are shown the college teachers giving instruction outside their departments, with the classes taught by each.

TABLE 5.—Teaching schedules of the faculty

College teacher	Department of instruction	Classes taught in own department	Classes taught in outside department
Professor.....	Mathematics.....	3 in mathematics.....	1 in government.
Do.....	Philosophy.....	2 in philosophy.....	1 in psychology; 2 in Spanish.
Associate professor.....	Education.....	2 in education.....	2 in Latin.
Instructor.....	English.....	1 in English.....	1 in mathematics.
Do.....	do.....	do.....	1 in history.
Do.....	Greek.....	1 in Greek.....	1 in public speaking.
Do.....	Philosophy.....	2 in philosophy.....	1 in psychology; 1 in Latin.

† Part-time college teachers.

The faculty of Lincoln University is well trained. Of the 11 full-time members, all have secured undergraduate degrees and 8 have obtained graduate degrees. With regard to the 5 part-time members, each holds a first degree and 1 a master's and doctor's degree. Below is given a list of the teaching staff showing their training:

TABLE 6.—Training of the faculty

Case	First degree	Place obtained	Graduate degree and graduate work	Where obtained
1 President.	A. B.	Princeton University	A. M. B. D. Ph. D.	Princeton University. Do. Columbia University.
2	A. B.	do	A. M.	Princeton University.
3	A. B.	University of Pennsylvania.	Ph. D.	University of Pennsylvania.
4	A. B.	Lafayette College		
5	A. B.	Marietta College	D. D.	Marietta College.
6	B. S.	Pennsylvania State College	A. M.	University of Pennsylvania.
7	A. B.	Moravian College	B. D.	Moravian College.
8	B. S.	Middlebury College		
9	A. B.	Moravian College	Th. B.	Princeton Theological Seminary
10	A. B.	Bates College	A. M.	University of Pennsylvania.
11	A. B.	Muhlenburg College		
12	A. B.	Lincoln University		
13	A. B.	do		
14	A. B.	do		
15	A. B.	do		
16	Not given.		A. M. Ph. D.	Central College. Yale University.

<sup>1</sup> Part-time teachers.

Undergraduate degrees of the entire faculty were obtained from principal northern universities, with the exception of four of the part-time teachers, who are graduates of the 1926 class of Lincoln University. Graduate degrees held by the staff were also secured from leading northern institutions. No information was submitted as to whether the members of the teaching staff not holding graduate work were pursuing studies leading to advanced degrees.

Except for the part-time teachers, the faculty of Lincoln University is composed of members who have been connected with the institution for a considerable period of time. Seven of the full-time college teachers, or 63.6 per cent, have served on the staff from 6 to above 20 years, while four members, or 36.4 per cent, are new members employed within the past 4 years. The five part-time teachers joined the staff at the beginning of the academic term of 1926-27.

Full-time members of the faculty are well paid, particularly when their salaries are compared with the average of teachers in other negro colleges. The dean of the university receives \$4,000 annually, while one teacher is paid \$3,500; two, \$3,200; one, \$3,100; one, \$3,000; one, \$2,400; one, \$2,150; one, \$1,500; and one, \$1,400. The latter two receive room and board as perquisites, in addition to their cash salaries. Compensation of the president amounts to \$5,000 per

year. The part-time teachers are paid from \$200 to \$600 annually, four receiving board and room free. The fifth is a lecturer, who holds a master's and a doctor's degree and gives instruction in negro literature and English verse, his salary being \$600.

The student clock-hour loads of the teaching staff are not generally burdensome, although two members have loads ranging between 401 and 800 hours. These should receive immediate relief, if teaching efficiency is not to be impaired. Of the 16 full-time members, 1 has a load of less than 100 student clock hours, 5 between 100 and 200 hours, 5 between 201 and 300 hours, 3 between 301 and 400 hours, 1 between 401 and 500 hours, and 1 between 700 and 800 hours. One of the two teachers with excess loads is the professor of mathematics whose student clock-hour load runs as high as 705 hours, a figure double the generally accepted standard load. The other is the professor of biology, who, in addition to having a load of 466 student clock hours, is also the director of athletics in the college.

The hours per week of teaching in the college are not above normal, indicating that the work in this respect has been distributed with a view of limiting classroom instruction to 15 hours per week or less. Two teachers have 4 hours of teaching per week; three, 6 hours; two, 7 hours; one, 8 hours; one, 10 hours; two, 11 hours; two, 12 hours; two, 15 hours; and one, 17 hours.

Although 52, or 81.3 per cent, of the 64 classes organized in the college in 1926-27 contained less than 40 students, the survey committee found a number of classes so large in size as to raise the question as to whether teaching efficiency could be maintained. A list of the classes shows 8 from 5 to 10 students in size, 19 from 11 to 20 students, 14 from 21 to 30 students, 11 from 31 to 40 students, 8 from 41 to 50 students, 1 from 60 to 70 students, and 3 from 90 to 100 students. Of the 8 classes containing between 41 and 50 students, 2 were in educational psychology, 2 in Bible, 1 in general chemistry, 1 in organic chemistry, and 1 in biology. One class contained between 60 and 70 students and was a Bible class. Three other classes ranged between 90 and 100 students in size, one being a mathematics class, the second a hygiene class, and the third a Bible class. While classes of such size may be successfully taught in the Bible and hygiene under favorable conditions, it is doubtful whether this would apply in the cases of mathematics, educational psychology, chemistry, and biology where individual instruction is frequently necessary. The survey committee is of the opinion, therefore, that the administration should consider the rearrangement of its teaching schedules so as to divide these classes into sections.

**EDUCATIONAL EQUIPMENT**

Lincoln University has an excellent library located in its own building. It contains 40,000 volumes. While some of the works are old and out of date, by far the greater number are first-rate books of college grade. The institution makes regular annual appropriations for new books and magazines. Expenditures during the past five years for the purpose include \$925 in 1922-23, \$1,707 in 1923-24, \$1,365 in 1924-25, \$1,206 in 1925-26, and \$1,234 in 1926-27.

No trained librarian is employed. The professor of social science in the college has charge of the library and, although he devotes only part time to the work, it seems scientifically managed and has good sets of books and magazines. Eleven students are employed in the library as assistants. Disbursements for salaries for the five-year period are as follows: \$100 in 1922-23, \$100 in 1923-24, \$100 in 1924-25, \$218 in 1925-26, and \$2,918 in 1926-27. In 1925-26 \$119 was expended for library supplies and in 1926-27 \$157.

Scientific facilities provided by the institution were found to be adequate for all the college courses offered in science. The laboratories are located in the new science building, are modern in every respect, are and thoroughly equipped. Annual disbursements for the upkeep of the laboratories seem ample. In 1925-26 the institution expended \$1,156 for equipment in biology, \$5,700 in chemistry, and \$2,160 in physics. Expenditures for supplies were as follows: \$1,043 in 1922-23, \$868 in 1923-24, \$734 in 1924-25, \$1,097 in 1925-26, and \$1,008 in 1926-27 for biology; \$447 in 1922-23, \$957 in 1923-24, \$752 in 1924-25, \$1,481 in 1925-26, and \$1,175 in 1926-27 for chemistry; and \$591 in 1922-23, \$688 in 1923-24, \$827 in 1924-25, \$264 in 1925-26, and \$276 in 1926-27 for physics.

The institution has also expended \$45 during the past five years for supplies for an astronomical observatory and a psychological laboratory maintained by the college. Based on a recent inventory, the total estimated value of all the scientific equipment and supplies owned by the institution amounts to \$18,600.

**EXTRACURRICULAR ACTIVITIES**

Athletic activities at Lincoln University are administered by a joint committee of the faculty, alumni, and students. The institution is a member of the Colored Intercollegiate Athletic Association and of the National Intercollegiate Athletic Association. Eligibility regulations, enforced by the college, include those adopted by these two associations.

There are three fraternities at the institution: Alpha Phi Alpha, Kappa Alpha Psi, and Omega Psi Phi. These organizations are under student control, with only slight supervision by the faculty. The college has a student council, which assists to a considerable

extent in the maintenance of discipline and good order. Other extracurricular activities include an intercollegiate debating society, dramatic club, science society, English club, university glee club, quartet, and a student publication.

### *SERVICE TO SOCIETY*

Throughout its long history Lincoln University has rendered an excellent service to society worthy in every respect of the support that has been accorded it.

The institution for many years has been a strong factor in the development of leadership in the Negro race and many of its graduates are churchmen, educators, and professional men, who have achieved prominence in their chosen fields. The Presbyterian Board of National Missions has selected two Lincoln University graduates for positions of leadership as field secretary and field superintendent of the Sabbath school missions. Three other alumni have recently been chosen to the bishopric of the Zion branch of the Methodist Episcopal Church, while over 30 graduates of the institution in the course of the 73 years since its founding have become missionaries to Africa. In the educational field, a large number of graduates of Lincoln University have attained distinction. The first three presidents of Livingstone College, at Salisbury, N. C., were graduates of the institution, and the first assistant to Booker T. Washington at the Tuskegee Normal and Industrial Institute was an alumnus. Another graduate has recently been elected president of the Virginia Theological Seminary and College, at Lynchburg, Va., and a second has been appointed principal of the Tidewater Institute in Virginia. Two or more graduates are serving on the faculties of Howard, Wilberforce, and Johnson C. Smith Universities.

### *CONCLUSIONS*

In its examination of Lincoln University, the survey committee was impressed with the able manner in which the institution was being administered. Its financial and business affairs were found in good shape and, although additional modern buildings are needed for future expansion, its physical plant seemed ample for its present necessities. While a high standard of academic work was being maintained in the college, the committee found that the organization of the departments of instruction and the teaching staff were not in accordance with the plans generally in use in up-to-date institutions of higher learning. In this connection and on the basis of other facts developed in the foregoing report the following recommendations and suggestions are submitted:

That the academic organization of the college be reconstructed with a view of reducing the number of departments of instruction to eight, each headed by a professor.

That the teaching schedules of the members of the staff assigned work outside their fields of specialization be revised and that in the future they give instruction only in subjects pertaining to their particular departments.

That the student clock-hour loads of the professor of mathematics and the associate professor of biology be materially reduced.

That steps be taken by the administration to reduce the size of the large classes in the college, particularly those in mathematics, educational psychology, and the sciences.

That the board of trustees arrange as soon as possible to provide a fire escape for Fayerweather Hall.

### CHEYNEY TRAINING SCHOOL FOR TEACHERS

#### *Cheyney, Pa.*

Cheyney Training School for Teachers is an institution maintained by the State of Pennsylvania. It was founded in 1847 and was conducted as a private corporation by the Society of Friends until 1921, when after an examination by the Pennsylvania Department of Public Instruction the State legislature authorized its purchase. The sum of \$75,000 was paid for the property and the original corporation established the Richard-Humphrey Foundation out of the proceeds. Since the transfer of the institution to the State this foundation has made frequent contributions to its support.

The institution is governed by a board of nine trustees appointed by the superintendent of public instruction of Pennsylvania. They serve for a term of three years each, and three are selected annually. The board as at present constituted includes a number of prominent educators and philanthropists of Pennsylvania. It has a president and treasurer and under the law must meet at least once every three months.

The Cheyney Training School for Teachers is one of the 14 normal schools operated by the State of Pennsylvania. Its organization, recently revised as a result of recommendations by the State board of normal school principals, provides for the training of elementary-school teachers and of teachers in home economics, vocational and manual arts. The State department of education has accredited the school and grants teachers' certificates to its graduates. Extension service is included as a part of the institution's work, but the director has not yet been appointed. In 1926-27 the school enrolled 92 students of collegiate rank, 81 being women and 11 men. Of the total attendance, 57 of the students were residents of Pennsylvania and 35 came from outside the State.

## ADMINISTRATION

The principal of the Cheyney Training School for Teachers is in complete charge of its administration. He is assisted by a secretary, a bursar, and a clerk. A detailed budget is submitted biennially to the State superintendent of public instruction covering in detail the operating expenses of the institution. Since assuming ownership of the school six years ago, the State has made appropriations for maintenance only, no funds being provided either for the erection of new buildings or the repair of the existing buildings. It is understood, however, that a \$60,000 men's dormitory is to be constructed in 1928 at public expense and that \$31,000 is to be expended in remodeling the interior of several buildings.

The main sources of support of the institution are State appropriations and receipts from student fees, board, and room rentals. In 1926-27 its total revenues amounted to \$115,989.66, of which 60.7 per cent came from State appropriations; 31.2 per cent from student fees, board, and room rentals; 1.5 per cent from gifts for current expenses; 6.5 per cent from sales and services; and 0.2 per cent from other sources.

TABLE 7.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$70,936.33	\$66,233.26	\$68,557.28	\$65,907.56	\$70,398.66
Gifts for current expenses.....	1,325.00	2,125.00	2,320.00	2,184.23	1,625.00
Fees, board, and rooms.....	34,322.12	31,417.77	34,186.59	35,800.23	36,216.00
Sales and services.....	4,398.07	5,949.39	4,049.73	6,392.41	7,350.00
Other sources.....	577.95	649.67	746.08	527.13	200.00
Total.....	111,559.47	106,374.98	109,839.68	110,811.56	115,989.66

1 Includes miscellaneous receipts.

The annual income of the institution, as indicated by Table 7, has shown little growth during the past five years, the gain in annual revenues being only 3.9 per cent. Instead of increasing annually, the appropriations from the State of Pennsylvania have remained practically stationary, the income from this source in 1926-27 being \$537.67 less than in 1922-23. Receipts from student fees, board, and dormitory rentals advanced 5.5 per cent, and those from sales and services 71.7 per cent during the five-year period, but a gain in income from such sources is not regarded as significant. The Cheyney Training School for Teachers has no productive endowment.

Tuition is free at the institution to citizens of the State of Pennsylvania, but all students must pay an enrollment fee of \$10 and semester fees amounting to \$20 per year. An additional fee of \$10 is levied against day students, while out-of-State students are charged \$120 tuition. Considerable revenue is realized from out-of-State tuitions, as 35 out of 92 students enrolled are nonresidents of Penn-

sylvania. In this connection, it is difficult to understand the underlying reason why the Cheyney Training School for Teachers should enroll approximately 38 per cent of its student body from outside of Pennsylvania. The institution is primarily maintained by the people of the State for the purpose of training its own citizens to be negro teachers. For several years applicants for admission have been rejected on account of limited space. It would naturally be expected, then, that officers of the institution in the selection of its student body would pick students from the State rather than from the outside.

The charge for room and board is \$30 per month, each student paying \$24 in cash and doing work for the institution to cover the other \$6. Next year it is planned to have the students pay \$30 in cash. Whenever they are called upon to work they will be paid for their labor in cash. Aid is offered students by the Richard Humphreys Foundation. Students in indigent circumstances may receive funds from this foundation. Students of good character and marked ability may be awarded scholarships.

A fairly effective system of keeping student records has been installed at the school. The registrar is the secretary to the principal. Blank forms submitted to the survey committee indicate that all the essential information regarding the students is being recorded.

The campus includes 7 acres of land, valued at \$1,750. The institution owns in addition 111 acres used as a farm, and 19 acres of woodland, the total value of its real estate, including the campus, being estimated at \$28,000. The plant consists of 16 buildings, their value being estimated at \$251,148. Equipment and furnishings contained in them are valued at \$39,334. Only one of the buildings is fire resisting. Insurance on the buildings and contents is handled at the State capital, the bursar of the institution having no information on the amount carried. Present valuation of the entire property is fixed at \$318,482. The State of Pennsylvania paid only \$75,000 for the property in 1921 and has since not increased its capital outlay.

The campus is prepossessing in appearance and occupies a commanding location overlooking the surrounding country. The principal buildings are of stone construction and appear to be maintained in a good state of repair. A superintendent of buildings and grounds is employed to take care of the campus and the buildings. He has a force of employees consisting of groundsmen, journeymen, fireman, and night watchman. Carpentry work on the buildings is performed by students in connection with their instruction in the manual training school. The janitor work is also done by students.

Humphreys' Hall is the central building of the school and contains the administrative offices, recitation rooms, and laboratories. It is three stories in height and is the only fireproof structure on the campus. Men students, only a few in number, live on its upper floors. Emley

and Bailey Halls, also three-story buildings, are used as quarters for women students. Carnegie Library, a large two-story structure, houses the institution's library. The other buildings on the campus include three cottages used as residences for teachers, boiler and engine houses, and a garage. Most of the college buildings were erected between 1903 and 1913. There are five buildings on the farm, which include a house, barn, dairy, and wagon and poultry houses.

Up to 1926-27 the Cheyney Training School for Teachers conducted a preparatory school in which groups of students made up their high-school deficiencies, chiefly in history, English, algebra, and geography. Beginning with 1927-28 this department is to be definitely discontinued.

### EDUCATIONAL PROGRAM

The institution offers four distinct curricula, two of which require two years for completion and two require three years. They are divided as follows:

- Curriculum for teachers of kindergarten and elementary grades 1, 2, and 3.
- Curriculum for elementary teachers in grades 4, 5, and 6.
- Curriculum for teachers in home economics, domestic art and science.
- Curriculum for teachers of shopwork and manual training.

Students who satisfactorily complete any of the four curricula are awarded regular State normal certificates, which qualify them to teach in the public schools of Pennsylvania.

### ENTRANCE REQUIREMENTS

Admission to the institution is on a basis of graduation from an approved high school or equivalent training in an approved private secondary school, comprising 15 secondary units of credit. Credentials of all candidates are evaluated either by the normal school or by the credential bureau of the department of public education of the State. Under regulations of the State Department, credentials are accepted from summer high schools, extension classes, correspondence study approved by the department, or tutoring offered by the department.

Of the 45 students admitted to the freshman class of the Cheyney Training School, all presented credentials showing 15 credits from approved high schools. Neither conditioned students nor special students are permitted to register at the institution.

## GRADUATION REQUIREMENTS

Total requirements for graduation in the different curricula offered by Cheyney Training School for Teachers are summarized as follows:

	Semester hours credit
Two-year normal.....	68
Three-year home economics.....	102
Three-year manual training.....	113

As previously indicated there are two groups of curricula offered in the normal division. The first group provides instruction in kindergarten and the first three elementary grades, while the second group is designed to train students for teaching in the intermediate grades, including the fourth, fifth, and sixth.

The 68 semester hours of credit required for completion of the first curriculum comprise the following prescribed subjects: 6 credits in English;  $3\frac{1}{2}$  credits in music;  $3\frac{1}{2}$  in art; 1 in handwriting; 2 in oral expression; 2 in nature study; 3 in psychology; 4 in physical education; and 4 in education. Three credits are elective.

The 68 semester hours of credit required for graduation in the second normal curriculum include the following prescribed studies: 34 credits in education; 6 credits in English and 3 in the teaching of English;  $3\frac{1}{2}$  in music;  $3\frac{1}{2}$  in art; 3 in educational biology; 2 in oral expression; 3 in psychology and child life; 2 in nature study; 1 in handwriting; 3 in hygiene and health; 4 in physical education; with 3 elective.

In the three-year home economics curriculum the 102 semester hours of credit required for graduation include: 39 credits in home economics; 26 credits in education; 12 in English; 3 in psychology; 8 in chemistry; 4 in household physics; 4 in bacteriology; 2 in oral expression; 1 in handwriting; and 4 in physical education.

The fourth curriculum, known as the manual training group and requiring 113 semester hours of credit for completion, includes the following prescribed subjects: Manual training, 30 credits; education, 26 credits; English, 14; mechanical drawing, 6; psychology, 3; oral expression, 2; handwriting, 1; industrial arts, 16; sociology, 3; household physics, 4; and physical education, 6. The remaining 2 credits are elective.

The survey committee found that the institution is particularly favored with regard to practice teaching, a most important phase of its teacher-training work. Its principal practice school is conducted at a near-by colored orphanage maintained by the Freedman's Association, with approximately 30 boy and girl inmates. A building containing three rooms is provided at the orphanage, which is exceptionally well equipped. The institution in addition has arranged for practice teaching and observation at two public schools, one

located in West Chester and the other at Coatesville, Pa. Under written contracts the Cheyney Training School pays \$100 per room each semester for this privilege, and from five to eight rooms are used regularly.

### ENROLLMENT

Total attendance in the Cheyney Training School for Teachers in 1926-27 amounted to 92 students, 1 of whom was a graduate student.

TABLE 8.—Enrollment in Cheyney Training School for Teachers

Year	First year	Second year	Third year	Total year
1922-23.....	29	16	6	51
1923-24.....	25	19	4	48
1924-25.....	47	16	6	69
1925-26.....	46	32	7	85
1926-27.....	46	40	6	92

The institution has had a substantial growth in enrollment during the past five years, the gain in students being 80.3 per cent, despite the fact that no provision has been made for new buildings or additional space to care for a larger attendance during this period.

TABLE 9.—Enrollment in two-year normal school

Year	First year	Second year	Total
1922-23.....	23	12	35
1923-24.....	21	13	34
1924-25.....	34	15	49
1925-26.....	41	20	61
1926-27.....	40	28	68

Increase in the number of students enrolled in the two-year normal department has been for the five-year period 94.3 per cent. Mortality between the first-year and second-year classes has not been above the average. The loss amounted to 43.4 per cent between these classes in the years 1922-24; 28.5 per cent in 1923-25; 41.1 per cent in 1924-26; and 31.7 per cent in 1925-27.

TABLE 10.—Enrollment in three-year home economics division

Year	First year	Second year	Third year	Total
1922-23.....	4	3	5	14
1923-24.....	1	6	3	10
1924-25.....	10	1	9	20
1925-26.....	5	10	4	19
1926-27.....	5	10	3	18

Enrollments in the three-year home economics teacher-training department have increased 28.5 per cent during the past five years as

shown by Table 10. In the first-year class of 1922-23 no mortality occurred, the entire class completing the course at the end of the 1924-25 term. The first-year class of 1923-24, which started with one student, increased to four students in the third-year class of 1925-26, showing a gain instead of a loss. There was an excessive mortality between the first-year class of 1924-25 and the third-year class of 1926-27, the loss in students being 70 per cent.

TABLE 11.—Enrollment in three-year manual training division

Year	First year	Second year	Third year	Total
1922-23				
1923-24		1	1	2
1924-25	3		1	4
1925-26	3			3
1926-27		2	3	5
1926-27		2	3	5

Little interest has been manifested in the three-year manual training division of the school during the past five years. The annual number of students pursuing the course averaged between three and four, while only three students have been graduated from it in the last five years. No students entered the first-year class of 1926-27, and unless a change for the better occurs in the future the enrollment will soon be negligible. As one teacher is employed full time at a yearly salary of \$2,200, and other expenses are involved in the maintenance of equipment for proper instruction, discontinuance of the work would seem to be a question well worthy of consideration on the part of the administration.

TABLE 12.—Number of graduates

Year	Normal department	Home economics division	Manual training division
1921-22			
1922-23	6	12	1
1923-24	12	5	1
1924-25	13	3	1
1925-26	15	6	0
1926-27	20	1	0
Total	66	27	3

The institution has graduated 96 students from its different divisions in the past five years. During this period 193 students entered the school, so that the percentage of retention was 49.7 per cent.

### FACULTY

The Cheyney Training School has a teaching staff of 12 members, all ranked as instructors. All are colored. On the basis of its total enrollment of 92 students in 1926-27, there is approximately 1 instructor to every 7 students. The institution is organized into 10 departments of instruction, as follows: Art, English, foreign language, health

education, home economics, manual training, mathematics, science, social science, and training school. With a few minor exceptions, the work in the school appears well distributed. In Table 13 is given the training of the faculty:

TABLE 13.—*Training of the faculty*

Case	First degree	Place obtained	Advanced degree or graduate work	Place obtained
1	A. B.	Lincoln University	A. M.	Harvard University.
2	B. Agri.	Pennsylvania State College.	1-term credit Ph. D.	University of Wisconsin.
3	None			
4	A. B.	Oberlin College.	15 units.	Columbia University.
5	A. B.	do.	8 summers.	Harvard University.
6	A. B.	Radcliffe College.	2 years (part time).	Pennsylvania University.
7	None			
8	A. B.	Shaw University.	1 semester.	Shaw University.
9	L. I. B.	London University.	1 summer.	Chicago University.
10	A. B.	Wellesley College.	14 units.	Columbia and Boston Universities.
11	B. S.	Cornell University.	3 units.	Pennsylvania University.
12	None			

With regard to the training of the staff, 4 instructors, or 33.3 per cent, have no degrees. Of the 8 undergraduate degrees held by the members of the teaching force, 6 were obtained at northern institutions and 2 from negro colleges. Only 1 instructor in the school has a graduate degree, but 6 are taking advanced study at summer sessions of such universities as Columbia, Harvard, Pennsylvania, Chicago, and Boston, and have already earned considerable credit on their masters' degrees. No steps, however, have apparently been taken by the instructors without first degrees to obtain them, according to the information submitted to the survey committee.

The teaching staff of the institution contains few new members, only two having been employed within the past three years. The remainder have served at the school for lengths of time varying from 4 up to 22 years. Of the two members of the staff connected with the school for 22 years, one is an instructor in English and the other in mechanic arts. The member with 20 years' service teaches art, music, and handwriting, while the two instructors who have been employed for 13 years are teachers in home economics and health education. Included among the six older members of the faculty, who have served in excess of 10 years, are the four instructors who do not hold any degrees.

The salaries of the members of the faculty of the Cheyney Training School are considerably above the average commonly paid in other negro institutions, the average remuneration being \$2,435 annually. One teacher receives \$2,970; one, \$2,900; one, \$2,750; one, \$2,700; one, \$2,450; one, \$2,400; one, \$2,250; four, \$2,200; and one, \$2,000. In view of this situation it would appear that instructors on the staff who do

not hold degrees are in a position to secure additional training needed by them to qualify properly for their posts without such great financial sacrifice as is generally experienced by negro teachers in other schools. The salary of the principal is \$5,000 annually. In addition he receives a maintenance allowance of \$2,500, making his total compensation \$7,500.

The work in the school is so distributed among the faculty that none of its members has an excess of student clock hours. According to the records, 3 teachers have loads of less than 100 student clock hours, 4 between 100 and 200 hours, 2 between 200 and 300 hours, and 3 between 300 and 400 hours. As indicated by these figures, 75 per cent of the staff have teaching loads less than 300 student clock hours per week. The other 25 per cent have loads between 300 and 400 student clock hours, but they teach physical education, handwriting, education, art, and music, with a great deal of laboratory and practice work.

One teacher has 2 hours of classroom instruction in addition to serving as superintendent of buildings and grounds; two, 9 hours of teaching per week; one, 11 hours; one, 13 hours; one, 15 hours; three, 17 hours; two, 18 hours; and one, 21 hours. Thus 50 per cent of the faculty have loads of between 17 and 21 hours. The great number of laboratory classes in industries, mechanic arts, and home economics is responsible for this situation.

The size of the classes is generally small at the institution, which should lead to teaching efficiency and effective academic work. Of the classes taught in the school, 72.3 per cent have fewer than 20 students, while 25.5 per cent have classes of between 20 and 30 students, with the exception of one class that has between 30 and 40 students. In 1926-27 there was 1 class containing only 1 student, 12 with 1 to 5 students, 13 with 5 to 10 students, 8 with 10 to 20 students, 12 with 20 to 30 students, and 1 with 30 to 40 students.

### EDUCATIONAL EQUIPMENT

The library is located in a single building, the Carnegie Library, with good equipment and with 7,569 volumes. There is an excellent supply of teacher-training books, but a shortage of educational magazines. More room is also needed. Table 14 shows the total expenditures for library purposes by the institution during the past five years:

TABLE 14.—Library expenditures

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$1,167.41	\$1,125.10	\$1,227.25	\$1,194.84	\$1,132.45
Magazines.....	153.85	124.00	156.00	167.75	167.75
Supplies.....	108.25	58.85	49.75	118.41	200.00
Salaries.....	629.00	611.10	800.00	1,193.40	1,341.00
Total.....	2,057.11	1,919.05	2,233.00	2,672.40	2,841.20

A part-time trained librarian, who is also a teacher of English in the school, has charge of the library. Two students assist her in the work. She received her training at Albany, N. Y.

An imminent need for a reorganization of the scientific laboratories of the institution was found by the survey committee. Little equipment was available for instruction in biology, one of the essential subjects in a normal-school curriculum, and a similar situation existed in regard to physics.

While facilities for the teaching of chemistry were fair in quality, they were limited in amount. The laboratory is located in a very small room with a maximum capacity of not exceeding six to eight students. In these crowded quarters laboratory classes are conducted, alcohol burners being used in the experiments instead of gas, and the conditions are such that an explosion might endanger the lives of the students.

The institution was unable to furnish a detailed statement of expenditures made for scientific equipment and supplies for the past five years. For 1926-27, it was estimated that \$100 has been expended for biology, \$1,000 for chemistry, and \$75 for physics.

#### EXTRACURRICULAR ACTIVITIES

Athletic activities are administered by a joint committee of the faculty and students. The Cheyney Training School does not hold a membership in any intercollegiate athletic association or conference. There are no fraternities nor sororities among the students.

#### CONCLUSIONS

The Cheyney Training School for Teachers is accomplishing the objects for which it was created and is rendering an excellent service in the preparation of negro teachers for the public schools of Pennsylvania. In connection with some of the facts developed in the foregoing report, however, the survey committee makes the following recommendations:

That in the selection of students for attendance at the institution preference be shown citizens of the State of Pennsylvania.

That in event an increased enrollment can not be secured in the division preparing students as manual training teachers, no justification seems to exist for a continuance of this curriculum.

That cognizance be taken by the administration of the inadequate facilities for scientific instruction and that arrangements be made as soon as it is feasible to obtain the necessary additional equipment and supplies.

That, in view of the crowded condition of the chemical laboratory and because of the possibility of serious accidents which may occur to persons or property, the laboratory be moved where there is adequate space for the tables and equipment and for the safe and convenient movement of both instructor and students.

That the members of the teaching staff without degrees be encouraged to obtain them.

## Chapter XVII

# SOUTH CAROLINA

CONTENTS.—Introduction—State Agricultural and Mechanical College of South Carolina, Orangeburg—Claflin University, Orangeburg—Benedict College, Columbia—Allen University, Columbia—Morris College, Sumter.

Need exists for the stimulus of negro higher education in South Carolina. Universities and colleges in the State included in this survey are the South Carolina Agricultural and Mechanical College and Claflin University, both located at Orangeburg, Benedict and Allen Colleges at Columbia, and Morris College at Sumter.

Location of two of these institutions at the State capital, in the central part, of two at Orangeburg in the south central, and one at Sumter in the east central section of the State, does not present a particularly advantageous geographical distribution. There is too much concentration in the central cities of South Carolina. The result is that youths residing in the northeastern, southern, and eastern outlying districts are compelled to travel considerable distances in order to secure college training. It is obvious that no small number is being deprived of the opportunity of obtaining higher education in South Carolina on account of the geographical distribution of these institutions.

South Carolina has a very large negro population, which totals 1,229,500. The number of negroes enrolled as resident college students, exclusive of extension and summer schools, is 688 in the five colleges surveyed. Based on these figures, the proportion obtaining higher learning to the total population is 8 for every 10,000 negro inhabitants. There is also a paucity of high-school facilities in South Carolina, upon which these higher educational institutions depend for their student bodies. The latest available statistics show only 7,347 negro students attending preparatory schools in the State, or 80 students per 10,000 population. This is a low-proportion when contrasted with corresponding figures for the white population. White inhabitants in South Carolina total 927,300, and of this number 40,497 are enrolled in secondary schools, or approximately 440 for every 10,000 white persons.

The State department of education does not maintain a separate division or unit for the promotion of negro education. A list of approved negro institutions of higher education, however, is pub-

lished, particularly in the case of colleges whose graduates receive certificates to teach in the public schools. No regular examinations of the publicly supported institutions for negro higher education are made by the department, inspections being conducted at more or less intermittent intervals of time. Supervision of privately supported institutions is also desultory, only occasional visits being made by the State department officials.

In accrediting negro colleges in South Carolina, the State department of education has not adopted any fixed requirements upon which to base formal approval, and none of the five institutions included in this survey has been accredited as a standard four-year college. The only recognition given has been the approval of two-year teacher-training work. State appropriations for negro higher education during the biennium ending in 1927 amounted to \$241,650.

### *STATE AGRICULTURAL AND MECHANICAL COLLEGE OF SOUTH CAROLINA*

*Orangeburg, S. C.*

The State Agricultural and Mechanical College for Negroes was established by the General Assembly of South Carolina in 1896. It is governed by a board of trustees consisting of seven members, with the governor of the State a member ex officio and chairman of the board. The trustees serve for terms of six years, two retiring every two years. They are elected by the General Assembly of South Carolina.

The institution is the negro land-grant college of the State and receives Federal appropriations annually under the Morrill Acts, the Nelson amendment, and under the Smith-Hughes Act, in addition to land-grant scrip revenues. South Carolina also makes annual appropriations for its support.

The institution is organized into a college and an academy of secondary grade. In the college are offered curricula in liberal arts, industries, home economics, commerce, mechanics, agriculture, and normal teacher training. The institution specializes in industrial and vocational education. Summer sessions both of collegiate and secondary grade are held annually. Extension work, home demonstration, and Smith-Hughes cooperation are also part of its functions. In 1926-27 the institution enrolled 680 students, of whom 305 were registered in the college and 375 in the academy. About one-third of the students are girls.

The two-year teacher-training course has been accredited by the South Carolina State Department of Education, but none of the other branches of the college has been recognized as standard by the department.

## ADMINISTRATION.

The State of South Carolina provides the greater percentage of the support of the State Agricultural and Mechanical College for Negroes.

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$98,600.00	\$101,150.00	\$106,625.00	\$120,625.00	\$134,325.00
Federal appropriations.....	34,327.90	34,327.90	36,604.00	36,604.00	36,604.00
Gifts for current expenses <sup>1</sup> .....	1,000.00	1,000.00			
Student fees.....	7,837.50	7,837.50	9,382.04	9,178.50	17,188.75
Gross income from farm sales.....	679.03	679.03	534.08	517.47	534.02
Total.....	142,444.43	144,994.43	143,145.12	166,924.97	188,842.37

<sup>1</sup> Gifts for current expenses during 1922-23 and 1923-24 consisted of contributions from the General Education Board, which were discontinued in 1924-25 and the money used to send teachers to universities for graduate work.

As indicated by Table 1, the institution's income in 1926-27 totaled \$188,842.37, which was distributed as follows: State appropriations, 71.2 per cent; Federal appropriations, 19.3; student fees, 9.2; net income from sales and services, 0.3.

Analysis of the income of the institution shows that its revenues are steadily growing. In 1926-27 they amounted to \$188,842.37, as compared with \$142,444.43 in 1922-23, a gain of 32.5 per cent. State appropriations during this period have been increased by 36.4 per cent and Federal appropriations have advanced 0.8 per cent. A large gain has also been recorded in student fees since 1922-23, the percentage being 119. There was a loss from gifts for current expenses and also a decline in the income from farm sales. The receipts from these sources, however, were small for the entire period.

The tuition charge to students is \$20 per year, with an enrollment fee of \$15. All the students are required in addition to do two hours' work per day in part payment of the expenses incident to their attendance at the school.

All the business affairs of the institution are under the direct supervision of the president, who is assisted by a secretary and cashier, an accounting clerk, a director, and a cashier of the boarding department. The books are kept in accordance with a system of book-keeping developed for South Carolina's public institutions by the State bank examiner's office. They are audited annually by a representative of the State bank examiner. The institution operates on a budget which is submitted through the governor to the State legislature.

The registrar's office is well organized, and the students' records are unusually complete. The survey committee observed that a most valuable service was being rendered to students through the systematic methods of keeping their records in vocational and in-

dustrial work. Particular attention is also given to securing reports of the academic staff on the progress being made by the students in the different branches, an elaborate form having been devised for this purpose. Many of the blanks used are of uniform size, which facilitates the record keeping of the registrar.

Title to the property of the school is held in the name of the State of South Carolina. The campus consists of 50 acres of land located within the corporate limits of the city of Orangeburg and has an estimated value of \$29,700. In addition, the institution owns a farm of 91 acres, used for experimental purposes, its value being estimated at \$45,500. Both of these valuations are based on an appraisal made 10 years ago, to which have been added estimated increases in real estate values during this period. There are about 27 buildings on the campus and the farm, the valuation of which was fixed at \$558,500 by the institution. Equipment, furnishings, and other movable property were valued at \$113,615, with the result that the total valuation of the entire plant, including land, buildings, and equipment, is approximately \$750,000. Insurance carried on the buildings amounts to \$381,750 and on the equipment and furnishings \$78,000. The Sinking Fund Commission of South Carolina has supervision over insurance on the plant, the premiums being included in the budget. A continuous inventory is kept of the equipment of the different departments and branches of the institution:

The principal building is Manning Hall, a three-story brick structure containing the administrative offices and a large number of rooms for women students. Bradham Hall, another three-story building, contains recitation rooms and is also used as women's dormitory. The men students are quartered in Lowman Hall, three stories in height, with 62 rooms. White Hall, a brick structure, contains 19 classrooms and 11 laboratories; and Industrial Hall, another brick building, provides 9 additional laboratories. A one-story brick building is used as a refectory. For teacher training a one-story brick building, with recitation rooms and a frame cottage for practice teaching, is provided. There is also located on the campus a home-economics practice home, which is a frame building containing 9 rooms. A new agricultural and home-economics building costing \$75,000 was under construction at the time of the examination of the institution.

The general appearance of the campus and the buildings is excellent, with boxed hedges, ornamental trees, and shrubs neatly arranged about the grounds. Most of the buildings have been erected by student labor in connection with the vocational training and mechanical courses of instruction. The work is exceptionally well done. The women students raised the money to erect the Y. M. C. A. building and the male students performed the labor. The building has hardwood floors, a red-tiled porch entrance, and French plate-glass

doors. Its assembly room seats 350. It has two fireplaces, a sun parlor, electric lights, fine fixtures, and has every appearance of having been built by the most efficient contractor. A fund is now being raised to construct a gymnasium, \$10,000 already being on hand through student revenues accumulated by a \$5 per capita charge for registration.

Care of the buildings and grounds is under the supervision of the directors of mechanic arts and agriculture. Repair of the buildings and other industrial labor are performed by the students enrolled in the carpentry, masonry, painting, plumbing and tinning, iron working, and electrical courses of the college and high school. The buildings are kept exceptionally clean and are in a good state of repair.

### PREPARATORY SCHOOL

Maintenance of a preparatory school at the State Agricultural and Mechanical College of South Carolina is required by the charter of the institution. The preparatory school and college are kept separate in students only. Both departments use the same buildings and the finances of the high school and the college are not segregated. The institution plans in the near future to separate the finances of the two departments. A separate chemistry laboratory is maintained for college students. College and preparatory students do not attend the same recitation, lecture, or laboratory groups. It is planned gradually to eliminate the preparatory work at the institution as soon as the public high schools of South Carolina have been sufficiently increased to furnish facilities for the negro youth of the State.

### EDUCATIONAL PROGRAM

The academic organization of the institution comprises six different divisions offering a wide variety of curricula outlined as follows:

Liberal arts college, with four-year curricula leading to the bachelor of arts and the bachelor of science degrees.

Agriculture department, with four-year curriculum leading to the bachelor of science degree in agriculture and with two-year teacher-training curriculum preparing teachers to give instruction in agriculture in Smith-Hughes secondary schools.

Mechanical department, with four-year curriculum leading to the bachelor of science degree, options being offered in building construction, automotive engineering, and power-plant engineering.

Home-economics department, with two-year curriculum in home economics.

Normal teacher-training department, with two-year curricula in education leading to State teacher's certificate.

Commercial department, with two-year curricula, options being offered in either general business or secretarial courses.

In the mechanical department the curricula extend over eight years, with four years of secondary preparation, and in the home

economics department the curricula include six years, with four years of secondary and two years of college work. Industries taught at the institution include agriculture, dairying, truck gardening, woodworking by hand and machinery, masonry, plastering, tinning, plumbing, tailoring, harness making, shoemaking, painting, applied electricity, architecture, and mechanical drawing.

### ENTRANCE REQUIREMENTS

Candidates for admission to the different collegiate departments must have completed 15 units from a secondary school of accredited standing as determined by certificate or examination. The college has its own list of accredited high schools for the negro race in the State. Of the 127 students in the freshman class of 1926-27, 87 were admitted from accredited high schools, a large per cent entering from the State Agricultural and Mechanical College secondary school; 2 upon high-school certificates showing completion of 15 units with transcript of record; 1 from a high school not accredited; 11 as conditioned students; and 16 as special students. No explanation was made as to the basis upon which the remaining 10 freshmen were admitted to the college.

Conditioned students are allowed to enter the college courses with a maximum of two units of condition, which must be worked off by the end of the first year. The number of conditioned students admitted during the past three years is as follows: 5 in 1924-25, 5 in 1925-26, and 11 in 1926-27. Special students are admitted to the institution. They include those who have met the college admission requirements, but are not pursuing the regular courses or working for a degree. Special students admitted during the past five years are as follows: 70 in 1922-23, 33 in 1923-24, 20 in 1924-25, 21 in 1925-26, and 16 in 1926-27. An investigation by the survey committee showed that most of these special students were doing work in the high-school department.

### GRADUATION REQUIREMENTS

Total requirements for graduation in the different divisions are as follows:

	Semester hours of credit
Curricula of arts and science.....	120
Curricula of agriculture.....	140
Curriculum of mechanics.....	144
Curriculum of home economics.....	60
Curriculum of education (two-year normal).....	60

The 120 semester hours required for graduation in the arts and science curriculum leading to the bachelor of arts degree include

certain required work during the freshman and sophomore years in English, modern or ancient foreign languages, mathematics, and science. Work in the junior and senior years consists of free electives, except that majors of 12 credits in language, 12 credits in social science, and 12 credits in education are required. The 120 semester hours of credit required for the bachelor of science degree follow the same plan, but in the junior and senior years students are required to complete 16 hours of credit in chemistry, 16 in biology, and 16 in physics and mathematics. An outline of the regular course ordinarily taken by students in the liberal arts college comprises 12 hours in English, 11 in mathematics, 14 in languages, 20 in science, 14 in social science; and the remaining subjects free electives in language, social science, and natural science.

The agricultural curriculum leading to the bachelor of science in agriculture, with a requirement of 140 semester hours of credit, includes the following prescribed subjects: 9 credits in English, 8 in mathematics, 45 in science, 3 in sociology, and 19 in agriculture. The remaining credits must be earned in a major in agriculture consisting of from 15 to 20 credits and in a series of electives in education, social science; psychology, farm mechanics, agricultural economics, rural engineering, and farm management during the junior and senior years.

The curriculum of mechanic arts, requiring 144 semester hours of credit for the bachelor of science degree, includes regular prescribed basic college subjects consisting of 12 credits in English, from 9 to 12 in mathematics, and from 21 to 27 in natural sciences. The remaining credits must be secured in the optional courses elected by the student, which include subjects in either building construction, automotive engineering, or power-plant engineering.

In the two-year curriculum of home economics, the 60 semester hours of credit are contained in an outlined course including 12 credits in English, 15 in natural science, 12 in education, 6 in social science, and the remaining credits in home economics.

The teacher-training curriculum, requiring 60 semester hours of credit, must be selected from 12 credits in English, 6 in foreign languages, 6 in mathematics, 9 in science, 2 in physical culture, 6 in vocational education, 22 in education, with electives in foreign language, sociology, mathematics, vocational education, and education. Students completing the teaching-training course are given credit for their work toward a degree in the college, and about one-fourth of them continue in the liberal arts college.

Prescribed and elective subjects comprise the curricula offered in the two-year commercial department. The general business course is outlined as follows: 8 credits in English and business correspond-

ence; 8 in commercial law; 8 in bookkeeping; 4 in business administration; 8 in accounting; 4 in principles of advertising and salesmanship; 4 in office training; 4 in banking and credit; 3 in economics; and the remaining credits elective in typewriting, stenography, commercial law, corporation and finance, office management and commercial branches, and methods of teaching. An outline of the secretarial course includes: 4 credits in English and business correspondence; 4 in commercial law; 3 in economics; 2 in secretarial accounting; 4 in secretarial duties; 4 in psychology; 9 in office training and experience; 3 in business organization and administration; 2 in typewriting; 4 in stenography; and the remaining subjects elective in corporation finance, office management and commercial branches, and methods of teaching. A careful analysis by the survey committee of the curricula offered leads to the conclusion that several of the units of study are not of college grade, but are in reality high-school subjects. For instance, typewriting, bookkeeping, and stenography are well recognized as secondary subjects. In view of this situation, it is suggested that heads of the commercial department consider the advisability of revising its curricula for the purpose of bringing the two courses offered up to a complete college standard.

### ENROLLMENT

The institution has shown a healthy growth in attendance during the past five years, as indicated by Table 2:

TABLE 2.—Enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	124	89	5	3	221
1923-24	134	132	10	6	282
1924-25	130	133	26	8	297
1925-26	187	110	21	22	339
1926-27	127	117	42	19	305

Although a decline in the enrollments at the college occurred in 1926-27 from those of 1925-26, the gain for the five-year period was 38 per cent.

TABLE 3.—College of liberal arts

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23		10	8	3	15
1923-24	4	25	10	5	43
1924-25	56	27	22	7	112
1925-26	35	38	15	18	106
1926-27	33	25	28	16	102

While other divisions have shown increases in student attendance, the greatest growth has occurred in the liberal arts college. Because

of the fact that many of the students entering the sophomore and junior classes were students enrolled originally in the two-year teacher-training course, it is impossible to figure out the mortality of a single class over a period of four years. Loss of students between the freshman and sophomore classes for the past two-year period in the college, however, is not excessive, the percentage being 32.1 per cent between these classes in 1924-1926 and 28.5 per cent in 1925-1927. A comparison in 1924-1926 of junior and senior classes shows, respectively, a loss in students of 18.1 per cent and a gain of 6.6 per cent.

TABLE 4.—Two-year teacher-training course

Year	First year	Second year	Total
1922-23	57	42	99
1923-24	78	56	134
1924-25	33	54	87
1925-26	103	20	123
1926-27	43	48	91

In the teacher-training division the total enrollment has been variable from year to year. The loss of students has not been excessive.

TABLE 5.—Agricultural four-year course

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	9	8			17
1923-24	8	8			16
1924-25	2	6	4	1	13
1925-26	25	5	3	4	37
1926-27	7	22	7	1	37

Although a gain of 117.6 per cent has occurred in the number of students taking the four-year agricultural course during the past five years, the total enrollment is not so large as would generally be expected in a land-grant college which is the principal source of agricultural instruction in the State. Only 37 students were enrolled in agriculture at the South Carolina Agricultural and Mechanical College for Negroes in 1926-27, only 12.1 per cent of its total enrollment. It is the opinion of the survey committee that the administration should encourage in every manner possible the entrance of students to this course. South Carolina is an agricultural State. Many of its farmers are negroes, and the training of the younger members of the race in agricultural science is an important mission that should not be neglected.

Mortality among students enrolled in agriculture has been unusually heavy. As shown by the foregoing table, the freshman class of 1922-23 containing nine students declined to four students in the senior class of 1925-26. In the case of the freshman class of 1923-24 containing eight students, only one student remained in the senior class of 1926-27.

The number of students pursuing the mechanic arts curriculum at the institution for the purpose of obtaining a degree is extremely small. In 1925-26 only two students were enrolled, both being in the senior class, and in 1926, nine students were registered in this work, seven being juniors and two seniors. None pursued this curriculum during the preceding years of 1922-23, 1923-24, and 1924-25. The absence of students in the freshman and sophomore years is explained by the fact that students taking the mechanical course generally enter it in the junior year after completing two years of work in other divisions of the college. Under the practices prevailing at the institution many students are compelled to take vocational subjects in addition to their other subjects, so that the above table does not show accurately the actual number of students attending mechanics arts classes.

TABLE 6.—Two-year home economics

Year	First-year class	Second-year class	Total
1922-23.....	21	17	38
1923-24.....	24	23	47
1924-25.....	20	25	45
1925-26.....	12	28	40
1926-27.....	16	14	30

Enrollment in home economics has decreased from 38 students in 1922-23 to 30 students in 1926-27. During the past two years the number of students entering the first-year classes has not been so large as in previous years.

TABLE 7.—Two-year commercial curriculum

Year	First-year class	Second-year class	Total
1922-23.....	21	6	27
1923-24.....	17	8	25
1924-25.....	10	11	21
1925-26.....	12	10	22
1926-27.....	15	8	23

Fewer students have enrolled in the two-year commercial courses, although the loss in total enrollment is small.

### DEGREES GRANTED

The South Carolina Agricultural and Mechanical College has granted 39 degrees in course during the past five years, the majority of which have been the degree of bachelor of science. According to the institution's records three bachelor of science degrees were

granted in 1921-22, three in 1922-23, four in 1923-24, five in 1924-25, and six in 1925-26. The number of degrees of bachelor of science in agriculture granted during the following years was: One in 1923-24, one in 1924-25, and four in 1925-26, while bachelor of arts degrees were granted as follows: One in 1923-24, one in 1924-25, and ten in 1925-26.

The fact that 702 freshmen entered the institution over a five-year period and only 39 students, or 5.5 per cent, remained to secure degrees suggests that best results are not being attained in the four-year academic divisions.

Twenty-six honorary degrees have been granted by the institution in the last five years. In the single year of 1921-22 a total of 22 honorary degrees were conferred. This is entirely out of proportion to the number of degrees granted in course, and the master's degree should not be granted for honorary purposes. Since 1921-22 the practice of the institution has been more conservative. A record by years of honorary degrees conferred is as follows: Master of arts, sixteen in 1921-22, one in 1923-24, and one in 1924-25; doctor of laws, five in 1921-22; other degrees, one in 1921-22 and one in 1923-24. Of the total of 26 honorary degrees conferred, 18 were master's degrees.

### FACULTY

The faculty of the institution includes 33 members, all being negroes. Fifteen teach college subjects exclusively, while 18 have classes in both the college and the secondary school. There are 14 full professors on the staff, 3 associate professors, 1 assistant professor, and 15 instructors.

The academic organization comprises 12 departments of instruction to which one or more college teachers have been assigned. These departments, with the number of the staff in each, are as follows: Agriculture, 3 professors, 1 associate professor, and 1 instructor; commerce, 1 professor and 1 instructor; education and psychology, 1 associate professor and 1 instructor; English, 1 professor; home economics, 1 professor and 2 instructors; languages, 1 professor; mathematics, 1 professor; mechanic arts, 1 professor, 1 associate professor, 1 assistant professor, and 8 instructors; science, 2 professors; social science, 2 professors; physical education, 1 instructor; music, 1 professor and 1 instructor.

An examination into the training of the faculty revealed the fact that 16 of the 33 members, or 48.4 per cent, hold no degrees. Seven of these teach in the mechanic arts department, 3 in home economics, 2 in commerce, 2 in music, 1 in physical education, and another in teacher training. It is the opinion of the survey committee that too large a percentage of the teaching staff of the college is without

degrees. Efficient instruction may be given in some college subjects, such as mechanic arts, music, and physical training, by teachers not holding first degrees, but this seems doubtful in the case of home economics, commerce, and teacher training. The administration, therefore, should encourage members of the staff to secure additional training, if the high academic standards required generally of modern colleges are to be attained. The accompanying table lists the number of teachers and the degrees held and graduate work done by each.

TABLE 8.—*Training of the faculty*

Case	First degree	Where obtained	Advanced degree or graduate work
1	None		
2	A. B.	Talladega College	Summer school at Ohio State University.
	B. S.	Ohio State University	
3	B. S.	Howard University	
4	None		
5	B. S.	Middlebury College	
6	None		
7	None		
8	None		
9	B. S.	Michigan State College	
10	A. B.	Atlanta University	LL. B., Hamilton College of Law. Summer school at Harvard University.
11	B. S.	Tuskegee Institute	Summer school at Cornell University.
12	A. B.	Lincoln University	B. D., Yale University. A. M., Columbia University. Summer school at Columbia University.
13	B. S.	State Agricultural and Mechanical College.	
14	A. B.	Virginia Normal and Industrial Institute.	Summer school at University of Pennsylvania.
15	None		
16	Ph. B.	Dennison University	B. D., Rochester Seminary. Summer school at Dennison University. Summer school at Chicago Y. M. C. A. College Summer school at Columbia University.
17	None		
18	A. B.	State Agricultural and Mechanical College	Summer school at University of Pennsylvania.
19	None		
20	B. S.	State Agricultural and Mechanical College.	
21	A. B.	Clafin University	A. M., Clafin University. Summer school at University of Chicago.
22	None		
23	None		
24	None		
25	A. B.	Oberlin College	Summer school at Cornell University.
26	None		
27	None		
28	None		
29	None		
30	B. S.	Kansas Agricultural College	Summer school at Harvard University.
31	None		
32	B. S.	State Agricultural and Mechanical College.	Summer school at Cornell University.
33	A. B.	Atlanta University	Summer school at Columbia University.

Undergraduate degrees held by 17 members of the staff are distributed among 10 negro colleges and 4 northern institutions of higher education. Only 4 members of the staff have obtained graduate degrees, 1 from Hamilton College, another from Yale and Columbia Universities, a third from Rochester Seminary, and a fourth from Clafin University. As Clafin University conducts only a liberal arts college, the presumption is reasonable that the master's degree

from this institution is an honorary degree. Commendation is due the large number of members of the faculty who are taking advanced work beyond their undergraduate degrees.

The General Education Board has arranged for an average of two teachers per year during the last three years to secure professional training work. In 1927-28 the board is planning to send the professor of vocational agriculture to Ohio State University to study for a master's degree and another member of the staff will be sent to Pennsylvania State College for advanced study in agricultural mechanics. Scholarships allowed by the General Education Board for these teachers to undertake graduate work have amounted to \$500 each, which will be increased to \$1,000 in 1927-28.

The salaries paid members of the faculty range from \$1,500 to \$1,900 for professors; \$1,400 to \$1,600 for associate professors; \$1,200 to \$1,400 for assistant professors; and \$900 to \$1,200 for instructors. In addition to their cash salaries, 23 teachers in the college receive perquisites, including quarters, heat, and light, valued between \$100 and \$300. The salary of the president is \$3,600, with perquisites valued at \$480, making his total compensation \$4,080.

The work in the different departments of instruction is well organized, and the teaching tasks are well distributed. Teachers are called upon to give instruction only in subjects for which they have received special training. An equitable distribution of the work in college was found, 6 teachers having less than 100 student clock-hour loads, 13 between 100 and 200 hours; 8 between 201 and 300 hours, 3 between 301 and 400 hours, 2 between 401 and 500 hours, and 1 between 601 and 700 hours. Of the 33 members of the staff, only 4 have student clock-hour loads in excess of 400 hours per week. One of these is a professor of mathematics, a second teaches French and mathematics, another teaches English, and the fourth teaches English and education in both the college and the high school. It would appear advisable to reduce the loads imposed upon three teachers if the best results in classroom instruction are to be maintained.

Twelve of the 33 members of the faculty teach more than 15 hours per week, the majority of these giving instruction in agriculture, natural science, and mechanic arts, with considerable laboratory and practice work. The division of the work in the college on a basis of hours per week of teaching is as follows: 2 teachers with 2 hours of classroom instruction per week, 1 with 3 hours, 1 with 8 hours, 2 with 9 hours, 1 with 11 hours, 5 with 12 hours, 8 with 15 hours, 2 with 16 hours, 1 with 17 hours, 2 with 18 hours, 2 with 19 hours, 2 with 20 hours, 1 with 21 hours, and 2 with 24 hours. In connection with excessive work assigned to 12 members of the staff, the committee recommends that their schedules be revised for the purpose

of reducing their hours of teaching to a maximum of 15 hours per week.

The size of the classes in the college was found generally small. Of the 111 classes taught in 1926-27 only 16 contained more than 30 students, while 95 classes contained 20 or less students. Thirty-six of the college classes have fewer than 5 students, 11 being composed of only 1 student each. Most of the small classes, however, are laboratory and practice classes in mechanical arts.

### EDUCATIONAL EQUIPMENT

The library contains 1,800 well-selected books for college work. There was a conspicuous absence of old and useless volumes and the survey committee formed the opinion that the basis had been established for building up a standard college library. As the library at present occupies one very small room, new quarters will also have to be provided if this objective is to be attained. Steps have already been taken, however, to accomplish this object, the alumni association of the institution now being engaged in a campaign to raise the necessary money to construct a new library building. Table 9 shows the expenditures made for library purposes during the past five years:

TABLE 9.—Expenditures for library purposes

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$962.94	\$163.19	\$151.58	\$227.13	\$742.00
Magazines.....	50.78	22.20	23.55	43.18	77.50
Supplies.....		27.52	54.72	41.20	40.75
Salaries.....	108.00	108.00	500.00	900.00	900.00
Total.....	1,121.72	321.21	729.25	1,211.51	1,769.85

The institution employs a full-time librarian, who is being trained at the Hampton Institute.

The scientific laboratories at the South Carolina Agricultural and Mechanical College are in need of development. The chemical laboratory is located in a small room, but it is well-equipped, although short of a full complement of supplies. At the time of its examination the survey committee found the chemical laboratory crowded with members of a freshman class. The instruction was good and the work being done of a college grade. Equipment in the physics and biological laboratories was limited, and there was also a lack of adequate supplies. Total valuation of the entire scientific equipment and supplies was given at \$10,000, although the institution was unable to furnish separate expenditures during the past five years for the biological, chemical, and physics laboratories. Total expenditures for permanent equipment for all the laboratories for this period

are as follows: \$1,502 in 1922-23, \$610 in 1923-24, \$1,601 in 1924-25, \$876 in 1925-26, and \$737 in 1926-27. Supplies purchased for science instruction included \$574 in 1922-23, \$507 in 1923-24, \$661 in 1924-25, \$448 in 1925-26, and \$766 in 1926-27. The present estimated value of all the scientific equipment owned by the institution is \$8,800.

### *EXTRACURRICULAR ACTIVITIES*

Athletic activities of the institution are controlled by the faculty. There is, however, a student council, but it has no legislative or administrative powers. An adviser from the faculty frequently meets with the student council, which furnishes information, recommendations, and suggestions with regard to athletic matters. On some occasions the president presents cases to the student council to decide. The institution is a member of the American Collegiate Athletic Association and the Georgia-Carolina Negro Athletic Association. The constitution and by-laws of the latter organization are enforced by the institution to preserve the purity of athletics and to protect scholarship.

Up to the present year fraternities were prohibited in South Carolina's public colleges and universities. The recent session of the legislature, however, repealed the law. A charter has been granted for the organization of the Omega Psi Phi fraternity at the State Agricultural and Mechanical College. The fraternity has other chapters at Columbia, Yale, Cornell, Michigan, and Harvard Universities.

Once a year the entire administration and operation of the college is turned over to the student body. For 24 hours the students run the entire institution, all officers being selected by the students.

### *SERVICE TO SOCIETY*

The State Agricultural and Mechanical College occupies a prominent position in the educational field of South Carolina and possesses exceptional opportunities for the development of negro leadership. Through public taxation the institution is beginning to obtain the support it needs. As a negro land-grant college it is also the beneficiary of Federal appropriations and land-scrip revenues. With such assured financial resources at its disposal continued progress should be made by the institution.

The general educational program of the institution is based upon a broad conception of the needs of the colored race in South Carolina, the most important of which is the training of teachers and the training of negro youth in agriculture, home economics, and mechanic arts.

### CONCLUSIONS

The survey committee found that in general the institution was being administered in accordance with business principles and good educational practices, and that the academic departments are definitely organized to carry out its objectives. Members of the teaching staff appeared to be interested in their work and enthusiastic in their endeavors to secure effective results. In the examination of the detailed operations of the institution, however, a number of instances were found where generally accepted college standards were not being met. These form the basis for the following recommendations:

That, with the nucleus already established, the administration proceed without delay to the purchase of the necessary volumes to build up a modern college library, and that provision be made for its proper housing.

That additional equipment and supplies be acquired for experimental instruction in natural sciences and that the biological and physical laboratories be greatly strengthened.

That the curricula in commerce be reorganized on a strictly college basis and that secondary subjects included in this course be given in the future without credit.

That the standards of the training of the faculty be raised.

That the institution discontinue the granting of honorary degrees.

### CLAFLIN UNIVERSITY

*Orangeburg, S. C.*

Clafin University was founded for the education of negroes by the South Carolina Conference of the Methodist Episcopal Church shortly after the end of the Civil War. It was incorporated in 1869 by the general assembly of the State. Three years later the legislature located the South Carolina State Agricultural and Mechanical College for Negroes at Orangeburg, and it was operated in connection with Clafin University. In 1896 the two institutions were completely divorced, although for a time conducted by the South Carolina Church Conference, Clafin University is at present controlled by the Board of Education of the Methodist Episcopal Church, with headquarters in Chicago. In accordance with its State charter, the institution, however, has a local board of trustees consisting of 21, headed by the white bishop of the church. The remainder of the members are negro residents of South Carolina, 12 being ministers and 8 being laymen. While not vested with full authority to govern the institution, the local board acts as an executive committee, making recommendations regarding appointments of the faculty and other

matters to the Board of Education of the Methodist Episcopal Church at Chicago. Formal approval of the latter body must be secured before these recommendations become effective.

Clafin University includes a liberal arts college, a secondary school, and an elementary school. The term "university," used in connection with its title, is a misnomer. Outside of a two-year normal teacher-training curriculum incorporated as a part of the college, no other collegiate divisions or graduate schools are conducted by the institution. The number of college students enrolled in 1926-27 numbered 77. There are 317 high-school students and 228 elementary pupils in attendance. The institution is coeducational, and in the college 41 boys and 36 girls were registered in 1926-27.

The South Carolina State Department of Education has accredited the normal teacher-training work at Clafin University, State teachers' licenses being granted to graduates; but the liberal arts college has not received accrediting from this source. Howard University and the Meharry Medical School have accorded individual recognition to the institution through the acceptance of four of its students for advanced study.

#### ADMINISTRATION

The Board of Education of the Methodist Episcopal Church, of Chicago, holds the deeds to the entire property of Clafin University. Likewise the institution's endowment is held and invested by the Chicago board. Insurance on the buildings and property is also underwritten in the name of this church organization.

Clafin University is supported principally by church appropriations and student fees. In 1926-27 its total income was \$72,406, of which 38.9 per cent was derived from church appropriations, 30.8 per cent from student fees, 7.6 per cent from interest on endowment, 2.9 per cent from gifts for current expenses, and 19.8 per cent from donations from the South Carolina Conference.

TABLE 10.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$29,548	\$21,895	\$27,851	\$28,164	\$28,164
Interest on endowment.....	4,500	4,500	4,500	5,500	5,500
Gifts for current expenses.....	1,125	54	.....	.....	2,100
Student fees.....	11,412	14,020	14,094	14,505	22,315
Gross income from sales and services.....	10,133	18,847	18,188	18,452	.....
Other sources <sup>1</sup> .....	8,685	11,627	1,474	.....	14,527
Total.....	71,303	70,943	67,707	66,621	72,406

<sup>1</sup> Receipts from other sources for 1926-27 include contribution from South Carolina Conference.

Total revenues of the institution have shown only a slight gain during the past five years. In 1922-23 they totaled \$71,303 as compared with \$72,406 in 1926-27, an increase of only 1.5 per cent. In this connection it might be mentioned that the figures recorded in Table 10 include the total income for the support of both the secondary and elementary schools as well as the college.

The productive endowment of the institution amounts to \$140,000. During the past five years the endowment has been increased by \$28,100. As previously stated, the endowment of Claflin University is held and invested by the Board of Education of the Methodist Episcopal Church; the interest yield is approximately 5.5 per cent. The institution is at present conducting a public subscription campaign for a larger endowment.

Business management of Claflin University is under the direct supervision of the president, who has an office force composed of a secretary, bookkeeper and cashier, office assistant, and two other employees. The Chicago board has installed its own system of bookkeeping at the institution, which provides for the keeping of accounts in triplicate. One copy of the account must be forwarded to Chicago monthly. Bank balances are also checked every 30 days by representatives of the board.

Tuition charged to students is at the rate of \$30 per year, with an entrance fee of \$5 and a \$2 athletic fee. A fairly effective system of student records is in use in the registrar's office. The form used for certification of high-school students could be revised to advantage, while other forms are so large as to make it difficult to file and classify them properly. Cards for maintaining a record of the academic work of the students are in good shape. Teachers' reports are made at regular intervals to the president on blank forms, which give an excellent history of the progress being made by the students. In the grading of students, the normal distribution curve is used by the teachers.

The campus of Claflin University consists of  $21\frac{1}{4}$  acres of land, the valuation placed upon it being \$15,000, which seems to be a low figure. Buildings on the campus number 15, with an estimated value of \$261,000. They contain furniture and equipment valued at \$63,800 based on original costs, so that the total valuation of the entire physical plant of the institution is fixed at \$339,800. These estimates were furnished by the Chicago office of the Board of Education of the Methodist Episcopal Church. No mortgages or other incumbrances have been placed on the property.

Most of the buildings are of brick construction, seven being fire resisting. The State laws of South Carolina and the ordinances of the city of Orangeburg are complied with to safeguard students and property against fire hazards. The central building of the institu-

tion is the Tingley administration building, a modern two-story structure of brick, containing offices and recitation rooms. Other modern buildings are two large dormitories, one containing 60 rooms and the second 104 rooms. Both are of brick construction. There is also a separate library, chapel, and a large refectory on the campus. A small home economics building, remodeled two years ago, is used for demonstration and cafeteria purposes. The institution's laboratories are located in a separate structure known as the Slater Industrial Building, while the practice school, containing six rooms, is situated in the Holly Road School building. Residences are also provided for the president and some members of the faculty. As far as could be observed by the survey committee, the buildings are in a very satisfactory state of repair. /

The general appearance of the campus is good. A superintendent of the buildings and grounds is charged with the responsibility of caring for the buildings and grounds. His force consists entirely of student labor, each student enrolled in the institution being required to perform one hour's work each day. The dormitories are thoroughly cleaned every morning by their occupants under the personal direction of teachers.

#### *PREPARATORY SCHOOL*

Under the plan of organization of Claflin University, little segregation exists between its preparatory school and its college. While the students are separated, members of the faculty teach in both the college and the high school, the same buildings are used by both departments, and the finances are not kept in different accounts. Maintenance of a preparatory school is not required by the institution's charter, but on account of the shortage of public high schools for negroes in South Carolina no plans have been made for the elimination of secondary work.

#### *EDUCATIONAL PROGRAM*

The liberal arts college of Claflin University offers the usual curriculum leading to baccalaureate degrees in arts and science. Its two-year teacher-training course is incorporated as a part of the regular college work.

Fifteen units of secondary preparation are required for admission to the liberal arts college, and candidates must either present certificates from accredited high schools or pass entrance examinations at the institution.

Students pursuing the curriculum leading to the bachelor of arts degree must have completed the following high-school work: 3 years in English, 2 years in foreign language, 2 years in mathematics, 2 years in science, and 3 years in other unspecified high-school sub-

jects. In the case of students entering the course leading to the bachelor of science degree, the high-school preparation required includes 3 years of English, 2 years of science, 3 years of history, 2 years of mathematics, 2 years of French or German, 2 years of Latin, and 3 years of other subjects.

Of the 32 freshman admitted to the college in 1926-27, practically all the students were graduates of the Claflin University high school, which is accredited by the South Carolina State Department of Education. The college permits the entrance of candidates with one conditioned subject, which must be made up by the end of the first year. Students not desiring to pursue the regular college courses are also admitted as specials. There were three such students enrolled in 1926-27.

### GRADUATION REQUIREMENTS

Graduation requirements in the different curricula offered by the college are as follows:

Arts and science, 180 quarter hours (120 semester hours) of credit.

Two-year teacher training, 90 quarter hours (60 semester hours) of credit.

The 180 quarter hours of credit that must be earned to secure the bachelor of arts degree include 18 credits in English, 18 in science, of which  $4\frac{1}{2}$  must be in psychology and hygiene, 18 in foreign languages, 9 in mathematics, 9 in history, 9 in economics and labor problems,  $4\frac{1}{2}$  in psychology,  $4\frac{1}{2}$  in physical education, and  $4\frac{1}{2}$  in Bible. The remaining credits are elective. Graduation requirements in the curriculum leading to the bachelor of science degree are the same as outlined for the bachelor of arts degree except that the student must secure 30 credits in science and mathematics, 10 of which must be in either science or mathematics. In the junior and senior years, students are required to major in one subject at least 36 hours and minor in an allied subject for at least 18 hours.

The teacher-training curriculum, requiring 90 quarter hours of credit for completion, comprises subjects in the liberal arts college, such as English, science, foreign language, social science, and Bible. In addition, the following credits must be earned in education: 5 hours in educational psychology, 10 in history of education, 5 in general methods of teaching, 4 in observation, 4 in practice teaching, 5 hours in supervision and improvement of teaching, with a few other educational subjects elective.

The courses included in the latest catalogue of the institution number 159. In its examination of the academic work being done at the institution, the survey committee found that only 19 of these courses were actually taught in the term of 1926-27.

## ENROLLMENT

Resident collegiate students in attendance at the institution in 1926-27 totaled 77, which included students enrolled in the liberal arts college and in teacher-training work.

TABLE 11.—*Collegiate students enrolled*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	27	14	7	1	49
1923-24	17	20	11	5	53
1924-25	21	10	15	7	53
1925-26	17	16	18	12	63
1926-27	25	15	14	13	77

Enrollment in the college has increased from 49 students in 1922-23 to 77 students in 1926-27, a gain of 57.1 per cent. Mortality of students has not been above the average prevailing in institutions of higher learning generally. The 1922-23 freshman class declined from 27 students to a senior class of 13 students in 1925-26, a loss of 51.8 per cent. Rate of loss of students between the freshman and sophomore classes has been fairly small, the percentage being 23.8 per cent between these classes in 1924-1926 and 11.7 per cent in 1925-1927.

## DEGREES GRANTED

Twenty-six degrees have been granted in course by Claffin University during the past five years, 18 being bachelor of arts and 8 bachelor of science degrees. For the same period the total enrollment of freshmen has amounted to 117 students, so that 22.2 per cent of the students entering the college have remained to graduate. Eighteen bachelor of arts degrees were granted in the following years: 1 in 1921-22, 1 in 1922-23, 3 in 1923-24, 2 in 1924-25, and 11 in 1925-26. Three bachelor of science degrees were granted in 1921-22, 4 in 1924-25, and 1 in 1925-26.

Claffin University has granted three honorary degrees in the past five years. One, the doctor of divinity, was conferred in 1923-24; another, the master of arts, in 1924-25; and the third, the doctor of divinity, in 1925-26. Except for the conferring of the degree of master of arts, which should be granted only in course, no criticism can be offered of the practice of the institution with regard to honorary degrees. The survey committee learned in this connection that the Board of Education of the Methodist Episcopal Church must first approve all honorary degrees before they are granted, and that the granting of honorary degrees by the institution has been limited to one every two years.

## FACULTY

The college has a teaching staff of nine members, all holding the rank of professor. Two of the staff give instruction exclusively in the college, while the remaining seven teach in both the college and the secondary school of the institution. All members of the faculty are negroes. The college is organized into nine departments of instruction, with one professor assigned to each. These departments include: Biology, chemistry, economics and social science, education, English, French and Spanish, history, mathematics and physics, religion, and philosophy.

The survey committee found in examining the academic organization that members of the staff have not been assigned to teach subjects outside of their departments of instruction. It was also found that all the members of the staff were teaching subjects for which they were especially qualified by training, and this indicated that considerable attention had been given to the proper organization of academic duties.

Further investigation, however, revealed that the institution seems to be laboring at a considerable disadvantage due to the fact that the college faculty, while ostensibly composed of nine professors, has only two actually devoting their entire time to college work. The other seven members teach in the secondary school, and in several instances the number of high-school classes taught exceeded the number of college classes. Thus the professor of biology taught four high-school classes in 1926-27, as compared with two college classes, and the professor of chemistry taught two high-school classes and only one college class. Similarly, the professor of mathematics had an assignment of three college classes and three high-school classes. Other members of the staff include the professor of social science, who taught two classes in the college and one in the high school; the professor of education, who had one college and one high-school class; the professor of history with two college classes and one high-school class; and the professor of French and Spanish with four college classes and two high-school classes.

TABLE 12.—Training of the faculty

Case	First degree	Where obtained	Advanced degree or graduate work
1	A. B.....	New Orleans University.....	A. M., New Orleans University. Summer work at Harvard University.
2	A. B.....	Claffin University.....	Summer work at Chicago University.
3	A. B.....	Virginia Union University.....	Do.
4	A. B.....	Wiley College.....	Summer work at University of Iowa.
5	B. S.....	Lincoln University.....	Summer work at Chicago University.
6	A. B.....	University of Colorado.....	Summer work at Colorado University.
7	B. S.....	Claffin University.....	Summer work at Columbia University.
8	B. S.....	Denison University.....	Summer work at Ohio Wesleyan University.
9	B. S.....	Middlebury College.....	

Nine members of the staff hold undergraduate degrees, one has a master's degree, and the remaining members with one exception are pursuing advanced studies for their graduate degrees. Of the first degrees, six were obtained from negro institutions, while the other three were secured from northern universities. The professor holding a master's degree secured it from New Orleans University, one of the institutions included in this survey.

The college faculty of Claflin University has been almost completely reorganized within the past 5 years. Service records of the staff show that two members have served at the institution for 1 year, two for 2 years, one for 3 years, one for 4 years, one for 5 years, and two from 8 to 10 years. Thus only two members of the teaching staff have served at the institution as long as 8 and 10 years, seven having been employed during the last 5 years.

With the exception of the president, who received a salary of \$2,000, annual salaries of the members of the faculty vary from \$900 to \$1,500, the average salary paid being \$1,200. The salary schedules of the staff are as follows: One teacher receives \$1,500, two \$1,200, two \$1,000, two \$900, and one \$800. Although each of these teachers receives perquisites, which include quarters and board in addition to cash salaries, it is palpably evident that the remuneration of the college staff is unusually low. Members find it difficult to meet the high expense of graduate study at summer sessions of leading universities.

Student clock-hour loads of the different members of the faculty range from 100 to 605 hours. Of the nine teachers, three have assignments of work comprising from 100 to 200 student clock hours, one from 201 to 300 hours, one from 301 to 400 hours, three from 401 to 500 hours, and one has a load of 605 hours. Thus four of the teachers have excessive student clock-hour loads; responsibility for which is traceable directly to the fact that they teach large high-school classes. The member of the faculty having a load of 605 student clock hours is professor of mathematics and physics, who in addition to three college classes has three secondary classes.

Three of the college teachers have classroom assignments as high as 23, 25, and 28 hours each week. According to the teaching schedules, two members of the staff teach 9 hours per week, two 10 hours, two 14 hours, one 23 hours, one 25 hours, and one 28 hours. The survey committee urgently recommends that the administration organize its college faculty in such a manner as to bring about an immediate reduction of the long hours of work imposed on the last three teachers.

The size of college classes at Claflin University is conducive to teaching efficiency. Fifteen of the classes, or approximately 78 per

cent, contain less than 20 students. Of the 19 classes taught in 1926-27, four contained from 1 to 5 students, eight from 6 to 10 students, three from 11 to 20 students, two from 21 to 30 students, and two from 31 to 40 students. The larger classes, ranging from 20 to 40 students in size, are classes in mathematics, English, biology, and religious education.

### EDUCATIONAL EQUIPMENT

Cliffin University library contains 5,300 well-selected books. It occupies a separate building on the campus and is in charge of a full-time librarian, who, although not having completed a course in library science, has had experience. Old books are being discarded and the institution plans to expend \$3,000 for new books in 1927-28. The institution has made regular purchases of books during the past five years as follows: \$50 in 1922-23, \$100 in 1923-24, \$100 in 1924-25, \$170 in 1925-26, and \$500 in 1926-27. During the past two years, approximately \$130 annually has been expended for magazines and \$10 for supplies. Disbursements for salaries in the library were \$900 in 1922-23, \$900 in 1923-24, \$855 in 1924-25, \$855 in 1925-26, and \$855 in 1926-27. Inquiry by the survey committee disclosed the fact that the library is being used by approximately 100 college and high-school students daily.

Scientific laboratories at the institution were sparsely equipped at the time of the visit of the survey committee. There was also evidence of a shortage of supplies, with the exception possibly of the chemistry laboratory. A statement of expenditures covering the past five years revealed that only \$310 worth of equipment had been purchased for the biological laboratory, and \$100 expended for equipment in the physics laboratory, no supplies having been bought for either of them. However, \$350 worth of equipment and \$730 worth of supplies were purchased for the chemistry laboratory during this period. Total present value of scientific equipment owned by the college is \$350 in biology, \$1,250 in chemistry, and \$700 in physics.

The institution announced that a campaign was being successfully prosecuted to raise a \$10,000 fund for the installation of modern college laboratories, the General Education Board having agreed to donate 50 per cent additional to all money raised by the college for this purpose.

### EXTRACURRICULAR ACTIVITIES

Athletic activities of the institution are administered by the faculty in cooperation with an assistant student manager. A students' council also acts in an advisory capacity, cooperating with the officials of the college in handling athletic problems. The institution is a member of the Georgia-South Carolina Athletic Association.

The Omega Psi Phi, a national negro college fraternity with a chapter at Howard University, is the only fraternity at the Claflin University. College teachers act as its advisers.

### *SERVICE TO SOCIETY*

Claflin University is one of the early institutions for the education of the negro race in South Carolina. For many years it provided educational opportunities for the colored youth of this State when no other facilities existed, particularly in the elementary and secondary grades. But conditions have undergone a metamorphosis in South Carolina. Through an awakening of public opinion, elementary public schools are being provided for the education of the negroes, and the time is not far distant when public high schools for the colored race will also be generally established. It would appear, therefore, that institutions of the type of Claflin University must meet these changed conditions through a reappraisal of their aims and a revision of their educational program. With the creation of colored public elementary schools in the State, for Claflin University to continue to maintain an elementary school, unless it can serve the purpose of a practice school, would seem to be unnecessary. Likewise with the gradual development of a public-school system for negroes, an urgent and pressing demand for well-trained colored teachers has arisen in South Carolina.

### *CONCLUSIONS*

In view of the foregoing facts, the survey committee makes the following suggestions and recommendations:

That the elementary school at Claflin University be limited in its function to that of a practice school.

That the expenses heretofore incurred in the operation of the elementary school be devoted to the upbuilding of the liberal art college.

That the institution concentrate on the training of negro teachers, increasing the staff of this department and making other required changes for its proper expansion.

That the annual catalogue be revised for the purpose of eliminating courses of study not actually given in the college.

That the college teaching staff be reorganized and that its work be confined strictly to college work.

That the campaign for funds to rehabilitate the scientific laboratories be pressed to a successful conclusion.

That, in consideration of the actual work of the institution, its name be changed to "Claflin College."

That a substantial increase be made in the salaries of the faculty.

**BENEDICT COLLEGE***Columbia, S. C.*

Benedict College is centrally located in the city of Columbia, the capital of South Carolina. It was originally established as Benedict Institute in 1870 by the American Baptist Home Mission Society with headquarters in New York. In 1894 its name was changed to Benedict College and it was incorporated under the laws of the State of South Carolina, but control was retained in the American Baptist Home Mission Society.

The institution has a self-perpetuating board of trustees consisting of 11 members. Two are ex officio members, both of whom are officials of the American Baptist Home Mission Society. Of the other nine trustees, one is also an official of this society, another is an official of the Women's American Home Baptist Mission Society, and the remainder are citizens of South Carolina. Nine are white and two are negroes. Members of the board each serve for a term of three years, being elected in groups of three annually. Little authority is vested in the local board, which seems to function in an advisory capacity. The American Baptist Home Mission Society appoints the members of the faculty without sanction of the trustees and conducts other business and administrative affairs from its headquarters in the city of New York. This organization also holds title to the land and buildings of the institution.

Benedict College combines a liberal arts college, a preparatory school, and an elementary school. In the college are offered a four-year course, and two-year teacher-training and premedical courses. There is also a theological school of collegiate grade, with three and four year curricula, but no students are enrolled in it at the present time. The institution also operates a small nurse-training school. Total enrollment in the college for 1926-27, was 87 students; in the high school, 237; and in the elementary school, 173 pupils; the total being 497. The institution is coeducational, the number of women students exceeding that of the men.

The South Carolina State Department of Education has accredited the normal teacher-training course at Benedict College, granting teachers' certificates to students completing 12 semester hours in education. A similar recognition has been given by the North Carolina State Department of Education. In order to meet local conditions, the South Carolina department, however, has modified its standards for negro normal schools as compared with those required of white institutions. As this department neither examines nor accredits negro institutions of higher learning located in the State except as regards teacher training, the liberal arts college

of Benedict College had not received accrediting from this source. Several of the graduates of the college, however, have been accepted at Oberlin College with the standing of seniors and a number of its premedical students have entered Howard University and Meharry Medical College. Benedict College is a member of the Association of Colleges for Negro Youth.

### ADMINISTRATION

The American Baptist Home Mission Society, which controls and administers Benedict College, provides only a small portion of its annual income. In the trial balance sheet for 1926-27 are given the different sources of income of the institution as follows:

TABLE 13.—Income for 1926-27

American Baptist Home Mission Society.....	\$6,600.00
Income from endowment.....	5,400.00
Gift from General Education Board.....	6,000.00
Donations from negro friends.....	8,157.96
Gift from woman's board of American Baptist Home Mission Society.....	1,250.00
Receipts from student fees.....	12,986.65
John H. Slater fund.....	900.00
Miscellaneous receipts.....	33.25
Total.....	39,327.86

An analysis of this table shows that the American Baptist Home Mission Society contributed only 16.8 per cent of the total income of Benedict College, as compared with 83.2 per cent from other sources. Of this 83.2 per cent secured from other sources 15.2 per cent represents contributions from the General Education Board; 3.2 per cent from the women's board of the American Home Mission Baptist Society; 13.7 per cent comprises annual yield from the institution's endowment; 33.1 per cent comes from student fees; and 18 per cent includes gifts from negro friends.

Combining the last three items, which compose annual yield from endowment, student fees, and gifts from negro friends, the result shows that 64.8 per cent of the support of the college is being provided locally, as compared with 35.2 per cent furnished from outside sources. Further analysis of the figures, by the omission of the annual yield from endowment, shows that the percentage actually being provided by negroes of South Carolina through tuition and gifts amounts to 48.3 per cent, or slightly less than half of the total income. It would seem that since Benedict College is receiving its chief support from negro and local sources that there should be more local representation, both negro and white, on the board of trustees and that its powers should be increased.

The General Education Board's annual gifts have been conditioned on the raising of a similar amount of money by the institution. For

several years this organization contributed \$10,000, but in 1926-27 its contributions declined to \$6,000. The total productive endowment of Benedict College is \$133,006.04. It has not been increased during the past five years. The principal is held and invested by the American Baptist Home Mission Society, the income, amounting to 4.4 per cent, being paid to the college annually by the society. According to the report of the American Baptist Home Mission Society the endowment of Benedict College is not invested in separate securities, but is lumped with general investments of the society for the benefit of all the schools which it operates.

Table 14 outlines the income received from different sources by the institution during the past five years:

TABLE 14.—Income for five years

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Interest on endowment funds.....	\$5,852.27	\$5,852.27	\$5,852.27	\$5,852.27	\$5,400.00
Gifts for current expenses.....	19,918.00	20,749.61	18,817.73	14,036.23	14,750.00
Student fees.....	7,073.72	12,488.36	13,817.00	11,884.75	12,086.68
Other sources <sup>1</sup> .....	5,100.00	5,882.15	6,234.78	6,356.55	6,191.21
Total.....	37,943.99	44,943.99	44,721.78	39,029.80	39,327.89

<sup>1</sup>Contributions given mostly by colored friends.

An analysis of this table indicates that the income of the institution has not substantially increased during the past four years. Total receipts in 1926-27 exceed those of 1922-23 by only \$1,382.97, a gain of 3.7 per cent. While the income from student fees has gained 83.1 per cent during this period, gifts for current expenses of the institution have been reduced by 25.9 per cent, due to a diminution in the appropriations made for the support of the institution by the American Baptist Home Mission Society. Other sources of support have not changed materially during the four years.

The method of keeping student records at Benedict College is fairly comprehensive and effective, but most of the forms could be revised to advantage. No provision seems to have been made for teachers' class cards, regular attendance reports, and similar records. Many of the record blanks are sheets of paper rather than cards of uniform size that can be readily filed and properly indexed. The permanent student record could be improved and made more suitable to the institution's needs. It is understood that steps toward making these revisions are being taken. The institution uses a follow-up card system to keep in touch with its alumni.

Conduct of the business affairs of Benedict College is largely in the hands of the president, assisted by a secretary and bursar. While not a member, the president is secretary and treasurer of the board of trustees and is largely responsible for the institution's management.

Financial reports are submitted both monthly and annually to the American Baptist Home Mission Society at its New York office. Except for the accurate checking up of these reports by the society, no other character of audit is apparently made of the institution's accounts. The General Education Board, because of its annual contribution to Benedict College, makes an inspection of the school at occasional intervals. Insurance policies on the property of the institution are held by the American Baptist Home Mission Society, which also pays the annual premiums. Tuition charged students amounts to \$96 per year.

### *PHYSICAL PLANT*

The physical plant consists of a campus comprising 20 acres, valued at \$100,000, and 11 buildings, valued at \$272,000. Equipment and movable property owned by the institution have an estimated value of \$66,491, making the total valuation placed on the entire plant by the officers of the college \$438,491. As this valuation of the buildings is based on replacement costs, it is believed that the estimate is high.

The main buildings used for recitation rooms and dormitories are of brick construction, in a fair condition of repair. There are, however, several frame structures used as refectory, dormitory, and hospital, that were erected in 1880 and that should be replaced by more modern structures. The hospital in particular is shabby. It is a two-story building, with wooden floors and wooden stairways that can not be maintained in proper sanitary condition, although the institution makes every effort to do so. As students are being freely admitted and operations performed in this structure, which is also without fire protection except for two fire extinguishers, the question of the discontinuance of its use for hospital purposes is worthy of the immediate consideration of the administrative officers of Benedict College.

Although not of modern construction, the brick buildings are three stories in height, the first floors being used for recitation and offices and upper floors for dormitories. Science Hall, erected in 1925, is of excellent construction, with concrete floors and iron stairs, and is modern in every respect. It is used entirely for laboratories, which are well lighted, up to date, and contain the latest type of equipment. The practice school, also built in 1925, is a modern one-story fireproof building. Two central heating plants are located on the campus to heat the various school buildings.

The plant is clean and well kept. Care of the buildings and the grounds is under the supervision of the superintendent of the practice school, who has under him a force composed of an engineer, two firemen, and a carpenter. The janitor work is performed by students,

each of whom must do one and a half hours work each day for which a credit of \$3 per month is given. The supervisor of girls, assisted by several matrons, superintends the janitor work in the women's dormitories, and the dean of men looks after the janitor work in the men's dormitories.

### PREPARATORY SCHOOL

At Benedict College noncollegiate students numbered 410 in 1926-27, as compared with 104 college students. There are about four times as many noncollegiate students as college students. An elementary school is conducted on the campus with 173 pupils, but this is used principally as a practice school in the institution's teacher-training course. There are 237 students in the preparatory school.

According to information gathered by the survey committee, preparatory work is regarded by the administrative officials of Benedict College as an important phase of its program. It is desirable that high standards be maintained in both the high school and college divisions. This can be accomplished in part by segregating high school and college work. Segregation already exists to the extent that the college and preparatory students do not attend the same lecture, recitation, and laboratory classes. However, five members of the college faculty are teaching in the preparatory school, and the finances of the two departments are not separated, except that money expended for administration and teaching is budgeted in different accounts. As soon as possible it is desirable that the high-school work be conducted in a separate building and that other separations be made between the two divisions.

### EDUCATIONAL PROGRAM

Candidates for admission to the college department, including the arts and science curriculum, the premedical course, and the normal school, must have completed satisfactorily the work of the high school or its equivalent, comprising 15 units. Of the 54 freshmen who entered the college and normal school in 1926-27, 38 were admitted from accredited high schools and 2 from nonaccredited high schools. There were also 8 conditioned students admitted. The method by which the other 6 freshmen entered the college was not explained. All the applicants for admission furnished a transcript of their high-school records with the required 15 units of work. For the purpose of evaluating preparatory school credentials, Benedict College recently conducted an unofficial survey of colored high schools in cooperation with five negro colleges in South Carolina, and a tentative list of accredited and nonaccredited secondary schools was compiled.

A conditioned student entering Benedict College is one lacking a single unit of having the required high-school preparation. This conditioned subject or unit must be made up by the end of the first year of college work. Conditioned students registered in the college included two in 1922-23, one in 1923-24, two in 1924-25, four in 1925-26, and eight in 1926-27.

Special students, described as those not pursuing the regular college course leading to a degree, are accepted by the institution, seven being enrolled in 1923-24, six in 1924-25, and three in 1925-26.

Admission to the theological school, in the course leading to a bachelor of divinity degree, provides for the completion of college work with either a bachelor of arts or a bachelor of science degree. A second course leading to bachelor of theology degree requires only high-school graduation. Admission requirements to a third course leading to a certificate and offered to men of advanced years are not definitely outlined.

### GRADUATION REQUIREMENTS

Total requirements in the different curricula offered at Benedict College follow:

4-year curriculum of arts and science.....	120 semester hours of credit. <sup>1</sup>
2-year premedical course.....	60 semester hours of credit.
2-year curriculum of education.....	68 semester hours of credit.
3-year theological curriculum.....	Prescribed course of study.
4-year theological curriculum.....	144 semester hours of credit.

The degree of bachelor of arts is granted after the completion of 120 semester hours of credit in subjects selected from the list given below after a consultation with the faculty. This list gives the several subjects of courses and the number of hours offered from which students may elect the 120 credits. It includes 31 hours in English; 30 hours in science; 16 hours in French or Latin; 8 hours in mathematics; 23 hours in social science; 19 hours in philosophy; 8 hours in Bible. The list from which students working for the bachelor of science may select subjects to make up their total credits, comprises 78 hours in science; 12 hours in English; 18 hours in French or German; 20 hours in mathematics; 20 hours in social science; 6 hours in philosophy; and 2 hours in Bible.

The two-year premedical curriculum, requiring 60 semester hours of credit, covers a selected list of subjects made up of English, science, French or Latin, mathematics, social sciences, philosophy and Bible. The 68 semester hours required for graduation in the two-year teacher-training curriculum include 25 hours in education; 9 hours in English; 6 hours in mathematics; 12 hours in foreign languages; 6 hours in science; 2 hours in Biblical history; and the remaining hours elective in education or science. This course is so arranged that the students may obtain two full years of college credit in case they desire to continue their work for college degrees.

<sup>1</sup> Students usually secure 120 semester hours by the end of senior year.

As the records of Benedict College show that no students have enrolled in its courses for the past five years, the theological school is a paper structure altogether and should be abandoned. An optional major in theology in the liberal arts college for which the degree of bachelor of theology may be granted would, it is believed, fulfill the demands existing for such a curriculum.

### ENROLLMENT

The total number of resident college students attending Benedict College in 1926-27 was 104. Table 15 gives the total enrollment at the institution for the past five years:

TABLE 15.—Enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	13	12	13	9	47
1923-24	28	22	6	13	69
1924-25	25	13	8	6	52
1925-26	45	19	13	10	87
1926-27	54	27	41	12	104

As indicated by the above table, the enrollment of the college has increased rapidly, making a gain of 121 per cent during this five-year period. The loss of students at Benedict College does not greatly exceed the normal loss of students at higher educational institutions. The freshman class of 1923-24 declined to 12 students in the senior class of 1926-27; a loss of 56 per cent.

The number of degrees granted by Benedict College during the past five years was 40, all of them being bachelor of arts degrees. Six were granted in 1921-22, eight in 1922-23, twelve in 1923-24, six in 1924-25, and ten in 1925-26. A comparison of the number of freshmen enrolled in the institution, amounting to 165 students in the past five years, with the total number of 40 students graduating during the same period, shows that but 24 per cent of students entering the college actually secured degrees. Only one honorary degree has been granted by Benedict College in the last six years.

The two-year teacher-training course was inaugurated during the term of 1926-27, with an enrollment of 12 first-year students and 5 second-year students. The survey committee is of the opinion that this teacher-training work should be developed, as it appears to be an excellent opportunity for Benedict College to perform a real service for negro education in South Carolina.

### FACULTY

The college's teaching staff of the institution is composed of 10 full-time and 2 part-time members. Of the total, 7 teach exclusively in the college, while 5 teach classes in both the college and the preparatory school. Eight of the college teaching staff are white and four

are negroes. During 1926-27, two of the faculty were on leave of absence for a year, one taking postgraduate work at Columbia University and the other at Harvard University. The academic organization of the college includes 10 departments of instruction, as follows: Biology, chemistry, education, English, foreign language, history, mathematics, philosophy, physics, and social science. All the members of the faculty hold the rank of professor, and one is assigned to each department of instruction except chemistry and education, which have two.

The survey committee found that while the college was organized into separate departments of instruction there was much overlapping of class work among the instructors, a number teaching subjects in more than one department. As an example, the professor in education, in addition to his college work, conducted high-school classes in a variety of subjects, including history, rhetoric, and Bible. This professor also taught commerce in the college. Similarly the other professor of education in the college taught Latin, agriculture, and psychology in the preparatory school. Another professor conducted classes in speaking, radio, and psychology in the college, and physics and speaking in the high school. Such an indiscriminate assignment of teaching tasks to the members of the staff seems to the survey committee to have the effect of lessening the efficiency of the instructor in the work for which he is especially trained. Inability to prepare properly for classroom instruction in a heterogeneous collection of subjects is almost certain ultimately to lessen effective teaching.

All the 12 members have first-degrees and 5 hold graduate degrees. Three of the teachers not holding advanced degrees are now studying for them. These include three of the four negro teachers in the college. Table 16 indicates the training of the staff.

TABLE 16.—Training of the faculty

Case	First degree	Where obtained	Advanced degree and graduate work
1	A. B.	University of South Dakota	A. M., University of South Dakota. B. D., University of Chicago.
2	A. B.	University of Rochester	L.L. D., University of South Dakota. Ph. D., Providence University. <sup>1</sup>
3	A. B.	Brown University	A. M., Cornell University.
4	A. B.	Ottawa University	M. S., Kansas State College.
5	A. B.	University of California	
6	A. B.	Benedict College	A. M., Benedict College. Studied 3 summers at University of Chicago. Studied 3 summers at Columbia University. On leave at Columbia University.
7	A. B.	Harvard University	Studying for graduate degree; on leave at Harvard University.
8	A. B.	Virginia Union University	Working for A. M., 1 summer session at Virginia Union University. One summer session at Pennsylvania University.
9	B. S.	Colgate University	
10	A. B.	Wheaton College	
11	A. B.	Benedict College	
	Ph. B.	University of Chicago	
12	A. B.	University of Rochester	

<sup>1</sup> No institution by this name existed in 1907, the year this degree obtained.

<sup>2</sup> Part-time instructors.

Undergraduate degrees held by the eight white members of the teaching staff are well distributed among different institutions. Two of the four negro teachers in the college hold first degrees from Benedict College. The other degrees were obtained from Virginia Union University and Harvard University.

Graduate degrees of the five members of the staff are also widely distributed, being obtained from the University of South Dakota, Cornell, Kansas State College, and Benedict College. The latter degree from Benedict College, held by a negro member of the staff, is evidently an honorary degree, as this institution does not seem to be prepared to grant advanced degrees in course. The three teachers working for higher degrees are pursuing their work at Columbia, Harvard, and Pennsylvania Universities.

Salaries paid to members of the teaching staff, exclusive of part-time teachers and the president, range from \$900 to \$1,600 annually. In addition, the members each receive perquisites varying from \$150 to \$300 per year. The cash salaries are as follows: One teacher receives \$2,500, one \$1,800, one \$1,600, three \$1,200, one \$1,040, three \$900, one \$450, and one \$320. It is evident from these figures that great difficulty is attached to any effort on the part of the members of the teaching staff to secure the benefits of additional training to meet the qualifications essential to a modern college faculty.

The teaching loads generally imposed on the members of the faculty are not excessive. However, in the case of teachers assigned tasks of teaching classes in both the college and high school the load of student clock hours exceeds the generally recognized standard of 300 hours per week. The schedules show three teachers with student clock-hour loads of less than 100 hours, one between 100 and 200 hours, two between 201 and 300 hours, two between 301 and 400 hours, and two between 500 and 600 hours. In the case of the two professors with teaching loads between 500 and 600 hours, one teaches Spanish in the college and Latin in the preparatory school, while the other is a professor of education in the college, with classes in Latin, agriculture, and psychology in the high school.

The hours per week of teaching are excessive with regard to four members of the staff. One teacher has 2 hours per week of classroom instruction, one 4 hours, one 7 hours, one 10 hours, one 13 hours, one 14 hours, two 17 hours, one 19 hours, and one 21 hours. The professors with hours of teaching per week in excess of 15 hours all do high-school work in addition to their college duties.

The size of the classes at Benedict College is not incompatible with efficient teaching standards. Although there are four classes containing more than 30 but less than 50 students, the majority of classes are less than 30 students in size. Of the 28 classes organized in 1926-27, 1 contained 1 student, 6 between 5 and 10 students, 4 between 11 and 20 students, 13 between 21 and 30 students, 2 between 31 and 40 students, and 2 between 41 and 50 students.

**EDUCATIONAL EQUIPMENT**

The library contains approximately 8,458 bound volumes. Old theology books are numerous. There is a shortage of reference books on history, political science, and natural science, which would be useful in the college courses being offered by the institution. A good selection, probably 75, of books on education is available. No periodicals dealing with college subjects are included among the magazines purchased for the library. Benedict College has no record of expenditures made for library purposes prior to two years ago. In 1925-26 the institution expended \$210 for books, \$24 for magazines, \$25 for supplies, and \$1,000 for salaries, the total being \$1,259; and in 1926-27, \$350 for books, \$32 for magazines, \$10 for supplies, and \$1,000 for salaries, the total amounting to \$1,392.

The librarian is a full-time employee listed as a member of the faculty. She has never taken a library-science course, but has had previous experience in library work. A member of the faculty helps her, as well as one student assistant. The books were catalogued in accordance with the Dewey system.

With the completion of the new Science Building at Benedict College in 1925, ample space was provided for scientific laboratories and a great deal of new equipment was purchased. The survey committee found, however, that insufficient use was being made of these exceptional facilities. At the time of the visit, only chemistry and physics classes were being conducted, no college course in biology being offered. This was explained by absence of the professor of biology taking postgraduate work at Columbia, but other evidence, namely, the small number of students pursuing scientific studies, indicated that the Science Building has not as yet justified the large capital outlays made for its construction. Expenditures made by the institution for scientific equipment and supplies during the past five years have also been small. These expenditures are for both the college and high-school laboratories, no segregation as between these divisions having been made of the funds expended for supplies and equipment. An annual inventory of the laboratory property has been kept since 1925. Expenditures for scientific equipment during the past five years include \$427 in 1923-24, and \$2,955 in 1925-26 for biology; \$94 in 1923-24, \$151 in 1924-25, and \$5,910 in 1925-26 for chemistry; \$399 in 1923-24, \$2,955 in 1925-26, and \$375 in 1926-27 for physics. For supplies in the different laboratories, during this period, the institution expended \$77 in 1923-24, \$1,535 in 1925-26, and \$278 in 1926-27 in biology; \$278 in 1923-24, \$216 in 1924-25, \$919 in 1925-26, and \$682 in 1926-27 in chemistry; and \$94 in 1923-24, and \$954 in 1925-26 in physics. The estimated present value of scientific equipment is as follows: \$4,300 in biology, \$7,400 in chemistry, and \$4,700 in physics.

### *EXTRACURRICULAR ACTIVITIES*

The athletics at Benedict College are under the supervision of a faculty manager. The school has no football or baseball coach. A student's council is now being organized, and in the future it is to advise with a faculty council on the administration of athletic activities. The total expended annually for athletics amounts to \$1,500. The college is a member of the Carolina and Georgia League of Colored Students. Rules of the college provide that no student can participate in intercollegiate contests whose grading in his studies is not above 75.

There are no fraternities nor sororities. The students, nevertheless, have several local men's organizations, which are under the control of the faculty.

### *SERVICE TO SOCIETY*

As one of the early benevolent institutions established in the South for the education of the Negro, Benedict College has played no small rôle in the enlightenment of the members of this race residing in the State of South Carolina. For many years the institution was conducted primarily as an elementary and secondary school, and it was not until recent years that college courses have been offered. With its strategical location at the State's capital, accessible to nearly all the railroads and public highways, enrollment in the college has steadily increased. Two years ago teacher training was added to the college program, an important step in furthering the institution's service to the people of South Carolina.

To attain the new aims which Benedict College has set up, it is evident that higher standards in all branches and functions of the college will have to be maintained in the future. The failure of the institution to secure any material increase in its income during the past five years, although attendance of college students has expanded over 55 per cent, is especially significant. On the basis of the facts presented in this report, the survey committee recommends:

That the agencies in control of Benedict College take immediate steps to secure additional sources of support, other than student fees, which will increase its total annual income and provide the means necessary for the general strengthening and development of the college division of the institution.

That considering the large proportion of operating costs being borne by the negroes through student fees and voluntary contributions from local sources, the local board of trustees be reorganized, with more local white and negro representation.

That the powers of the board be enlarged so as to confer upon it an active participation in the internal administration and operation of Benedict College, and that the present plan of long-distance administration from a central headquarters in New York be modified.

That in order to assure the future academic development of the institution, vigorous educational leadership be provided to assume full charge of its educational functions.

That the college curricula be reorganized by the placing of greater emphasis on scientific studies and that more use be made of the new Science Building recently erected.

That special stress be put on the courses leading to the bachelor of science degrees, the college having granted no science degrees during the past five years.

That the premedical course, mentioned only incidentally in the catalogue, be properly emphasized in view of the need of an increased number of physicians for the negro race.

That the academic work of the institution be concentrated to the fullest possible extent on teacher training, inaugurated in 1926-27, so that Benedict College may assist in supplying the increasing demand for additional negro school-teachers in South Carolina.

That the departments of instruction in the college be reconstructed in accordance with the suggestions in the body of this report and that the teaching schedules of the staff be so revised as to discontinue the practice of having teachers give instruction in a variety of subjects instead of in the particular fields for which they have been trained.

That the work of the college faculty be so reorganized that it no longer will be necessary for its members to conduct classes in the preparatory school.

That the school of theology, in which no students have enrolled during the past five years, be abolished as a separate entity and be made a part of the liberal arts college, with provisions for granting the bachelor of theology degree.

That the hospital and nurse-training school at Benedict College be encouraged and that the attention of the philanthropically inclined be called to the opportunity of providing a modern fireproof building to supplant the two-story frame structure now in use for this purpose.

## ALLEN UNIVERSITY

*Columbia, S. C.*

Allen University is an incorporated institution owned and controlled by the African Methodist Episcopal Church of South Carolina. The nucleus of the institution was formed in 1870 in a small school established at the village of Newberry, known as Payne College. It was transferred to Columbia in 1880, and after being incorporated under the laws of the State by the African Methodist Church was renamed Allen University.

Under the terms of incorporation, an unwieldy board of trustees, composed of 171 members representing each of the five different

conferences in the State, is empowered to govern the institution. Actual administration and management, however, is vested in an executive board composed of a bishop, nine ministers, and two laymen of the African Methodist Church. This board has a local committee composed of three members, with authority to act on emergency matters developing in the conduct of the institution's affairs. All of the members of the board of trustees are negroes.

Allen University comprises collegiate, secondary, and elementary departments. The college division consists of a liberal arts college; a two-year teacher-training school, and a three-year school of theology, known as the Dickerson Theological Seminary. A two-year commercial curriculum, offered by the institution, is listed as partially of college rank, but an examination of the schedule of studies shows only one or two college subjects of possible college grade being taught in it. The preparatory and secondary schools comprise the chief divisions of the institution and have a preponderance of its students. Most of the academic work is concentrated in them.

In 1926-27 the enrollment of Allen University consisted of 136 college students, 512 high-school students, and 308 elementary students, the total being 956. The institution is coeducational. The two-year teacher-training course is the only college work at Allen University which has been officially accredited by the South Carolina Department of Education, its graduates receiving State teachers' certificates. Two graduates of the liberal arts college are reported as having received masters' degrees at Boston University with a little more than a year's advanced work, and two other graduates have been accepted for higher degrees at Northwestern University.

#### ADMINISTRATION

Allen University is a church-supported institution, its revenues being derived entirely from contributions by the different South Carolina conventions of the African Methodist Church and from student fees.

Frequent deficits occur in its annual operations, making it necessary for the institution to negotiate short-time loans from banks. Financial statements of the treasurer also show individual loans made to the school by the bishop of the church and others in order to meet its current expenses. The 1926-27 budget shows nonmaintenance expenses for interest and payment on notes \$20,000 and accounts payable \$30,000. Except for a mortgage of \$28,000 on the Chappelle administration building recently erected, upon which an annual interest of 6 per cent is paid, the property of the institution is unencumbered. While being used for practice teaching, the elementary school is operated largely for the purpose of providing educational facilities for local children.

The total income of Allen University for 1926-27 was \$93,258, which includes gross receipts from its boarding department. Of this sum, 58.8 per cent came from church appropriations, and 41.2 per cent represented student fees, gross revenues from board, food, and other services. Table 17 shows the income of the institution from different sources during the past five years:

TABLE 17.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$30,000	\$29,000	\$30,500	\$34,300	\$64,500
Miscellaneous receipts.....		8,000	3,000	1,800	
Student fees, board, etc.....	23,760	28,642	33,368	37,633	28,408
Total.....	53,760	65,642	66,768	73,733	93,258

<sup>1</sup> Gross.

Allen University's income has increased at a steady rate during the past five years. Receipts in 1926-27 were \$93,258, as compared with \$53,760 in 1922-23, a gain of 73.5 per cent. Appropriations from the African Methodist Church increased only nominally between 1922-23 and 1925-26, but in 1926-27 over \$10,000 in additional revenues came from this source. Receipts from student fees, board, and similar sources have also gained annually over this five-year period. In 1922-23 they amounted to \$23,760, and in 1926-27 they were \$38,408, an increase of 61.2 per cent. The institution has no productive endowment. A number of the trustees, however, have insured themselves for \$50,000 each, the policies being made payable for permanent endowments to Allen University at their death. The annual charge for tuition is \$22.50.

Student records of the institution are kept by the secretary of the president, who also holds the title of registrar. A request by the survey committee for the blanks used in keeping student records resulted in the presentation of but five forms. These included an application blank, certified high-school record, college transcript, permanent college record, and teachers' class card. Except for the application and teachers' class card, the forms were lacking in detail and below the standard generally in use among first-class colleges. The certified record of high-school work was particularly inadequate, as was the college transcript of student's record. The permanent college record was fairly satisfactory. It was noticeable that no forms were provided covering reports to students or their parents. It is believed that additional forms should be provided, the present blanks standardized, and a more complete system of maintaining student records installed at the institution.

Business affairs of Allen University are conducted by the president and the treasurer. Paid certified public accountants employed by the

board of trustees audit the accounts every two months and a check is made monthly on the bank deposits and withdrawals. Title to the institution's property is vested in the name of the African Baptist Church as a corporate body, although the taxes on both the farm and city property are paid by the university. Insurance policies totaling \$85,000 on the buildings and equipment are payable to the church.

The physical plant of Allen University consists of a campus, 5 acres in size, and 6 buildings, 3 of which are of brick construction and 3 of frame. In addition the institution owns a tract of 51 acres of farm land, which is regarded as valuable suburban property. It is located about a mile and a half from the campus and has an estimated value of \$140,340. The institution also owns half a block of city property near the campus, with an estimated value of \$25,000, upon which a chapel has been erected. Total value of the property of Allen University, including land, buildings, and equipment, is fixed at \$608,000, based on valuations and assessments made by the city of Columbia for taxation purposes.

The main buildings of the institution include the four-story Chappelle administration building, erected in 1922, and two brick dormitories, one for men and the other for women, while the other three buildings are small structures, one used as a cafeteria and the others as cottages. Chappelle administration building contains recitation rooms, administration offices, and the president's quarters. In it are also located an assembly hall, dining room, and printing shop. The structure is fireproof, with cement walls and floors and iron staircases.

Arnett Hall, used as a men's dormitory, is a three-story brick structure, but its interior consists of wooden floors, stairways, and frame work in such a bad state of repair, that it is very difficult for the institution to keep the building in order. The students' rooms contain old furniture, fixtures, and bed clothing, while there are a number of broken windows in the building. It is not kept clean. The practice school for teacher training is located on the first floor. A noticeable lack of equipment is in evidence, a few worn desks constituting the only materials for conducting practice work. The rooms are heated by old stoves. Cappin Hall, the women's dormitory, is more presentable in appearance and is kept neat and clean. All the buildings have fire escapes and other apparatus in compliance with the fire regulations of the city of Columbia and are examined at regular intervals by city fire inspectors.

The general appearance of the campus is fair. A superintendent of buildings and grounds is responsible for upkeep of the buildings and the care of grounds. He uses outside labor and a force of students. The dormitories are cleaned by student labor under the supervision of a matron. Student carpenters and janitors do repair work on the buildings.

### PREPARATORY SCHOOL

Allen University, in its attempt to cover every phase of education, seems to be concerned more with a large enrollment than with quality of academic work. This situation makes necessary a brief discussion of the institution's organization.

Under its charter, the maintenance of secondary and elementary schools is not required. It is claimed, however, that because of the shortage of elementary and preparatory public schools for negroes in South Carolina, the institution would not be fulfilling its mission unless such instruction was provided.

Except for the separation in class work no segregation exists between high school and college students. The same buildings are used for the college, high school, and elementary students, and with the exception of two members, the college teaching staff gives instruction in the secondary school. The finances of the three divisions are not kept in different accounts.

### EDUCATIONAL PROGRAM

Requirements for admission to the liberal arts college are 15 units of secondary work from an accredited high school, distributed as follows: 3 units in English, 4 units in foreign languages, 1 unit in history and civics, 3 units in mathematics, 1 unit in science, and 3 units in electives.

### GRADUATION REQUIREMENTS

The curriculum in the liberal arts college of Allen University is confined to courses leading to the degree of bachelor of arts. The subjects required for all students pursuing work leading to the bachelor of arts degree are: English 18 semester hours of credit, mathematics 9, foreign languages 16, natural and physical sciences 22, social science 20, philosophy and psychology 12, and electives 23. Requirements for graduation in the two-year normal teacher-training school include 64 semester hours of credit. The proscribed subjects with the semester hours of credit that must be earned in each are as follows: English 16, music 4, education 40, and social science 4. In the two curricula, both three years in length, offered in the school of theology or the Dickerson Theological Seminary, graduation requirements for the course leading to the bachelor of divinity degree comprise 90 semester hours of credit. A list of the subjects or courses from which the 90 semester hours must be selected in this curriculum are: Greek 14 credits, Hebrew 14, Bible history 5, pastoral theology 5, English Bible 4, harmony of the Gospels 5, religious education 3,

public speaking 1, church history 5, homiletics 4, sociology 4, history of Christian doctrine 4, English exegesis 4, systematic theology 6, hermeneutics 6, psychology 4, ecclesiastical law 4, advanced homiletics 2, Christian evidence 2, and archaeology 2. The three-year English course in theology, offered by the seminary leading to a certificate, requires 72 semester hours of credit selected from the above list with the exception that Greek and Hebrew are omitted.

Requirements for graduation in the commercial curriculum are not outlined by the institution except that the student must finish a prescribed two-year course of studies. The schedule of courses is as follows: First year: Stenography, typewriting, English, economics, geography, and accounting; second year: stenography, typewriting, accounting, economics, English, business law, arithmetic.

Careful study indicates that with the possible exception of economics, business law, and English, none of the work in the courses included in the commercial curriculum at Allen University may be classified as of strictly college grade. On the contrary the survey committee is of the opinion that this curriculum is almost identical with similar commercial courses offered generally in public high schools and other secondary schools.

Requirements for admission to the Dickerson Theological Seminary include four-year college preparation for the course leading to the bachelor of divinity degree and high-school preparation for the English course. Candidates for entrance in the two-year normal school must have completed 15 units in a standard high school.

Of the 31 freshmen entering the college in 1926-27, 21 were graduates of accredited high schools. The majority attended the secondary school of the Allen University. Ten others entered on high-school certificates, including transcript of records. Conditioned students are admitted with a maximum of two conditioned units, which must be worked off by the end of the second year. Conditioned students admitted to the freshman classes for the past five years include five in 1922-23, three in 1923-24, and none in 1924-25, 1925-26, and 1926-27. Allen University accepts special students, who comprise those not pursuing regular college courses. In 1922-23, 7 were registered; 12 in 1923-24; 6 in 1924-25; 3 in 1925-26; and 3 in 1926-27.

### ENROLLMENT

The total enrollment in the college division of Allen University in 1926-27 was 136 students, of whom 88 were in the liberal arts college, 26 in the theological school, and 22 in the two-year normal teacher training curriculum. The college enrollment represents only 14 per cent of the entire student body. Table 17 gives the total number of resident college students in attendance during the past five years.

TABLE 18.—*Total college enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	19	15	11	1	46
1923-24.....	37	23	8	6	73
1924-25.....	34	36	9	0	79
1925-26.....	71	50	17	6	144
1926-27.....	50	78	30	8	156

As shown by Table 18, an increase in the total college enrollment of approximately 195 per cent has occurred between 1922-23 and 1926-27.

TABLE 19.—*Enrollment in college of liberal arts*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	4	3	5	1	13
1923-24.....	25	6	0	6	37
1924-25.....	24	22	6	0	52
1925-26.....	40	21	10	6	77
1926-27.....	31	35	14	8	88

The college of liberal arts has had a rapid growth during the past five years. An excessive mortality has occurred in the college since the heavy increases in enrollment commenced in the freshman class of 1923-24. This class, which contained 25 students, decreased to 22 students in the sophomore year and further declined to 10 students in the junior class, finally falling off to only 8 students in the senior year.

TABLE 20.—*Enrollment in theological department*

Year	First-year class	Second-year class	Third-year class	Total
1922-23.....	15	12	6	33
1923-24.....	12	16	3	31
1924-25.....	10	14	3	27
1925-26.....	11	13	7	31
1926-27.....	9	11	6	26

Enrollments in the theological department, while showing a slight decline in the past five years, indicate considerable interest at Allen University in this work. Student mortality in the theological classes has not been heavy, with the exception of the class of 1922-23, which decreased from 15 to 3 students in 1924-25.

The two-year teacher-training course was introduced into the institution in 1925-26 and had been in operation only two terms when the examination of the survey committee took place. Table 21 shows the enrollment for this period.

TABLE 21.—*Enrollment in teacher-training division*

Year	First-year class	Second-year class	Total
1925-26.....	20	16	36
1926-27.....	10	12	22

While teacher training at Allen University has been in existence for too short a period to obtain a fair estimate of gains in enrollment or student retention, it is the opinion of the survey committee that this is the most important work now being done at the institution. Nevertheless, as the committee has already pointed out, the practice school conducted in connection with the teacher-training curriculum is poorly housed and lacking in equipment. This situation has a tendency to discourage interest on the part of students. Since the South Carolina Department of Education has officially accredited the normal school and grants teachers' certificates to its graduates, it would seem that an incentive has been furnished administrative officers of Allen University to develop and improve the teacher-training division to the fullest possible extent.

### DEGREES GRANTED

The institution has granted 17 bachelor of arts degrees in course during the past five years and 5 bachelor of divinity degrees. The bachelor of arts degrees were granted as follows: Four in 1921-22, one in 1922-23, six in 1923-24, none in 1924-25, and six in 1925-26. In the case of bachelor of divinity degrees, one was granted in 1921-22, two in 1922-23, none in 1923-24, one in 1924-25, and one in 1925-26.

In comparing the number of students graduating from the college of liberal arts for the past five years with the number enrolled in freshmen classes for this period, it is found that out of the 124 students who entered the college, only 17, or 13.7 per cent, remained to complete their courses and receive their degrees. In other words, 86.3 per cent of students have not pursued their academic work to graduation.

Because the students pursuing the two different courses in the theological department have not been segregated, it is not feasible to obtain an accurate percentage of degrees granted as compared with the number of students matriculated during the past five-year period.

### HONORARY DEGREES

Allen University has conferred 26 honorary degrees during the last five years. Eight individuals received honorary degrees of master of arts, 3 the honorary degree of doctor of laws, and 15 the degree of doctor of divinity. In 1921-22, two master of arts and two doctor of divinity degrees were conferred; in 1922-23, two doctors of divinity; in 1923-24, four masters of arts and three doctors of divinity; in 1924-25, one master of arts, two doctors of law and two doctors of divinity; and in 1925-26, one master of arts, one doctor of law, and five doctors of divinity.

A liberal attitude toward the conferring of honorary degrees is not looked upon with favor by higher educational institutions at the present time. The privilege of degree-granting is abused when an

excessive number of honorary degrees are conferred. In the case of Allen University, the number of honorary degrees conferred in the last five years exceeds the number of degrees granted in course. Among the honorary degrees conferred during the past three years are six master of arts degrees. It is generally recognized that this degree should be granted only to those completing work in course. In the future the practice of conferring the honorary masters' degrees by the institution should be discontinued and a more conservative policy adopted with reference to conferring other honorary degrees.

### FACULTY

The college teaching staff of Allen University is composed of 9 members. Of this number, 3 teach exclusively in the college, while 6 have classes in the high school in addition to their college work.

The institution does not follow the usual departmental organization, with members of the teaching staff assigned to the several departments. Instead, the academic work is subdivided under a nomenclature of "departmental groups," as indicated in the following outline:

1. Ancient language and literature: Greek, Latin, and Hebrew.
2. Modern languages: English, French, German, and Spanish.
3. Social science: History, political science, sociology, economics, and commerce.
4. Mathematics and physical sciences: Mathematics, geology,<sup>1</sup> astronomy, and physics.
5. Natural sciences: Chemistry, biology, zoology,<sup>1</sup> anatomy,<sup>1</sup> physiology,<sup>1</sup> and botany.<sup>1</sup>
6. Education, philosophy, and religion: Education, religion, and philosophy.

Furthermore, even under its own system of organization, members of the teaching staff are not assigned to specific "departmental groups," but a number of them give instruction in subjects in more than one of the various groups. Thus, one of the members of the staff teaches a Greek class in the "ancient languages and literature" group at one hour of the day; at other hours ethics, history of philosophy, and religious education in the "education, philosophy, and religion" group; and has another class in negro history in the institution's high school, which is classified under the "social science" group. Another member of the staff similarly is found teaching German classified in the "modern language group," teacher training and history of education classified under the "educational, philosophy, and religion" group, and biology in the "natural science" group. Several other teachers give instruction in two of the different departmental groups. Further inquiry into the academic organization resulted in the discovery that, under the method of assigning work

<sup>1</sup> No classes in these subjects are being taught.

to the teaching staff at Allen University and because of the absence of departmental classification, it is impossible for any of the members of the staff to assume a title indicative of his special professional training except in the case of one member, the "professor of mathematics." Other teachers in the college are referred to merely as "professors," no further designation of the particular subject in which they specialize being mentioned in connection with their titles.

Training received by the members of the faculty of Allen University is indicated in Table 22.

TABLE 22.—Training of faculty

Case	First degree	Where obtained	Advanced degrees or graduate work
1	A. B.	Oberlin College	B. D., Oberlin College. A. M., University of Chicago. 1 year at Yale University.
2	A. B.	Allen University	2 terms at University of Pennsylvania.
3	A. B.	Lincoln University	1 term at Harvard Law School.
4	A. B.	Wilberforce University	
5	None		
6	A. B.	Howard University	
7	A. B. S. T. B.	Allen University Boston University	S. T. M., Boston University.
8	A. B. S. T. B.	Allen University Boston University	A. M., Boston University.
9	A. B.	Fisk University	

Table 22 shows that 8 of the college teachers hold undergraduate degrees and 1 has no degree. Of the 8 members holding first degrees, 3 secured them from Allen University, 2 of whom supplemented them by obtaining other first degrees at Boston University. Other first degrees were secured from Oberlin College, Lincoln University, Wilberforce University, and Fisk University.

Three out of the 9 members of the faculty hold masters degrees, 1 being obtained at the University of Chicago and the other 2 at Boston University. Two other members have studied for advanced degrees, 1 attending the University of Pennsylvania for two terms and the other the Harvard Law School for one term. In neither case did they remain to secure their graduate degrees.

Members of the faculty holding undergraduate degrees should be encouraged to pursue advanced study in the particular fields in which they plan to specialize and to secure graduate degrees. It is also deemed advisable that the member of the faculty without a degree attend college and obtain his degree.

The salaries of the college faculty members range from \$800 to \$1,200 annually. The president receives a salary of \$2,000. Three members of the staff, including the president, receive in addition perquisites consisting of house or room rent and board. The salary schedules are as follows: Three teachers receive \$1,200, four \$1,000, and one \$800. As compared with many other negro institutions, the remuneration being paid to the faculty at Allen University is low.

An examination into the amount of work being performed by the teaching staff at Allen University shows several members carrying teaching loads of almost astonishing size. Two teachers have between 100 and 200 student clock hours per week, 1 between 201 and 300, 1 between 401 and 500, 1 between 601 and 700, 1 between 700 and 800, 1 between 1,090 and 1,100, and 1 between 1,100 and 1,200. According to these figures, six members of the staff have excessive loads, and in the case of two teachers loads are over three times the generally accepted standard, while two others have loads of more than twice the normal. The load of a fifth member, although actual student-clock-hour figures are not furnished, is large, as indicated by the number of classes taught by him. A sixth member has a student clock-hour load of 456 per week.

With the exception of 4 members, all members of the staff teach a large number of hours each week. Teaching schedules show 1 teacher with 6 hours of classroom instruction per week, 1 with 8 hours, 1 with 14 hours, 1 with 16 hours, 1 with 19 hours, 1 with 22 hours, 1 with 24 hours, 1 with 25 hours, and 1 with 31 hours. It is obvious that the assignments of work at the institution are such as seriously to interfere with the necessary preparation for class work. As previously indicated, the indiscriminate and heterogeneous assignment of classes to the different teachers, combined with the fact that the members of the college staff are compelled to teach many high-school classes, is responsible for this situation.

### EDUCATIONAL EQUIPMENT

Allen University has no library worthy of the term. Two small reading rooms, one for men students and the other for women students, are provided for general reading, with three part-time students employed to care for the library work. The number of books is extremely limited. Expenditures for library purposes have also been small, only \$335 being expended for books during the past five years and \$142 for magazines. The only disbursement for salaries in the library during this period was \$88, in 1926-27.

A campaign for a library fund is being planned by the institution, the survey committee was informed, and it is stated that the American Library Association has offered a scholarship of \$1,200 for the training of a librarian.

No college biological or physics laboratories are provided, although the institution reported expenditures for them. The college and high-school chemistry laboratories are not segregated, instruction being given to both college and high-school students with the same equipment. This laboratory showed evidence of only slight use. The total value of scientific equipment and supplies owned by the

institution is estimated at \$2,093, as shown by the accompanying table, which gives expenditures during the past five years for both college and high-school purposes.

TABLE 23.—Expenditures for scientific equipment and supplies

Expenditures	Biology	Chemistry	Physics
<b>For permanent equipment:</b>			
1922-23.....	\$50.00	\$300.00	\$22.00
1923-24.....	58.00	458.00	43.00
1924-25.....	50.80	360.00	80.00
1925-26.....	63.00	483.00	46.00
1926-27.....	8.25	5.90	80.00
<b>For supplies:</b>			
1922-23.....	18.00	480.00	88.00
1923-24.....	19.83	403.00	65.00
1924-25.....	98.68	580.00	93.00
1925-26.....	83.00	967.00	103.00
1926-27.....	118.00	10.05	108.00
Total estimated present value of supplies and equipment.....	450.00	1,053.00	660.00

### EXTRACURRICULAR ACTIVITIES

Athletic activities at Allen University are administered by the faculty. The students have a council of 15 members, who meet monthly with the faculty and confer on athletic questions, but the organization is entirely advisory. There are no regularly employed coaches, members of the faculty being assigned to coach the football, baseball, basket ball, and other teams. The institution is a member of the Georgia-Carolina Colored Intercollegiate Athletic Association, and observes its rules and regulations regarding the purity of athletics and the enforcement of scholarship on the part of students engaged in athletics. Allen University has no gymnasium.

### SERVICE TO SOCIETY

The location of Allen University in the center of South Carolina has afforded the institution an opportunity of rendering an extraordinary service. Public educational facilities in the elementary, secondary, and collegiate branches have been inadequate. There has also been a paucity of properly trained teachers and of normal schools. For 47 years Allen University has endeavored to fulfill these needs primarily in the elementary and secondary fields. Within the past decade a college division has been added and two years ago teacher training was included in its educational program. A school of theology has also been organized for some time.

Considering its financial resources, Allen University no doubt deserves credit for having performed a definite mission under unfavorable and adverse conditions in the past.

Educational requirements for negro leadership, however, have changed and under modern conditions higher scholastic standards

are being demanded. The mere registration of a large number of students does not constitute a college. Not only must an effective administrative and academic organization be maintained, but sufficient equipment must be provided; and instruction must be conducted on the highest possible plane.

### CONCLUSIONS

Inasmuch as its financial resources are not sufficient to maintain a liberal arts college that can render service commensurate with present-day educational needs, and inasmuch as the funds of Allen University are scarcely sufficient to meet the demands of the elementary and secondary schools, including teacher training, it is the opinion of the survey committee—

That the small number of graduations from the college does not warrant the expenditure of money and the time devoted to it.

That since the college is, at present operated without proper academic structure, without a library, without adequate scientific equipment, and without a bona fide faculty it should be abandoned.

That work above high-school grade should be confined to the teacher-training division, and that the energies of the institution should be devoted to the upbuilding of a strong organization for supplying the need for teachers in the elementary schools of South Carolina.

That a model school should be established to supplant the present inadequate facilities for practice teaching and that the necessary capital outlays should be made to supply equipment to accomplish this object.

That the name of the institution be changed from "Allen University" to "Allen Academy and Normal School."

### MORRIS COLLEGE

#### *Sumter, S. C.*

Morris College, founded in 1905 by the Colored Baptist State Convention of South Carolina, is located in Sumter, a city of 12,000 inhabitants situated in the central part of the State. General control over the college is vested in a board composed of about 70 members elected by the Colored Baptist State Convention, but this larger board has delegated specific authority to two committees, both small in size. One is the finance committee and the other the steering committee. The latter committee, which is composed of seven local residents, exercises immediate supervision over the institution's affairs in conjunction with the president, who is its real administrative head. The property is held in the name of the Colored Baptist State Convention.

Morris College is organized into a liberal arts college, a preparatory school, and an elementary school. In the college are offered a two-year teacher-training course and a three-year theological course. The elementary school is used chiefly as a laboratory for practice teaching. Vocational and manual training are included as a part of the curriculum of the high school. The institution in 1926-27 enrolled 347 students, 83 being college students and 264 preparatory students. Forty-four of the college students were men and 39 women.

Although it does not recognize the liberal arts college, the South Carolina Department of Education has accredited the two-year teacher training at Morris College. Two graduates of the college have been accepted at the Oberlin Theological School, receiving full credit, and another graduate was accepted at Lincoln University in Pennsylvania. A number of other students have entered the Meharry Medical School, receiving recognition for their work at Morris College.

### ADMINISTRATION

The general administration of Morris College has been conducted ably and on sound business principles. Fourteen years ago the physical plant consisted of 8 acres of land and 2 frame buildings situated on the outskirts of Sumter. Since then the institution has been developed until it owns 40 acres of suburban real estate and has 9 modern buildings. In addition to the increased plant, the income of Morris College has been systematically increased.

TABLE 24.—Income of the college

Source	1922-23	1923-24	1924-25	1925-26
Church appropriations.....	\$10,315	\$12,500	\$40,000	\$38,100
Gifts for current expenses.....	2,300	2,300	2,400	2,600
Student fees.....	9,385	9,560	9,854	15,394
Other sources.....	8,000	9,280	29,706	17,000
Total.....	30,000	33,640	81,960	73,100

<sup>1</sup> Other sources include gifts for current expenses in 1922-23; gifts for permanent improvements in 1923-24; gift from General Education Board for building in 1924-25; gifts and insurance in 1925-26.

As indicated by Table 24, the income of the institution was \$73,190 in 1925-26. An analysis of these figures shows that 52.1 per cent was derived from church appropriations, 3.6 per cent from gifts for current expenses, 21 per cent from student fees, and 23.2 per cent from other sources. Thus it is evident that the principal support of Morris College is derived from church appropriations. The president, however, has expended considerable energy in the development of additional sources of revenue. These include \$900 annually from the John F. Slater Fund to pay a part of the salary of an instructor in theology; \$900 from the White Baptist State Convention for the

salary of an English teacher; \$500 from the White Woman's State Convention for the salary of a domestic-science instructor; and \$300 from the White Home Board of the Baptist Convention to cover a part of the salary of a divinity instructor. A minimum appropriation of \$15,000 annually has also been guaranteed by the Colored Baptist State Convention. In this connection, it might be mentioned that Morris College has no productive endowment fund. The tuition charge to college students is \$22.50 per year.

Financial affairs of the institution are exceptionally well managed. The president personally handles all business details, with a force composed of an assistant bookkeeper and clerk. He has evolved a simple but effective method of keeping the accounts. The books are inspected annually by a special committee of three members representing the Colored Baptist State Convention, which also conducts a monthly check of the bank balances.

An entire reorganization of the registrar's office is necessary if a modern student accounting system is to be established at the institution. The survey committee in conducting a study of this question requested that blanks of all the forms in use at Morris College be submitted. Those presented included only an application blank for admission, high-school transcript, invoice of monthly fees, and dismissal card. It is obvious that several essential student forms are missing from this list, the most important of which are the permanent cumulative student's record, attendance, and scholarship reports to students and parents. A number of other forms would aid materially in expediting the work of the registrar. It is, therefore, earnestly recommended that a study be made by officials of the college with a view to installing an up-to-date and reliable system of student records in the near future.

The land owned by Morris College consists of 40 acres, about half being used as a campus. Since its purchase this property has increased considerably in value. Its present value is fixed at \$57,000. There are 9 main buildings on the campus, 5 being of brick construction and 4 of frame construction, with an estimated value of \$162,000. Equipment and movable property of the institution are valued at approximately \$27,000. The total valuation placed on the entire plant, including both land and buildings, is \$246,000, and the only encumbrance is an indebtedness of \$4,500. Insurance to the extent of \$189,000 is carried.

The buildings are all modern structures erected since 1913, and are kept in a good state of repair. The brick buildings are fireproof. Academic Hall, which was completed in 1925 at a cost of \$50,000, was constructed through contributions from the General Education Board and gifts raised by local friends of the institution. It contains the administrative offices and recitation rooms. Logare Building, a

three-story dormitory, is used as living quarters for women students, and Dobbins Keith Hall, a two-story building, is used for men students and teachers' quarters. The E. D. White Hall, another brick building, contains the chapel and dining room. Another of the more modern structures is McGowan Hall, which is two stories in height, and, in addition to dormitories on the second floor, has a well-equipped and well-arranged model practice school for teacher training on the first floor.

Care of the buildings and grounds is under the direct supervision of the president, and their attractive appearance indicates that special attention is given to them. Students work on the campus and perform janitor service in the buildings, each student being required to devote an hour's labor each day to these tasks without pay.

### *PREPARATORY SCHOOL*

College and high-school students are separated for instructional purposes but both occupy the same buildings. A common fund is also used in handling the finances of the college and the high school, but in the case of the college faculty, only one of its members is reported as teaching high-school classes. Although under the terms of the charter, Morris College is not required to maintain a preparatory school, the shortage of negro public high schools in South Carolina has prompted the institution to conduct a preparatory school.

### *EDUCATIONAL PROGRAM*

Admission to the liberal arts college is based on the completion of the high-school department of Morris College, which is accredited by the South Carolina State Department of Education, or on certificates showing equal preparation from outside high schools. In case candidates can not present these credentials, they must stand examinations in high-school subjects at the institution. Similar requirements are enforced for entrance to the two-year teacher-training and the three-year theological courses.

Freshmen admitted in 1926-27 came principally from the Morris College secondary school. A number, however, entered from public high schools in the State on the institution's approved list, while several came from points outside of South Carolina. Students are accepted with a maximum of one conditioned subject, which must be eliminated by the end of the first year. According to the records submitted to the survey committee, no conditioned students have entered the college during the past five years. Special students, which includes those not pursuing the regular courses leading to a degree, are accepted, six such students having registered in 1926-27.

**GRADUATION REQUIREMENTS**

Morris College offers three different curricula of college grade. In the liberal arts college are the standard courses leading to the bachelor of arts and bachelor of science degrees and the two-year normal teacher-training courses. The theological curriculum is three years in length and leads to the degree of bachelor of theology. The following is a summary of the total graduation requirements for each curriculum: Arts and sciences, 120 semester hours of credit; teacher training, 60 semester hours of credit; theology, prescribed course of work.

In the arts and science curriculum the 120 semester hours of credit leading to the bachelor of arts degree must be earned in the following subjects, a part of which are prescribed: 20 credits in English, 8 in mathematics, 36 in science, 24 in social science, 16 in Latin or French, 8 in philosophy, and 8 in Bible. During the freshman year, students may select negro history, education, German, eugenics, and educational psychology; in the sophomore year, German, mathematics, education, and psychology; in the junior year, psychology, church history, mathematics, English, Old Testament literature, and education; and in the senior year, English, ethics, education, mathematics, and historical geography of the United States.

In the curriculum leading to the bachelor of science degree 120 semester hours must be earned from the following outlined list of subjects, a part of which are prescribed: Science, 64 hours; mathematics, 16; French or German, 16; English, 20; social science, 16; philosophy, 16; education, 8; and Bible, 32. In the junior year the subjects of analytical geometry and differential calculus are elective.

The two-year teacher-training curriculum offers varied courses, from which 60 semester hours of credit must be secured. Following is an outline: Educational psychology, 4 hours; principles of education, 4; chemistry, 8; English, 16; mathematics, 8; French or German, 8; vocational, 6; methods, tests, and measurements, 5; observation and practice, 8; science, 4; history of education, 4; educational sociology, 4; vocational and religious education, 4. In addition to the above lists of subjects, electives are permitted in foreign languages, sociology, mathematics, science, and school administration to students in the teacher-training course.

Requirements for graduation in the theological department do not comprise a fixed number of semester hours' credit, but each student must complete a prescribed list of subjects outlined as follows: Biblical introduction, life of Christ, Pendleton's Christian doctrine, person and work of Christ, church history and homiletics, sacred geography, preparation and delivery of sermons, the apostolic age, church polity, systematic theology, Greek New Testament, Christian ethics, and evidence of Christianity.

While the above courses include a wide variety of collegiate subjects, only 16 of the 39 courses offered in the liberal arts college were actually taught in 1926-27.

### ENROLLMENT

Enrollment of resident college students at Morris College in 1926-27 totaled 83, with 63 enrolled in the liberal arts college and 20 in the teacher-training course. No students were registered in the theological department.

TABLE 25.—*Enrollment in liberal arts college*

Year	Freshman	Sophomore	Junior	Senior	Total
1925-26.....	14	18	11	9	52
1926-27.....	17	18	18	12	65

Table 25 shows the enrollment in the liberal arts college only for two years. Because of the inadequate system of educational book-keeping and the apparent absence of enrollment records in the registrar's office, it was impossible for the survey committee to obtain these figures for the past five years. Inability of the institution to furnish the complete figures covering enrollment of students again lends emphasis to the necessity of a thorough reorganization of its methods of student registration and enrollment.

Students enrolled in the teacher-training course for 1926-27 numbered 20, with 14 in the first-year class and 6 in the second-year class. The two-year normal school was inaugurated at Morris College in 1925-26, so that the 1926-27 second-year class was its first graduating class. The institution was unable to supply accurate figures on the enrollments for 1925-26 in this division.

Morris College has granted 30 bachelor of arts degrees during the past five years, no students having completed the bachelor of science curriculum. The records of the institution show that two were granted in 1921-22, none on 1922-23, nine in 1923-24, ten in 1924-25, and nine in 1925-26. No honorary degrees have been granted by the college.

### FACULTY

The college teaching staff includes 7 members, 5 of whom are ranked as professors and 2 as instructors. One of the members of the staff teaches in the high school, the remainder being reported as exclusively college teachers.

The academic structure of Morris College is loose and lacks departmental concentration, with the result that considerable confusion prevails in the assignment of teaching tasks. In 1926-27 college classes were conducted in English, mathematics, French, sociology,

economics, education, history, biology, chemistry, zoology, physics, church history, logic, psychology, ethics, and practice teaching. While the teaching assignments of four members consisted of single subjects, such as English, French, mathematics, and critic teaching, three other faculty members were found giving instruction in a variety of subjects most of which were interrelated but at the same time widely diversified. For instance, one was assigned classes in sociology, education, history, economics, and history of education, and a second instructed classes in church history, logic, psychology, and ethics. The third taught all natural science subjects, which included biology, chemistry, zoology, and physics.

Table 26 indicates the training of the members of the college faculty.

TABLE 26.—Training of faculty

Case	First degree	Where obtained	Advanced degree or graduate work	Where obtained
1	A. B.	Morehouse College	2 quarters	Chicago University.
2	A. B.	Colgate University	B. D.	Do.
3	A. B.	Morris College	3 quarters	Do.
4	A. B.	Benedict College	2 quarters	Tuskegee Institute.
5	A. B.	Union University	B. D.	Union University.
6	A. B.	Morehouse College		
7	None			

Six of the faculty members hold undergraduate degrees, and one member has no degree, the latter being a critic teacher who has studied one year at Simmons University, two summer terms at Miami University, and three terms at Hampton Institute. With two exceptions, the members of the faculty have either earned advanced degrees or are doing graduate work in pursuit of higher degrees. One has the degree of bachelor of divinity from Union University, and the second the same degree from Yale University. Two members have two and three quarter-hour credits, respectively, at Chicago University. A third has two quarter-hour credits at the Tuskegee Normal and Industrial Institute.

Salaries of the college faculty range from \$80 to \$140 a month, the average being \$110. Except for the instructor receiving \$80 per month, the pay of the teaching staff at Morris College compares favorably with the remuneration of other institutions of higher learning of its size included in this survey. Little doubt exists, however, that if the college teachers are to secure advanced training and equip themselves for specialized work, salaries must be placed on a higher plane in the future.

According to the reports submitted by the institution, the teaching loads of the faculty are not excessive. Two teachers have a student clock-hour load between 100 and 200 hours, 1 between 201 and 300 hours, 2 between 301 and 400 hours, and 1 between 500 and 600 hours.

The student clock-hour load of one of the teachers was not furnished the committee. The member of the staff with a load of 518 student clock hours per week is the professor of mathematics. Although teaching only one college class, he has two high-school classes containing 40 and 50 students respectively. The teacher carrying a 388 student clock-hour load has classes in sociology, history, economics, education, and history of education.

One teacher has 8 hours per week of classroom instruction, one 12 hours, one 14 hours, one 16 hours, and one 20 hours. No information was secured concerning the assignments of the critic teacher. Thus three teachers have loads in excess of 15 hours per week. The two professors teaching 20 hours per week should probably receive relief, particularly the professor of mathematics, who is giving instruction in high-school as well as college classes.

The size of the college classes at Morris College is such as to facilitate academic work. Of the 20 classes in 1926-27, 19 contained less than 20 students. There was one class in sociology with 30 students, the largest in the college. The sizes of the different classes organized in 1926-27 are as follows: 6 containing from 10 to 15 students, 13 from 15 to 20 students, and 1 from 21 to 30 students.

#### EDUCATIONAL EQUIPMENT

The library of Morris College is located in a room in the new academic hall. Notwithstanding persistent efforts, the survey committee was unable to ascertain the total number of volumes on hand, no record being maintained by the institution. A careful examination indicated that the books were very few in number and, except for some recent works on theology, education, and reference, not up to college standards. For all practical purposes the institution has virtually no library.

Further evidence of the inadequate library facilities was revealed through the inability of the college officials to furnish a statement of expenditures made for this purpose during the past five years. The total sum expended, according to the information obtained, was \$57 in 1926-27, supplemented by a donation in books, the value of which was estimated at \$300. A full-time librarian is employed, who is untrained.

The survey committee found that the administration of Morris College has provided limited laboratory facilities. Subjects, such as chemistry, physics, and biology, are taught both by textbooks and laboratory demonstrations.

### EXTRACURRICULAR ACTIVITIES

Athletics at the institution are controlled by a faculty manager responsible to the president. A student council has been organized which cooperates with the faculty council. Morris College is a member of the Georgia-Carolina Intercollegiate Athletic Association. Eligibility regulations in force at the institution prohibit any student from playing on the college teams who is conditioned in more than one subject. There are no fraternal organizations at the school.

### SERVICE TO SOCIETY

Morris College undoubtedly deserves recognition for the creditable record it has made. From only a small site containing two frame cottages, this institution has developed a physical plant consisting of a spacious campus and an attractive system of school buildings valued at approximately \$250,000. Its business management during this period has been characterized by vision and practical ability. An excellent plant, however, does not constitute a modern college. Neither does the successful management of an institution's financial affairs give assurance that its academic administration complies with modern standards of higher education. Organized primarily as a secondary school, Morris College has gradually branched out into the college field.

While recognizing this step as a worthy ambition, the survey committee, on the basis of the facts developed in this report, is of the opinion that success has not been attained. The absence of student records in the college, the small number of college subjects taught, the lack of laboratory facilities, the failure of the institution to establish a library, and the extremely few degrees granted in course for the past five years would seem to confirm this conclusion as regards the college of liberal arts and the theological department. The two-year teacher-training department inaugurated two years ago is provided with a well-equipped practice school, and progress is being made in its development.

### CONCLUSIONS

In view of the foregoing it is believed that Morris College should reconsider its objectives in accordance with the following recommendations:

That the liberal arts college and theological department be discontinued until some future time when the institution finds itself in a better position to reestablish them on a sound foundation of modern academic standards.

That the institution concentrate its efforts on its normal-teacher-training department.

That the services of an experienced leader in teacher training be secured to head this department.

That a more adequate system of maintaining students' records be installed at the institution.

## Chapter XVIII

### TENNESSEE

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CONTENTS.—Introduction—Agricultural and Industrial State Normal College, Nashville—Fisk University, Nashville—Walden College, Nashville—Roger Williams University, Nashville—Knoxville College, Knoxville—Lane College, Jackson—Morristown Normal and Industrial College, Morristown—Le Moyne Junior College, Memphis.

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Tennessee ranks high in negro higher education, due to the fact that two large colleges are located in the State. The institutions included in this survey are the Agricultural and Industrial State Normal University, Fisk University, Walden College, and Roger Williams University, all situated at Nashville, Knoxville College at Knoxville, Lane College at Jackson, Morristown Normal and Industrial College at Morristown, and Le Moyne Junior College at Memphis.

Except for the concentration of four of the colleges in the city of Nashville, an effective geographical distribution of the institutions has been accomplished. Every section of the State has at least one institution of higher education situated at a central point for the convenience of its negro population. Plans are being consummated for the removal of one of the colleges at Nashville. There is a possibility that another will be abandoned in the near future unless increased support is secured for its operation.

Tennessee has a negro population of 435,400, as compared with 2,022,600 white inhabitants. Large enrollments in its State negro land-grant college and Fisk University bring the total number of negro youths securing higher education up to 1,512. This is at the rate of 34 college students to each 10,000 negro population of the State. However, as a considerable percentage of the students attending Fisk University are not residents of Tennessee, the actual proportion of the State's college students to its negro population is lower.

Provision for negro secondary education, without which students are unable to enter college work, is only slightly above the average in Tennessee and opportunities exist for advancement in this particular. Records show that out of its total negro population, there are 3,812 youths attending high schools, the ratio being 88 per

10,000 inhabitants. In the case of the white population there are 245 enrolled in secondary schools for each 10,000 inhabitants.

The Tennessee State Department of Education maintains a regular list of approved negro colleges, based on the teacher-training courses conducted by them. No appraisal of other types of work in the colleges is made by the department. The negro land-grant college of Tennessee is under the direct supervision of the State department of education, which acts as its governing body. Appropriations for negro higher education by the State were \$140,000 for the biennium of 1925-1927 for maintenance and \$140,000 for permanent improvements in 1926-27.

### AGRICULTURAL AND INDUSTRIAL STATE NORMAL COLLEGE

*Nashville, Tenn.*

The Agricultural and Industrial State Normal College was established by an act of the General Assembly of Tennessee in 1909. This act, known as the general education bill, created a group of four State normal schools. The college was opened June 19, 1912, as a normal school. In aid of the project, Davidson County appropriated \$80,000 and the citizens of Nashville subscribed \$20,000 for buildings. As a result of the general education law of 1925, authorizing the maintenance of teachers' colleges in the three grand divisions of the State, the school was converted into a teachers college with authority to grant the bachelor of science degree. The institution is also the land-grant college for negroes, receiving a share of the Federal funds and appropriations given to the State for instruction in agriculture, mechanic arts, and home economics. It also is a recipient of Federal funds appropriated under the Smith-Hughes Act. The college is under the control of the State board of education, composed of 11 members, including the governor of the State and the commissioner of education, who is chairman of the board. The term of office is 6 years, and 3 members are subject to change every 2 years. All of the members are white.

The institution is organized on the basis of a four-year teachers' college. The several college curricula are designed primarily for the training of teachers for elementary schools and high schools, including those giving instruction in business, home economics, agriculture, and practical arts. The college conducts both a high school and an elementary school. The enrollment in the college department in 1926-27 was 442; in the high school, 351; and in the elementary school, 90.

The college is ranked by the State Department of Education of Tennessee along with the other teachers' colleges of the State. The

department of education issues professional high-school certificates to its graduates, and elementary certificates to undergraduates who have completed one or more years of college work. It is also the understanding that other Southern States accept the work done in the college on the same basis as the State Department of Education of Tennessee. The graduates of the college have been received by graduate and professional schools, subject to adjustments required by the major department of study. A student having received the bachelor of arts in agriculture at the college entered Michigan Agricultural College and gained the bachelor of science in agriculture in one year. In other cases students have received advanced standing with little or no penalty at such institutions as Indiana State Normal School and Northwestern University. Graduates of the four-year curricula are admitted to Meharry Medical College.

### ADMINISTRATION

The financial administration of the college is in the hands of the president. He is assisted by the bursar, the secretary, and several office employees. The growth of the income of the college is shown in the following table.

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$50,000.00	\$50,000.00	\$50,000.00	\$70,000.00	\$70,000.00
Federal appropriations.....	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00
Church appropriations.....	5,814.62	4,999.26	3,915.94	2,849.60	3,963.13
Student fees.....	5,121.43	9,431.98	10,488.17	18,157.24	23,097.46
Income from sales and services (net).....	2,070.20	2,145.70	2,973.14	3,941.20	2,926.64
Other sources <sup>1</sup> .....					\$327,309.60
Total.....	75,006.25	73,577.68	75,461.31	104,098.44	434,333.16

<sup>1</sup>General Education Board, \$100,000; miscellaneous gifts, \$67,309; and State appropriation, \$160,000.

The total annual income for maintenance of the college has grown from \$75,006.25 in 1922-23 to \$108,024 in 1926-27. This does not include the \$327,309 which was given to the institution for permanent improvements in the latter year. The principal income of the college comes from the State, the increase since 1922-23 to 1926-27 having been 16 per cent. The income from the Federal Government is limited by statute; therefore no increase can be expected from this source. The appropriation from the Smith-Hughes funds has declined considerably, but in 1926-27 it was increased by more than \$1,000.

Student fees have increased greatly as a result of increase in enrollment. The income from sales and services shows that the college is receiving a substantial profit from these sources. In 1926-27 the college obtained \$327,309 for permanent improvements. The State

appropriated \$160,000, the General Education Board \$100,000, and other friends of the school gave \$67,309.

The State of Tennessee has shown by its recent appropriations for maintenance and for buildings and other permanent improvements that it looks with pride upon the rapid development of the college. In 1927-28 the State is making available, through appropriations and an accumulated fund of the State board of education, \$85,000, to which \$30,000 has been added by the General Education Board. It is planned to use \$60,000 of this money for a modern central heating plant, \$20,000 for teachers' homes, and \$15,000 for the improvement of the college grounds. The college has no endowment fund.

The administration offices of the college are housed on the ground floor of the new library building. The layout of these offices is exceptionally fine. In registering students, applicants pass in line along a series of counter files, meeting in succession the bookkeeper, the registrar, the dean, and finally the president. The office equipment is of the latest type and quality. The offices are light and airy and entirely free from accumulations of ill-assorted information and other papers that often clutter the business offices of a college.

The bursar has charge of the books, which are kept in accordance with the requirements of the State, financial reports being submitted annually to the State board. The institution is operated on a budget system and the books were found to be in good order.

The registration cards of college students were examined and the transcripts of high-school records were found for most of the students registering last year. However, the registrar has had considerable difficulty at times in obtaining adequate statements from high schools, as many of the country high schools are quite lacking in certain essential standards. The permanent record cards for students and graduates contain complete information regarding their educational history.

### PHYSICAL PLANT

The institution owns 231 acres of land, of which 35 acres are utilized for the campus, 178 acres for the farm, and 18 acres are unused. The total value of the land is \$75,000. There are 12 buildings on the campus, with a total value of \$670,200 and containing equipment estimated to be worth \$48,500. The value of the entire properties, therefore, amounts to \$793,700.

The three new buildings completed in 1927 include the two-story library and administration hall, costing \$70,500; science hall, three stories in height and costing \$96,500, with 13 recitation rooms and laboratories; and women's dormitory, also three stories high and costing \$136,000, with 128 rooms. Among the older buildings on the campus is the academic building, erected in 1911 and containing 22

rooms, most of which are used for academic purposes. This building is valued at \$85,000. There are also 2 dormitories, 1 for women and 1 for men, built in this same year at a cost of \$180,000 and containing 210 rooms. The institution has also a home economics and a men's industrial building containing classrooms, laboratories, and shops. A residence worth \$6,000 is provided for the president. On the experimental farm are located a dairy barn, farmhouse, and greenhouse, with a total valuation of \$16,000.

Except for the three modern structures erected in 1927, none of the buildings are fireproof, although all are provided with fire escapes. Except for the president's residence and the farm buildings, the plant is made up entirely of brick structures. Buildings and equipment are insured, each department being held responsible for an annual inventory. The State pays the insurance. The total value of the buildings, based upon cost, is given at \$669,000, the equipment at \$47,500, making a total of \$716,500.

The care of the buildings and grounds is intrusted to the campus man who has the help of one or more students. The director of men has charge of the men's dormitories. Work students clean the buildings and are paid in cash. The dean of women, with the assistance of two matrons, looks after the women's dormitories.

The survey committee made a very careful inspection of the several buildings and found everything clean and in good order. The dining hall, which is operated on a cafeteria plan, is large, well lighted, and well managed. The selection of foods was adequate.

### *PREPARATORY SCHOOL*

The maintenance of a preparatory school is required according to the law of 1925. The preparatory school is entirely distinct from the college in buildings, faculty, and students. The financial accounts of the high school are not separated from those of the college. College and preparatory students are not permitted to attend the same lecture, recitation, or laboratory groups.

### *EDUCATIONAL PROGRAM*

Admission to the college is on the basis of the completion of 16 units of preparatory work or graduation from an accredited four-year high school. All students with diplomas from secondary schools approved by the Tennessee State Department of Education are accepted without question. Applicants from nonaccredited high schools are accepted on the basis of their credits and on the results of an entrance examination. Students whose credits are inaccessible may, under certain conditions, be admitted on diploma and given provisional classification until such credits are submitted.

Of the 233 freshmen admitted in 1926-27, 74 came from accredited high schools, including 14 graduates of the preparatory school of the college, and the remainder came from nonaccredited high schools. No students have been entered on condition in recent years; however, two units of conditioned subjects may be allowed and these must be removed by the end of the second year of college. There were six special students enrolled in 1925-26 and six in 1926-27. These were students who were working for State teacher's certificates.

### GRADUATION REQUIREMENTS

The college offers five curricula, each four years in length, and a two-year curriculum. These comprise curricula for high-school teachers, business teachers, home economics teachers, teachers of agriculture, and teachers of practical arts. The two-year curriculum is for the training of elementary school teachers.

One hundred and ninety-two quarter hours, in addition to 240 points, are required for graduation in each of the four-year curricula leading to the bachelor of science degree. Those who are working to obtain the permanent high-school certificate must take 18 hours in the subjects they wish to teach, in addition to 27 hours in education. There are three majors which are available for the students' selection. The major in English language includes the following prescriptions: English, 60 quarter hours; education, 30; chemistry or physics, 12; biology, 8; physiology, 4; social science, 12; music, 4; physical training, 4; electives, 58. The major in social sciences includes the following: Social science, 60 quarter hours; education, 30; English, 28; chemistry, or physics, 12; biology, 8; physiology, 4; music, 4; physical training, 4; electives, 42. The major in physical sciences includes chemistry and physics, 24 quarter hours; biology, 24; physiology, 12; education, 30; English, 28; social science, 12; music, 4; physical training, 4; electives, 54. The electives are chosen with the advice of the head of the department in which the student majors.

All curricula are outlined in great detail in the catalogue and show in a tabular form the subject requirements by years. However, there is no indication of the prescribed and elective subjects in conformity with the programs of majors outlined above or on any other basis. It was not possible to obtain a precise statement regarding the two-year curriculum for elementary teachers or the four-year curricula in business, home economics, agriculture, and practical arts.

### ENROLLMENT

The growth of the college student body is shown herewith for the years 1923-24 to 1926-27.

TABLE 2.—Total collegiate enrollments

Year	Freshman	Sophomore	Junior	Senior	Total
1923-24.....	120	44	11	8	183
1924-25.....	121	91	14	11	237
1925-26.....	151	90	34	16	281
1926-27.....	233	101	55	33	422

During the four years indicated there has been an exceptional increase in the college student body, the per cent being 130.6. The loss of students between the freshman and sophomore years has been large but not excessive. The growth of enrollments in the junior and senior classes for the years 1925-26 and 1926-27 is indicative of a genuine demand for four-year college courses of study.

TABLE 3.—Junior college enrollments

Year	First year	Second year	Total
1923-24.....	78	80	108
1924-25.....	65	42	107
1925-26.....	80	55	135
1926-27.....	131	40	171

Table 3 shows a substantial gain in junior college enrollments. These students include the two-year normal and vocational courses, excluding home economics.

TABLE 4.—Four-year college enrollments

Year	Freshman	Sophomore	Junior	Senior	Total
1923-24.....	42	14	11	8	75
1924-25.....	56	49	14	11	130
1925-26.....	71	35	34	16	156
1926-27.....	102	61	55	33	251

The growth in enrollment in the four-year liberal arts courses for high-school and business teachers over the four years is 234.6 per cent. The data above clearly indicate that the college is justified in offering work of senior college grade.

TABLE 5.—Home economics enrollments

Year	First year	Second year	Third year	Fourth year	Total
1923-24.....	42	18			60
1924-25.....	40	30			70
1925-26.....	70	33			103
1926-27.....	94	47	21	3	165

Until 1926-27 the enrollments in home economics were limited to the first two years of college. The loss of students between the first and second years has been considerable but not excessive. The rapid growth in the total enrollments in this course of study, with a good attendance in the junior year for 1926-27, should encourage

the home economics department to develop a strong four-year college program.

TABLE 6.—Vocational enrollments

Year	Freshman	Sophomore	Junior	Senior	Total
1923-24	76	36			112
1924-25	81	61			142
1925-26	81	47			128
1926-27	129	54	34	30	247

Such a large enrollment in vocational courses is indicative of the recognition given to this phase of the work of the college as a Federal land-grant college.

### FACULTY

The college faculty of the Agricultural and Industrial State Normal College of Tennessee is made up of 16 members, 10 of whom are devoting full time to college and normal school duties, while 6 give more or less time to high-school work. All members of the staff are ranked as instructors.

The college is organized into 13 departments of instruction, each department having been assigned a single instructor, with the exception of the English department, which has four teachers, and the department of education, which has two teachers. The departments are as follows: English, natural science, chemistry, physical education, history, commerce, education, agriculture, sociology and economics, Romance languages, home economics, art education, and music.

Members of the staff are fairly well trained. Of the 16 members, all hold first degrees except 2, while 5 have obtained graduate degrees and 5 are pursuing work leading to advanced degrees. The degrees held by the different college teachers are given in the following tabulation.

TABLE 7.—Training of faculty

Case	First degree	Where obtained	Graduate work or degree	Where obtained
1	A. B.	University of Denver	Working toward A. M.	University of Denver.
2	None	Training at Teachers College in Indianapolis, University of Chicago, and Columbia University.		
3	A. B.	Knoxville College	Working for A. M.	University of Chicago
4	A. B.	Fisk University	D. D. S.	Meharry Medical College.
5	A. B.	Howard University	A. M.	University of Chicago.
6	A. B.	Morehouse College	Working for A. M.	Northwestern University.
7	A. B.	Fisk University	A. M.	Columbia University.
8	A. B.	Wiley College	A. M.	University of Cincinnati.
9	A. B.	Agricultural and Industrial State Normal College.		
	B. S.	Michigan State Normal		
10	A. B.	Ohio State University	A. M.	Ohio State University.
11	A. B.	Howard University		
12	A. B.	Depauw University	Working for A. M.	University of Chicago.
13	B. S.	Selma University	do	Columbia University.
14	B. S.	Agricultural and Industrial State Normal College.	do	Chicago University.
15		Massachusetts Art School	Special work	Boston School of Art.
16	Mus. B.	Northwestern University		

As disclosed in this table, 9 of the undergraduate degrees held by the members of the faculty were obtained from negro institutions and 5 from northern colleges. The 4 master's degrees were all secured from leading northern universities. A fifth graduate degree, which is a professional one, was obtained from the Meharry Medical College. The survey committee was particularly impressed with the efforts being made by a number of the staff to augment their training through graduate work. Seven of the teachers were found taking advanced courses of study in such leading universities as Chicago, Ohio State, and Cincinnati. Every encouragement should be given these members of the faculty to continue this work and wherever possible, leaves of absence should be granted for this purpose.

Salaries paid the college teachers range from \$1,260 to \$1,960. The salary schedules are as follows: One teacher received \$1,960; two, \$1,920; one, \$1,860; one, \$1,800; four, \$1,740; one, \$1,620; one, \$1,560; two, \$1,500; one, \$1,380; one, \$1,320; and one, \$1,260.

The teaching loads of the staff are burdensome in a number of instances, particularly with regard to student clock hours. The records show 2 teachers with loads between 101 and 200 student clock hours per week; 4 between 301 and 400; 2 between 401 and 500; 2 between 501 and 600; 4 between 601 and 700; and 2 between 701 and 800. Such extreme loads endanger the quality of educational work in the college and ultimately impair the morale of the teaching body. The survey committee recommends that immediate action be taken to reduce them substantially.

The teaching schedules indicate that on the whole careful attention has been given to the assignment of the work of the staff. Of the 16 members of the faculty, 1 was found with 4 hours of classroom instruction per week, 2 with 8 hours, 3 with 12 hours, 7 with 16 hours, and 3 with 20 hours. Thus only 3 teachers have an excessive number of teaching hours per week. The classes range in size from 1 to 50 students. In 1926-27 there were 46 classes taught in the college, 1 of which contained less than 5 students, 4 from 11 to 20 students, 11 from 21 to 30 students, 17 from 31 to 40 students, and 13 from 41 to 50 students. It is obvious after an examination of these figures that entirely too many large classes exist in the college. Of the total, 30 classes have enrollments in excess of 30 students.

### EDUCATIONAL EQUIPMENT

The college has just completed a large well-equipped library building which is to house the new library. The State of Tennessee deserves great credit for erecting and equipping a library building which is modern in every respect. There is ample space for reading

and conference rooms, and the atmosphere of the building is conducive to study and reflection.

In recent years the office has made no record of the accessions to the library; at present it contains 3,000 volumes valued at \$8,000 and unbound pamphlets valued at \$600. A fund of \$3,000 is now available for the purchase of new books. A carefully selected list is being made of the needs of the several departments of instruction, and as soon as this is ready the books will be purchased. The library is under the direction of a trained librarian who is a graduate of Hampton Institute Library School. The books are catalogued according to the Dewey decimal system. The library is open from 7 to 12 a. m., 1 to 5 and 7.30 to 9 p. m.

The amount spent for laboratory equipment and supplies since 1922-23 is shown in the following table.

TABLE 8.—Expenditures for laboratories

Expenditures	Biology	Chemistry	Physics	Home economics
<b>For permanent equipment:</b>				
1922-23.....		\$623.07		
1923-24.....				
1924-25.....		340.00	\$625.20	\$907.20
1925-26.....	\$263.00	762.20	2,079.79	
1926-27.....				
<b>For supplies:</b>				
1922-23.....	54.50	122.00		
1923-24.....	64.16	202.12		(1)
1924-25.....		414.49	39.60	
1925-26.....	62.29	223.70	59.41	
1926-27.....	50.00	50.00		
<b>Total estimated present value of equipment.....</b>	<b>125.00</b>	<b>1,050.00</b>	<b>2,700.00</b>	<b>1,400.00</b>

(1) No supplies charged to department, as everything produced in laboratory is used in the cafeteria.

Table 8 shows that until recently there has been a lack of equipment and supplies for carrying on college science work. However, this condition is now being met, as \$15,000 is available for equipment in science alone, \$4,729 for home economic laboratories, and \$1,500 for additions to the equipment in mechanic arts. These funds will be used in equipping the new science building.

### EXTRACURRICULAR ACTIVITIES

The college has a gymnasium that is well lighted and well equipped for recreational activities of the students as well as for classes in physical education. The athletic activities of the institution are controlled by a committee of 5, composed of 2 members of the faculty and 3 students. The college is a member of the Southeastern Athletic Association.

The college has a large number of literary societies, clubs, religious and musical organizations. Among these may be mentioned the Dubois Literary and Debating Society and the Phyllis Wheatley Society. Membership in these societies is compulsory.

Among the clubs are the Athenæum, Supreme Circle, Sigma Phi Psi, and Alpha Gamma Sigma, Culinary Art Club, State College Typothetæ, Book Lovers Club, Dramatic Club, La Petite Modiste Club, and the Isa Club. There are two honorary societies, membership in which is based upon high scholarship, the Sais Society and the Do Society, and Epsilon Sigma Chi. Fraternities exist at the college but are not recognized. All student organizations have faculty advisers.

### *SERVICE TO SOCIETY*

The contribution of the Agricultural and Industrial State Normal College has been of outstanding value in the preparation of teachers for the service of the State. Although the college has trained a large number of young men and women for business and the home, it has primarily justified its existence by continually emphasizing the importance of its function as a teacher-training institution. The expenditures already made by the State have been fully warranted and the institution is more deserving than ever of the fullest support. At this point the committee wishes to call attention to the fact that the State of Tennessee has rendered a service to negro higher education by encouraging and supporting a modern college building program that is worthy of emulation. While not first in size, the design, appointments, and equipment of Harned Hall, Hale Hall, and the memorial library, are of a quality too little seen in college buildings. These buildings are fireproof, with terazzo floors throughout, with dignified entrance halls set off with marble trimmings, and modern lighting fixtures. Hale Hall, the dormitory for college women, has an elevator, hot and cold water in each room, twin beds, vanity dressers, and other modern conveniences. It also has iced drinking fountains on each floor. In one of the wings are spacious hospital quarters. There are also well-furnished parlors and a large recreation room conveniently located in the building.

In considering the future of the institution, the committee makes the following recommendations:

That the college continue to emphasize its objectives as a teachers college and a land-grant college.

That the support for maintenance be increased in order that the college may meet the highest standards.

That until the State department of education sets up an approved list of high schools, the college registrar be authorized to prepare lists of high schools of Tennessee and neighboring States whose graduates may be accepted by the college.

That this list of accredited secondary schools be published in the annual catalogue issued by the institution.

That more rigid requirements be adopted with regard to the proper presentation of high-school graduation credentials by prospective college students.

That the library be increased to a minimum of 8,000 well-selected volumes, and that a much more comprehensive list of periodicals and magazines be made available to the student body.

That the equipment of the laboratories be improved with special reference to those subjects which are demanded by high-school teachers of chemistry, physics, botany and zoology, and general science.

That the work of members of the faculty carrying abnormal teaching loads be reduced.

That the minimum salary for those teaching in the college or normal department be raised to not less than \$1,500 per year.

That extension work for teachers and adults in general be encouraged.

### *FISK UNIVERSITY*

*Nashville, Tenn.*

Fisk University was established in 1865 under the auspices of the American Missionary Association of the Congregational Church of New York City and the Western Freedman's Aid Commission of Cincinnati. In 1866 the school was opened, and in 1867 it was incorporated under the laws of the State of Tennessee. A number of years later the institution became independent, retaining, however, a close relationship with the American Missionary Association.

The university properties are held in the name of a self-perpetuating board of trustees, which consists of 19 members, of whom 2 are colored. The board meets yearly, but has created an executive committee of 6 members with power to act in matters of particular urgency. Recommendations of the president of the university with respect to faculty appointments are passed upon by the board.

The organization of Fisk University comprises a four-year college and a four-year musical department. The high school was discontinued in 1927. The college enrollment for 1926-27 was 563, including those in the music department. The high-school enrollment in the spring of 1926 was 103.

Fisk University has made no application in the past for accredited relationships with the State departments of education of the different States. However, a large number of the graduates of Fisk University have been accepted as full candidates for advanced degrees by recognized graduate schools, such as the University of Chicago, University of Michigan, Harvard University, Yale University, Columbia University, and Ohio State University.

## ADMINISTRATION

The administration of the university is under the direction of the president, who is assisted by the dean, the controller, the recorder, an acting registrar, and by a well-organized staff of office assistants. The status of the income of the university for the five-year period ending in 1927 is given herewith.

TABLE 9.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Interest on endowment.....	\$15,676.93	\$20,260.00	\$22,489.05	\$18,519.71	\$14,328.67
Gifts for current expenses.....	89,611.71	87,384.80	82,975.74	156,991.51	382,566.62
Student fees.....	28,414.06	31,256.27	34,400.15	44,963.30	62,201.35
Sales and services <sup>2</sup> .....	2,040.75	9,082.19	4,523.06	7,139.00	4,052.24
Total.....	135,743.46	147,984.22	144,448.00	127,604.42	452,748.88

<sup>1</sup> Gifts for current expenses and accumulated deficit.

<sup>2</sup> Figures for sales and services represent net income.

During the past five years the income on endowment has fluctuated considerably, the amount for the year 1926-27 being more than \$1,000 less than it was five years before. The gifts for current expenses showed a tendency to decline each year from 1922-23 to 1925-26. However, as a result of the extraordinary efforts of the friends of the university, the gifts for 1926-27 reached the sum of \$382,566.62. This amount was raised in part to cover the accumulated deficit. Although student fees have been steadily growing during the five-year period, the university will doubtless obtain a substantial increase in income from this source when new tuition rates are put into effect in 1927-28. The new rates are one-third higher than they have been in the past and include the following items: Tuition, \$100 yearly, or \$33.33 per quarter; general fees, \$27 yearly, or \$9 per quarter; laboratory fees, from \$1.50 to \$4.

The net income from sales and services is variable from year to year, the lowest receipts having been \$2,040.75 in 1922-23 and the highest \$9,082.19 in 1923-24. The university has a productive endowment of \$293,543, as compared with \$262,277 in 1922-23, a gain of \$31,266. During the past five years only one substantial addition to the endowment has been made. This was in 1923-24, when \$25,628.91 was added. Small increases varying from \$1,504 to \$2,613 were received for the other years. Of the total endowment a considerable portion is set aside for specific purposes—\$8,788 for professorships, \$9,000 for the library, \$31,058 for scholarships, \$23,300 in annuity funds, and the remainder, or approximately \$212,095, for general purposes.

The university operates on the basis of an annual budget. The treasurer or controller submits to the board of trustees an annual report showing the financial condition of the institution. Other

financial reports are made showing the status of income and expenditures for given periods. The business offices of the university are modern and properly equipped for their work.

The registration of students is managed with expedition, the forms being adequate for the purpose. The university maintains a special office under the direction of the recorder, who has charge of all students' records. A complete record is kept of all students who have registered at the university, and careful attention is given to the post-school activities of alumni.

### PHYSICAL PLANT

The physical plant of Fisk University consists of a 40-acre campus and 19 buildings. The campus is well located near the suburbs of the city of Nashville, its value being estimated at \$76,651. The grounds are well laid out and present an attractive appearance. The buildings are estimated to be worth \$279,400, and their equipment and other movable property \$71,083. These estimates are those of an appraisal made in 1917 by a Nashville trust company. The insurance carried on the property of the school is based upon these estimates.

About half of the buildings are used strictly for academic purposes, the principal structure being Livingstone Hall, four stories in height and erected in 1882. This building is valued at \$60,000 and is used for recitation classes and administrative offices. Jubilee Hall, built in 1876 and valued at \$80,000, contains 96 rooms, the lower floor being utilized for classrooms and the upper floors as living quarters for women students. Chase Hall, a three-story building, erected in 1906 at a cost of \$24,000, contains the scientific laboratories. Bennett Hall, a four-story structure, built in 1891 and valued at \$40,000, has five recitation rooms, while the remainder is used as living quarters for students.

The library is housed in a single building, known as the Carnegie Library, built in 1908 and valued at \$15,500. There is also a chapel on the campus valued at \$19,000. The other structures include Magnolia cottage and barracks, small buildings used for instructional purposes; Ballantine Hall, used as a dormitory and valued at \$5,000. A gymnasium, training school, laundry, cafeteria, dairy and barn, a president's home, valued at \$6,000, a treasurer's residence, valued at \$5,000, and a cottage make up the remaining buildings.

With the exception of the laundry all of the buildings are nonfire-proof. Care of the buildings and grounds is under the general supervision of the comptroller, who is assisted by the plant superintendent; an engineer and fireman, operating the power plant; a cleaning supervisor, with 9 regularly employed cleaning women and 5 student helpers; and a repair crew including 2 carpenters, 2 truckmen, 1 electrician, 1 night watchman, and 5 laborers. Cleaning of

the dormitories is under the control of 4 matrons with a force of 5 cleaning women. Notwithstanding the age of many of the buildings, the committee found them to be in a comparatively good state of repair. The classrooms, dormitories, kitchen, and storerooms were inspected carefully and they were found to be in good order, the large storerooms being exceptionally clean.

### *PREPARATORY SCHOOL*

The university is not required according to its charter to conduct a preparatory school. However, it maintained a preparatory school until 1927. This change in policy is due to the recent increase in the number and quality of negro high schools throughout the South. However, when necessary small subfreshman classes will be established for students needing assistance in preparatory school subjects.

### *ACADEMIC PROGRAM*

To enter the freshman college class students must show proficiency in 15 units of high-school subjects, 9 of which are prescribed and 6 elective. The prescribed units include 3 units of English, 2 units of foreign language; algebra, 1 unit; plane geometry, 1 unit; history, 1 unit; and physics or chemistry, 1 unit. Under the new policy adopted by Fisk University for the limitation of the attendance to 500 students annually, a revised plan of admission with more rigid requirements has been perfected and will go into effect beginning with the academic year 1927-28.

Of the 199 freshmen admitted to the college department in 1926-27 the institution reports that 156 were accepted on the presentation of high-school certificates from both accredited and nonaccredited preparatory schools. All were required to stand examinations at the college. The 43 students not having proper certification were admitted on examination.

The entrance requirements permit the admission of a student with a maximum of one conditioned subject which must be made up by the end of the freshman year. Although the actual number of conditioned students entering the college for the past five years was not furnished, approximately one-third, or 30 per cent, entered with conditions.

Special students are accepted by Fisk University. They must, however, comply with all of the entrance requirements including examinations. Special students are persons of maturity and experience who are taking special courses not leading to a degree. A special science requirement is made of all students. All must take either physics or chemistry in college. Students who have taken physics in the high school and who present a satisfactory note book are advised to take chemistry in the college.

## GRADUATION REQUIREMENTS

The college offers a general curriculum leading to the degree of bachelor of arts. For graduation 180 quarter hours of credit are required, 85 of which are prescribed. In place of several curricula the college gives opportunity for specialization by a system of group majors. Further distribution and concentration of subject matter are made possible through the electives. The prescribed subjects for the bachelor of arts degree include 5 credits in college introduction, 5 in education, 15 in English, 5 in ethics, 5 in history, 15 in chemistry, 5 in economics, 15 in modern language, 5 in physiology and hygiene, 5 in psychology, and 5 in religion.

The students are expected to select at the beginning of the junior year major subjects in which they must carry during the junior and senior years from 30 to 45 quarter hours of work. Majors may be selected from the following list of 15 subjects: Art, biology, business, chemistry, education, English, French, Greek and Latin, general science, history, mathematics, music, philosophy, religion, and sociology. The additional courses are to be chosen from departments other than the majors, sufficient to complete 180 credits. A number of courses, in addition to those included under the major subjects, are also available as electives.

Fisk University also offers work in the department of music leading to a degree or a diploma. The pianoforte course may be selected as a major course in the college leading to the bachelor of arts degree, or the diploma in the music department. Credits to the amount of eight hours are granted students who complete the four years of piano study with a major in music. Those graduating from the music department receive 12 hours credit for this work. Students are required to pass examinations in piano playing before the music faculty annually. In order to receive both a bachelor of arts degree and a diploma in music, students are advised to take five years of study.

## ENROLLMENT

The growth of attendance at Fisk University for the past five years has been rapid, as indicated by Table 10:

TABLE 10.—Enrollment in four-year course

Year	Fresh- man	Sopho- more	Junior	Senior	Total	Music depart- ment	Grand total
1922-23	123	61	40	40	274	76	350
1923-24	183	47	34	50	319	81	400
1924-25	194	44	50	55	324	83	407
1925-26	182	100	60	68	390	86	476
1926-27	199	139	83	79	505	88	593

Between 1922-23 and 1926-27 the college enrollment has increased from 350 to 563 students, a gain of approximately 60 per cent. Student mortality in the college has been rather heavy, however, the 1922-23 freshman class declining from 133 students to 68 students when it became the senior class of 1925-26. The 1923-24 freshman class fell off by 58 per cent in its senior year of 1926-27. Because of the fact that the institution operates on a four-quarter system and students are permitted to drop out and reenter at the beginning of the different quarters, the size of the classes is constantly changing. Accurate figures on the exact mortality in the college are difficult to ascertain. The music department has shown a loss of 28 students over the past five-year period. Up to 1925-26 the department had a steady growth in enrollment, but in 1926-27 the number of students dropped from 86 to 58, a decline of 33 per cent in a single year.

On account of the lack of dormitory space the annual enrollment at Fisk University is to be limited to 500 students. A rigid process of limitation based upon scholarship will be enforced, so as to confine attendance to those who rank in the upper section of their high-school classes. For the past six years there has been an excess of women students over men students at the college, but for the year 1926-27 the numbers of both sexes were almost equal. In the geographical distribution of students at Fisk University 25 States are represented, in addition to foreign countries. A little over one-third of the students are from Tennessee. Approximately 45 per cent of the students work their way through school.

### DEGREES GRANTED

Fisk University has granted a total of 236 degrees in course during the past five years, all of which were bachelors of arts. Forty-nine were granted in 1921-22, 43 in 1922-23, 46 in 1923-24, 58 in 1924-25, and 40 in 1925-26.

### THE FACULTY

The faculty as reorganized for the year 1927-28 is composed of 30 members, 2 of whom are part-time instructors. Nineteen of the faculty are white men and women, and 11 are negroes. With regard to rank, the teaching staff has 12 professors, 3 associate professors, 3 assistant professors, and 12 instructors.

The academic organization consists of 17 departments of instruction. The departments, with the number of college teachers in each, are as follows: Art education, 1 assistant professor; biology, 1 professor; chemistry, 1 professor, and 1 assistant professor; economics, 1 associate professor and 1 instructor; education, 1 professor and 3 instructors; English, 1 professor and 1 associate professor; foreign languages, 1 assistant professor and 2 instructors; ancient

languages, 1 professor; history, 1 professor; mathematics, 1 professor; philosophy, 1 professor; physics, 2 professors; religion, 3 instructors; psychology, 1 associate professor; sociology, 1 professor; physical education, 2 instructors; and music, 1 professor and 1 instructor. The survey committee found the work in the different subject-matter departments well assigned, except in the case of one professor, whose time was divided between political science, philosophy, and psychology, a rather wide range of subjects.

TABLE 11.—Training of faculty.

Case	First degree	Where obtained	Advanced degree or graduate work	Where obtained
1	None	Grein Institute, Nuremberg, Germany.		
2	A. B.	Fisk University.	B. D.	Oberlin College.
3	A. B.	Knoxville College.	1 summer	University of Chicago.
4	D. S.	Massachusetts Agricultural College.	A. M.	University of Wisconsin.
5	B. S.	Purdue University.	1 summer	Harvard University.
6	None		do.	Columbia University.
7	A. B.	Scarritt College.		Boston University.
8	None	Detroit Fine Arts Academy.		York University.
9	A. B.	Earlham College.	1 summer	University of Southern California.
10	A. B.	Oberlin College.		Vanderbilt University.
11	A. B.	Chicago University.	2 years	Scarritt College.
12	LL. B.	Columbia University.	S. J. D.	University of Chicago.
13	B. S.	do.	A. M.	New York University.
14	A. B.	Howard University.		Columbia University.
15	None	Iowa State Teachers College.		
16	A. B.	Fisk University.	A. M.	University of Wisconsin.
17	None	Columbia University.	1 summer	University of Pennsylvania.
18	A. B.	Wellesley College.	A. M.	Fisk University.
19		Institut du Bon-Pasteur.	M. D.	Meharry Medical College.
20	A. B.	Yale University.	A. M.	Chicago University.
21	Ph. B.	Travessa College.	2 summers	Harvard University.
22	B. S.	George Peabody College.	do.	University of Maine.
23	A. B.	Fisk University.	A. M.	Yale University.
24	B. S.	University of Illinois.	1 summer	University of Wisconsin.
25	A. B.	Wesleyan University.	do.	Chautauque.
26	A. B.	Fisk University.	A. M.	George Peabody College.
27	A. B.	Fisk University.	A. M.	Fisk University.
28	B. S.	Purdue University.	1 summer	Harvard University.
29	A. B.	University of Michigan.	do.	University of Southern California.
30	None	Smith College.	A. M.	Harvard University.
31	None	Newark Normal School.		Columbia University.
32	Mus. B.	Oberlin College.		

† Part-time teacher.

Of the 30 members of the faculty, 22 hold first degrees. Seven received their first degrees from colleges for negroes and 15 received their degrees from institutions attended by both races. Thirteen hold the master of arts degree from institutions such as the University of Wisconsin, Columbia University, Fisk University, University of

Chicago, Yale University, George Peabody College, Wesleyan University, and Harvard University. Professional degrees comprising bachelor of laws, doctor of medicine, and the advanced degrees of S. J. D. and bachelor of divinity are held by different members of the teaching staff from well-recognized institutions. Four of the 11 negro teachers are graduates of Fisk University.

Four of those without graduate degrees have been engaged for one or more sessions in graduate work at such institutions as Boston University, New York University, University of California, University of Southern California, and Columbia University.

The faculty of Fisk University has undergone a considerable change during the past five years. Of the 30 members comprising the staff, 16 have been employed within the past five years. The service records of the faculty follow: Nine members have served 1 year; three, 2 years; one, 3 years; three, 4 years; one, 6 years; one, 8 years; two, 9 years; one, 10 years; one 11 years; two, 12 years; one, 13 years; one, 20 years; one, 24 years; one, 25 years; one, 32 years; and one, 34 years.

Salaries paid the members of the staff, while above the average generally in the institutions surveyed, are low in some cases. Of the 30 teachers, one receives \$3,000 annually; one, \$2,500; two, \$2,400; five, \$2,000; one, \$1,700; one, \$1,650; one, \$1,575; two, \$1,500; seven, \$1,400; one, \$1,350; two, \$1,200; and one, \$1,125. The salary of one member was not furnished. From these figures it is evident that 11 of the teachers receive stipends of less than \$1,400, a rather small compensation in view of the type of institution that Fisk University is aspiring to maintain.

An examination of the student clock-hour loads and hours of teaching per week of the staff indicates that at least eight teachers in the college have excessive amounts of work. Eight of the members of the staff are carrying less than 100 student clock hours, one between 101 and 200 hours, nine between 201 and 300 hours, five between 301 and 400 hours, two between 401 and 500 hours, two between 501 and 600 hours, one between 601 and 700 hours, and one between 701 and 800 hours.

The hours of teaching per week of the faculty are listed as follows: Two teachers with 2 hours of teaching per week; six with 5 hours; one with 6 hours; seven with 10 hours; one with 12 hours; five with 15 hours; one with 16 hours; one with 17 hours; three with 20 hours, including laboratory work; and one with 41 hours. The teachers with heavy student clock hours and classroom burdens are the professor of music; teaching 17 hours a week; professor of English, teaching 20 hours a week; professor of chemistry, teaching 22 hours a week, with six recitations and sixteen laboratory classes, and with a student clock-hour load of 406; professor of psychology, carrying a load of 440

student clock hours; the professor of physics, with a teaching load of 22 hours a week, of which 6 are recitation classes and 16 laboratory classes; professor of political science, philosophy, and psychology teaching 20 hours a week, with a load of 545 student clock hours; professor of history with a load of 545 student clock hours; professor of religion with a load of 670 student clock hours; professor of sociology with a load of 765 student clock hours; and the professor of art who is teaching 41 hours a week.

The survey committee desires to emphasize the importance of limiting the teaching hours per week to 15 hours or less and the student clock-hour loads to not more than 350. However, there are the conditions when larger teaching loads per week are admissible, in cases where laboratory work constitutes a fair share of the teacher's time. It is the committee's opinion, however, that in assigning more than normal teaching loads to the members of the faculty, the administrative officers must assure themselves definitely of the efficiency of the teaching and of the effect of the abnormal load on the instructor's health and his ability to keep up to date in his chosen field of educational work. Otherwise the responsibility for failures resulting from such assignments must be borne by the administration. In view of the program now in development at Fisk University, which contemplates limitation of attendance and the maintenance of high standards of scholarship, the survey committee is of the opinion that the administrative officers of the university should take immediate steps to reduce the burden of work imposed on their professors.

A readjustment of the sizes of a number of classes in the college is essential, if the highest efficiency in classroom instruction is to be secured. In 1926-27 there were 69 classes organized in the college, of which 11 contained from 1 to 4 students, 10 from 5 to 10 students, 18 from 11 to 20 students, 11 from 21 to 30 students, 3 from 31 to 40 students, 7 from 41 to 50 students, 5 from 51 to 60 students, 1 with 70 students, 1 with 85 students, 1 with 96 students, and 1 with 182 students. Thus 16 of the classes exceeded 40 students in size. Of the larger classes, 2 were in psychology, with 40 and 48 students; 1 in German, with 70 students; 1 with 85 students in history; and 1 with 96 students in physical education. The class with 182 students was a freshman orientation course. In its study of the size of the classes in the college the survey committee was impressed with necessity of a resectioning of the larger classes and a reassignment of the work of the teachers.

### EDUCATIONAL EQUIPMENT

The library of Fisk University, housed in a library building which was the gift of Andrew Carnegie, contains 12,900 books. The expenditures for the five-year period are shown herewith.

TABLE 12.—*Expenditures for library*

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books and magazines.....	\$1,234.76	\$1,875.23	\$975.77	\$453.28	\$3,000.00
Supplies and binding.....	151.55	109.49	139.79	63.55	100.00
Salaries.....	2,104.50	2,880.00	2,730.98	2,885.83	2,243.88
Total.....	3,490.81	4,864.72	4,846.54	4,402.76	5,343.88

A full-time trained librarian is employed, and the average number of student assistants working in the library is five.

The library is supported principally by an annual library fee of \$1, which is paid by each student attending the institution, and from the interest on an endowment fund for the library amounting to \$9,000. A part of this fund, known as the Andrew Carnegie Fund, amounts to \$7,250, while the other part, consisting of \$1,750, is known as the College Library Fund.

The library is well stocked with the works necessary in conducting regular college work. The library building and equipment are reaching the limit of their usefulness, because of the lack of space. One of the outstanding features of the survey at Fisk University was the constant use made of the library reading rooms and the serious attitude of the student body in utilizing the facilities at their disposal. The library at Fisk University, as in a number of the institutions surveyed, is truly a workshop. Nowhere was the pulse of the university better felt than in the period spent by the survey committee in the library; nowhere was the stimulating effect of a live student body more apparent. It is, therefore, the committee's opinion that the further development of the library is necessary, in order to meet the needs of the undergraduate body as well as those of the graduate departments of study now organized or in process of organization.

The scientific laboratories are suitably housed in Chase Hall, the science building. A great deal of the equipment, such as chemistry tables, is old although much of it is still serviceable. There is a lack of space for the proper and convenient storage of physics equipment and more room is needed for classrooms. The chemistry department was well supplied with chemicals and supplies, but more equipment is needed.

The total estimated present value of the scientific equipment and supplies owned by the institution is \$13,700. Below are given the expenditures for the different laboratories during the past five years.

TABLE 13.—*Expenditures for laboratories*

Expenditures	In biology	In chemistry	In physics	Domestic science	Manual arts
For equipment and supplies:					
1922-23.....	\$916.43	\$1,466.82	\$70.93	\$41.41	\$276.96
1923-24.....	123.98	868.22	85.66	39.15	103.70
1924-25.....	265.82	1,478.03	50.45	48.87	515.86
1925-26.....	134.54	1,733.43	175.56	141.82	73.68
1926-27.....	125.12	2,778.67	375.84	68.87	( <sup>1</sup> )
Total estimated present value of equipment.....	2,550.00	3,000.00	4,850.00	400.00	1,800.00

<sup>1</sup> Discontinued.

### MUSIC AND FINE ARTS

One of the greatest contributions of Fisk University has been in the realm of music. Through its famous "Jubilee Singers," who have traveled extensively in the United States and England, a new type of American music came into existence. The "Jubilee Singers" were among the first to give to the civilized world the "spirituals," now generally recognized as almost the sole original contribution of this country to musical life. To the musical leadership of Fisk University belongs the credit, in a large measure, for this great achievement. It was also largely through the "Jubilee Singers" and their singing in the early days of the institution that funds were raised for its upbuilding and development. In recognition of its musical service the Juilliard Foundation has recently awarded two scholarships of \$500 each to be used for advanced study.

Notwithstanding these accomplishments, an examination of the present musical facilities at Fisk University indicates the need of a complete reorganization of its department of music. A school of music should be established and properly housed in an independent building particularly designed to take care of the various types of vocal and instrumental instruction and with necessary practice and audition rooms, library, offices, and concert hall.

As greater opportunities are developing for those who have artistic talents in other fields than music, such as art and the drama, it is the committee's opinion that first-class instruction should be offered in these fields. The teaching of art has made some progress at Fisk under exceptional handicaps. There is a lack of casts and other material worthy of stimulating drawing and painting. The art work at Fisk is, therefore, limited largely to copying other pictures and working on matters that are of secondary artistic importance. The professor of art, despite these handicaps, has succeeded in keeping the interest of a good number of students. It is the committee's opinion that an unusual opportunity awaits the university in taking the added responsibility of training those of artistic gifts.

### GRADUATE WORK

As a phase in its reorganization, the university has recently completed arrangements to give graduate work in the departments of English, philosophy, history, sociology, and chemistry for the year 1927-28.

In view of the strategic location of Fisk University in the heart of the South, the establishment of the nucleus of a first-class graduate school is a matter of importance to a large number of college students and teachers who are desirous of obtaining the master's and doctor's degrees in compliance with the demands made by educational author-

ities in their respective States. The cost of graduate work in the larger university centers in the North is exceedingly high and in some cases almost prohibitive. It is, therefore, the opinion of the survey committee that in developing a graduate school in the South a great many more students and teachers will be able to avail themselves of the opportunity to pursue advanced studies under competent direction, at less cost and with less trouble. The committee, therefore, views the development of graduate work at Fisk University with favor and hopes that the resources of the university will be sufficient in the future to meet the heavy cost of graduate instruction not only in the departments now offering this work but in other departments.

### *EXTRACURRICULAR ACTIVITIES*

Students at the university are restricted to a limited number of extracurricular activities which are determined by a system of points. Students who are deficient in their scholastic work are required to curtail or to abandon completely extracurricular activities. Four literary societies and clubs are now organized for women; those for the men are in process of organization. There is a student council, an athletic association, and other student organizations, all of which are under the control of faculty advisers. A number of musical organizations are active at the university.

### *CONCLUSIONS*

Fisk University during the 62 years of its history has been a vital force in education. In recent years the occupational histories of Fisk University graduates show that 45 per cent became teachers; 2 per cent became ministers; 20 per cent housewives; 11 per cent physicians, pharmacists, and dentists; 5 per cent business men; 4 per cent stenographers and clerks; 5 per cent graduate students. While the value of such service can not be accurately measured, it is obvious that the achievements of Fisk University have been of a high order. The survey committee also wishes to commend the authorities of the university for the program of reorganization that has recently been put into effect.

In harmony with these objectives, the following recommendations are made:

That there be established in the near future a graduate school offering facilities for advanced study and research in the major fields of knowledge leading to advanced degrees.

That a school of music and fine arts be established as a separate division of the university, offering both professional and college programs leading to diplomas and degrees.

That the library building be enlarged so as to provide the necessary space for additional books and reading rooms.

That the chemical, physical, and biological laboratories be strengthened in order to meet the demands for specialization in these subjects from the standpoints of both graduate and undergraduate work.

That the teaching loads of the faculty members now carrying more than the normal teaching hours per week and the normal number of student clock hours be materially reduced.

That the large classes in the college be divided into sections and the teaching assignments of the teachers readjusted accordingly.

That the art department be supplied with a complete set of casts and other necessary equipment.

That the professors of the college be encouraged to devote more time to research and that provision be made to relieve in part from teaching duties those showing research ability.

That the board of trustees, as soon as feasible, take steps to increase the size of the physical plant so that it will not be necessary to curtail enrollments in the future.

That the salaries of the teachers receiving \$1,400 or less annually be raised.

### WALDEN COLLEGE

*Nashville, Tenn.*

Walden College began its existence in 1865 under the auspices of the Methodist Episcopal Church. After a decade of rapid growth, a medical department was established, the beginning of Meharry Medical College. In 1879 the law department was opened. Other divisions were established devoted to theology, teacher training, mechanic arts, and household arts. In 1915 Meharry Medical College became a separate and distinct school. For a year during the World War the college was not in operation, the property having been taken over by the Government for an Army training camp. It was reopened in 1919, and in 1922 the board of education of the Methodist Episcopal Church assumed control of it.

The institution is governed by a self-perpetuating board of trustees composed of 16 members, 10 of whom are negroes and 6 whites. Four bishops and a number of ministers are found in the board. The term of office is for two years, although reelection of members is the custom. All titles to the property of the college are held by the board of education of the Methodist Episcopal Church in Chicago. The insurance policies on the college property are likewise held by the board. The teaching staff is selected by the president subject to confirmatory action of the board of trustees and of the aforementioned board in Chicago.

Since its reopening in 1919 Walden College has been organized on a junior college basis, two-year curricula being offered in arts, in science or premedical work, in education, and in home economics. A high school and an elementary school are also conducted.

The enrollment of the institution for 1926-27 was 135, of whom 41 were in the college and 94 in the high school.

The junior college has not been officially recognized by the Department of Education of Tennessee. However, the high school is accredited by the State. In 1926 the Department of Education of Texas recognized the junior college. The graduates of Walden College have been accepted with full junior standing at Northwestern University, Ohio State University, and Clark University. Both Fisk University and Howard University have accepted graduates of the college, giving full credit for the work done with the exception of that in chemistry.

#### ADMINISTRATION

The president, who has charge of the finances of the college, is assisted by a cashier-bookkeeper and a private secretary. The college receives its financial support largely from three sources—church appropriations, student fees, and board and room. The sources of income are shown in the following table.

TABLE 14.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$8,000.00
Gifts for current expenses.....	182.18	15.95	78.25	112.60	500.00
Student fees.....	8,818.75	8,155.27	6,037.30	4,948.16	3,000.00
Sales and services (net).....	1,108.08	867.31	838.21	729.80	600.00
Total.....	20,109.01	17,038.53	17,653.76	16,790.56	12,700.00

The church appropriations include the annual contributions from the board of education of the Methodist Episcopal Church. The reduction of \$2,000 in the 1926-27 appropriation is caused by the decrease in the world service donations of the Methodist Episcopal Church. The gifts from current expenses are local donations.

The decrease in receipts from students fees and from sales and services is attributed to the decrease in high-school enrollment. The student fees include \$27 a year for tuition, in addition to a registration fee of \$3; library fee, \$1.50; student activity fee, \$3; laboratory fees from \$5 to \$8 per semester. Board, furnished room, heat, and light are offered for \$14 a month. The college has no permanent endowment fund.

A study of the financial situation at Walden College indicates a loss of income for the past five years, with the exception of 1923-24, the percentage of loss being approximately 40 per cent. The business

offices of the college are somewhat crowded, but the college accounts are well kept, in accordance with the requirements of the Board of Education of the Methodist Episcopal Church. The registration cards of the entering students were examined and all students were properly accounted for, although transcripts had not been obtained in a few cases from students from high schools outside of the State.

### PHYSICAL PLANT

The campus of Walden College is situated on a hill in the suburbs of Nashville. It is 3 acres in extent and is valued at \$7,500, the total value of its land holdings being \$12,000. These values are based upon estimates made by the board of trustees and on the fact that adjoining land is selling for from \$1,000 to \$1,500 an acre. On the school grounds there are three college buildings and three smaller structures which are valued at \$167,000, based on a recent appraisal made by the board of trustees. The equipment in the buildings is estimated at \$6,300, based on an inventory made in 1926. The total estimated value of the entire plant is \$185,300.

Whetstone Hall, the principal building of the institution, was erected in 1895. It is two stories in height and is valued at \$40,000. The structure contains 22 rooms, including recitation rooms, laboratories, administrative offices, a library, and an auditorium. Another building, known as Braden Hall and constructed in 1914 at a cost of \$60,000, is used as living quarters for women students, while a third structure, built in 1895 and valued at \$50,000, provides quarters for men students. The three other buildings include a barn, tenant house, and garage. None of the buildings is fireproof. Whetstone Hall has no fire escapes, while the men's dormitory is provided with two fire escapes.

The buildings and grounds are under the supervision of the dean, who is assisted by a student supervisor. The dormitories are kept in order by students under the direction of the matrons and preceptors. Repairs on the buildings are made by the college farmer. Students receive credit on their bills for the work they do. The committee was favorably impressed by the care taken of the grounds, buildings, and equipment, despite the fact that the college has little money to spend on the improvement of the grounds and upon general repairs. The dormitories for both men and women are well designed and satisfactorily furnished. The students' rooms were found in good order.

### PREPARATORY SCHOOL

The charter of Walden College requires the maintenance of a preparatory school. However, students of the college and of the high school are segregated and the high school and college faculties

are distinct. The same buildings are used by students of both the college and the preparatory school. There is no separation in financial records. College and preparatory students do not attend the same lecture, recitation, or laboratory classes.

### ACADEMIC PROGRAM

To be admitted unconditionally to Walden College, students must be graduates of an approved high school and present 16 units of secondary work. Students with 14 units of credit may enter the junior college on condition, but the condition must be removed by the end of the first semester of the sophomore year.

In 1926-27, 21 students entered the college, having fulfilled all entrance requirements. Eleven of the students were graduates of the Walden High School and 10 were graduates from other high schools in Tennessee, Alabama, and Oklahoma.

### GRADUATION REQUIREMENTS

Four two-year curricula are offered at Walden College, the quantitative requirements being 60 semester hours in each case, in addition to Bible and physical education.

The curriculum in arts includes 12 semester-hour credits in English, 12 in foreign languages, 12 in science or mathematics, 6 in history, 3 in psychology, and the remaining credits electives in mathematics or science. In the course in science 37 semester-hour credits are required, 6 in English, 6 or 7 credits in foreign language or mathematics, 6 in French or German, 6 in religious education, and 6 in psychology.

Of the 60 semester hours of credit in the education curriculum, the prescribed work comprises 22 credits in education, 12 in English, 6 in religious education, 6 to 8 in physical education, and the remaining credits elective from foreign language, history, chemistry, or biology. The curriculum in home economics includes 60 semester hours of junior college work, one-third of which must be in home economics.

According to the catalogue, there were 13 departmental subject-matter groups, which include biology, chemistry, education, English, French, German, history, Latin, mathematics, physics, psychology, and sociology. A course in economics is also offered. The courses in German are offered only in case a sufficient number of students request them.

At present the size of the college does not warrant the full development of single subject-matter departments under single heads of departments. However, the concentration of work under each teacher is carried out as far as possible, as is shown in a subsequent section.

## ENROLLMENT

Enrollment in the junior college includes 41 students. The status of the attendance in this division between 1922-23 and 1926-27 is shown in Table 15.

TABLE 15.—Enrollment

Year	First year	Second year	Total
1922-23.....	17	4	21
1923-24.....	14	11	25
1924-25.....	18	16	34
1925-26.....	37	17	54
1926-27.....	21	20	41

The data show clearly a very definite growth of college students with relatively low mortality. However, 1926-27 shows a large decline in the enrollment of first-year students. The enrollment in the high school has steadily declined within the past four years. Attendance of noncollegiate students included 127 in 1923-24, 110 in 1924-25, 90 in 1925-26, and 94 in 1926-27. After considering the trends of student attendance in both the college and high school, it is apparent to the survey committee that Walden College is reaching a critical point in its history. Unless the high-school enrollment rapidly increases and creates the basis for a heavier junior college attendance, or unless college recruits become available from other sources, there can be little hope for growth. As the institution has been operated as a junior college no degrees have been granted.

## FACULTY

The faculty of the junior college consists of five members, their assignments including the following subjects, respectively: Psychology and sociology; German, French, and Latin; English, child study, history of education, methods and practice, and one course in history; chemistry, physics, and trigonometry; and biology, history, and athletics.

The training of the faculty does not come up to the standards generally adopted by accrediting agencies, and apparently little effort is being made to increase the qualifications of the teachers. Table 16 shows the degrees held by the different members.

TABLE 16.—Training of faculty

Case	First degree	Where obtained	Graduate degree or advanced work	Where obtained
1	A. B.....	Phlanger Smith College.....	A. M..... Work at Berlitz Language School.	Phlanger Smith College.
2	A. B.....	Howard University.....		
3	A. B.....	Lincoln University.....		
4	A. B.....	Fisk University.....		
5	A. B.....	Miami University.....		

Each member of the faculty holds the bachelor of arts degree. Only one member of the teaching force has the master of arts degree, and none of the faculty has had contact with the leading graduate schools of the country. The survey committee, however, was favorably impressed with the excellent class work and it is felt that the teachers at Walden College are deserving of the opportunity to further improve the instruction in their respective fields by taking post-graduate work in some of the more prominent graduate schools of the country.

The teaching staff is composed almost entirely of new members, one having served for one year, one for two years, one for three years, one for four years, and one for nine years. Salaries paid to the staff vary from \$774. to \$2,000 annually, including board and room. One teacher receives \$774; three, \$909; and the acting president, \$1,500 plus a perquisite valued at \$800, a total of \$2,300. Notwithstanding the value of the perquisites of board and room, the compensation is low, and Walden College can not compete with other colleges in obtaining the best teachers upon the basis of salaries now being paid.

The student clock-hour loads of the staff are moderate, none of the members being overburdened with work. Of the five teachers, two have loads of less than 100 student clock hours per week, and the other three between 201 and 300 hours. The president has 6 hours per week of classroom instruction, one teacher 15 hours, one 16 hours, one 17 hours, and one 27 hours. The member of the staff with 27 hours per week is the instructor in chemistry, physics, and trigonometry, 16 hours of his work being in laboratory. This load should be reduced.

The sizes of the classes in the junior college are small, there being 1 class containing less than 5 students, 5 with 5 to 10 students, 10 classes with 11 to 20 students, and 2 classes with 21 students. The foregoing information shows that the enrollment of the college could be at least doubled without incurring increased expense for administration and instruction, with the possible exception of certain scientific equipment and supplies. The latter could be paid for out of the extra fees received.

### EDUCATIONAL EQUIPMENT

The library of Walden College is small, containing only 1,500 volumes of any use to the institution. Several good encyclopedias are available and a number of magazines. Much more space is needed in order to give room for the books that should be obtained to bring the library up to junior college standards. A white librarian, trained at Peabody Institute, is employed, who gives only part time to the work. One student assistant is employed.

The expenditures for library purposes for the past five years are shown herewith.

TABLE 17.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$50.00	\$75.00			
Magazines.....	25.00	25.00	\$25.00	\$25.00	\$15.00
Supplies.....	50.00	100.00			
Salaries.....	387.50	387.50	387.50	387.50	387.50
Total.....	512.50	587.50	412.50	412.50	402.50

Many of the books in the library are gifts. The problem of building up a satisfactory library with resources to meet the needs of the several departments has been one of increasing difficulty. It is the committee's opinion that the development of the library should be a matter of immediate concern to the friends of the institution.

The expenditures for scientific equipment and supplies by the institution are shown for the past five years, as follows:

TABLE 18.—Expenditures for laboratories

Expenditures	In biology	In chemistry	In physics
<b>For permanent equipment:</b>			
1922-23.....	\$150.00	\$200.00	\$95.00
1923-24.....	75.00	80.00	
1924-25.....	15.00	25.00	
1925-26.....		10.00	
1926-27.....			
<b>For supplies:</b>			
1922-23.....	150.00	200.00	95.00
1923-24.....	73.00	90.00	44.15
1924-25.....	82.15	117.75	25.50
1925-26.....	101.20	90.85	24.00
1926-27.....	20.00	50.33	15.00
Total estimated present value of equipment.....	1,100.00	706.00	150.00

The chemical and biological laboratories were found in exceedingly cramped basement quarters with inadequate light. The physics laboratory is crowded into a small recitation room. The laboratories were kept in excellent order and used to the best possible advantage, but the facilities are entirely inadequate.

### EXTRACURRICULAR ACTIVITIES

The college encourages all suitable forms of student activities, including such games as tennis, football, basketball, baseball, and other types of free exercise. The college is a member of the American Collegiate Athletic Association. The athletic activities of the college are administered by a combined committee which comprises four members of the faculty and one student elected by the Students' Athletic Association. There are no societies or fraternities at Walden College. The students maintain three literary organizations

and choral, chemical, and mathematical clubs. Both the Y. M. C. A. and Y. W. C. A. are represented at the college.

### CONCLUSIONS

Walden College for many years rendered a worthy service in the fields of secondary, higher, and professional education. However, since the World War the institution has suffered the results of various forms of educational competition and the disadvantages of a rapidly sinking income. The state condition of enrollment in the institution seems to indicate that the foundation for a well-organized junior college is slowly disappearing. In continuing the junior college as well as the high school under such adverse conditions, it becomes apparent that the board of trustees is faced with a difficult problem. In view of this situation, the survey committee recommends:

That if no large support of the institution is obtained from its clientele, measures be taken to dispose of the property and to consolidate Walden College with some other institution of similar type.

That in the event the institution is continued, the work of each of the college teachers be concentrated in a single field.

That the compensation of the administration and faculty be substantially increased.

That a teaching staff of properly trained members be employed and that the present teachers be given an opportunity to do graduate work.

That new quarters be provided for the laboratories, and the necessary equipment purchased to teach college courses in science.

That the library be brought up to junior college standard.

### ROGER WILLIAMS UNIVERSITY

*Nashville, Tenn.*

Roger Williams University was founded in 1866 by the Rev. Daniel Williams Phillips, under the auspices of the American Baptist Home Missionary Society. In 1905 the principal buildings were destroyed by fire. In 1908 the institution was reopened and the responsibility for its direction transferred to the Negro Baptist Missionary and Educational Convention of the State of Tennessee.

The control of the university is vested in a board of trustees composed of 21 members who own the property and direct in general the policies of the institution. Two meetings are held each year, one at commencement time and another at the annual session of the State Baptist Convention in October. The trustees designate a local board of directors to visit and supervise the university.

After the death of the president two years ago, the institution elected a successor who conducted the affairs of his office largely in absentia, with the aid of a young man who rapidly ran the institution into debt. The institution is now suffering from a number of suits for unpaid bills and for alleged fraudulent practices of inexperienced officials. In order to remedy the situation, the trustees, in January, 1927, appointed an acting president who is working out a solution of the university's administrative problems. The survey committee has been able to obtain a very small amount of exact information regarding the affairs of the institution.

Roger Williams University includes a regular four-year college, a four-year high school, and special departments of normal work, home economics, music, and printing. A grammar school, consisting of the seventh and eighth grades, is also conducted. In 1926 the enrollment of the institution was as follows: Sixty in the college, 7 in the normal department, 108 in the high school, 9 in the eighth grade, 20 in the commercial department, and 29 in the music department.

No information could be obtained regarding the relation of the college to accrediting organizations, nor with respect to the graduates of the college in relation to graduate schools. According to the catalogue of 1926 the State of Tennessee recognizes the diploma issued to students who complete the work of the normal department.

#### ADMINISTRATION

The acting president was assisted by a bookkeeper and a stenographer. The business office was fairly well equipped, but the books have been neglected and no financial statements were available. The registrar's records were very incomplete, many items having been omitted from the cards. The system would be satisfactory if properly kept.

#### PHYSICAL PLANT

Roger Williams University has an exceptional location on the outskirts of Nashville. The campus, which approximates 12 acres, is well adapted for college purposes. No data regarding the value of the grounds were given. The buildings of the college are in many respects above the average found in institutions of this type. The boys' dormitories and parts of the administrative buildings were in need of repair.

There are four college buildings. The main building of brick, four stories high, is used primarily for classrooms and for the administrative offices. The women's dormitory, also of brick construction, is five stories high and contains the chapel and the dining room. The two dormitories for men are frame structures. On the whole, the grounds and buildings were clean and in good order. The student

dining rooms and kitchen were inspected and found to be in satisfactory condition.

### PREPARATORY SCHOOL

The university conducts a preparatory school which is kept separate from the college in students and buildings. There is no separation of the faculty or of the finances of the two divisions. College and preparatory students do not belong to the same lecture, recitation, or laboratory group. It is not planned to discontinue preparatory work.

### EDUCATIONAL PROGRAM

The details regarding the entrance and graduation requirements can not be given, as the necessary information was not furnished; however, 120 semester-hour credits are required for graduation in curricula leading to degrees.

There are five general departments of instruction as follows: Ancient languages, including Greek and Latin; modern languages, including German, French, and English; mathematics; physical and natural sciences, including biology, physics, chemistry, and geology; social sciences and history, including political science, sociology, economics, history, education, and philosophy.

### ENROLLMENT

The institution failed to furnish the survey committee with data regarding student attendance for the past five years. According to the catalogue of 1925-26, the following number of students were enrolled in the college division of the institution: Twenty-one freshmen, 18 sophomores, 15 juniors, and 6 seniors, the total being 60. During that year 1 senior normal student was also enrolled and 6 special students. In 1924, 7 students were graduated from the college and 5 from the normal department; in 1925, 10 were graduated from the college and 1 from the normal department.

The survey committee met with the students of the college, high school, and home economics department, and found a large proportion of them earnest, intelligent, and sincerely desirous of obtaining the advantages of college education. The lack of supplies in the home economics department was particularly noticeable, as the girls were obliged to sell their products in order to obtain money to pay for materials needed.

Owing to a lack of proper supervision, students were found to be carrying very heavy loads of classroom work. The committee noted one student who was carrying studies amounting to 62 semester hours of credit, and 40 to 49 semester-hour credits were not unusual.

### THE FACULTY

The faculty in 1926 was composed of 15 persons, whose assignments in the college were as follows: Philosophy; English and Greek; social sciences; music; mathematics; history, civics, and music; education; Latin; physical and natural sciences; English and history; commercial department and English; English, history, and domestic science; physiology; and arithmetic.

With the exception of two, these teachers were also listed as teachers in the high school or academic department.

Eight of the 15 teachers hold the bachelor of arts degree, 1 the bachelor of science degree, and 1 the bachelor of science in education. The head of the commercial department has the degree of M. C. A. In view of the lack of leadership, the attitude of mind of the members of the teaching staff was very unsatisfactory. There is an evident absence of cooperation amounting even to suspicion. The teachers are very poorly paid.

### EDUCATIONAL EQUIPMENT

The university has a large, well-lighted hall which is set aside for the library. Very few useful books were found, most of them being antiquated. There were few books that would be of service even to the high-school students. The cataloguing of the books was also defective. The science laboratories were found to be wholly inadequate for college purposes.

### EXTRACURRICULAR ACTIVITIES

The students maintain a number of organizations for mutual betterment, including the Dunbar Debating Society, which is limited to college students, the High School Literary Society, and the female quartette.

The athletic activities of the institution are under the control of a committee of 7, 2 from the faculty, and 5 from the student body.

### CONCLUSIONS

Notwithstanding the depressing situation existing at the university at the time of the survey, the committee ascertained that for a number of years the institution has made substantial educational progress and has been successful in training a large number of high-school students and a more limited number of college students.

It is the survey committee's opinion that the State Baptist Convention of Tennessee should seriously consider the advisability of discontinuing the institution. If financial support can be secured, there is the basis for the continuance of a good high-school department that under proper control may develop into a junior

college. If this institution is to be continued, the survey committee recommends:

That the name of the institution be changed to Roger Williams Junior College.

That the trustees provide competent and reliable administrative and educational staffs for carrying on an institution of junior college grade.

That a new library consisting of not less than 5,000 well-selected works suitable for the use of the high school and junior college departments be provided as soon as possible.

That the biological, chemical, and physical laboratories be re-equipped, in order to meet the requirements of the high school and of at least one year of college work in these departments of science.

That more adequate provision be made for home economics instruction both in the laboratory equipment and in supplies for teaching the various aspects of this subject.

That salaries be provided for the employees of the institution corresponding with those in similar institutions of higher learning in Nashville, Tenn.

That the classroom loads of the students be reduced not to exceed an average of 15 hours per week, not including laboratory work.

That new practice pianos be provided for the music department.

### KNOXVILLE COLLEGE

*Knoxville, Tenn.*

Knoxville College, founded in 1875 by the United Presbyterian Church of North America, is sustained by contributions from the various congregations of the church through the Board of Freedmen's Missions. The college is chartered under the laws of Tennessee.

The institution is at present governed by a board of trustees consisting of 11 members, all white. The president of the college is a member of the board, as is also one of the professors on the faculty. The other nine members, all of whom reside in Pittsburgh, Pa., are representatives of the Board of Freedmen's Missions of the United Presbyterian Church. The faculty representative on the board of trustees is elected annually; the other members are elected every three years.

Plans have been completed for the complete reorganization of the board of trustees. The charter is to be changed and provision made for four additional trustees, bringing the total membership up to 15. These additional trustees will include two alumni of the college and two local residents of Knoxville. In the contemplated reorganization, the Board of Freedmen's Missions is to release entire control of the institution to the board of trustees, who will in the future govern it

as an independent body. Title to the property, including insurance policies on the property now held by this church organization, is to be transferred to the board of trustees.

Knoxville College comprises three divisions: College, academy, or high school, and conservatory of music. The college course covers four years above the twelfth grade; the academy course, grades 9 to 12, inclusive. In connection with the academy, a subacademy course is provided for students who are deficient in high-school work.

The total enrollment of the institution for 1926-27 was 356, distributed as follows: College, 150; academy, 132; subacademy, 37; specials, 4; music, 131. In this distribution, 98 students are counted twice. The students come from 20 States, and the institution is coeducational in all divisions.

The college is recognized by the Tennessee State Board of Education to the extent that since 1925 teachers' certificates are issued to students who complete a specified number of courses in education. The catalogue states that permanent certificates to teach in high school are granted to students of the college who complete 27 quarter hours in education, and 18 quarter hours in the subjects to be taught in high school. In 1927, the institution was recognized as a standard "A" grade college by the North Carolina State Department of Education. This recognition gives the students full credit toward teachers' certificates for work done in the college division. The institution was unable to furnish the names of any of its graduates who had been accepted by universities or who had transferred credits to other schools from which they later received degrees.

### ADMINISTRATION

The financial administration of the college is under the control and direction of the president, who is assisted in the work of his office by a secretary and a bookkeeper.

The expenses of the institution are met almost entirely by church appropriations and by student fees, as shown by the following table.

TABLE 19.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$39,760	\$38,226	\$41,345	\$46,348	\$49,342.19
Interest on endowment.....	273	331	338	338	338.50
Gifts for current expenses.....	1,854	802	569	613	6,193.45
Student fees.....	7,371	9,196	12,301	13,987	12,458.32
Sales and services <sup>1</sup> .....	522	3,690	3,355	1,498	358.00
Total.....	49,680	52,245	57,908	62,784	68,687.46

<sup>1</sup> Includes income from farm, printing, and bakery.

The above table shows a steady increase in income during the last five years, the amount for 1926-27 being 38.2 per cent larger than that for 1922-23. This is a noteworthy gain considering the fact

that the total attendance during the last five years has remained virtually the same. The number of college students, however, has increased 74 per cent, while the number of noncollegiate students has decreased 55 per cent.

Church appropriations represent contributions from the Board of Freedmen's Missions of the United Presbyterian Church. They amount to 71.8 per cent of the total income for 1926-27. Knoxville College has an endowment fund of \$440,000, which is expected to be increased to \$500,000 within the next few months. This endowment was started in 1920 by the Board of Freedmen's Missions. At that time the General Education Board agreed to donate \$125,000, providing the board raised the remaining \$375,000. Up to January 1, 1928, the General Education Board has paid \$104,000 into the endowment fund, while the Board of Freedmen's Missions has raised \$336,000. Interest on the endowment has been included in the regular appropriations of the Board of Freedmen's Missions to the college, but beginning with the fiscal year of 1928-29, the endowment will be turned over to the board of trustees and the entire income will go direct to the college. Appropriations for maintenance and development will, however, be continued by the United Presbyterian Church. In addition to this \$440,000 productive endowment, Knoxville College has a special endowment known as the Carnegie Library Fund. This amounts to \$12,630, only \$6,130 of it being productive. The fund has remained the same for the last five years. The annual yield on the productive portion of this endowment is about 5½ per cent.

The income from student fees has increased 69 per cent during the last five years. The increase in the number of regular college students and advanced tuition fees account for the increase. Tuition is \$37.50 per year in the college and \$22.50 in the secondary school. There is, also, an incidental fee of \$18 annually, with a health fee of \$2 and laboratory fees of \$6 to \$15. The charge for a room in the dormitory is \$3 per month and board is \$14 per month. Receipts from the board during the year 1926-27 amounted to \$36,141.43, with expenditures of \$34,891.09. The net income from board was therefore \$1,250.34. Net receipts from sales for agriculture amounted to \$248.31.

The business offices of the college were found by the survey committee to be well equipped, and the books in very good condition. The accounts of the college are audited annually by certified public accountants employed by the board of trustees.

The student records of the institution are properly kept; and considerable care is exercised in checking the entrance credentials of students and in preserving their other records. Adequate forms are used in recording and reporting data concerning the students. The

administration recognizes the fact that grading by numbers of the faculty has been too high and plans have already been made to remedy the condition by effecting a change in the methods of grading.

### PHYSICAL PLANT

Knoxville College owns 92 acres of land valued at \$53,669. Twenty acres, valued at \$10,660, are used as a campus; the remainder is used as a farm and as experimental grounds. The campus, which is located just a mile from the business center of Knoxville, occupies a high elevation overlooking the city, and is beautifully shaded with trees.

The plant consists of 12 academic buildings valued at \$427,683, with equipment valued at \$31,616. In addition to the academic buildings there are on the campus the president's residence and seven cottages for members of the faculty. The total valuation of land, buildings, and equipment is placed at \$513,268. The figures of valuation are taken from the report of the auditor. All the buildings are described as nonfire resisting. Insurance on the buildings amounts to \$298,700.

Most of the buildings were erected over 20 years ago. Two were erected before 1890, three between 1894 and 1898, three between 1902 and 1907, and the remaining four between 1913 and 1927. The buildings erected before 1890 include McDill Home, used as a women's dormitory; and Wallace Hall, used as lodging for teachers. The buildings erected between 1894 and 1898 include the administration and recitation building; McCulloch Hall, used as a men's dormitory; and Etuatban Hall, used as a girls' dormitory. The buildings erected between 1902 and 1907 include the Carnegie Library, the mechanical building, and the infirmary. The buildings erected since 1913 include the central heating plant, McMillan Chapel, science hall, and the gymnasium. The latest building completed is the gymnasium.

All the buildings are in fair to excellent condition. The furniture in the men's dormitory is old, and the folding beds in use are not very attractive. Insanitary conditions found in the toilets were to be improved during the summer of 1927. All dormitories have ample fire protection. The dining room, located on the ground floor of McDill Home, the women's dormitory, is neat and clean and airy. The institution is to be commended for its policy of maintaining houses for members of the faculty.

The officer in charge of the care of grounds and buildings is the superintendent of grounds and buildings. Two student foremen, one for the campus and one for the buildings, work under the superintendent. A plumber and a carpenter are employed regularly to keep the buildings in repair. Other labor on the grounds and in the

buildings is performed by students, who receive payment for their work by the hour.

### PREPARATORY SCHOOL

The charter of Knoxville College does not require the maintenance of a preparatory school, and it is planned to eliminate preparatory work as fast as room is required in dormitories and recitation halls for college students. Formerly the institution maintained 8 grades of primary school, 4 years of high school, and 4 years of college. Through a policy of eliminating one lower grade each year the elementary school was discontinued in 1926-27. At the present rate of increase in the college enrollment the high-school classes will probably all be dropped within the next five or six years.

The college and the preparatory school are separate and distinct with regard to students and faculty. The two divisions are partly separated in the use of buildings but not in finances. College and preparatory students do not attend the same recitation, lecture, or laboratory periods. Enrollment in the noncollegiate departments included 233 students in 1922-23, 217 in 1924-25, 183 in 1925-26, and 163 in 1926-27.

If teacher-training work is to be conducted on a high level, some provision will have to be made for practice teaching, although the State does not require it for a certificate. It may be possible to make arrangements with the city schools for practice teaching, since all work in the grades has been abolished.

### EDUCATIONAL PROGRAM

The institution is a member of the Association of Colleges for Negro Youth and maintains the standards of that association in admitting students to its college.

Fifteen units of accredited secondary work are required for entrance, divided as follows: 3 units in English,  $2\frac{1}{2}$  units in mathematics, 1 unit in physical science, 2 units in foreign language, 1 unit in social science, and the remainder elective. Because of the difficulty in ascertaining the accredited and nonaccredited high schools, Knoxville College has adopted a policy of accepting graduates from four-year preparatory schools, provided the candidates have stood in the upper third of their classes in scholarship. All other candidates are required to take examinations for entrance, usually in English and mathematics.

The college reserves the right, however, to examine any entering student if it is thought desirable. All students admitted to the freshman class are received upon probation and are subject to reclassification if their work is not satisfactory. Graduates from the

academy department of Knoxville College are enrolled in the freshman class without examination.

No conditions are allowed for entrance to the college. If 15 units of work are not presented for college entrance, the applicant is classified as an academy student with advanced standing. The catalogue lists the names of four special students for the year 1926-27. The basis of this classification is not stated.

### GRADUATION REQUIREMENTS

The quarter, or term, hour is the unit for measuring work at Knoxville College. The requirement for graduation is 186 quarter-hours, which is equivalent to 124 semester-hours.

The 186 quarter-hours of credit leading to either a bachelor of arts or a bachelor of science degree include the following: 20 credits in English, 20 credits in foreign language, 10 credits in mathematics, 15 credits in science, 5 credits in psychology, 5 credits in medieval history, 6 credits in public speaking, 10 credits in Bible. In addition to the required courses in the freshman and sophomore years each student must complete 35 credits in a major subject and 25 credits in a minor subject.

Candidates for the bachelor of arts degree must complete 30 credits in two foreign languages, one of which must be an ancient language. If two secondary units in either language are presented for entrance, only 10 credits are required in that language. Candidates for the bachelor of arts degree must complete 10 credits in English in addition to the 20 credits required in the freshman and sophomore years. Candidates for the bachelor of science degree must complete 30 credits in physical science, including those in freshman year. They must also complete 20 credits in modern foreign language and they must complete mathematics through calculus.

Graduates in advanced music courses receive diplomas. Students graduating from the music department must have as an academic basis a four-year high-school course or its equivalent. Students majoring in voice, piano, or violin must complete 20 credits in English in the college department and must have credit for at least two years of foreign language (preferably modern) either in high school or in college. No specific number of years or credits is indicated as a requirement for the music diploma.

Sixteen units of secondary work are required for graduation from the academy department. Three courses are offered, as follows: Preparatory arts, preparatory science, and home economics.

**ENROLLMENT**

The following table shows the enrollment in the college during the last five years.

TABLE 20.—*Enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	41	26	10	9	86
1923-24	41	26	22	11	100
1924-25	57	27	37	18	129
1925-26	55	31	19	22	127
1926-27	74	36	21	20	151

Included in the freshman and sophomore classes of 1926-27 are 14 students who are considered normal students, the work they pursue being placed on a college basis. They have completed the 15 units of high-school work. The table of enrollments shows a steady gain during the last four years, amounting to 75 per cent between 1922-23 and 1926-27.

**DEGREES**

Knoxville has granted a total of 67 degrees in course during the past five years, 51 of which were the degree of bachelor of arts and 16 bachelor of science. The bachelor of arts degrees were granted as follows: 4 in 1921-22, 8 in 1922-23, 7 in 1923-24, 15 in 1924-25, and 17 in 1925-26; and the bachelor of science degrees, 2 in 1921-22, 1 in 1922-23, 3 in 1923-24, 3 in 1924-25, and 7 in 1925-26. No honorary degrees have been conferred by the institution during this period.

**FACULTY**

The teaching staff of the college is composed of 9 members, 7 of whom are white and 2 colored. All hold the rank of professors. The college is organized into eight departments of instruction, as follows: Ancient languages, biology, chemistry, education, English, mathematics and physics, Romance languages, and social science.

While the college is small, it is probably best to designate each teacher as a professor; but as the size of the student body and the faculty grows, there will be need of teachers of the lower ranks.

All nine members of the college faculty hold bachelors' degrees from well-established institutions. Six of the members hold advanced degrees, and the other three have completed some work toward an advanced degree. The following table shows the training of the various members of the faculty.

TABLE 21.—*Training of faculty*

Case	First degree	Where obtained	Graduate degree	Where obtained	Graduate work
1	A. B. ....	Muskingum College....	A. M. ....	University of Michigan.	
2	A. B. ....	do. ....	Ph. D. ....	do. ....	8 hours, Pittsburgh University.
3	A. B. ....	do. ....			6 hours, University of Michigan.
4	A. B. ....	Indiana University....	A. M. ....	Northwestern University.	
5	A. B. ....	Wilberforce University.	M. S. ....	Howard University. . .	1 summer, University of Pennsylvania.
6	A. B. ....	Muskingum College....	A. M. ....	University of Pittsburgh.	
7	Licencié ès Lettres.			Geneva University (Switzerland).	
8	A. B. ....	Carroll College.....	A. M. ....	University of Wisconsin.	1 summer, University of Chicago.
9	B. S. ....	Hanover College			6 hours, University of Michigan.

It will be noted in the foregoing table that four members of the faculty are graduates of the same college. The master's degrees, however, are very well distributed. One teacher holds the doctor of philosophy degree from the University of Michigan. The graduate work of all members of the faculty has been done in universities that rank among the best in the country.

The length of service that the various members of the faculty have had at Knoxville College varies from 1 to 20 years. Four of the teachers are new, having been employed for only 1 year, while of the remainder 1 has served for 2 years, 1 for 4 years, 1 from 10 to 15 years, 1 from 16 to 20 years, and 1 over 20 years. Salaries paid the staff range from \$1,237 to \$2,000, two members receiving \$2,000 annually, four \$1,750, and three \$1,237. Six of the teachers receive living quarters free and three are given both board and room. Considering the stipends paid at other negro colleges, the compensation of the staff is fair.

A study of the student clock-hour loads of the teachers shows that none of them is carrying too heavy a load. Of the 9 members of the staff, 3 have loads between 100 and 200 student clock hours, 2 between 201 and 300 hours, and 4 between 301 and 355 hours.

The number of teaching hours a week, however, is excessive in the case of two members of the faculty. According to the teaching schedule, 1 teacher has 10 hours of classroom instruction per week, 6 have 15 hours, and 2 have 20 hours. The two teachers carrying 20 hours a week are the professor of French and German and the professor of mathematics and physics. The subjects taught by each are closely related, but the schedules are too heavy and should be reduced to a normal load in order that the teachers may have time for adequate preparation of lessons and for personal contacts with students.

Sizes of the classes in the college are generally normal. A study shows 11 containing between 1 and 10 students, 8 between 11 and 20 students, 7 between 21 and 30 students, and 3 between 31 and 40 students. While the majority of the classes are the average in size, three have enrollments of over 30 students. They are classes in trigonometry, German, and sophomore English. Two of these classes are taught by teachers with 20-hour per week teaching schedules.

### EDUCATIONAL EQUIPMENT

The library of the college contains 8,000 volumes. A full-time librarian, who took library training at the University of Michigan, is employed at a monthly salary of \$100 and board and room. One student assistant also is employed. The library is housed in a building erected for that purpose.

The following table shows the expenditures for library purposes during the last five years.

TABLE 22.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$319.04	\$279.94	\$257.32	\$283.05	\$250.68
Magazines.....	76.30	68.05	117.79	147.30	153.00
Supplies.....	28.10	16.16	13.30	19.15	4.05
Binding.....	65.40	20.76	27.60	33.58	48.74
Salaries.....	875.00	875.00	875.00	1,095.40	925.00
Total.....	1,363.84	1,260.41	1,290.91	1,580.48	1,381.47

<sup>1</sup> Includes expenditures to May 15, 1927.

This table shows that the amount spent for library purposes has not increased appreciably since 1922-23. With a growing college it is to be expected that library facilities will be expanded each year, especially by the purchase of modern books needed for reference in connection with the courses offered. An enlarged library program would therefore seem to be needed at Knoxville College.

The laboratory equipment for the present work offered in physics, which includes 1 year of high-school and 1 year of college grade, appears to be adequate. In the chemistry laboratory where 1 year's work of general college chemistry, 1 year of qualitative, 1 year of organic, and 1 year of physical chemistry are offered, the equipment is only fair for the courses. There is no laboratory equipment for physical chemistry. Fair equipment is available for work in biology. Two years of college work in biology are offered in addition to two terms of physiology. The following compilation shows the annual expenditures for scientific equipment and supplies during the last five years.

TABLE 23.—Expenditures for laboratories

Expenditures	In biology	In chemistry	In physics	Other sciences
<b>For permanent equipment:</b>				
1922-23		\$46.93		
1923-24	\$60.96	2,855.77	\$146.83	
1924-25		393.12	25.40	
1925-26	7.50	186.74	250.15	
1926-27	372.36	650.51	535.90	\$30
<b>For supplies:</b>				
1922-23	11.24	119.27		
1923-24	19.75	125.12		
1924-25	5.65	66.65		
1925-26	20.43	82.18		
1926-27	22.00	212.76		
<b>Total estimated present value of equipment</b>	<b>700.00</b>	<b>4,750.00</b>	<b>960.00</b>	

The figures given above represent expenditures of the institution for college scientific equipment and supplies only, additional expenditures having been reported for the high-school laboratories. Considerably more equipment and apparatus are needed if the scientific work in college is to be brought up to the level demanded for a standard college.

### EXTRACURRICULAR ACTIVITIES

Athletic activities of the institution are administered by the faculty. A student council, however, has been organized, consisting of the president of the Y. M. C. A., the president of the Y. W. C. A., 4 representatives of the senior class, 3 from the junior class, 2 from the sophomore class, 1 from the freshman class, and 1 from the academy department, that has charge of many student activities and acts as adviser to the faculty. The college belongs to the Southeastern Intercollegiate Athletic Association and enforces its regulations in the maintenance of scholarship, protection of purity of athletics, and elimination of professionalism.

Knoxville College maintains intercollegiate debating relations with Talladega College, Morehouse College, and Fisk University.

### SERVICE TO SOCIETY

The location of Knoxville College in the city of Knoxville, with a negro population of about 15,000, gives the institution a chance to be of great educational service. The college has announced its aim to provide "thorough literary, classical, and scientific training, together with instruction in the most useful of the manual arts."

At present more than one-half of the students enrolled at the institution come from outside the State. This fact suggests a rather wide field for the college, and as its standards are advanced and as its work becomes recognized, the influence of the institution will be appreciably greater.

### CONCLUSIONS

The past success of Knoxville College and the service that it is now rendering show that the institution deserves continued and increased support. In order that the work of the college may be strengthened and its influence extended, the survey committee makes the following recommendations:

That the present separation of the college and the academy be extended to include finances.

That unless satisfactory arrangements can be made with the city schools for practice teaching, classes in high school be kept for this purpose, in order that the large number of students from outside States, as well as those from Tennessee, may have the advantage of this necessary preparation for teachers' certificates.

That the requirements for the bachelor of arts degree be liberalized by abolishing the requirement in ancient languages.

That the work in music be incorporated in a department in the college of liberal arts with provision for a major in this subject.

That as the college grows the faculty be reorganized to include the generally accepted ranks of professor, assistant professor, and instructor; and that salaries be provided corresponding to these ranks.

That considerably larger annual appropriations be made for books for the library.

That increased appropriations be made for scientific equipment and apparatus in biology, chemistry, and physics, in order to keep work in these sciences on a college level.

That the old, dilapidated furniture in the boys' dormitory be replaced with new furniture.

That the tuition fees in the college be advanced by a substantial amount.

### LANE COLLEGE

*Jackson, Tenn.*

Lane College was founded in 1880 by the Colored Methodist Episcopal Church in America. At the time of its establishment, it was known as the Colored Methodist Episcopal High School and subsequently was chartered under the laws of the State of Tennessee as Lane Institute. In 1896 a college department was organized and the title changed to Lane College. The institution started with 4 acres of land and a small frame building. Its physical plant now consists of 16 acres of valuable suburban property, located within the corporate limits of the city of Jackson, and of a number of large modern school buildings.

Lane College is governed by a self-perpetuating board of trustees, consisting of 27 members serving for a term of three years each, all of whom are negroes. One-third of the membership is elected annually and frequent changes are made in the personnel. A bishop of the Colored Methodist Episcopal Church is president of the board and the majority of the trustees are clergymen. The board meets once every year. An executive committee has been formed but does not function actively. The president of the college is a member of this committee.

The institution conducts a regular four-year college, a two-year normal school, and a preparatory school. A summer session is held each year. Since 1918, the college has been accredited by the Tennessee State Board of Education, graduates of both the college and the normal school receiving State teachers' certificates without examination.

The State departments of education of Mississippi, Texas, Arkansas, Louisiana, Illinois, Indiana, North Carolina, Georgia, Alabama, Missouri, and Kentucky have also accredited the teacher-training work of the institution. The most recent approval of the college was from the State Department of Education of Texas in February, 1927.

Several of the graduates of Lane College have been accepted at leading universities and graduate schools, among them being two students who entered Northwestern University, one obtaining both a master's and doctor's degree, while the other received a master's degree. A third student was admitted as an unclassified student at Iowa State University, but at the end of the first semester was given full credit for his bachelor of arts degree obtained at Lane College. A fourth student entered Harvard University and although he had to complete a year's extra work was granted both a bachelor of arts and master of arts degree from that institution. Lane College was examined in 1924 by representatives of the State boards of education of Tennessee and North Carolina and the United States Bureau of Education.

Enrollment in 1926-27 included 174 college students and 201 high-school students, a total of 375. The institution is coeducational, the majority of its student body being registered from the States of Tennessee and Kentucky. A considerable number, however, are enrolled from Arkansas, Mississippi, Texas, Indiana, Illinois, and other States.

#### ADMINISTRATION

Title to the property of Lane College is held by the Colored Methodist Episcopal Church in America, with the exception of some real estate vested in the board of trustees as a corporate body.

The Colored Methodist Episcopal Church in America makes annual appropriations for the support of the college. Contributions are also

made annually by the Jackson-Memphis and West Tennessee Church conferences. The Methodist Episcopal Church, South, assists financially in its maintenance and several years ago donated a substantial endowment to the college. In 1919 the General Education Board made a gift of \$7,000 to the institution and voted another conditional gift of \$25,000 in 1927. The college is now endeavoring to meet the conditions imposed.

According to the president's annual report of 1926-27, the institution has an indebtedness of \$44,149.37, which is itemized as follows: Loan floated at Security National Bank, \$12,000; endowment fund, \$5,000; loan floated at Second National Bank, \$15,000; loan St. Paul's Church (donation), \$5,000; and loan on president's residence, \$7,149.37.

In submitting a financial statement of its annual income to the survey committee, Lane College excluded its gross revenues from sales and services. The institution's net educational income for 1926-27 was \$25,884.90. The gross receipts from sales and services amounted to \$17,398.24. Table 24 shows only the net income of the college received from different sources annually during the past five years.

TABLE 24.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$7,335.83	\$8,680.05	\$9,666.75	\$9,598.59	\$13,125.15
Interest on endowment.....	679.97	887.50	892.52	892.53	892.50
Student fees.....	6,404.40	8,260.64	6,984.35	7,242.04	8,400.00
Gifts for current expenses.....					417.25
Sales and services <sup>1</sup> .....	1,452.57	1,374.56			
Other sources <sup>2</sup> .....	1,000.00	1,000.00	1,000.00	1,000.00	3,030.00
Total.....	16,869.70	19,101.75	18,543.59	18,733.13	25,884.90

<sup>1</sup> Sales and services in 1922-23 and 1923-24 are receipts from Veterans' Bureau for vocational students.  
<sup>2</sup> Includes salary for training teacher donated by General Education Board and donation for summer school by State fund.

The institution derives the greater proportion of its support from church appropriations and student fees. In 1926-27, 83.1 per cent of the total income came from these sources, 50.7 per cent accruing from church appropriations, and 32.4 from student fees. The remainder was distributed as follows: 3.4 per cent from interest on endowment, 1.6 per cent from gifts for current expenses, and 11.9 per cent from other sources, the latter including donations from the General Education Board, Slater Fund, and net income on sales and services. A substantial advance has been made in the income of Lane College over the past five-year period, indicating that interest is being manifested in its expansion and development. Between 1922-23 and 1926-27 the revenues increased by \$9,015.20, a gain of 53.4 per cent.

The institution's productive endowment amounts to \$31,150, and, except for an addition of \$150 in 1925-26, has remained stationary during the last five years. A very low annual interest yield is secured

on the principal, the return being only 2.5 per cent. Financial statistics contained in the 1926-27 annual report of the president reveal the fact that the college has borrowed \$5,000 from its productive endowment, an extremely unusual and inadvisable procedure. The institution also has a capital fund consisting of \$1,500, known as the Jones Bible fund, which is used for the purchase of Bibles for graduates.

Fees assessed students attending the institution include an entrance fee of \$5.50, athletic fee of \$3, and tuition of \$30 annually. Although only \$14 per month is charged for board and quarters, the boarding department has been operated at an annual profit for the past five years as follows: \$292 in 1922-23, \$956 in 1923-24, \$2,647 in 1924-25, \$1,347 in 1925-26, and \$3,109 in 1926-27. Business affairs of the college are under the supervision of the president.

Although working on a close margin no operating deficit has appeared on the college books for the past five years. The fiscal year of 1926-27 closed with a credit balance of \$442.15. In managing the business affairs of the institution, the president is assisted by a treasurer, preceptress of the dining hall, an assistant in the office of the treasurer, and several other employees.

Student accounting at the institution is in charge of a registrar assigned exclusively to this work. The student records appeared to be in good shape, with the exception of a permanent record, which the college apparently does not keep, as no form of this type was submitted to the survey committee. Adequate attendance reports are being maintained and a proper check kept on absence of students from classes. The record keeping might be facilitated by the use of forms of heavy cardboard, of uniform size adapted for ready filing.

### PHYSICAL PLANT

Land owned by the institution consists of 16 acres used as a campus and valued at \$16,000. Its physical plant includes seven buildings, with an estimated value of \$209,750, containing equipment valued at \$31,520. Total valuation of the entire property is fixed at \$257,270.

Five of the buildings are of brick construction, although not fire-proof. Three have fire escapes. A separate insurance policy is carried on each building in which the equipment is itemized. Main Hall, a three-story brick structure erected in 1906, is the principal college building, in which are located the administrative offices, the chapel, and 15 recitation rooms. Cleaves Hall, a brick building three and one-half stories high and built in 1921, contains 58 rooms, the first floor being used for recitation and laboratories, while the upper floors are used as women's dormitories. Another brick building, Science Hall, constructed in 1923, is two stories in height and contains recitation rooms and laboratories. Girl's Hall, erected in 1908,

is three stories high, and contains 39 rooms used for women's living quarters, while the men's dormitories are located in Boys' Hall, a  $2\frac{1}{2}$ -story structure with 36 rooms. Another building is the president's home, erected in 1925.

The officer immediately responsible for the care of the buildings and grounds is the president. The faculty each year elects a committee on the care of the property which is charged with the supervision of this work. At the beginning of each school term, every student is assigned some portion of the grounds or buildings to keep clean and he is held responsible for its proper care as a part of his school duties. Each dormitory is under the direct control of a preceptress. The buildings and grounds are kept in good condition and present an attractive appearance.

### *PREPARATORY SCHOOL*

College and preparatory school are kept separate and distinct with respect to students, but not with regard to the faculty, buildings, and finance. Two members of the college faculty teach high-school classes. Except in a few cases of conditioned students attending high-school classes to work off their conditioned subjects, college and preparatory students do not attend the same recitation, laboratory, and lecture groups. Maintenance of a secondary school is not required by the charter of the college and the administration plans to eliminate all preparatory work within the next three years.

### *EDUCATIONAL PROGRAM*

Curricula offered in the liberal arts college of the institution include the regular 4-year courses of study leading to the bachelor of arts or bachelor of science degree; a 4-year course in education leading to the bachelor of science degree; a 2-year normal course including home economics, for which diplomas are granted and teachers' certificates awarded by the State; a 2-year premedical course; and a 3-year English theological course. Although the catalogue lists a classical-theological course requiring college preparation, no graduate students are enrolled in this course and no graduate work of any character is being done at the institution. Only one member of the staff teaches theology.

### *ADMISSION REQUIREMENTS*

Unconditional admission to the college is based on the completion of 16 units from an accredited secondary school. Of the 16 units, the following 12 are prescribed: English, 3; foreign languages, 3; mathematics, 3; sciences, 2; and history, 1; the remaining 4 units being elective. The institution requires that candidates for admission

unable to present credentials from accredited high schools stand entrance examinations.

Sixty-eight freshmen entered the college in 1926-27, and of this total 37 were admitted with certificates from accredited secondary schools. Notwithstanding the requirement that candidates from unaccredited high schools must stand entrance examinations, only 7 of the remaining 31 freshmen stood such examinations, 6 taking them at Lane College and 1 before the Board of Regents of the University of the State of New York. No satisfactory explanation was made of the terms under which the other 24 students obtained admission in 1926-27.

The college accepts students with a maximum of two conditioned units, which must be eliminated by the beginning of the sophomore year. During the past five years, 23 conditioned students have entered the institution as follows: Two in 1922-23, three in 1923-24, eight in 1924-25, none in 1925-26, and ten in 1926-27.

Lack of accredited secondary schools in the State of Tennessee and the absence of high-school courses in foreign languages, one of the admission requirements of Lane College, are largely responsible for the growing number of conditioned students being enrolled at the institution. The college enrolls a great many special students who are not pursuing the regular college courses, forty-two being registered in 1922-23, thirty-five in 1923-24, twenty in 1924-25, twenty-nine in 1925-26, and twenty-seven in 1926-27. An examination of the work of the special students attending the institution in 1926-27 showed that most of them were not pursuing college work, but were taking special subjects, such as music, commerce, and theology.

### GRADUATION REQUIREMENTS

Total graduation requirements in the different curricula offered in the college are summarized as follows:

Arts and science.....	192 quarter hours (128 semester hours) of credit.
4-year education.....	192 quarter hours (128 semester hours) of credit.
2-year teacher training.....	96 quarter-hours (64 semester hours) of credit.
2-year home economics.....	Not stated.
2-year premedical.....	96 quarter hours (64 semester hours) of credit.

Every applicant for a degree must major and minor in two studies beginning with the sophomore year and must earn not less than 48 quarter hours of credit in them. Included in the above requirements are six credits in physical education and in religious education, which are prescribed for every student in the college.

The 192 quarter hours required for graduation in the arts and science courses include: 15 credits in English; 12 in history and sociology; 24 in foreign language (modern language being prescribed for the bachelor of science degree); 15 in mathematics; 18 in science;

5 in education; 15 in psychology and ethics; 6 in physical education and in religious education; 48 in major and minor subjects selected from English and foreign languages, mathematics, natural or social science, education, and philosophy. The remaining 34 credits are elective. Candidates for the bachelor of science degree must present a minimum of 27 quarter hours in physics, chemistry, biology, or mathematics.

In the four-year course in education the 192 quarter hours of credit required for graduation include: 48 credits in education; 15 in English; 9 in foreign languages; 9 in chemistry; 9 in mathematics; 9 in general psychology; 6 in physical and religious education; 48 in major and minor subjects selected from education and philosophy, English and foreign languages, mathematics, natural and social science. While the remaining 50 credits are elective the student is expected to select subjects in which he plans to specialize as a teacher.

For the completion of the two-year teacher-training course requiring 96 quarter hours of credit, students must earn 27 credits in education, 3 in physical education, and 3 in religious education.

Graduation from the two-year home-economics course, for which the number of quarter hours of credit required is not stated, includes 55 hours in home economics, 9 in English, 4 in physiology, 4 in psychology, 3 in bacteriology, and 9 elective.

The 96 quarter hours of credit required for completion of the two-year premedical course comprise 14 credits in English, 9 in foreign language, 39 in natural sciences, 9 in mathematics, 3 in Bible, and 22 credits elective.

### ENROLLMENT

A rapid increase in enrollment has occurred at Lane College during the past five years.

TABLE 25.—Total collegiate enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	35	35	6	2	78
1923-24	43	26	14	4	87
1924-25	60	42	6	15	123
1925-26	78	57	17	6	158
1926-27	83	53	24	14	174

As indicated by Table 25, attendance has advanced regularly each year without retardment, an average increase of 25 students annually being made. A comparison of the enrollment of 1922-23 with that of 1926-27 shows a total gain of 96 college students, or 123 per cent.

TABLE 26.—*College of liberal arts*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	20	27	6	2	55
1923-24.....	27	15	14	4	60
1924-25.....	47	34	6	16	103
1925-26.....	66	45	17	6	134
1926-27.....	68	39	24	14	145

The four-year courses in the liberal arts college have shown the greatest growth in attendance. Between 1922-23 and 1926-27 there was an increase of 90 students, the rate of gain being 163.6 per cent. Mortality between the different classes is not above normal. It is evident that retention of students is improving and that a fairly satisfactory record in this respect is being made by the college.

TABLE 27.—*Two-year teacher-training and home-economics courses*

Year	First-year class	Second-year class	Total
1922-23.....	15	8	23
1923-24.....	16	11	27
1924-25.....	12	8	20
1925-26.....	12	12	24
1926-27.....	15	14	29

Students pursuing the two-year teacher-training and home-economics courses are small in number, representing only 16.6 per cent of the total college enrollment. For the past five years there has been a gain of only six students taking this type of work offered in the college.

### DEGREES GRANTED

During the past five years 34 degrees in course have been granted by Lane College, of which 24 have been bachelor of arts degrees. A compilation of the degrees granted annually is as follows: Bachelor of arts, three in 1921-22, two in 1922-23, four in 1923-24, ten in 1924-25, and five in 1925-26; bachelor of science, two in 1921-22, five in 1924-25, and one in 1925-26; and bachelor of sacred theology, two in 1925-26. As compared with a total of 228 freshman entering the liberal arts college in the past five years, the number of those graduating with degree is low, the percentage being 14.5.

\* Lane College has maintained a consistently conservative policy with regard to the granting of honorary degrees. During the past 20 years the institution has conferred only seven such degrees. One degree of doctor of laws was conferred in 1924-25; two degrees of doctor of divinity were conferred, one in 1923-24 and one in 1925-26.

## FACULTY

The faculty is composed of 11 members, all of whom are negroes. Nine teach exclusively in the college, while two have high-school classes in addition to their college work. The staff includes eight full professors and three assistant professors. According to the organization of the college, there are nine departments of instruction with college teachers assigned as follows: Education, 1 assistant professor; foreign languages, 1 professor; English and history, 1 professor; mathematics, 1 assistant professor; natural science, 2 professors; philosophy, 1 professor; religious education, 1 professor and 1 assistant professor; and social science, 1 professor.

The work in the college appeared to be distributed on an equitable basis between the different members of the teaching staff. During the school term of 1926-27, no classes were taught in history, so that the professor who teaches this subject as well as English was assigned two classes in French. The professor of philosophy, who is also president of the college, did not teach any classes in 1926-27, there being no students taking the course in philosophy. Ordinarily none of the staff teaches subjects outside the department of instruction to which he is assigned.

TABLE 28.—Training of faculty

Case	First degree	Where obtained	Advanced degrees or graduate work	Where obtained
1	A. B.	Walden College	1 summer	Chicago University.
2	A. B.	Derea College	3 summers	Harvard University.
3	A. B.	Clark University	B. D.	Biddle University.
4	A. B.	Lane College	A. M.	Boston University.
5	A. B.	do	Ph. D.	Do.
6	B. E.	University of Cincinnati	M. D.	Meharry Medical College.
7	A. B.	Howard University	1 summer	Columbia University.
8	A. B.	Lane College	Law school	Northwestern University.
9	A. B.	Lincoln University, Pennsylvania.	1 summer	Chicago University.
10	A. B.	Lane College	A. M.	Northwestern University.
11	A. B.	Northwestern University		
	A. B.	Walden College		Chicago Musical College.
	A. B.	Lane College	1 summer	Chicago University.

Table 28, which gives the training of the college teachers, indicates a situation with regard to faculty in breeding that may have a detrimental effect on the quality of instruction. The record shows that five members of the staff are Lane College graduates holding bachelor of arts degrees, all of which were obtained between 1920 and 1925. Two other teachers obtained their undergraduate degrees from Walden College with the result that there are only four staff members with undergraduate degrees secured outside these two institutions.

Four faculty members hold graduate degrees, 2 from negro colleges and 2 from leading northern universities, while 6 members are doing graduate study leading to advanced degrees at such institutions as

Chicago, Columbia, Harvard, and Northwestern Universities. The only member of the staff not pursuing advanced work is the professor of education, who in addition to a bachelor's degree from Lane College has obtained a bachelor of education degree from the University of Cincinnati.

Lane College has practically reorganized its teaching staff within the past four years by the installation of seven new members. It was apparently during this reorganization that the inbreeding of the faculty started at the institution, as five of the newly appointed teachers were graduates of Lane College. The service records of the faculty show 5 teachers have served for 1 year, 1 for 2 years, 1 for 4 years, 2 for 6 to 8 years, 1 for 10 to 15 years, and 1 for 20 years. The older members are the professors of religion, ancient languages, and music, who have served for 6, 7, and 12 years, respectively. The president, also professor of philosophy, has been the executive head of the institution for 21 years.

The annual stipends of the faculty at Lane College are so low as to make it difficult to understand how the institution has been able to secure qualified and high-grade teachers. One teacher receives \$1,350; one, \$1,200; four, \$1,500; three, \$1,000; and one, \$750. Professors receive from \$1,000 to \$1,350 annually and associate professors from \$750 to \$1,000. The fact that members of the staff, with the exception of the president, are not allowed perquisites of any character lends further emphasis to the small compensation being paid the teachers. The president's compensation is \$2,500 per year.

Student clock-hour loads of the entire staff exceed 300 hours per week, the teaching schedules showing 4 teachers with loads between 300 and 400 student clock hours per week, 4 between 401 and 500 hours, 1 between 500 and 600 hours, and 1 between 600 and 700 hours. As evidenced by these figures, six members have loads varying from 400 to 700 student clock hours per week. Two of the professors are teaching high-school classes and it would appear advisable to discontinue this practice. As the enrollment of students is steadily increasing, there is every possibility that new members will have to be added to the staff, otherwise the teaching burdens will become so great as to impair efficiency, if such has not already been the case.

Considering the heavy student clock-hour loads being borne by some members of the faculty, the hours per week of teaching are not so excessive as might have been expected. While 7 members of the college staff teach above 15 hours per week, only 1 teaches as high as 21 hours, the others ranging from 17 to 19 hours. According to the records submitted to the survey committee, one teacher has 8 hours of classroom work per week; two, 13 hours; one, 14 hours; one, 17 hours; two, 18 hours; two, 19 hours; and one, 21 hours.

Classes at Lane College do not exceed the generally accepted average in size. Of the 37 college classes taught in 1926-27, one contained less than 5 students, eleven between 10 and 20 students, thirteen between 21 and 30 students, five between 31 and 40 students, four between 41 and 50 students, two between 51 and 60 students, and one 75 students. Thus 25 of the classes contained less than 30 students, and 12 from 30 to 75 students. With the larger classes it is evident that complex teaching problems are encountered. The class containing 75 students was one in public-school music

### EDUCATIONAL EQUIPMENT

The college library, located in main hall, seemed to be provided with ample quarters. It contained 3,000 volumes. Many of the books were gifts to the institution and included among them are religious, scientific, historic, and literary works. The college has expended approximately \$725 for new books within the past five years. The accompanying table shows annual expenditures for library purposes made by the institution for this period.

TABLE 29.—Expenditures for libraries

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$175.00	\$100.00	\$225.40	\$100.20	\$125.15
Magazines.....	55.00	71.70	75.15	75.00	75.75
Supplies.....	20.15	25.30	25.00	27.20	25.50
Salaries.....	450.00	450.00	450.00	540.00	540.00
Total.....	700.15	646.00	775.15	742.40	766.40

A full-time librarian, who received her training in the public libraries at Jackson and Nashville, Tenn., is in charge of the library. As shown in Table 29, she receives an annual salary of \$540. No attempt has been made to catalogue the books in the library, a situation that needs immediate attention.

The scientific laboratories at Lane College are in need of assistance. Both the chemistry and physics laboratories are kept in good order, but are decidedly lacking in equipment. In the case of the biological laboratory a microscope was the only piece of equipment found.

TABLE 30.—Expenditures for laboratories

Expenditures	In biology	In chemistry	In physics	Other sciences.
<b>For permanent equipment:</b>				
1922-23.....	\$201.75	\$1,170.00	\$775.00	\$150.00
1923-24.....	27.00	550.00	100.00	50.00
1924-25.....		57.00	150.00	
1925-26.....				
1926-27.....	25.00	77.00	25.00	50.00
<b>For supplies:</b>				
1922-23.....		\$11.10	50.00	25.00
1923-24.....	185.00	700.00	225.00	50.00
1924-25.....	20.25	211.44	155.72	
1925-26.....	22.24	675.30	200.15	
1926-27.....	25.00	372.12	365.80	
Total present value.....	150.00	700.00	550.00	55.00

The total present estimated value of all scientific equipment and supplies owned by the institution is \$1,455, a very small investment considering the courses in science listed in the college catalogue.

The survey committee found the quarters provided for industrial education neglected in every respect. The equipment is lying idle and deteriorating through disuse. A convenient city elementary public school is being successfully utilized for practice teaching.

### EXTRACURRICULAR ACTIVITIES

Athletic activities of the institution are administered by a joint committee composed of three members of the faculty and three students elected by the Student Athletic Association. Lane College is not a member of any intercollegiate athletic association or conference, although its teams play colleges belonging to the Southeastern and South Central Associations. Eligibility rules in force to preserve scholarship provide that no student may represent the college in any intercollegiate contest who is carrying less than 12 hours' recitation work per week in the regular courses and who is making a grade of less than 75 in his college work.

There are no fraternities at the college. Several Greek-letter societies organized among the students are private organizations under the direction of the faculty for the purpose of encouraging scholastic improvement.

### CONCLUSIONS

The survey committee is of the opinion that Lane College is realizing the aims for which it was created and is worthy of greater financial support than it has received in the past.

With an excellent physical plant and an academic organization approaching standard requirements, the institution may accomplish effective results. Progress of the college, however, is being impeded by an indebtedness of considerable size, which friends of the institution should endeavor to remove as soon as possible. The survey committee recommends:

That the board of trustees take immediate steps to replace the \$5,000 borrowed from the productive endowment of the college and that hereafter its principal be held inviolate.

That admission requirements to the college be reduced from 16 to 15 units of high-school preparation.

That the classical course in theology be stricken from the curricula offered by the college, as no proper provision has been made for such work at the institution.

That the tendency toward faculty inbreeding be discouraged.

That efforts be made to increase the facilities for scientific instruction in all departments and especially in the case of the biological laboratory.

That the library be completely reorganized, the books catalogued, and additional volumes of a college level purchased.

That proper use be made of the equipment and quarters for industrial instruction.

### **MORRISTOWN NORMAL AND INDUSTRIAL COLLEGE**

*Morristown, Tenn.*

Morristown Normal and Industrial College, at Morristown, Tenn., was founded in 1881 and incorporated in 1923. It is under the control of the board of education of the Methodist Episcopal Church. This board holds the title to all the school property and also holds the insurance policies on buildings and equipment.

The affairs of the institution are administered by a self-perpetuating board of trustees consisting of 17 members, each selected for a term of three years. Most of the members are residents of Tennessee. Of the trustees, 12 are white and 5 colored; 8, including the president of the institution, are clergymen. An executive committee of three of the trustees acts during the interim between meetings of the board.

The institution combines the following divisions: Junior college, junior high school, normal college, commercial and industrial departments, and elementary school. Total enrollment for the academic year 1926-27 was 325. Of these, 22 were enrolled in college (above the twelfth grade), 23 in the eleventh and twelfth grades, 77 in the junior high school, 195 in the elementary grades, 7 in the commercial course, 28 in music, and 6 unclassified. Twenty students are counted twice in this distribution. The institution is coeducational.

The State department of education grants teachers' certificates to students who complete the four-year normal course. It was stated to the survey committee that the school has been recognized by the State department of education for several years. Although no other accrediting agencies or graduate schools of recognized universities have accredited the institution, graduates of the college course have been admitted as juniors at Ohio Wesleyan, Northwestern, Albion, Dickinson, Howard, and elsewhere.

#### **ADMINISTRATION**

The expenses of the institution are met by student fees, church appropriations, special gifts, and income from sales and services. The following table shows the income from different sources for the year 1926-27, to May 1, 1927. Figures were not supplied for earlier years.

TABLE 31.—Income

Source	1926-27	Source	1926-27
Church appropriations.....	\$13,023.33	Net income from sales and services.....	\$4,026.44
Interest on endowment funds.....	300.00	Other sources <sup>1</sup> .....	1,179.38
Gifts for current expenses.....	14,015.70		
Student fees.....	13,199.42	Total.....	45,810.44

<sup>1</sup> These include income from book sales, stamps, etc.

Church appropriations represent annual gifts from the board of education of the Methodist Episcopal Church, the controlling agency of the institution. Gifts for current expenses include annual conference collections and other donations secured by the president. Endowment funds in 1925-26 amounted to \$10,000. The return on these funds for 1926-27 was only 3 per cent. In 1926-27, \$25,000 was added to the endowment funds.

The amount credited to student fees include receipts from board and room, tuition, maintenance, and other fees. The fees are as follows: Board and room, \$15 a month; tuition for boarding students, \$8 a semester; tuition for day students in the normal course, \$5 a month; for day pupils in elementary grades, \$3 a month; maintenance fees, \$7 a semester, and \$2 a month; laboratory fee in science, \$3 a semester; library fee and dispensary fee, 50 cents each a semester. In consideration of the low price of board and other expenses, each student is required to give six hours each week of free labor.

The net income from sales and service at the college represents returns from the sale of brooms, brushes, and farm products. The expenditures of the institution from July 1, 1926, to April 1, 1927, amounted to \$54,372.53. The estimate of expenditures for 1927-28 is placed at \$68,650.

The receipts from tuition for 1926-27 are given as \$3,955.65. The teachers' salaries for the same year amount to \$21,000. Students are thus paying less than one-fifth of this part of the cost of instruction. With board and room costing only \$15 a month, boarding students might reasonably be expected to pay more than \$8 a semester for tuition. There appears to be no good reason why these students should pay less for tuition than do the day students. A fair charge would be \$5 a month for all college and normal students and \$4 a month for all high-school students. Since the institution is greatly in need of a larger income, higher fees are almost a necessity.

The books of the institution for the current year are in good order and are kept in accordance with the requirements of the Methodist board of education. The treasurer's books are audited annually by a representative of the Methodist board.

The registrar's records show a careful checking of admission credits from other schools. Adequate forms are used. A more uniform system of registration forms would aid the student in registering and would facilitate the work in the office.

### PHYSICAL PLANT

The physical plant consists of a campus of 75 acres, valued at \$30,000; a farm of 300 acres, valued at \$50,000; and 11 buildings, valued at \$269,000, with equipment valued at \$40,000. Cattle and other livestock on the farm are valued at \$8,000. The total value of the property is about \$400,000.

The farm, located several miles distant from the campus, is not used for educational purposes. It is operated for profit and for the purpose of supplying vegetables, meats, and provisions to the school. There are five modern brick buildings on the campus; the rest of the buildings are frame. Following are the more important buildings:

The administration building, which was erected in 1912, is a three-story structure built of brick and stone, and contains the administrative offices, a chapel seating 700, a library room, and 25 recitation and laboratory rooms. The building is valued at \$60,000, its equipment at \$10,000. Wallace Hall, erected in 1923, is a four-story brick structure used as a men's dormitory, valued at \$60,000. This building has spacious parlors and rooms for teachers. Cravy Hall, rebuilt in 1926, exactly matches Wallace Hall. It is used as a women's dormitory. Kenwood refectory, erected in 1923 at a cost of \$30,000, is a two-story brick structure used for a dining room and kitchen. Kellogg gymnasium, erected in 1927, is a brick structure containing many modern conveniences. Other buildings include a frame building used as a dormitory for women students, a central heating plant, two industrial shops, farm buildings, and three faculty houses—one for the president, one for the dean, and the other for teachers.

The campus occupies a high elevation and is well laid out. The buildings are neat and clean and in excellent repair. The dormitories, the laundry, the dining room, and the kitchen are noticeable for their order and cleanliness. The furniture is in first-class condition. The rooms in the dormitories are furnished with single beds, dressers, study tables, and chairs.

The care of the grounds and buildings is under the direct supervision of the president, who is especially eager to create an attractive living and working environment for the students. He desires to create in them high ideals for home life, living conditions, and character building, and seeks to accomplish these ideals by providing pleasant surroundings. He is to be commended for his long period (46 years) of service and devotion to the institution.

### PREPARATORY SCHOOL

Although the charter of the institution does not require the maintenance of a preparatory school, there is no thought at present of abolishing this school since it serves a distinct purpose in providing instruction to a large number of boys and girls. All grade work,

except what is necessary for practice-teaching, will be discontinued after 1927-28.

Work of college grade was first offered in the institution in 1925-26. Consequently it has not been found practicable to keep the college and the high school separate with regard to faculty, classes, buildings, or finances. Indeed, the organization of a junior college, comprising grades 11 to 14, inclusive, make such a separation virtually impossible.

### EDUCATIONAL PROGRAM

The curriculum offered in the junior college covers four years, beginning with the eleventh grade. The junior high-school course covers four years, including grades 7 to 10. The normal college and the commercial course each covers four years, beginning with the eleventh grade. The industrial course covers three years. The elementary school comprises the first six grades.

Carpentry and woodworking, brush and broom making, brick laying, machine shop (auto-repair), and printing are listed in the industrial course, which is of elementary and high-school standard. Very few students are taking any of this work. Broom making is conducted on a commercial basis, as is also some work in wood.

The present curricula of the school are scattered and are not of standard character. The programs of students include too many miscellaneous subjects. The records of a number of students show as many as 10 subjects being carried in the twelfth grade. In the spring many of the students go home for farm work, and thus miss their spring examinations. Since all examinations are passed the next fall, the standards required can not be very high. Many high grades are given the students.

It is the judgment of the survey committee that all the curricula of the institution should be reorganized. A reduction in the number of subjects taught and an elimination of many courses are highly desirable.

### ADMISSION REQUIREMENTS

Students of good moral character are admitted to any class for which they are qualified without any reference to age, sex, or residence. Certificates of grades from accredited schools when properly signed are accepted provisionally. Although the catalogue does not state the specific hour or unit requirements for admission to the institution, it is understood that the completion of the twelfth grade is required for admission to the freshman class in college. Examinations for admission to any of the departments may be taken in the fall of each year. Two conditioned units are allowed for admission, but these must be made up during the first year in residence. No conditioned students and no special students were reported for 1926-27.

### GRADUATION REQUIREMENTS

Two years of college work, amounting to 60 semester hours, are required for graduation from the junior college. Students who complete the course are granted diplomas. Students who complete the two-year college normal course are awarded 'teachers' certificates that entitle them to teach in the State of Tennessee.

In addition to meeting the hour requirements for graduation, students must meet a grade requirement. The 4 years of work, including 2 years in high school and 2 years in college, must average a grade of C, represented as between 75 per cent and 84 per cent.

The requirements for the junior college or normal certificate include 2 years' work in English, 2 in a modern foreign language, 2 in mathematics or science, 2 in music, 2 in physical culture, and 1 each in history, psychology, and Bible. The requirements in the normal department include a number of courses in education. Sixty semester hours of work of college grade are required in each of these courses.

### ENROLLMENT

The total number of college students enrolled in the institution in 1927-28 was 22—11 in the regular college course and 11 in the normal course. College work was first offered in 1925-26, but enrollment figures for that year were not supplied. The following table shows the distribution of the 22 students.

TABLE 32.—Enrollment

	Freshmen	Sophomore	Total
Junior college.....	8	8	11
Normal department.....	10	1	11
Total.....	18	9	27

No degrees are granted by the institution.

### FACULTY

The teaching staff in the junior college and in the normal school consists of seven members, six of whom teach both college and high-school courses. One of these teachers is colored, the remainder white, and all hold the rank of professor. The departments of instruction number seven and are organized as follows: Education, social sciences, religion, science, English, foreign languages, and mathematics.

With two exceptions the work of each teacher is confined to related subjects. Three teachers teach only one subject each. The work of two other teachers is spread over too large an area. One teaches Spanish, history, civics, and geography; the other, French, German, history, economics, and sociology. It is generally agreed that better

results are obtained when a teacher devotes all his time to his specialty, one or two closely related subjects, and when the classes taught are confined within a rather narrow range. Good results are not obtainable when a teacher conducts classes in the grades, in the high school and in college during the same term. The work of two of the teachers extends over four years of high school and two years of college.

All seven members of the staff hold first degrees, and two hold masters' degrees. Five members have pursued graduate study. The following table indicates the training of the teaching staff.

TABLE 33.—Training of faculty

Case	First degree	Where obtained	Second degree	Where obtained	Additional graduate work	Where obtained
1	A. B.	Albion College			24 semester hours	University of New Mexico.
2	B. Th.	Gordon College				
3	B. S.	Drake University			15 semester hours	Drake University.
4	A. B.	Brown University				
5	B. S.	Pennsylvania State College	M. S.	Pennsylvania State College	30 semester hours	Pennsylvania State College.
6	A. B.	Albion College	A. M.	University of Michigan		
7	A. B.	Lincoln University			4 hours	Western Reserve University.
					4 hours	Columbia University.

The 7 undergraduate degrees held by the 7 college teachers represent 6 institutions, 2 degrees having been received from Albion College. Graduate study has been pursued by 5 members of the group, 2 of whom hold masters' degrees—1 from Pennsylvania State College, the other from the University of Michigan.

Although practically all the members of the faculty receive perquisites, which include board and room, the salaries paid are low. The dean of the college receives \$1,800, while the salary scale of the remainder is as follows: Two teachers receive \$1,100; one, \$1,050; two, \$1,000, and one, \$700. The president's compensation in cash is \$2,200, which is supplemented by a perquisite valued at \$1,000.

The student clock-hour loads of the staff are not at all heavy, six teachers having loads between 100 and 200 hours and the seventh teacher between 201 and 300 hours. In spite of this small clock-hour load, however, all but one of the members of the faculty have long hours of teaching per week imposed upon them. This is due in part to the fact that five of the teachers do work both in the college and the high school. The teaching schedules show 1 teacher with 15 hours of classroom instruction, 2 with 18 hours, 1 with 19 hours, 2 with 20 hours, and 1 with 22 hours. The teacher with the heaviest schedule is the dean of the college, who carries 22 hours of classwork a week. This is all college work, but it is distributed over five subjects. Compensation for the heavy teaching schedules is found in the small

classes in the college. In 1926-27, 44 classes were organized, 12 containing less than 5 students, 17 between 5 and 10 students, 13 between 11 and 20 students, and 2 with 20 and 21 students.

Of the classes listed above, 20 are high-school classes. Only one college class—English—has as many as 15 students. No other college class has more than 11 students. Seven classes have only one or two students. With so many small classes, and with so many of the teachers carrying a heavy hour schedule, it is the judgment of the survey committee that better results would be obtained by eliminating some of the smaller classes from the schedule.

### *EDUCATIONAL EQUIPMENT*

The institution maintains a small but attractive library room and employs a full-time librarian who was formerly a public-school teacher. Her salary is \$700, with board and room. The library contains some 4,000 volumes, including about 500 books of fiction, about 250 modern books in the field of education, and a few good sets of reference books. Ten standard magazines are subscribed for, a number of church papers, and two good teacher-training journals. Annual expenditures for library equipment and books amount to about \$300.

Scientific equipment and apparatus are very meager. Only one room is used for a laboratory, and there is not sufficient equipment, apparatus, and supplies to warrant laboratory credit for even a high-school course in science. The schedule of recitations lists three college classes in biology and one in chemistry, but it is impossible to see how college credit could be given for this work considering the lack of equipment, apparatus, and supplies. No annual appropriation has been made for equipment, and no value was placed upon the present supply. A fair amount of equipment has been provided for work in sewing and cooking.

### *EXTRACURRICULAR ACTIVITIES*

Athletic activities at the institution are controlled by the faculty. The college is not a member of any athletic association. Two literary societies are maintained—one for boys and one for girls. Weekly literary programs are presented.

### *CONCLUSIONS*

Morristown Normal and Industrial College has had rather diversified aims. It has sought to raise the social level of its constituency and in attempting to do so has provided most attractive surroundings for the students in campus, in buildings, and in furnishings in the dormitories. It has sought, too, to offer wide variety in training, with the result that it has scattered its energies so much that the work

offered falls far below that required in a standard institution. Good training, however, is given the students in domestic science and sewing and in carpentry and woodworking. A fine service is rendered in the requirement that all girls must take a two-year course in cooking before they can graduate from the high school, and they must learn to make their own dresses. If the same emphasis that is now laid upon social uplift were put upon a vital educational program, the institution would render a still larger service. The most important educational program present is the teacher-training course. This is the field that needs most attention. On the basis of the facts presented in this report, the survey committee makes the following recommendations:

That the institution's academic program, providing for a four-year curriculum, including the last two years of high school and the first two years of college, be continued, and that further steps be taken to correlate and integrate this work into a continuous senior-high-school-junior college program.

That the scholastic standards be lifted in the courses of two-year college and normal school grade and the academic work considerably strengthened.

That a thorough investigation be made with the view of eliminating some of the work of courses now being given, and of concentrating the energy of the institution upon fewer departments of instruction, and upon fewer curricula.

That the elementary grades be discontinued except those grades needed for practice work in the teacher-training course.

That immediate steps be taken to secure equipment, apparatus, and supplies adequate for the proper teaching of science in both high school and junior college and to secure books needed for the library.

That a careful checking be made of returns from the farm to see whether it should be retained or sold.

That the tuition fees of all students in the college be materially advanced.

### • LE MOYNE JUNIOR COLLEGE

*Memphis, Tenn.*

Le Moyne Junior College, located within the city limits of Memphis, is an unincorporated institution controlled by the American Missionary Association. It has no local board of trustees, but is operated directly from the New York headquarters of the association. In the general administration of the school, local authority is vested in the president, but the final appointment of teachers is subject to the approval of the American Missionary Association. This association holds title to the property of the institution and supervises its annual budget. Reports of receipts and expenditures are sent every

month to the New York office for examination. Insurance policies on the buildings and their contents are payable to the church organization.

The institution is organized into a junior college, a preparatory and an elementary school. In addition to its resident courses, the junior college conducts extension work consisting of part-time afternoon and night classes. Teacher training is offered in both the high school and the junior college.

In 1926-27 the institution enrolled 21 full-time college students 102 extension students, 194 preparatory students, and 107 elementary pupils. Total attendance was 424. Practically all the students registered at the institution are residents of the city of Memphis.

The junior college was organized in 1924-25 and has not yet been accredited by the Tennessee State Department of Education, although the department has recognized the course of teacher training in the preparatory school. Only four students had graduated from the junior college at the time of the visit of the survey committee, three of whom had been accepted at Fisk University with a classification of juniors.

#### ADMINISTRATION

Administration of the financial affairs of the Le Moyne Junior College seems to be characterized by an attempt to obtain as large a proportion of its support from student fees and sales as is possible.

TABLE 34.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$8,264.84	\$6,523.50	\$8,525.00	\$4,155.00	\$9,500.00
Gifts for current expenses.....			1,197.76	1,044.71	365.81
Student fees.....	13,141.32	9,747.32	11,311.42	12,421.85	13,900.00
Sales and services <sup>1</sup> .....	900.27	974.99	406.30	1,989.00	2,000.00
Total.....	22,306.43	17,245.81	21,440.48	20,210.56	25,765.81

<sup>1</sup> Includes net income from books, stationery, and cafeteria.

Table 34 shows that in 1924-25 church appropriations, including gifts for current expenses, a minor item, amounted to 45.3 per cent of the college's total income, while student fees and sales represented 54.7 per cent. In the ensuing year church appropriations supplemented by gifts were reduced so as to constitute only 28.8 per cent of the entire income of the institution. For this year student fees and sales bore 71.2 per cent of the total operating costs of the college. A slight decline of receipts from student fees and sales to 61.7 per cent in 1926-27 resulted in a corresponding small increase of church appropriations, including gifts to make up the difference. Thus, instead of a fixed income being provided annually for the upbuilding of the junior college since its establishment three years ago, the

percentages of yearly income derived from church appropriations plus gifts for current expenses have varied as follows: 45.3 per cent in 1924-25; 26.8 per cent in 1925-26; and 38.3 per cent in 1926-27.

Moreover, the increase in the revenues of the institution for the past five years has been insignificant considering the heavy expense connected with the organization of a junior college, addition of new teachers, and other facilities for 123 additional college students. The gain in income between 1922-23 and 1926-27 amounted to only \$3,459.38, or 15.5 per cent. The school has a productive endowment of \$2,000, held in trust by the American Missionary Association.

An examination of the student fees charged in the college shows the following items: \$1.50 per term registration and \$6 per month tuition. As the students attending the institution are residents of Memphis, no dormitory facilities are provided and no revenue secured from this source. A cafeteria is operated which shows a small annual profit. Books and stationery are also sold to students.

The system of keeping student records is in need of revision. For the certificate of high-school credits, a poorly mimeographed sheet of thin paper is provided, which is entirely inadequate for such an important record. The classroom scholarship report, upon which the grades that students make in the college are transcribed, is also a mimeographed form. The attendance and scholarship card, however, is excellent, being the standard form used by the American Missionary Association in the institutions under its control.

### PHYSICAL PLANT

Le Moyne Junior College has a campus containing  $1\frac{1}{2}$  acres, 1 large building, and 5 smaller buildings. The land is valued at \$30,000, based on prices received for contiguous real estate recently sold in Memphis. Valuation placed on the six buildings amounts to \$69,500, of which \$45,000 represents the value of the one large building. The institution owns educational equipment and furnishings valued at \$19,000, making the total valuation of the entire property, \$118,500.

Steele Hall, the principal building on the campus, is a three-story structure, erected in 1913, and contains the administrative offices, a small auditorium, recitation rooms, and laboratories. This building is listed as fireproof. Other buildings used for academic purposes are the practice school, one-story in height and containing seven rooms, and the special building, also one-story, containing two recitation rooms used for sewing and music. The remaining structures include a teachers' home, teachers' dining room, and cafeteria.

Plans have recently been made by the institution for the expansion of its physical plant by an addition to Steele Hall. The amount necessary for this improvement is \$30,000, and the American Missionary Society has agreed to raise \$20,000 for this purpose, from

white members of the Congregational Church in Memphis and from other communities, provided \$10,000 is raised by other friends of the college.

The buildings and grounds, which are kept in excellent condition, are under the direct supervision of the secretary-treasurer, who has a force of 1 janitor, 4 assistant student janitors, 2 maids, and a house boy.

### *PREPARATORY SCHOOL*

In the operation of the institution little effort has been made to segregate the junior college and the high school. The same building is used for students of both the college and the preparatory school. Separate accounts are not maintained. One member of the college staff teaches in the high school. College and high-school students, however, do not attend the same recitations. No plans exist for the elimination of preparatory work in the near future, although enrollment in the high school is being restricted to provide sufficient space for college students.

### *EDUCATIONAL ACTIVITIES*

The Le Moyne Junior College offers two-year general college, pre-medical, and teacher-training curricula.

For admission to the college, candidates must present 15 units of preparatory work of which  $9\frac{1}{2}$  units are prescribed as follows: English, 3; algebra,  $1\frac{1}{2}$ ; geometry, 1; physics, 1; foreign language, 2; and history, 1; the remainder being elective. Records of the institution reveal the fact that of the 21 full-time college students admitted in 1926-27 all came from Le Moyne secondary school or from outside accredited high schools. Of the 65 part-time students enrolled in the evening and class extension department, 44 were graduates from standard high schools and 21 from nonaccredited schools.

The college accepts students for admittance with a maximum of one conditioned subject, which must be worked off by the end of the first year. No conditioned students have entered since the college was organized three years ago. There are no special students enrolled at the institution.

### *GRADUATION REQUIREMENTS*

Requirements for graduation from the curricula offered in the college comprise 90 quarter hours of credit. In the two-year general college course, students are permitted considerable discretion in the selection of studies. But 32 of the 90 credits are prescribed. Work in the teacher-training and premedical courses is largely prescribed, only 12 credits being elective in the former and 6 in the latter.

The 90 quarter hours of credit required for graduation in the general junior-college course include 15 credits in English, 12 in philosophy, 9 in history, and 6 in Bible, the remainder being elective in mathematics, science, foreign languages, social science, and Bible. In the teacher-training course, 42 credits are prescribed in education, 15 in English, 12 in philosophy, 3 in psychology, 6 in Bible.

Prescribed subjects in the premedical course include 54 credits in science, 15 credits in English, and 15 credits in French or Spanish. Of the 54 credits required in science, 18 must be earned in biology, 6 in physiology, 15 in chemistry, and 15 in physics. Instruction in these science courses is given exclusively from textbooks, as the institution has no laboratory equipment above high-school grade.

### ENROLLMENT

Enrollment of full-time students in the Le Moyne Junior College totaled 21 students in 1926-27 as compared with 13 students in 1924-25, the opening year of the junior college.

TABLE 35.—Enrollment

Year	First-year class	Second-year class	Total
1924-25.....	13	0	13
1925-26.....	13	4	17
1926-27.....	18	3	21

TABLE 36.—Part-time extension

Year	First-year class	Second-year class	Total
1924-25.....	36	0	36
1925-26.....	53	0	53
1926-27.....	68	34	102

The extension department of the junior college has had a large increase in enrollment in the past three years, the gain amounting to 183.3 per cent. While none of the 36 students enrolling in the first-year class of 1924-25 returned in 1925-26, the mortality was reduced below normal between the first-year class of 1925-26 and second-year class of 1926-27, the rate of loss being 35.8 per cent.

### FACULTY

The college faculty of the Le Moyne Junior College includes four members designated as instructors, the membership not having yet been classified as to rank. Two are white and two are negroes. One teaches in the institution's high school, while the other three are exclusively college teachers. There are four departments of instruction in the college—philosophy, education, English, and Bible.

Considering the size of the institution, the work of the faculty is well organized and equally distributed. Teachers give instruction only in the departments to which they are assigned except in the case of the instructor in education, who teaches French and mathematics. No college students were enrolled in these courses, however, during 1926-27.

Members of the faculty are excellently trained, all having obtained undergraduate degrees and three holding masters' or doctors' degrees.

TABLE 37.—Training of faculty

Case	First degree	Where obtained	Graduate degrees and graduate work	Where obtained
1	A. B.	University of Oregon	M. A.	Columbia University.
2	A. B.	London University	Ph. D. A. C. F.	Do. College of Preceptors (London).
3	A. B.	Smith College	L. C. P.	Do.
4	A. B.	Fisk University	A. M.	University of Chicago.

Three of the first degrees of the members of the teaching staff were obtained from northern institutions and one from a negro college, while all the graduate degrees were secured from prominent universities. The teacher without a graduate degree is an instructor in chemistry.

Three members of the faculty served for a period of four years and one for three years. As the junior college was established in 1924-25, it is evident that only one new instructor was added to the teaching staff at the time of the organization of this department.

Salaries of the Le Moyne Junior college compare favorably with other institutions surveyed. Of the three teachers in addition to the president, two receive \$1,150 annually in cash, and one \$600. In addition to the cash remuneration members of the staff receive quarters and board as perquisites, estimated at \$500 annually.

Teaching loads of the faculty are not excessive except in the case of one member. According to the schedules, 2 teachers have loads between 200 and 300 clock hours per week, 1 between 301 and 400 hours, and 1 between 500 and 600 hours. The instructor in science in the junior college has an excessive load. He is teaching four classes in the secondary school in addition to his college work. The Le Moyne Junior College has only a small staff. Obviously these teachers should devote their entire time to college work.

A record of the hours of teaching of the staff shows 1 teacher with 11 hours of classroom instruction per week, 1 with 12 hours, 1 with 15 hours, and 1 with 30 hours. The instructor in science, on account of his high-school work, teaches 30 hours per week. This is double the generally accepted maximum.

The size of classes is not above the average. There are 14 classes in the junior college and, of this number, 4 contained less than 5 students, 1 between 5 and 10 students, 3 between 11 and 20 students, 3 between 21 and 30 students, and 3 between 31 and 40 students.

### EDUCATIONAL EQUIPMENT

Le Moyne Junior College does not have its own library. Through an arrangement with the municipal government of Memphis a branch of the city library has been located on the campus, and the college pays a small portion, \$300 annually, of the librarian's salary. This library contains 6,000 volumes of the usual type of books found in public libraries of this size. Few are suitable for college reading and reference purposes. About 1,000 of the old and useless books in this public library, the survey committee was informed, are shortly to be replaced by new books.

While recognizing that this branch public library has been a serviceable instrument, attention is called to the necessity of developing an independent library of such quality as to meet the needs of the junior college.

The institution has no college laboratory facilities, notwithstanding that a premedical course is offered requiring 54 quarter hours of credit in natural sciences. In 1926-27 there was only one college class conducted in science. It was a class in physics, which was taught entirely by textbook. The estimated present value of the equipment and supplies in the high-school laboratories amounts to \$1,200.

### EXTRACURRICULAR ACTIVITIES

Athletic activities at the institution are controlled by a joint committee of the faculty and the student body. The faculty has four members, including the coach of the team, and the students one. In 1926-27 the college adopted for the first time eligibility regulations to prevent professionalism and to preserve scholarship among students participating in athletic events.

### CONCLUSIONS

Le Moyne Junior College is ideally located in the city of Memphis and has an excellent physical plant, which when enlarged by the proposed new addition to the main building will provide sufficient space to meet its requirements. A standard junior college, however, can not depend upon the vacillating revenues from student fees for its support. A large and growing income from an assured source is essential for its successful maintenance and upbuilding. As previously pointed out in this report, Le Moyne Junior College has been

handicapped from its very inception by the lack of a definite financial program for its proper development.

It is largely on this account that the college is not justified in offering a premedical curriculum and other courses in natural sciences. It has been unable to provide laboratory experimental work to supplement textbook instruction. In connection with its examination of the different functions of the institution the survey committee makes the following recommendations and suggestions:

That the organization in control of the junior college appropriate a fixed sum annually for its operating costs, irrespective of the receipts from student fees and sales, and that this sum be sufficient in amount to insure stability.

That until such time as its laboratories are equipped to give instruction of a college grade in the scientific subjects, the premedical course offered in the college be withdrawn.

That the academic program be revised with a view of establishing a continuous four-year senior-high-school-junior college so organized as to correlate the work and eliminate the sharp distinction between the last years of high school and the first years of college.

That as soon as possible steps be taken to build up an adequate and independent junior college library.

## Chapter XIX

### TEXAS

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CONTENTS.—Prairie View State Normal and Industrial College, Prairie View; Bishop College, Marshall; Wiley College, Marshall; Samuel Huston College, Austin; Tillotson College, Austin; Paul Quinn College, Waco; Jarvis Christian Institute, Hawkins; Texas College, Tyler.

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The State of Texas has made great progress in negro higher education. Included in this survey are eight colleges, the list being made up of Prairie View State Normal and Industrial College at Prairie View, Bishop and Wiley Colleges at Marshall, Samuel Huston and Tillotson Colleges at Austin, Paul Quinn College at Waco, Jarvis Christian Institute at Hawkins, and Texas College at Tyler.

The geographical distribution of these institutions seems to be poor in some respects. Four of the colleges are situated in the northeastern part of Texas, with two concentrated in the city of Marshall, thus providing this section with a surplus of institutions as compared with other portions of the State. Two colleges are situated in Austin. In other cases the institutions are centrally and advantageously located so as not to conflict with each other. Not a single college, however, is situated in the western part of the State.

The negro population of Texas consists of 787,000 persons. Of this number, 1,746 are enrolled as resident students in the eight colleges surveyed, so that the proportion of college students to population is at the rate of 22 per 10,000 inhabitants. A particularly beneficial situation is the improved negro high-school system that has been established in the State. Texas surpasses every other Southern State in this regard, with 13,067 negroes enrolled in secondary schools, or 166 for every 10,000 negro inhabitants. The ratio of white secondary students to population is also very high. With a white population of 4,476,000, it is found that 405 out of every 10,000 are in high schools.

The Texas Department of Education devotes active attention to the promotion and development of negro education. An organization is maintained in the department consisting of a college visitor, who makes continual inspections of higher educational institutions, a special high-school inspector, and a special rural-school agent.

Publicly-supported colleges are examined annually, and private institutions are standardized and classified upon request by a committee on affiliation sent to each school for this purpose.

A list of approved negro higher institutions is also published regularly, the department classifying them on the basis of senior and junior colleges. In conjunction with the Association of Texas Colleges, minimum requirements have been set up by the department, which specify in considerable detail the standards that must be attained prior to accrediting. Institutions whose graduates are granted State teachers' certificates must comply with the regulations of the department and its prescription of teacher-training work.

The sum of \$505,420 has been appropriated by the State Legislature of Texas for the biennium of 1927-1929 to provide higher education for the Negro race.

### *PRAIRIE VIEW STATE NORMAL AND INDUSTRIAL COLLEGE*

*Prairie View, Tex.*

The Prairie View State Normal and Industrial College, which was established in 1879 by an act of the Texas Legislature, is a part of a system of agricultural and mechanical colleges operated by the State. The system comprises the Agricultural and Mechanical College of Texas with two branch junior colleges and the Prairie View institution. All four of the colleges are under control of the same board of directors and have the same president.

The board of directors includes nine members serving for a term of three years and is appointed in groups of three every two years by the governor, with the advice and consent of the senate. The board has three officers, a president, vice president, and secretary. It has designated three of its members as a special committee headed by a chairman to supervise the administration of the Prairie View Normal and Industrial College.

As the negro land-grant college of Texas, the institution receives Federal appropriations under the Morrill Act and also under the Smith-Hughes Act for vocational education. Each senatorial and representative district in Texas is entitled to have one student attending the college appointed by its member of the legislature.

The Prairie View State Normal and Industrial College comprises a college and a secondary school. Curricula of college type include education, agriculture, home economics, mechanic arts, and nurse training. The secondary school consists of four grades, the first two being used for practice teaching and the last two being devoted to college preparation. In the latter grades, trade courses under

the Smith-Hughes Act are also conducted in blacksmithing, cabinet-making, cooking, house building, laundry and dry-cleaning, machine-shop practice, millinery, printing, sewing, shoemaking, stationary engineering, storage battery, tailoring, canning, and vocational agriculture.

The Texas State Department of Education has accredited the institution, both in its college and preparatory work. Prior to November, 1926, this recognition was tentative, subject to examinations by the department, but at this time the institution was permanently accredited. Several of its graduates have been accepted conditionally at Howard University and Chicago University. In this connection the Prairie View College graduate admitted to Chicago University was compelled to do two quarters of undergraduate work before being entered in the graduate school. The Meharry Medical College has also accepted several graduates of the two-year pre-medical course (recently discontinued) at the Prairie View State College. Annual inspections of the school are made by the college examiner of the Texas State Department of Education.

The institution enrolled 559 college students and 372 high-school students in 1926-27. Summer sessions are held in addition to the regular academic term and are largely attended by school teachers from all parts of Texas. During the summer session of 1927 the registration totaled approximately 1,200 students. The institution is coeducational and there are about three times as many women in attendance as men. Geographical distribution of the students shows that almost every county in the State of Texas is represented in the student body.

### ADMINISTRATION

The principal source of support of the Prairie View State Normal and Industrial College is the State of Texas, which makes appropriations both for maintenance and capital outlays. Funds averaging \$185,000 annually have been provided by the State during the past five years.

TABLE 1.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$176,304.00	\$180,000.00	\$185,000.00	\$200,120.00	\$176,170.00
Federal appropriations.....	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00
Interest from banks.....	1,220.03	1,436.78	2,580.50	3,174.46	2,019.78
Student fees.....	16,547.75	27,359.75	29,827.00	33,460.75	35,738.25
Sales and services <sup>1</sup> .....	28,206.44	37,171.89	35,821.36	46,281.47	50,249.71
Veterans' Bureau.....	21,496.92	13,562.31	8,945.09	836.78	48.67
Other sources <sup>2</sup> .....	3,044.72	5,535.01	5,269.87	5,003.33	4,798.62
Total.....	259,219.86	377,555.74	379,943.82	301,376.66	375,525.20

<sup>1</sup> Figures include gross income from sales and services.

<sup>2</sup> Other sources include Smith-Hughes appropriations.

For 1926-27, as shown in Table 1, the income amounted to \$275,525.20. Of this total, 61.8 per cent came from State appropriations, 4.6 per cent from Federal appropriations, 0.7 per cent from interest on bank deposits, 13 per cent from student fees, 18.2 per cent from gross revenues on sales and services, and 1.7 per cent from other sources.

Revenues of the institution have expanded slightly during the past five years. The total income was only \$16,305.34 greater in 1926-27 than in 1922-23, a gain of 6.3 per cent. State appropriations decreased 3.4 per cent over this period, receipts from sales and services increased 78 per cent, while those from student fees advanced 115.9 per cent, notwithstanding the fact that no tuition is charged for admission to the institution. For several years the institution realized considerable revenue for vocational training of World War veterans, but income from this source is now negligible.

A rather wide variety of fees is charged students attending the school. The complete list consists of the following: Registration, \$5; incidental fee, \$2.50; medical and sanitation, \$6; lecture and entertainment, \$5; subscription to college paper, 50 cents; post-office box rent, 50 cents; and laboratory fees, \$4.50. The charge for board is \$16 per month. Students renting rooms in the dormitories must pay 25 per cent of their maintenance cost, including laundry. Each girl student is required to purchase a uniform at a cost of \$16.

While the general administration of the Prairie View State College is officially lodged in its president, who is also head of the Agricultural and Mechanical College of Texas and two other State junior colleges, the principal has immediate supervision over the institution. Officers assisting him in handling its business affairs include a secretary, local treasurer, assistant treasurer, cashier, bookkeeper, steward, manager of college exchange, and a force of clerks, stenographers, and other office workers.

The books and accounts are in good shape. As Texas has no legalized accounting system, the institution uses the same system as the other agricultural and mechanical colleges. Work in the business office is supervised and aided by officers of the Agricultural and Mechanical College of Texas, located only 50 miles away. Annual audits are made by certified public accountants employed by the State. An institutional budget is prepared annually upon which all the departments operate. Biennial budgets are submitted to the State board of control and the legislature.

So far as the survey committee was able to ascertain, the student records of the college are well kept. A full-time registrar is employed, who is also secretary to the faculty. He is assisted in the work of handling the student accounting by a regular clerk, a student clerk, and student typist.

### PHYSICAL PLANT

The Prairie View State College owns 1,435 acres of land, with an estimated value of \$58,211.36, based on an appraisal made by the treasurer, a certified public accountant, and the auditor of the Agricultural and Mechanical College of Texas. Of this total area, 75 acres are used as a campus, 300 acres as an experimental farm, and the remainder as pasture and hay land. There are about 30 buildings located on the campus and the farm. The following figures show valuations placed by the institution on its different properties: Buildings, \$634,299; furniture, \$54,581; laboratories, \$31,902; equipment, \$288,116; the total being \$1,008,898. These figures are on the basis of the appraisal previously mentioned and on original costs, but as no depreciation has been deducted on either the permanent buildings, furniture, or equipment, it is doubtful whether these valuations are entirely accurate. The total valuation of the entire plant as estimated by the college is \$1,067,110.80.

Prairie View State College has an excellent collection of school buildings, many of them modern. They are well located and arranged. While many of the structures are brick, several were found to be old frame buildings that seem to have outlived their usefulness. Only 10 are fireproof, the remainder being nonfire resisting.

The administration building is the main college structure. It is three stories in height, built of brick in 1889, and contains all the administrative offices in addition to 10 recitation rooms. Spence Hall, also a three-story brick building, houses the agricultural department and has 15 recitation rooms, 3 laboratories and shops, and a number of offices. The mechanical building is a two-story brick building with 12 laboratories and shops; while the Household Arts Building, another three-story brick structure, contains 16 recitation rooms and laboratories. Science Hall, erected in 1924, is a modern three-story fireproof structure, its space being devoted exclusively to recitation rooms and laboratories for scientific instruction. The hospital, used for nurse training, while modern, is of frame construction three stories in height. There are also a veterinary hospital, and a canning plant, both one story in height, which are used for instructional purposes. The practice school, erected in 1925, is a modern brick building with excellent facilities for practice teaching. The practice house for home economics is also modern, being two stories in height but of frame construction.

Senior Hall and Crawford Hall, both three-story brick dormitories containing 48 and 36 rooms, are used by women students. In addition, the Old Frame Building, New Frame Building, and Annex contain 78 rooms affording living quarters for women students. There are four dormitories on the campus for men students, including

Lucky Hall and Foster Hall, three stories in height and of brick construction, with 70 rooms; the new boys' Dormitory building, a two-story brick structure erected in 1926, with 31 rooms; and Walker Hall, a two-story frame building with 19 rooms. A number of cottages and two apartments are occupied by the members of the faculty. Buildings on the experimental farm consist of a dairy, and feed, stock, and implement barns. The college exchange has its own building, a two-story brick structure.

### *PREPARATORY SCHOOL*

The preparatory school at the Prairie View State College is not maintained as an entirely distinct unit from the college. The same buildings are used for the students of both departments, and the funds are entered in the same accounts. No separate budget is maintained, with the result that it is impossible to present figures showing the cost of operations or the revenues of the high school as distinct from the college. A large number of the college faculty teach in the high school. Except in the case of special students, college and preparatory students do not attend the same recitation, lecture, and laboratory groups. Maintenance of a preparatory school is not required and the institution is planning to eliminate it by 1930.

### *EDUCATIONAL ACTIVITIES*

Educational activities of the institution are divided into five main divisions, in which a wide field of curricula is offered. They include:

(a) Division of education: Four-year course leading to bachelor of science degree and two-year course leading to diploma, State teachers' certificates being granted to graduates of both courses.

(b) Division of agriculture: Four-year course leading to bachelor of science degree in agriculture and two-year course in vocational agriculture leading to diploma.

(c) Division of home economics: Four-year course leading to bachelor of science degree and one-year course in dressmaking, millinery, or cookery.

(d) Division of mechanic arts: Four-year course leading to bachelor of science degree in mechanic arts.

(e) Division of nurse training: Three-year course leading to a diploma in nurse training.

In addition to the academic activities cited above, the institution has a department of military science and tactics in charge of a Regular Army sergeant. It also conducts cooperative extension work in agriculture and home economics.

### *ENTRANCE REQUIREMENTS*

Admission to the college divisions is on the basis of the completion of 15 units of secondary work. Seven of these units are required and 8 elective. The required units are: English, 3; plane geometry,

1; algebra, 2; and history, 2. Methods of obtaining admission are outlined as follows: By certificate of graduation from an accredited high school; by examination at the college; by completing the work of the Prairie View State Normal and Industrial College High School; by permanent State certificate.

Records of the institution show that in 1926-27 the number of freshmen entering the college on certificates from accredited secondary schools was 72. An additional 12 came from nonaccredited high schools and 19 from high schools outside the State of Texas. Six others entered after successfully passing entrance examinations at the college, these 6 being the only ones that passed out of 25 who stood the examination. A considerable number of other freshmen entered the college direct from the Prairie View State College high school. Candidates are accepted with two conditioned high-school units, which must be eliminated by the end of the first year. It is stated that no conditioned students have been registered during the past five years.

### GRADUATION REQUIREMENTS

The courses are poorly outlined in the catalogue and are characterized by such a lack of editing that it is almost impossible to segregate one group of studies from another. A confusion of headings exists and required hours of credits are omitted in some of the outlines. In most instances, prescribed subjects are indistinguishable from electives and it is only after painstaking study that an interpretation of the graduation requirements can be made. These requirements follow:

4-year agriculture.....	180 quarter hours' (120 semester hours) credit.
2-year vocational agriculture....	Not stated in quarter hours.
4-year education.....	180 quarter hours' (120 semester hours) credit.
2-year education.....	Not stated in quarter hours.
4-year home economics.....	180 quarter hours' (120 semester hours) credit.
1-year home economics.....	Not stated in quarter hours.
4-year mechanic arts.....	180 quarter hours' (120 semester hours) credit.
3-year nurse training.....	Not stated in quarter hours.

At the end of the sophomore year each student is required to select a major sequence of 27 quarter hours and a minor sequence of 18 quarter hours in either English and foreign languages, education, natural science, or social science.

The 180 quarter hours of credit required for graduation in the four-year agricultural curriculum are included in the following subjects: 50 credits in agriculture, 18 in English, 58 in science, 9 in veterinary science; 17 in social science, 38 in education, 1 in physical education, 1 in military training, and 6 in electives. In the outline for the two-year curriculum in vocational agriculture the following subjects with quarter-hour credits are included: 30 credits in voca-

tional agriculture, 24 in English, 26 in mathematics, 29 in natural science, 1 in military training, and 1 in physical education.

In the four-year educational course, the 180 quarter hours of credit necessary for graduation are comprised in the following: 63 credits in education, 30 in English, 27 in mathematics, 18 in Spanish, 18 in French, 33 in social science, 8 in natural science, 1 in military training, and 1 in physical education. The outline for the two-year education curriculum includes: 27 credits in education, 18 in English, 18 in mathematics, 18 in foreign language, 18 in social science, 8 in natural science, 1 in military training, and 1 in physical education. The Texas State Board of Education in granting elementary teachers' certificates specifies only 18 quarter hours of education, so that the two-year normal course offered at Prairie View State Normal and Industrial College exceeds the State's requirements by 9 quarter hours.

The four-year home economics course is outlined as follows: 96 credits in home economics, 18 in English, 43 in natural science, 33 in education, 12 in social science, 1 in military training, 1 in physical education. Requirements of the one-year curriculum in home economics are not contained in the catalogue.

The 180 quarter hours of credit required for graduation in the four-year mechanic arts curriculum is summarized as follows: 124 credits in mechanic arts, 9 in English, 25 in mathematics, 30 in natural science, 27 in education, 1 in military training, and 1 in physical education. A thesis is also required.

An outline of the three-year nurse-training course includes the following subjects: 9 quarter hours of credit in principles and practices, 9 in materia medica, 9 in anatomy and physiology, 4 in chemistry, 18 in dietetics, 3 in bacteriology, 9 in hygiene and sanitation, 2 in drugs and solution, 6 in history of nursing, 3 in symptomatology, 4 in psychology, 3 in urinalysis, 9 in obstetrics, 3 in mental and nervous diseases, 3 in diseases of special senses, 9 in hospital management and economics, 6 in public health, 3 in communicable diseases, 3 in professional problems, and 24 in nursing.

### ENROLLMENT

Prairie View State College has had a rapid growth in enrollment during the past five years as shown by the following table:

TABLE 2.—Entire college

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	124	89	41	25	279
1923-24.....	187	79	47	26	339
1924-25.....	213	107	69	49	438
1925-26.....	176	116	75	51	418
1926-27.....	258	133	96	72	559

Except for the year of 1925-26, when attendance declined slightly over the previous year, the number of resident college students has advanced annually, the gain for the five years between 1922-23 and 1926-27 being 124.5 per cent.

TABLE 3.—*Division of education*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	82	26	24	17	149
1923-24	125	53	26	21	224
1924-25	161	71	37	28	297
1925-26	129	81	50	33	293
1926-27	183	104	69	53	409

As indicated by Table 3, the greater proportion of the total enrollment is included in its division of education. In 1926-27 there were 409 students enrolled in this division, or 73.1 per cent of the 559 students in the entire college. It is in this division also that the greatest increase in enrollment has occurred for the past five years, there being 174.4 per cent more students pursuing the education courses in 1926-27 than in 1922-23. Loss of students, however, has been heavy and the institution apparently is having difficulties in maintaining a normal mortality. The freshman class of 1922-23, which originally contained 82 students, declined to 33 students in the senior year of 1925-26, the loss being 59.7 per cent. A similar loss of students occurred in the 1923-24 freshman class, which started with 125 students and was reduced to 53 students when it became the senior class of 1926-27.

TABLE 4.—*Division of home economics*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	19	7	12	4	42
1923-24	22	8	7	10	47
1924-25	12	10	5	7	34
1925-26	18	10	8	6	42
1926-27	39	11	8	5	63

While the enrollment in the home economics division has also gained steadily in the last five years, the number of students increasing by 50 per cent, excessive mortalities have likewise been recorded and the loss of students is so far above the average as to warrant the serious attention of the administration.

TABLE 5.—*Division of agriculture*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	11	8	5	4	28
1923-24	21	10	9	5	45
1924-25	20	13	10	10	53
1925-26	17	12	8	10	47
1926-27	22	13	8	9	61

Table 5 shows that attendance in the division of agriculture increased 82.1 per cent during the past five-year period. Between the freshman class of 1922-23 and the senior class of 1925-26 all students remained to complete the course with the exception of one, but in the case of the freshman class of 1923-24 the number of students decreased from 21 to 9 in the senior year of 1926-27.

TABLE 6.—*Mechanic arts division*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	7	3			10
1923-24	3	3	4		10
1924-25	12	6	2	4	24
1925-26	7	8	5	2	22
1926-27	7	3	5		15

This heavy student mortality at the institution is further accentuated in the mechanic arts division where further losses in students are evident between the several classes. Mortality in the freshman class of 1922-23 amounted to 71.4 per cent by the time it became the senior year of 1925-26. The freshman class enrolled in 1923-24 completely disappeared in 1926-27. Total enrollment in mechanic arts courses at the institution was small, with only seven students entered as freshmen in 1926-27, indicating a lack of interest in this type of work at the college.

TABLE 7.—*Nurse-training division*

Year	First-year class	Second-year class	Third-year class	Total
1922-23	5	15		20
1923-24	15	6	1	23
1924-25	8	7	15	30
1925-26	5	5	4	14
1926-27	7	3	5	15

Total enrollment in the nurse-training division has declined 25 per cent during the past five years. Combined with this decrease in attendance was a mortality of 75 per cent between the first-year class of 1923-24 and the third-year class of 1925-26. An improvement, however, developed in this respect between the 1924-25 first-year class and the third-year class of 1926-27, when the loss of students was only 37.5 per cent.

### DEGREES GRANTED

During the past five years the Prairie View State College has granted a total of 189 degrees in course. Of this number 124, or 65.6 per cent, have been bachelor of science degrees in education.

TABLE 8.—Degrees granted

Degrees	1921-22	1922-23	1923-24	1924-25	1925-26
Bachelor of science in agriculture.....	1	4	5	11	17
Bachelor of science in mechanic arts.....	1			4	3
Bachelor of science in education.....	12	17	37	28	30
Bachelor of science in home economics.....		4	10	7	6
Total.....	14	25	52	50	48

The institution has granted no honorary degrees within the past five years.

### FACULTY

The college teaching-staff proper is composed of 37 members, 4 of whom teach high-school classes. In addition the institution lists 18 other instructors as both college and high-school teachers, but the survey committee found that the subjects taught by them, with one or two exceptions, consisted principally of printing, laundry, blacksmith, and similar subjects, none of which is of college standard. There are also two itinerant teachers in the faculty who give field instruction in agriculture and mechanic arts. It is not believed this work is above high-school grade.

The organization of the college includes 13 departments of instruction or division, and these departments with the teachers in each are as follows: English, 1 professor, 1 associate professor, 1 assistant professor; education, 1 professor, 1 associate professor, and 1 assistant professor; mathematics, 1 professor and 1 associate professor; social science, 1 professor and 1 associate professor; science, 1 professor and 2 associate professors; modern languages, 1 professor and 1 associate professor; agriculture, 2 professors and 2 associate professors; home economics, 1 professor, 3 associate professors, and 1 assistant professor; mechanic arts, 1 professor, 1 associate professor, and 1 assistant professor; nurse training, 1 professor, 1 associate professor, and 1 assistant professor; music, 1 professor and 2 assistant professors; military training, 1 instructor; and practice school, 1 professor and 1 assistant professor.

Academic work in the college is compactly organized. Each department is headed by a professor and each division is under the supervision of a director or supervisor. Teaching assignments are judiciously distributed among the members of the faculty in accordance with their previous training. A comparison between the total enrollment in 1926-27 and the total number on the teaching staff in this year shows that there was 1 teacher to every 15 students.

TABLE 9.—Training of faculty

Case	First degree	Where obtained	Graduate degree or graduate work	Where obtained
1	A. B.	Morehouse College		
2	A. B.	University of Kansas		
3	B. S.	Washburn College		
4	A. B.	Fisk University	LL. B.	Harvard University.
5	B. S.	Boston University		
6	B. S.	Washburn College		
7	B. S.	Alcorn College	3 months	University of California.
8	A. B.	Lincoln University		
9	A. B.	Samuel Huston College	7 summers	University of Chicago.
10	B. S.	Prairie View College		
11			M. A.	Turner College.
12	B. S.	Ohio State College		
13	B. S.	Fisk University	6 months	University of Chicago.
14	B. L.	University of California	M. L.	University of California.
15	A. B.	Samuel Huston College		
16	A. B.	Fisk University		
17	D. V. M.	Iowa State, Ames.		
18	B. S.	do.		
19	B. S.	Prairie View College		
20	B. S.	Kansas Agricultural College	1 summer	Columbia University.
21	None			
22	None			
23	None			
24	B. S.	Prairie View College		
25	B. S.	Kansas Agricultural College		
26	B. S.	do.		
27	B. S.	do.		
28			M. D.	Meharry Medical College.
29	None			
30	None			
31	None			
32	Mus. B.	University of Kansas		
33	Mus. B.	Oberlin Conservatory		
34	None			
35	None			
36	A. B.	University of Wisconsin		
37	None			

An examination into the training of the faculty shows that 28 members, or 75.7 per cent, have obtained undergraduate degrees, while 9 members, or 24.3 per cent, have no degrees. The number of graduate degrees totals only 3, or 8.2 per cent of the entire staff; and only 4 members, or 10.8 per cent, are pursuing advanced work leading to higher degrees. It is evident from these figures that a considerable number of the faculty lack proper training and that the standards required in this regard by the Texas Department of Education, the official accrediting agency of the State, are not being complied with. At the time of the visit of the survey committee the administration of the Prairie View State College had already taken cognizance of the situation and definite plans had been adopted for a partial reorganization of the teaching staff. At the opening of the school-term of 1927-28 a number of old members of the faculty are to be replaced and 14 new members added. A revised list of these new college teachers submitted to the committee indicated that all of them have received specialized training and that six hold masters' degrees.

Annual salaries paid the teaching staff of the institution are above the average paid in the institutions surveyed. All the members receive a perquisite in the form of quarters in addition to the cash

paid them. Heads of the departments and divisions who hold the rank of full professors receive from \$1,800 to \$2,000 annually, the average being \$1,866. The pay of associate professors varies from \$1,200 up to \$1,650, with an average of \$1,366, and that of assistant professors between \$900 and \$1,560, the average being \$1,112. One instructor in the college receives \$900 annually, while the lowest salary paid, amounting to \$540, is to the assistant practice teacher. The salary schedules are as follows: Three teachers receive \$2,000, seven \$1,800, one \$1,750, one \$1,650, one \$1,600, one \$1,560, one \$1,500, two \$1,440, one \$1,380, eight \$1,200, one \$1,140, one \$1,120, four \$1,000, two \$900, and one \$540. The instructor receiving \$540 is a sergeant in the United States Army paid by the Federal Government.

The need for a radical revision of the teaching loads of the faculty is apparent after a scrutiny of the student clock-hour loads of a number of the teachers. Of the total members of the staff nine teachers have loads of less than 100 student clock hours, one between 100 and 200, seven between 201 and 300, seven between 301 and 400, four between 401 and 500, three between 501 and 600, one between 601 and 700, one between 701 and 800, two between 801 and 900, one between 901 and 1,000, and one above 1,000. While 24 members, or 64.9 per cent, of the staff have normal loads of less than 400 student clock hours per week, 13 members, or 35.1 per cent, were teaching between 400 and 1,000 student clock hours per week. Such loads can only be regarded as burdensome and destructive of academic efficiency, particularly in the cases of five teachers with teaching from 600 to 1,000 student clock hours per week. It is to be hoped that, in the reorganization of the faculty in 1927-28, the work in the college will be so distributed as to relieve not only the heavy burden imposed on these teachers, but place the student clock-hour loads of the whole staff on a standardized basis. The instructor with above 1,000 student clock hours per week is the Regular Army sergeant teaching both college and high-school classes in military science.

Further corroboration is given of the existence of excessive and abnormal teaching tasks in the college by an analysis of the number of hours of teaching per week of the faculty: 1 teacher with 3 hours per week of teaching, 2 with 4 hours, 1 with 5 hours, 2 with 6 hours, 1 with 7 hours, 1 with 8 hours, 6 with 12 hours, 2 with 14 hours, 8 with 15 hours, 3 with 17 hours, 1 with 18 hours, 2 with 19 hours, 1 with 20 hours, 1 with 21 hours, 1 with 24 hours, 1 with 26 hours, 1 with 28 hours, and 1 with 30 hours. The hours per week of one instructor were not furnished. Out of the total of 37 on the staff, therefore, 12 members are teaching in excess of 15 hours per week and 3 members between 26 and 30 hours. Eight members of the faculty, however, teach less than 8 hours per week.

## EDUCATIONAL EQUIPMENT

The library of the Prairie View State College, located on the first floor of Science Hall, contains 8,600 volumes. As expenditures amounting to \$2,378 had been made for new shelves and other equipment in 1924-25, the library was in excellent physical condition.

When the survey committee visited the institution, however, it was found that each academic department and division was maintaining its own library and that all books relating to their particular activities were being retained in them. The central library, therefore, was serving as a sort of refuge for books not deemed essential to the libraries of the different departments or divisions, the material in it being only general in type and character. As a result of recommendations of the committee, the administration announced that departmental and divisional libraries would be abandoned and all volumes, including public documents, brought under the control of the main library.

Expenditures on the library have advanced regularly during the past five years. The institution expended \$4,270.85 for library purposes in 1926-27 as compared with \$1,815.34 in 1922-23, an increase of 135.2 per cent. In the accompanying table is shown annual expenditures on the library, the figures for 1926-27 being omitted because of the failure of the college to furnish them in itemized form.

TABLE 10.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26
Books.....	\$746.58	\$623.15	\$731.04	\$772.75
Magazines.....	68.95	109.00	159.84	121.00
Equipment.....	66.41	594.00	2,378.00	.....
Supplies.....	11.80	53.70	53.61	54.58
Binding.....	3.60	6.85	4.30	3.95
Salaries.....	918.00	1,269.00	1,500.76	1,643.40
Total.....	1,815.34	2,646.39	4,809.66	2,597.68

<sup>1</sup> Library completely reorganized in 1924-25.

A full-time librarian is employed, who is a graduate of the normal school at Atlanta University. Although previously not having pursued college work in library science, the librarian was sent to Iowa University during the summer of 1927 for the purpose of taking such a course. Four student assistants aid the librarian in handling the work in the library.

The scientific laboratories are well equipped in comparison with the average college. Considering the courses offered in the different sciences at Prairie View State College, however, there is an insufficiency of equipment. In the chemistry laboratory additional balances are needed, while more electrical equipment and more microscopes should be supplied in the physics and biological laboratories.

TABLE 11.—Expenditures for laboratories

Expenditures	Biology	Chemistry	Other sciences
<b>For permanent equipment:</b>			
1922-23.....	\$348.43	\$326.71	\$42.88
1923-24.....	246.89	752.89	715.80
1924-25.....	92.79	6,829.11	599.91
1925-26.....	597.48	1,207.87	573.08
1926-27.....	133.65	1,512.57	.....
<b>For supplies:</b>			
1922-23.....	7.79	155.27	27.00
1923-24.....	46.28	199.05	132.44
1924-25.....	193.80	212.18	141.41
1925-26.....	357.15	551.26	29.79
1926-27.....	180.49	111.53	40
<b>Total estimated present value of equipment.....</b>	<b>2,825.00</b>	<b>12,100.00</b>	<b>2,400.00</b>

The estimated present value of the scientific laboratories at the institution is \$19,553.29, but in submitting these figures no charge-offs were made for depreciation from the original costs.

### EXTRACURRICULAR ACTIVITIES

Athletic activities of the institution are managed jointly by the faculty and the students. A faculty committee, however, has final authority on all athletic matters. The Prairie View State Normal and Industrial College is a member of the Southwestern Athletic Association. The rules of the organization regarding the purity of athletics and the preservation of scholarship among students participating in intercollegiate and other contests are observed.

### SERVICE TO SOCIETY

As a component unit in a system of institutions of higher learning maintained by the State of Texas for the benefit of its people, the Prairie View Normal and Industrial State College is rendering an efficacious service in its educational development.

In a State of such size and population as Texas the vital need is the preparation of public-school teachers to educate the coming generations. That the Prairie View State College is fulfilling its mission in this respect is evidenced by the preponderance of students enrolled in its normal and educational courses. Further testimony of its achievements is presented in the steady growth of attendance, the institution in 1926-27 having the second largest enrollment of any negro college in the country. Its widespread influence is also evidenced by the fact that every county in Texas is represented in the student body.

### CONCLUSIONS

The survey committee found the physical plant of the Prairie View State College in excellent condition and the administration and faculty conscientiously endeavoring to carry out purposes for which

the institution was established. In its examination of the college, however, certain activities were found in need of improvement. The committee makes the following recommendations:

That the catalogue be completely revised and the sections relating to the curricula offered by the college be rewritten with a view of presenting requirements for graduation in a comprehensive and understandable manner.

That the administration appoint a committee of the faculty to conduct a study of the causes of the heavy student losses.

That the reorganization and improvement of the faculty be continued and that attention be given particularly to raising the standard of the training of its members as well as the proper distribution of teaching loads in the college.

That needed equipment and other scientific facilities in the chemistry, biological, and physics laboratories be supplied.

That a complete appraisal of the institution's physical plant be made by experts in order to ascertain its real present value and that annual inventories be conducted in the future with necessary charge-offs for depreciation.

### *BISHOP COLLEGE*

*Marshall, Tex.*

Bishop College is owned and controlled by the American Baptist Home Mission Society, with headquarters in New York City. It was founded in 1881 and named after Nathan Bishop, of New York, who gave \$20,000 to start the institution. After his death his wife continued to support the school and made another donation of \$20,000. In 1885 the college was chartered under the laws of the State of Texas and came under the jurisdiction of the American Baptist Home Mission Society.

Government of Bishop College is lodged in a board of 15 trustees, three-fifths of whom are nominated by the board of managers of the American Baptist Home Mission Society. The other two-fifths are chosen largely from the nominations made by the institution's alumni. The trustees serve for a term of three years each, 5 being elected annually, and include 8 white men and 7 negroes. As at present constituted, 6 of the trustees are residents of New York, 1 of Illinois, 1 of Tennessee, 1 of Arkansas, and 6 of Texas. Under the terms of its charter, the board meets once a year in the State of Texas to transact the business of the institution. Its organization includes a chairman, vice chairman, secretary, and a treasurer. The board has an executive committee composed of five members, all

residents of Texas and in close touch with the college, and a financial committee with a membership of five.

Bishop College is organized into a liberal arts college, a theological division, and a preparatory school. The latter consists of the eleventh and twelfth grades and is to be discontinued completely within a short time. For the past three years the college has operated a summer session, only college students being permitted to attend. The institution also conducts a limited number of extension courses for the benefit of school teachers in Marshall, Tex., and Shreveport, La.

The Texas State Department of Education has accredited the institution as a standard senior college. The college has likewise been accredited by the State departments of education of Oklahoma, Louisiana, Arkansas, North Carolina, Virginia, Illinois, Colorado, Ohio, and Michigan. While no formal recognition has been accorded the college by graduate schools of recognized universities, a number of its graduates have been accepted at the summer sessions on a conditional basis. Annual examinations of the institution are made by representatives of the Texas State Department of Education.

In 1926-27 Bishop College enrolled 316 college students and 123 noncollegiate students. Attendance at the summer session totaled 137 students and 23 students were registered in the extension courses. There were also two students pursuing graduate work. The institution is coeducational and in the collegiate division the women students in this year numbered 329, as compared with 139 men students. By far the greater proportion of the student body comes from Texas, although the geographical distribution of students extends to the States of Louisiana, Arkansas, and Oklahoma.

#### ADMINISTRATION

The president of Bishop College has complete supervision over its internal administration, as well as considerable authority in directing its policies. The institution operates on an annual budget, which is approved both by the board of trustees and by the New York office of the American Baptist Home Mission Society.

The principal sources of support of the school are church appropriations, revenues from student fees, and gifts for current expenses. In submitting a financial statement for the past five years the institution included its gross receipts from board, room, and laundry, which considerably expanded the total annual income figures. An examination by the survey committee showed, however, that the net annual revenues from board, room, and laundry were small, and in some years these departments scarcely operated at a profit.

TABLE 12.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$20,029.96	\$23,015.33	\$16,108.03	\$20,570.38	\$20,082.46
Gifts for current expenses.....	13,380.43	14,522.53	13,810.80	13,640.88	11,280.23
Student fees.....	13,521.61	14,954.10	15,362.14	19,601.46	26,235.04
Net income, sales and services.....	3,207.03	2,970.90	4,417.98	3,768.40	4,650.88
Board, room, and laundry.....	31,808.94	33,709.65	46,959.09	53,919.28	50,434.85
Other sources.....	9,015.98	12,604.71	12,338.89	14,958.45	10,034.49
Total.....	90,961.95	104,777.24	108,996.93	126,458.83	124,735.95

Church appropriations for the support of the college comprise contributions by the American Baptist Home Mission Society, while gifts for current expenses include annual donations from the General Education Board varying from \$6,000 to \$10,000 annually and from the Slater fund. Income from other sources represents loans made from local banks under authority of the American Baptist Home Mission Society. They can not be classified, therefore, as actual income of the institution, although it is stated that they are made up annually by the church organization.

In 1926-27 the total income of the institution was \$124,735.95. Of this amount the American Baptist Home Mission Society, which owns and controls the school, contributed but 16.1 per cent. Revenues from student fees represented 22.7 per cent of the total income, or 6.1 per cent more than the appropriations of this church organization. The remainder was distributed as follows: 9 per cent from gifts for current expenses; 3.8 per cent from net income on sales and services; 40.4 per cent from board, room, and laundry; and 8 per cent from other sources.

A steady advance has been made in the total annual income of Bishop College during the past five years. Between 1922-23 and 1926-27 it increased 37.1 per cent. This gain, however, has not been due to enhanced appropriations by the American Baptist Home Mission Society. The increase from student fees during the period was 108.8 per cent and that of board, room, and laundry 58.5 per cent. Gifts for current expenses also gained 15.6 per cent, sales and services 45.3 per cent, and income from other sources 11.2 per cent.

The institution has a productive endowment amounting to \$13,296 to which there has been no additions during the past five years. The fund is held, its principal invested, and the interest paid through the New York office of the American Baptist Home Mission Society. No information as to the annual interest or rate of yield obtained from its endowment could be furnished by the college, as it was explained that this interest was included in the lump-sum annual appropriations made by the society to the school. In the opinion of the survey committee this is an undesirable arrangement. It is suggested that the interest accruing to the institution from its produc-

tive endowment should be paid annually to the college, separate and distinct from other appropriations or contributions made by the American Baptist Home Mission Society.

Bishop College realized fairly large revenues from its student fees, of which there are a considerable number. Between 1925-26 and 1926-27 the income from this source advanced by \$8,267.29, or a gain of 41.4 per cent. The charge for tuition is \$45 per year in the college and \$36 in the secondary school. Students are also required to pay an enrollment fee of \$5, education fee \$5, library fee \$2, and athletic fee \$3. In the case of students living on the campus the following additional fees must be paid: Medical \$5, library \$2, and room-maintenance fee \$4. Special fees include laboratories from \$3 to \$6 annually, typewriting \$2, sewing \$1, shop \$1, and music fees varying from \$3 to \$4 per month. The charge for board is \$14 monthly, room rent \$4, and laundry \$2.

Management of the business affairs of the institution is under the immediate supervision of the president, who is assisted in this work by a secretary, bookkeeper, cashier, and a clerk. The accounts are unusually well kept, and quite an elaborate system of daily cash statements, classified sheets of receipts and expenditures, and vouchers is in use. A comparative financial report is made up annually, which gives an itemized and detailed statement of revenues and disbursements in every department and branch of the establishment. It is published in the annual catalogue of the college. The books are audited at regular intervals by the American Baptist Home Mission Society.

Only a limited number of student records are being kept. The registrar's work for the college is being handled by the business office, while high-school registration is being performed by the professor of education, who teaches 15 hours a week in the college. Of the forms being utilized for student accounting only seven were submitted to the survey committee. These included a high-school transcript and student's permanent record, both of which are comprehensive and well made up, four teachers' report cards, and an enrollment blank. While it was found that these records were being kept in first-rate shape, the system is in need of expansion and, considering the size of the enrollment in the college, a full-time registrar should be employed with no other responsibility save the handling of student records.

### PHYSICAL PLANT

The physical plant of Bishop College consists of 23 acres of land and 26 buildings, most of which are small in size and of frame construction. The land is located in the best residential section of the city of Marshall and has been appraised at \$100,000. The value placed

on the buildings amounts to \$263,650, and that on the furnishings and equipment \$65,200, making the total valuation of the entire property \$428,850.

The three main buildings on the campus are Bishop, Rockefeller, and Marston Halls, all brick structures of considerable size, while the remaining smaller structures are conveniently grouped around them. Activities of the institution center at Marston Hall, where are located the administrative and business offices. This structure, which was erected in 1911, is three stories in height and contains 77 rooms. In addition to the offices located on the first floor are seven recitation rooms. The upper floors are used as living quarters for men students. This building is valued at \$75,000. Bishop Hall, an old structure erected in 1886, is also three stories high. It is valued at \$50,000, and, in addition to 11 recitation rooms on its first floor, has 45 rooms on the upper floors that provide living quarters for women students. Rockefeller Hall, the third building, was erected in 1904 at a cost of \$50,000, and is utilized entirely as a women's dormitory.

A number of the remaining smaller structures are used for academic purposes. A one-story chapel of frame construction, built in 1921, contains two recitation rooms in addition to an assembly room with a seating capacity of 200. Six classrooms are located in Classroom Building, also one story high, of frame construction, and erected in 1921, and a building known as Wolverton Shop, built in 1892, and two stories in height, contains four recitation rooms and two laboratories. Chemistry Building, another one-story wooden structure, includes a recitation room and a chemistry laboratory, while a printing office, also of frame construction, has two recitation rooms and one laboratory. The library is situated in the Library and Sewing Building, a small wooden structure built in 1898, which contains one recitation room.

A number of the other buildings on the campus provide living quarters for the members of the faculty. The president's home, a fine old mansion erected before the Civil War, is imposing in appearance and is valued at \$15,000. There are also three teachers' residences. The institution has a central laundry, a steam plant, barns, sheds, five garages, and a chicken house listed among its physical properties. All the buildings are insured, the policies being carried in the name of the American Baptist Home Mission Society, and premiums are paid from the New York office of this organization. The three large dormitories on the campus seem well protected against fire, although not fire-resisting buildings. Two of them have reinforced concrete verandas and double stairways as fire escapes. The third has outside wooden stairways from the second and third floors.

The campus presents a very attractive appearance with its walks lined by box hedges and other foliage. Care of the buildings is in charge of the engineer, who also does all the gas, water, and electrical repair work. The dean of men is responsible for the care of the campus, and the cleaning of the buildings is under the supervision of the president. Student help is utilized in keeping both the grounds and the buildings in order. Janitor work in the dormitories is in charge of matrons, and students are employed in the dining room and kitchen of the boarding department. From 20 to 25 cents per hour is paid for all work performed by them and credited on their expense accounts.

### *PREPARATORY SCHOOL*

As Bishop College plans to eliminate within the next two years all preparatory work at present conducted by the institution, the dual administration of the two departments is no longer an important problem to its officials. Under the arrangement now existing the academic work is separated, high school and college students attending different recitations and laboratory classes. They occupy, however, the same buildings and the finances of both are kept in the same accounts. Each has its own separate faculty.

### *ACADEMIC PROGRAM*

Curricula offered in the liberal arts college include a classical course leading to the bachelor of arts degree and a scientific course leading to the degree of bachelor of science.

No regular teacher-training curriculum is outlined, but students completing the subjects offered in education, in addition to liberal arts work, are granted State teachers' certificates. The theological division includes a four-year course based on high-school preparation leading to the degree of bachelor of theology and a three-year post-graduate course leading to the degree of bachelor of divinity. Courses are offered in music and credits allowed in the college, but this department is operated as a separate and distinct unit of the institution.

The academic program in both the liberal arts and theological division is well presented in the annual catalogue, each course being outlined separately, showing prescribed subjects and required credits that must be earned. The descriptions of some of the studies are rather brief. There were 73 courses of study offered in the college of which 42, or 57.7 per cent, were actually taught in 1926-27.

The survey committee was not favorably impressed with the strength of the curriculum offered in education in the college, although the requirements of the Texas State Department of Education are being met. Only four courses in education are offered. They were elementary methods with practice teaching, high-school methods

with practice teaching, general psychology, and history of education. The first two comprise the only work in education in the two-year normal course and the latter the only additional work in the four-year education course. In the training of public-school teachers it would seem that four courses in education do not provide a very firm foundation, and the survey committee is of the opinion that this curriculum should be the subject of immediate expansion.

### ADMISSION REQUIREMENTS

Candidates for admission to the college must present 15 units of standard high-school credits distributed as follows: 3 in English, 3 in mathematics, 2 in foreign languages, 2 in science, 2 in history, and the remainder elective.

The institution maintains strict practices with regard to its entrance requirements. Students unable to present credentials are not accepted until they have successfully passed entrance examinations. In 1926-27 the freshman class consisted of 131 members, of whom 90 entered on certified transcripts from accredited secondary schools. The remaining 41 were graduates of nonaccredited high schools and had to pass entrance examinations before being permitted to enroll in the college. No college standing is given conditioned students until they make up their back work in the high school. A considerable number of special students not pursuing regular college work are registered yearly in the institution, 8 being enrolled in 1922-23, 10 in 1923-24, 26 in 1924-25, 18 in 1925-26, and 36 in 1926-27.

### GRADUATION REQUIREMENTS

Total graduation requirements in the liberal arts college and the theological division are summarized as follows: Four-year classical course leading to the bachelor of arts degree, 128 semester hours of credit; four-year scientific course leading to the bachelor of science degree, 128 semester hours of credit; four-year English theological course leading to the bachelor of theology degree, 120 semester hours of credit; and three-year postgraduate theological course leading to the bachelor of divinity degree, 90 semester hours of credit. A great deal of the work is prescribed in each of the four courses. No major and minor system has been adopted in the liberal-arts college. There are also few electives offered.

In the classical course leading to the bachelor of arts degrees, 122 of the 128 semester hours of credit are prescribed as follows: 18 credits in English; 10 in Latin; 20 in Greek; 10 in mathematics; 2 in Bible; 10 in physics; 22 in social science; 10 in philosophy; 10 elective in either Latin, French or Spanish; and 10 elective in either Latin, French, Spanish, or biology. The remaining six credits are free electives. Similarly in the scientific course leading to the bachelor

of science degree, the student is compelled to earn his credits from the following list of subjects: 50 credits in science, 18 in English, 20 in foreign languages, 20 in mathematics, 2 in Bible, 22 in social science, and 10 in philosophy. Modification in this course, however, is permitted for students preparing themselves to teach science in the public schools.

The 120 semester hours of credit necessary for graduation in the four-year English theological course leading to the bachelor of theology degree is included in the following outline of work: 75 credits in theology, 14 in English, 10 in foreign languages, 5 in psychology, 10 in history or science, and 5 in logic or science. The postgraduate theological course for which the bachelor of divinity degree is granted is prescribed throughout, the subjects comprising 62 semester hours of credit in theology, 10 in Greek, 10 in Hebrew, and 8 in public speaking.

### ENROLLMENT

Bishop College has had a consistent and rapid growth in college enrollment throughout the past five years, as revealed by the accompanying table:

TABLE 13.—*Liberal arts college enrollment*<sup>1</sup>

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	56	24	29	16	125
1923-24	62	52	23	28	165
1924-25	105	48	41	23	219
1925-26	113	74	50	42	279
1926-27	131	82	51	52	316

<sup>1</sup> Most of the theological students are pursuing liberal arts courses and are, therefore, included in its enrollment figures, the institution being unable to segregate them.

Between 1922-23 and 1926-27 the number of college students increased 152.8 per cent. For each year throughout this period an average gain of 48 students was made. Student retention has been far above the average in the college.

In accordance with the plan of gradually eliminating secondary work, the noncollegiate enrollment of the school has declined by 50 students over the past five years, there being 173 students enrolled in this division in 1922-23 as compared with 123 in 1926-27. This has been offset by the large gain in collegiate attendance.

### DEGREES GRANTED

A total of 149 degrees in course has been granted by Bishop College during the past five years, of which 35 were the degree of bachelor of arts and 114 the degree of bachelor of science. The records show 8 bachelor of arts degrees granted in 1923-24, 11 in 1925-26, and 16 in 1926-27, while 16 bachelor of science degrees were granted in

1922-23, 14 in 1923-24, 21 in 1924-25, 25 in 1925-26, and 38 in 1926-27. For the past five years no degree of bachelor of theology has been granted and no graduations have occurred in the theological course leading to the bachelor of divinity degree.

### FACULTY

The college faculty of Bishop College consists of 15 members, 8 of whom are whites and 7 negroes. All the college teachers devote their entire time to collegiate work. Ten faculty members are professors and five associate professors.

The college is divided into nine departments of instruction. The work is well distributed among the staff. Three teachers were found, however, teaching subjects not included in the departments of instruction to which they had been assigned. The departments with the number of teachers and their rank are as follows: Education, 1 professor and 1 associate professor; science, 2 professors and 2 associate professors; mathematics, 1 professor; ancient languages, 1 professor; history, 1 professor; philosophy, 1 professor; English, 1 professor and 1 associate professor; and theology, 1 professor and 1 associate professor.

The faculty is only fairly well trained and the qualifications of a number of the teachers should be improved, if modern standard requirements are to be met. Of the 15 members, 13 have obtained undergraduate degrees and 2 have no degrees. Three of the staff have secured master's degrees. Information as to whether any of the remaining members are making any efforts to augment their training through graduate study was not furnished the survey committee by the institution, although these data were requested.

TABLE 14.—Training of faculty

Case	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	A. B.	Bishop College		
2	A. B.	Bradley Polytechnic Institute		
3	A. B.	Iowa University		
4	B. S.	Bishop College		
5	A. B.	Bates College		
6	B. S.	Dennison University		
7	A. B.	Kalamazoo College	M. A.	University of Chicago.
8	A. B.	Kansas University		
9	A. B.	Berea College		
10	A. B.	Baylor College		
11	B. Th.	Gordon College	M. A.	Columbia University.
12	None			
13	B. S.	Bates College		
14	A. B.	Bucknell University	M. A.	Bucknell University.
15	None			

A study of Table 14 shows that out of the 13 college teachers holding undergraduate degrees 2 were obtained from negro colleges, while the remainder were distributed among northern institutions. The three

master's degrees were all obtained from graduate schools of principal northern institutions.

The faculty of Bishop College has undergone a reorganization within the past 5 years, 11 new members being employed within this period of time. Two others have served from 6 to 7 years, while there are 2 teachers who have been connected with the institution for 27 and 32 years. One of the latter teaches Greek, economics, sociology, and philosophy, and the other education, English, psychology, and philosophy.

The average salary paid by Bishop College to its teaching staff is \$1,261 a year, a rather low figure considering the fact that no perquisites except in two instances are granted the teachers. Stipends of full professors vary from \$1,260 up to \$1,740 and of associate professors from \$500 up to \$1,260 annually. Of the 15 teachers, one receives \$1,740, one \$1,650, one \$1,395, one \$1,350, five \$1,305, two \$1,260, three \$1,215, and one \$500. The scale of salaries of the entire staff should be substantially raised. The salary of the president amounts to \$3,500 a year, \$2,500 of which is paid in cash and \$1,000 in perquisites.

While nine members of the faculty have loads of less than 400 student clock hours, the six remaining members of the staff seem burdened with an excess amount of work, having loads ranging between 400 and 500 hours. The loads of the staff are as follows: Two teach between 100 to 200 student clock hours, 3 between 201 and 300 hours, 4 between 301 and 400 hours, and 6 between 401 and 500 hours. Included among the teachers with excessive loads are the professors of education, mathematics, chemistry, history, and foreign languages, all of whom are teaching subjects which require considerable outside preparation and a great deal of individual class-room instruction. A study of the teaching schedules showed that one professor with a load of 439 hours was teaching four different subjects, namely, education, philosophy, psychology, and English. One other professor was teaching both education and Latin; his load amounting to 475 student clock hours. In the opinion of the survey committee a readjustment of the work of the members of the staff carrying loads higher than 400 student clock hours should be made with a view of reducing them to normal, and of relieving those who are teaching a variety of unrelated subjects.

The hours per week of teaching in the college includes 1 teacher with 10 hours of classroom instruction, 6 with 15 hours, 1 with 16 hours, 1 with 17 hours, 2 with 18 hours, 3 with 20 hours, and 1 with 22 hours. Four of the college faculty, therefore, are teaching between 20 and 22 hours. These teachers are the same ones with heavy student clock-hour loads previously referred to, and in the revision of

their classroom schedules, a reduction in their hours of teaching should also be effected.

Classes in the college are not above the normal in size. Of the 62 taught in 1926-27, one contained less than 5 students, 12 between 5 and 10 students, 16 between 11 and 20 students, 22 between 21 and 30 students, 9 between 31 and 40 students, and 2 between 41 and 50 students. Thus the greater proportion of the classes range below 30 students while there are only two containing more than 40 students. These are classes in education and psychology.

### EDUCATIONAL EQUIPMENT

The library of Bishop College, which contains 5,000 volumes, is situated in a one-story frame building that contains in addition several sewing rooms. Space provided for the library is wholly inadequate and an entirely new separate library building should be provided.

Because of the maintenance of a preparatory school by the institution, only about one-third of the books are adapted to college work. The administration, however, is adding new books of a college level and a consistent attempt is being made to build up the library. Regular annual appropriations are included in the annual college budget for the library as disclosed in the following table showing annual expenditures for library purposes during the past five years:

TABLE 15.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$214.23	\$120.81	\$371.25	\$216.63	\$254.09
Magazines.....	121.78	118.25	135.35	119.14	150.20
Supplies.....	18.98	23.67	89.21	21.39	31.21
Binding.....					
Salaries.....	839.70	667.20	1,197.55	1,174.75	1,349.90
Total.....	1,192.69	929.93	1,693.36	1,530.91	1,785.40

A full-time, trained librarian is employed, who holds the bachelor of arts degree from the College of Emporia, Kans. One student assistant is also employed. The Dewey decimal system is used in cataloguing the books.

Facilities for giving instruction in the sciences are first rate, although the housing of the laboratories could be improved upon. Considerable purchases of biological and chemistry equipment have been made within the last few years. Substantial annual expenditures are also made in these two sciences for supplies. In the accompanying table is given the annual disbursements of the institution for scientific equipment and supplies annually for the past five-year period.

TABLE 16.—*Expenditures for laboratories*

Expenditures	Biology	Chemistry	Physics
<b>For permanent equipment:</b>			
1922-23.....	\$200.00		\$501.38
1923-24.....	500.00	\$450.00	183.78
1924-25.....		800.00	
1925-26.....	300.00	600.00	
1926-27.....	548.19		
<b>For supplies:</b>			
1922-23.....	111.48	341.74	
1923-24.....	122.75	150.92	
1924-25.....	140.23	437.38	
1925-26.....	63.17	464.35	17.80
1926-27.....	208.13	930.51	12.14
Total estimated present value of equipment.....	2,750.00	2,100.00	1,800.00

The total present estimated value of laboratory equipment and supplies owned by the college amounts to \$8,000.

### EXTRACURRICULAR ACTIVITIES

Athletics at Bishop College are under complete faculty control. The instructor of physics and English in the high school is the coach of the teams and is also chairman of a committee of five members of the faculty which supervises all athletic activities. All athletic bills are paid from a fund made up of athletic fees and receipts from games. Rigid regulations are enforced for the maintenance of the purity of athletics and for the protection of scholarship. Only bona fide students enrolled in the college are permitted to play in inter-collegiate contests and no salaried players are allowed to become members of the teams. All players must maintain a certain fixed standard in scholarship. Bishop College is a member of an athletic conference.

No fraternities or sororities have been organized in the student body of the institution. There are, however, quite a number of other student organizations, which include a young men's glee club, orchestra, band, literary society, history, English, science, Greek clubs, and a forensic debating society.

### CONCLUSIONS

The history of Bishop College has been one of rapid transition from an elementary and secondary school to an institution of higher learning. Within recent years the college has made such rapid progress that elementary training has been discontinued entirely and its secondary school will also soon be abolished. By far the greater proportion of the institution's present enrollment consists of college students and its academic program is now concentrated in work above a high-school level.

While the institution is strategically situated in the center of a large negro population in the States of Texas, Oklahoma, Arkansas,

and Louisiana, the site of the college within the limits of the city of Marshall is not advantageous. Within sight of its campus is Wiley College, another large higher educational institution, and the situation of two colleges of practically the same type in such close proximity and operating under different managements has led to a considerable division of constituency. The present campus of Bishop College consists of a tract of valuable real estate located in the heart of the residential section of Marshall. It is small in size and because of the high value of surrounding property the expansion of the institution's physical plant is practically impossible.

For a number of years the disposal of the present site and the purchase of a larger tract of ground outside the city limits upon which could be erected a new physical plant, with all modern improvements and facilities, have been contemplated. The president of the institution has already formulated the plans for this proposed project, but it has not yet received the approval of the American Baptist Home Mission Society, the controlling organization of the college. In its examination of Bishop College, the survey committee devoted much study to the question of the removal of the college to another site and reached the following conclusions:

That in view of the fact that further expansion of its physical plant is impossible in its present location and a large cash price can be realized in all probability from its sale, the institution arrange for the purchase of a new and cheaper site of adequate size outside the city limits.

That this project be not attempted until a fund has been raised of sufficient size to pay the entire construction costs of the necessary new buildings and until a productive endowment fund has been created large enough to assure proper maintenance of the enlarged college after completion.

With regard to its inquiry into the functioning of Bishop College, as at present constituted, the committee found the institution well organized, but in need of improvement in a number of its departments. In this connection, the following recommendations are made:

That the curriculum in education be extended at once to include generally standardized and recognized subjects in teacher training.

That the church organization controlling the productive endowment fund of Bishop College, which in the past has included the interest accruals due the institution in lump-sum appropriations, pay this interest annually in the future as a separate and distinct item.

That the student-accounting system in use in the college be greatly expanded and that a full-time registrar be employed to handle all student records.

That the standard of the training of the faculty be raised to comply with the requirements of modern colleges.

That the teaching schedules of faculty members with loads in excess of 350 student clock hours and with classroom duties exceeding 20 hours per week be revised with a view of lessening them.

That some arrangement be made at once to provide more ample quarters for the library and for increased purchases of books.

That the present plans of the institution for the complete elimination of preparatory work be carried into effect as soon as feasible.

That salaries paid the teaching staff be placed on a higher level.

## WILEY COLLEGE

*Marshall, Tex.*

Wiley College, located in the northwestern part of Texas in proximity to the State borders of Louisiana, Arkansas, and Oklahoma, is one of the earlier schools established in the South by the Freedman's Aid Society, now the Board of Education of the Methodist Episcopal Church, with headquarters in the city of Chicago. It was founded in 1873, and was operated as an unincorporated school until 1882, when it was chartered by the Legislature of the State of Texas.

Although its financial affairs are largely under the control of the Chicago church board, the college has a local board of 45 trustees who participate in its government. This board is made up entirely of negroes, with the exception of 2 white persons, is self-perpetuating, and has 15 honorary members as well as 3 members ex officio. The elective trustees serve for a term of three years each and are selected in groups of 8, 9, and 10 annually. As at present organized, the board includes 3 bishops and 8 clergymen of the Methodist Episcopal Church, the remainder being educators and laymen. All are residents of Texas except 5 members who reside outside the State.

Under the terms of the institution's charter, the trustees meet once a year at commencement, and the records of recent meetings show that an average of 15 has been in attendance. Officers of the board of trustees comprise a president, who is a bishop of the church, a vice president, and a secretary. The body is also organized into committees for handling the selection of teachers, annual reports, budget, and other business matters connected with the college.

Wiley College conducts a liberal arts college and a preparatory school, the latter includes the tenth, eleventh, and twelfth grades and is used largely for practice teaching and observation. The institution does extension work in San Antonio, Houston, and Dallas, for which college credits are allowed. There is also a summer session operated for the benefit of teachers desiring to obtain additional college training. The State Departments of Education of Texas, Oklahoma, Louisiana, and North Carolina have accredited the school as a class

A standard college. Graduates of the normal course and the four-year education course receive State teachers' certificates without examination. The State Department of Education of Texas makes annual inspections of the institution, reaccrrediting and rerating the college each year, the latest recognition being for the academic term of 1926-27.

The graduate school of education of Harvard University recognized Wiley College informally in August, 1926, but it was on the basis that applicants for admission would be accepted only after their records had been examined individually, their standing found to be of the highest, and their prior work properly distributed. Several graduates of Wiley College have been admitted conditionally to other leading universities, most of them enrolling at summer sessions. One entered the University of Southern California, subject to full graduate standing pending the record made by him during the first period of his residence work in 1926-27. Another student, who was accepted at the summer session of the University of Kansas, made a good record during his first term and was accepted for graduate work in education during the second term. After a readjustment of major courses, a third graduate of Wiley College was allowed to enter the summer school of the University of Wisconsin, while a fourth, accepted at Northwestern University, was compelled to do 30 semester hours of work for his master's degree, although the regular number prescribed at this university is only 26 semester hours.

Wiley College enrolled 352 college and 86 high school students in 1926-27. Its extension department had an enrollment of 177 students, distributed as follows: 103 in Houston, 50 in San Antonio, 22 in Dallas, and 2 in Marshall. The institution is coeducational, and by far the greater proportion of its students are residents of Texas, although the registration records show a number from the States of Louisiana, Arkansas, and Oklahoma.

#### ADMINISTRATION

Administration of Wiley College is under the immediate control of its president, who has been the executive head of the institution for a period of 31 years and is a member ex officio of the board of trustees. He has a free hand in handling the college affairs, including the selection of the teachers and other matters of internal management. The Board of Education of the Methodist Episcopal Church holds title to the real estate and other properties of the school, the local board of trustees having no jurisdiction over them. Insurance policies on the buildings and contents are made out in the name of and premiums are paid by the Chicago office. In the accompanying table is given the annual income of the institution received from different sources for the past five years.

TABLE 17.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$19,222	\$25,000	\$23,000	\$23,000	\$23,000
Gifts for current expenses.....	1,500	1,500	1,500	1,400	1,750
Student fees.....	12,037	12,047	15,842	18,018	20,540
Net income from sales and services.....	1,325	6,507	597	6,250	3,600
Total.....	34,084	45,054	40,939	48,668	48,890

Wiley College is supported almost entirely by church appropriations and revenues from student fees. The educational income in 1926-27 amounted to \$48,890, of which 90 per cent was derived from these sources, 47.1 per cent coming from church appropriations and 42.1 per cent from student fees. Church appropriations consist of annual contributions by the Board of Education of the Methodist Episcopal Church and donations from the Texas negro conferences of the Methodist Episcopal Church. The remaining 10 per cent of the 1926-27 income was distributed as follows: 3.5 per cent from gifts for current expenses and 7.3 per cent from net income on sales and services. Gifts for current expenses include a small contribution by the Slater fund as part payment on the salary of a teacher and receipts from a children's day fund.

The annual operating income of the institution has shown a progressive increase during the past five years, but is not so large as would be generally expected considering the progress that has been made by the college in this period. Total revenues advanced by \$14,806 between 1922-23 and 1926-27, a gain of 43.4 per cent. The greatest gain was made over the five years in student fees, which increased by 70.6 per cent, while church appropriations advanced 19.6 per cent, gifts for current expenses 16.6 per cent, and net income from sales and services 171.6 per cent.

In addition to the figures presented in Table 17, the institution has had a capital outlay income ranging from \$12,000 and \$46,000 annually and totaling \$95,312 for the past four years. The figures are as follows: \$16,812 in 1923-24, \$20,000 in 1924-25, \$46,000 in 1925-26, and \$12,500 in 1926-27. This income was derived from special appropriations made by the Board of Education of the Methodist Episcopal Church and from donations of the General Education Board. It has been expended principally for a new girls' dormitory, a small chapel, and improvements on the older buildings.

Wiley College has a very small productive endowment which totals only \$860. The fund amounted to \$460 in 1922-23, and there were no additions to it over a period of four years until 1926-27, when it was increased by \$400. The survey committee is of the opinion that the institution is depending too much on student fees, church appro-

priations, and contributions for its annual revenues. A permanent endowment of considerable size should be created for its support. The alumni, of whom there are about 500, are now conducting a campaign to raise \$500,000 for this purpose, the money to be raised at the rate of \$100,000 a year for the next five years.

As compared with other institutions included in this survey the revenues of Wiley College from student fees are large and the administration apparently is depending on them to pay a considerable proportion of the operating costs. The fees, particularly tuition, are being increased regularly. In 1926-27 the charge for tuition was \$45 per year for the college and \$36 for the high school. In 1927-28 this charge was raised to \$54 per year for the college and \$40 for the high school. Other fees assessed against the students include registration, \$5; athletics, \$5; cultural, \$3; medical, \$5; and library, \$3. The laboratory fees range from \$2 to \$4.

The institution operates a number of services, including a book store and a boarding department, from which a considerable profit has been realized during the past five years. Net receipts from these sources amounted to \$1,375 in 1922-23, \$6,507 in 1923-24, \$597 in 1924-25, \$6,250 in 1925-26, and \$3,600 in 1926-27. Thus the net profit from sales and services to the institution for the whole period of five years totals \$18,279. The charge for board is \$14 per month. Room rent in the dormitories is \$4 per month.

In the handling of the business affairs of the college, the president is assisted by an executive secretary, a private secretary, a chief accountant, and an assistant bookkeeper. The business offices were in good shape and organized along modern lines. The bookkeeping system is based on blank forms furnished by the Board of Education of the Methodist Episcopal Church. Duplicates are sent monthly to the Chicago office of the board as well as a statement of bank balances. Audits of the books are also made at regular intervals by this board. The institution is operated on an annual budget, which is rigidly enforced in the administration of the different departments.

Student accounting of the college is in charge of a registrar located in the dean's office. The records are in good condition and are kept up to date.

### PHYSICAL PLANT

The physical plant consists of 53 acres of land and 15 buildings. Only four of the buildings are modern, fireproof structures, while several are old and practically in disuse. Forty of the 53 acres are used as a campus and the remaining 13 acres are utilized as a farm. On an estimate made by local realtors in 1924 the land is valued at \$11,500, while the buildings, based on an appraisal of an architect and contractor in 1925, are valued at \$297,300. Value of the school equip-

ment and furnishings is fixed at \$80,681. The entire property is estimated to be worth \$389,481.

The main college building is Thirkield Hall, erected in 1919 at a cost of \$65,000. This structure is located near the center of the campus, contains the administrative and business offices, and is otherwise used exclusively for academic purposes. It is three stories in height, contains the dean's office, 11 recitation rooms, and 4 laboratories. Other buildings used for educational work in the college include the Carnegie Library, a two-story structure erected in 1901, in which are located 4 recitation rooms, in addition to the library; and Music Hall, a small one-story building containing 2 classrooms.

Three buildings provide living quarters for women students. One, known as Dogan Hall, was completed in 1925 at a cost of \$75,000 and is the newest structure on the grounds. It is three stories in height, fireproof, and contains 74 rooms. The others, South College and North College Halls, are twin dormitories used for women students, two-story structures with 11 rooms each. Coe Hall, a four-story building of the older type, erected in 1908, is the men's dormitory and contains 83 rooms. The building is valued at \$70,000 and contains \$10,000 worth of equipment.

The college has a new chapel, built in 1924 at a cost of \$11,000. The building is an attractive one-story edifice of frame construction with a seating capacity of 800. The refectory, in which is located the boarding department, is also a modern structure with a large dining room fully equipped to accommodate 600 students. The original cost of this building was \$30,000 and the equipment is valued at \$6,000. Among the other buildings on the campus are the president's home, girls' laundry, boys' pressing building, and a number of teachers' cottages. All the buildings above one story in height are provided with fire escapes:

The officer immediately responsible for the care of the buildings and grounds is a superintendent, who devotes full time to the work. Student labor is employed throughout the entire school plant and the superintendent's force consists of 15 student helpers who perform the janitor service connected with the administrative and business offices, chapel, and library. The dormitories are cleaned by the students occupying the rooms under the supervision of the officers of the buildings. In the boarding department, 20 students under the direction of the matron wait on the tables and clean the refectory, while 4 students under the direction of the head cook do dishwashing. Outside help is also employed in the kitchen.

### PREPARATORY SCHOOL

Except in the handling of finances, the college and preparatory school conducted by the institution are operated as separate and dis-

inct units. Different buildings and faculties are provided for the two departments and the students are completely segregated. As the charter of Wiley College does not provide for the maintenance of a preparatory school, the institution plans to discontinue its operation within the next three years, one grade being dropped annually until all high-school work is abolished.

### EDUCATIONAL PROGRAM

Wiley College offers two four-year curricula, one leading to the bachelor of arts degree and the other to the bachelor of science degree. A normal course is also offered.

The academic program of the college as contained in its 1926-27 catalogue was poorly presented, the section dealing with the description of the different courses being thrown together in more or less careless manner without proper editing. This condition, however, has been largely rectified in the new catalogue issued for 1927-28.

In the college are offered a total of 197 courses of study, many of which are short and extend over a single quarter. Most of them have been classified under five general groups, outlined as follows:

- (a) Languages and literature: English, German, Latin, French, and Spanish.
- (b) Natural sciences: Mathematics, physics, biology, and chemistry.
- (c) Social sciences: American history, European history, political science, economics, and sociology.
- (d) Philosophy and religion: English Bible, philosophy, psychology, and ethics.
- (e) Professional courses: Education, psychology, methods, administration, etc.

The extension courses offered by Wiley College are confined in the main to its education department and the enrollment consists almost entirely of public-school teachers. Regular classes are conducted in public-school buildings by instructors furnished by the institution. The courses have been approved by the city and State educational authorities, and official examinations are conducted at regular intervals by the Texas State Department of Education.

### ADMISSION REQUIREMENTS

Unconditional admission to Wiley College is on the basis of the completion of 15 Carnegie units presented from an accredited four-year secondary school. Of the 15 units a minimum of 3 are required in English, 3 in mathematics, 2 in foreign languages, 2 in science, and 2 in history, the remainder being elective. Candidates unable to present credentials are admitted after passing a college entrance examination or as conditioned students. Under the regulations in force at the college a maximum of two conditioned units is allowed, but the students thus accepted are generally enrolled in the institution's high school, and college classification is denied them pending

the removal of their conditions. This, however, does not apply to students conditioned in Latin.

The 129 freshmen entering the college in 1926-27 were admitted by the following methods: Graduation from accredited high schools with 15 units, 105; graduation from nonaccredited high schools without 15 units, 24.

Due to the fact that many high schools lack adequate laboratory facilities, many applicants are unable to present credits in science, with the result that the number of conditioned students at Wiley College is unusually large. Conditioned students registered annually for the past five years include 41 in 1922-23, 36 in 1923-24, 32 in 1924-25, 30 in 1925-26, and 24 in 1926-27. Thus for 1926-27 the conditioned students represented 18.6 per cent of the total freshman class of that year.

By far the greater proportion of students entering the college are residents of Texas. Out of the total of 129 in 1926-27, 116 were from Texas and 16 from outside States, the latter including 10 from Oklahoma, 4 from Louisiana, 1 from Arkansas, and 1 from California. Eight of the freshmen were graduates of the Wiley College secondary school.

### GRADUATION REQUIREMENTS

One hundred and eighty quarter hours of credit (120 semester hours) are required for graduation in the curricula leading to the degrees of bachelor of arts and bachelor of science. In addition, six quarter hours of credit must be earned in religious education.

Students are required to major and minor in all the curricula, the number of quarter hours of credit that must be earned in the majors and minors being dependent on the particular subjects selected. Requirements for the bachelor of arts degree comprise the following prescribed studies: 30 credits in English; 20 in modern languages; 20 in natural science, with not more than 10 in any one department; 10 in mathematics; 5 in history or political science; 10 in sociology or economics; 5 in psychology; and 35 elective in education if a State teacher's certificate is desired. The remaining credits include majors and minors and free electives.

In the course leading to the bachelor of science degree the prescribed work is made up of 30 credits in English; 15 in mathematics; 65 in natural science, of which 35 must consist of a major; 10 in sociology or economics; 5 in psychology; and 35 elective in education, if a State teacher's certificate is desired. The other 15 credits in this course are free electives.

The two-year curriculum in education leading to State elementary teachers' certificates is based on the requirements of the Texas State Department of Education and has not been specifically outlined in the catalogue. It includes studies in education, general psychology,

educational psychology, methods of teaching, observation and practice teaching, in addition to courses in English and several other subjects.

### ENROLLMENT

Wiley College's enrollment has shown growth during the past five years.

TABLE 18.—Total college enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	169	24	24	28	245
1923-24	220	46	20	23	309
1924-25	185	50	49	45	329
1925-26	220	64	37	38	359
1926-27	184	82	56	30	352

The gain in students between 1922-23 and 1926-27, as indicated by the foregoing table, amounted to 107, or an increase of 43.6 per cent. College enrollment at the institution is divided into two groups: Students registered in the liberal arts courses, and others not pursuing courses leading to degrees and enrolled as special students. Below are given figures on enrollment in the liberal art courses for the past five years:

TABLE 19.—Liberal arts college enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	84	24	24	28	160
1923-24	130	46	20	23	219
1924-25	113	50	49	45	257
1925-26	134	64	37	38	273
1926-27	129	82	56	30	297

Students pursuing the liberal arts courses in the college have increased from 160 in 1922-23 to 297 in 1926-27, a gain of 137. An analysis of Table 19, however, shows a heavy student loss between classes as they advance toward graduation. The class entering the college in 1922-23 declined from 84 students in the freshman year to 38 in the senior year, the mortality being 54.7 per cent, while the class beginning in 1924-25 fell off from 130 students in the freshman year to 30 in the senior year, the loss of students amounting to 70.7 per cent. The excessive loss of students is attributed to a poor cotton crop in Texas and other economic conditions beyond the control of the institution.

During the past five years a considerable number of special students have been enrolled in the college, most of whom are pursuing work in home economics and business, and are in reality extension students. The number enrolled was 85 in 1922-23, 90 in 1923-24, 72 in 1924-25, 86 in 1925-26, and 55 in 1926-27.

In accordance with plans of the institution to discontinue secondary work, enrollment of noncollegiate students is being reduced annually. Enrollment in these divisions included 275 in 1922-23, 178 in 1924-25, 156 in 1925-26, and 108 in 1926-27. During the past five years the number of students in the high school, therefore, has been decreased by 60.7 per cent.

### DEGREES

A total of 154 degrees in course has been granted by Wiley College during the past five years, of which 149 have been bachelor of arts and 5 bachelor of science degrees. Of the bachelor of arts degrees, 29 were granted in 1921-22, 23 in 1922-23, 18 in 1923-24, 41 in 1924-25, and 38 in 1925-26. Three bachelor of science degrees were granted in 1924-25 and 2 in 1925-26. Comparing the total number of degrees granted in course with the number of freshmen enrolled, as given in Table 22, it is disclosed that 25.1 per cent of the students entering liberal arts during the five-year period have been graduated.

The institution has granted six honorary degrees during the past five years, all being doctors of divinity. Two were conferred in 1921-22, 2 in 1923-24, and 2 in 1924-25.

### FACULTY

Wiley College faculty is composed of 14 members, none of whom teach in the secondary school. All are negroes, with the exception of one, who is a Hindu. Figuring on a basis of the enrollment in 1926-27, there is 1 teacher to every 25 students in attendance.

The academic organization is in accordance with the general plan followed by leading modern colleges and consists of nine departments of instruction, each in charge of a full professor. The departments, with the number and rank of teachers in each, are as follows: Education, 2 professors; English, 1 professor and 1 associate professor; economics, 1 professor; history, 1 professor; mathematics, 1 professor; languages, 2 associate professors; physical education, 1 professor, 1 associate professor, and 1 assistant professor; religious education, 1 professor; and philosophy, 1 professor.

The training of the faculty is excellent, and in many respects meets the requirements set up by recognized accrediting agencies. All members have obtained undergraduate degrees; seven have secured master's degrees, and four without graduate degrees are pursuing studies leading to them. Two of the teachers are also doing advanced work beyond their master's degrees.

TABLE 20.—*Training of faculty*

Case	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	A. B.	Beloit College	A. M.	Columbia University.
2	A. B.	Virginia Union University	A. M.	Colorado University.
3	A. B.	Lincoln University	2 summers	Columbia University.
			4 quarters	Chicago University.
4	A. B.	Syracuse College	1 summer	Columbia University.
5	A. B.	Indiana State Normal		
6	A. B.	Iowa State University		
7	B. S.	Clafin University	M. S.	Chicago University.
8	A. B.	Northwestern University	2 summers	Northwestern University.
9	A. B.	Bombay University	A. M.	University of California.
			1 year	University of Oregon.
			do	Clark University.
			do	State University of Iowa.
10	A. B.	Wiley College	A. M.	Wiley College.
11	B. S.	Central Tennessee College		
12	A. B.	Lincoln University	1 summer and 1 autumn	LaSalle Law School.
13	A. B.	Fisk University	A. M.	Fisk University.
			2 summers	Chicago University.
14	A. B.	Lincoln University, Missouri	A. M.	State University of Iowa.

Of the 14 undergraduate degrees held by the staff, 6 were obtained from northern colleges. Five of the master's degrees were obtained from northern universities. It is believed that the master's degree received from Wiley College by one of the teachers is an honorary degree rather than an earned degree, as this institution does not conduct any graduate or professional schools.

There has been a considerable turnover in the faculty of Wiley College, 5 teachers having served at the institution but 1 year, 2 for 2 years, 1 for 4 years, 2 for 5 years, 1 for 7 years, 1 for 15 years, 1 for 17 years, and 1 for 32 years. Thus 11 of the present members of the staff have replaced other teachers during the past 7 years. The greater proportion have been employed within the last 2 years. The three older members of the staff, who have served between 15 and 32 years, include the president, the professors of German and religious education.

While the salaries paid by the institution to the faculty are slightly above the average, they are badly in need of equalization and reclassification on the basis of rank. The salary schedules are as follows: One teacher receives \$2,100, one \$1,600, one \$1,585, four \$1,500, two \$1,450, one \$1,280, one \$1,250, one \$1,150, one \$1,100, and one \$950. A study of these figures shows the compensation of professors varies from \$950 to \$1,600 and associate professors between \$1,150 and \$1,525. Eight professors are paid less than the maximum salary of \$1,525 received by the associate professors and in a number of other cases the stipends of the associate professors exceed those of professors. The compensation of one professor who only receives \$950 annually is entirely incompatible with the rank he holds in the faculty or the amount of work performed.

All the members of the staff, with the exception of three, receive perquisites in the form of room and board in addition to their cash salaries. The dean receives \$2,100 annually and the salary of the president amounts to \$2,200, with a perquisite valued at \$1,200 making his total compensation \$3,400.

One teacher has a load of less than 100 student hours, 2 between 100 and 200 hours, 5 between 201 and 300 hours, 1 between 301 and 400 hours, 1 between 401 and 500 hours, 2 between 501 and 600 hours, 1 between 601 and 700 hours, and 1 between 701 and 800 hours. Thus 5 out of the 14 teachers were carrying loads in excess of 400 hours and 2 had burdens imposed upon them ranging between 600 and 800 students clock hours, or almost double the generally accepted normal load. One was the professor of education and the other an associate professor in English. That such subjects requiring considerable individual instruction can not be taught effectively with the teachers carrying teaching loads of this size is self-evident. The other members of the faculty having excess student clock-hour loads included the professor and associate professor in foreign languages, the professor of mathematics, and the professor of religious education. The committee suggests that the work imposed on these teachers be materially reduced.

The classroom work in the college seemed to be distributed on an equitable basis, one teacher having 5 hours per week of teaching, one 10 hours, eight 15 hours, two 18 hours, one 20 hours, and one 21 hours. Although two members of the faculty were teaching 20 and 21 hours per week, one was a professor of chemistry with the greater proportion of his duties consisting of laboratory instruction, while the other was an associate professor of German. In the case of the latter, the quality of his teaching would probably be susceptible of improvement, if the amount of classroom work imposed upon him were reduced.

The classes in the college are for the most part normal in size. A total of 41 classes was taught in 1926-27, of which 1 contained less than 5 students, 9 between 5 and 10 students, 17 between 11 and 20 students, 6 between 21 and 30 students, 1 between 31 and 40 students, 1 between 41 and 50 students, 3 between 51 and 60 students, 1 between 61 and 70 students, and 2 classes between 100 and 110 students. According to these figures 33 classes, or 82.8 per cent, contained 30 students or less. The 7 larger classes, however, varied from 40 to 107 students in size, and the subjects taught in them included German, college algebra, school methods, teachers' technique, contemporary history, argumentation, and New Testament literature. While instruction in some of these subjects may be given without impairment of efficiency to classes containing large numbers of students, it is evident that this rule does not apply to

German, algebra, and history. Under these circumstances, it would appear advisable for the academic administration to divide these larger classes into sections so that their size will not exceed a maximum of 40 students and at the same time rearrange the schedules of the teachers to take care of the additional teaching involved.

### EDUCATIONAL EQUIPMENT

The library of Wiley College contains 7,850 volumes. It is well housed, occupies a single building, and has an excellent selection of books and magazines of college grade. An appropriation from \$300 to \$1,325 has been included in the college annual budget for the purchase of new works during the past five years. In the accompanying table are given the expenditures for library purposes by the institution for this period:

TABLE 21.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$1,325	\$925	\$300	\$500	\$700
Magazines.....	125	125	110	120	100
Supplies.....	50	50	30	50	140
Expenses.....	450	450	1,100	1,190	1,190
Total.....	1,950	1,550	1,530	1,860	2,030

The library is in charge of a full-time trained librarian, who is assisted by four students, and all books are catalogued under the Dewey decimal system. The committee found the library widely used by the student body as well as by townspeople of the city of Marshall.

Facilities provided for instruction in the sciences were found to be first rate, the laboratories in chemistry, physics, and biology meeting the requirements for all the courses offered in the college. Unusually good care is taken of the instruments and special attention is paid to their upkeep. Below are given the expenditures for scientific equipment and supplies in the past five years:

TABLE 22.—Expenditures for laboratories

Expenditures	Biology	Chemistry	Physics	Other sciences
<b>For permanent equipment:</b>				
1922-23.....		\$385	\$300	
1923-24.....	\$200	45	20	
1924-25.....	200	50	100	\$80
1925-26.....		50	70	50
1926-27.....		60	400	20
<b>For supplies:</b>				
1922-23.....	300	100	100	10
1923-24.....	90	138	300	25
1924-25.....	100	100	90	10
1925-26.....	140	300	260	30
1926-27.....	95	250	90	30
Total estimated present value of equipment.....	3,550	2,400	1,500	400

The institution maintains a separate laboratory for its high-school students. The expenditures for "other sciences," shown in the foregoing table, represent purchases for this department.

### EXTRACURRICULAR ACTIVITIES

Athletic activities at Wiley College are administered by the faculty through a committee of five headed by the dean of men, who is coach of the teams. Students have no voice whatever in the administration of athletic affairs in the college. The school is a member of two intercollegiate athletic conferences, the by-laws of these organizations being enforced to protect the purity of athletics, prevent professionalism, and preserve scholarship.

There are three fraternities and two sororities at the college, which include the Phi Beta Sigma, Omega Psi Phi, Alpha Phi Alpha, Zeta Phi Beta, and Alpha Kappa Alpha. A council, made up of one student from each of these organizations and a member of the faculty, controls these Greek-letter societies. Students must attain a certain standard in scholarship, conduct, and leadership before they are permitted to become members of the fraternities and sororities.

Other extracurricular activities at the college are a debating club, an international relations club affiliated with the Carnegie Endowment for the Promotion of Peace in New York, a choir, various musical organizations, and a dramatic club. All have faculty advisors.

### CONCLUSIONS

Wiley College is strategically located and is rendering a high character of public service in preparation for achievement and leadership. The institution has, during recent years, concentrated on the development of a college of standard rank, meeting the requirements set up by recognized accrediting agencies. In a large measure this objective has been accomplished.

The survey committee was impressed with the efficiency of the organization and the concentrated effort being made to provide an educational service of a superior type. With regard to its future progress, the following recommendations are offered:

That Wiley College discontinue its secondary school at once and concentrate all its efforts on college work.

That the organization responsible for the operation of the institution and its other friends join with the alumni in the campaign to raise a \$500,000 productive endowment fund so that the institution may be assured of its annual income in the future.

That the administration reclassify the salaries of the members of the faculty with a view to their equalization.

That the teaching tasks of the professors of education, foreign languages, and religious education and the associate professors of English and foreign languages be substantially reduced.

That the classes in German, history, and college algebra be reduced to include not over 30 students.

### *SAMUEL HUSTON COLLEGE*

*Austin, Tex.*

Samuel Huston College was established in 1900 by the West Texas Conference and the Freedmen's Aid Society of the Methodist Episcopal Church. It was named after Samuel Huston, of Marengo, Iowa, who made one of the initial donations toward the founding of the school. For 10 years the institution was conducted by these organizations, but in 1910 it was incorporated under the laws of the State of Texas and later came under the control of the Board of Education of the Methodist Episcopal Church, with headquarters in Chicago.

The board of trustees consists of 29 members and is self-perpetuating. Two of the trustees are white officials of the Board of Education of the Methodist Episcopal Church, serving as members ex-officio, while the remaining 27 are local colored residents, two thirds being preachers and one-third laymen of the church. They serve for four years each. Elections are held annually by the board, the terms of the members expiring in groups of 5, 7, or 8 every year. Eleven of the trustees are alumni of the college.

The organization of Samuel Huston College consists of a liberal arts college and a two-year preparatory school. The college specializes in teacher-training, conducting well-attended summer sessions. It has been accredited as a class A standard college by the Texas State Department of Education since 1925. Texas State teachers' certificates are granted to graduates of the educational courses. The departments of education of the States of Kansas, Missouri, Florida, Oklahoma, Louisiana, Arkansas, Mississippi, and South Carolina have also accredited the college, while an application for rating as a standard college has been presented to the North Carolina State Department of Education.

Graduates of the Samuel Huston College have been accepted by Howard University and Meharry Medical School with full credits. Three examinations of the institution have been made in the last three years by the Texas State Department of Education, one in 1923, another in 1924, and a third in 1925. Modifications and improvements effected as a result of these investigations include: Elimination of the elementary school and two grades of high school in order to concentrate on college work; separation of its college and high school;

enforcement of standard entrance and graduation requirements; increased scientific equipment; enlargement of the library to 6,000 volumes; and establishment of eight college departments of instruction, each headed by a professor.

### ADMINISTRATION

Ownership of the property of the Samuel Huston College is vested in the Board of Education of the Methodist Episcopal Church. Insurance policies on the school are also underwritten in the name of this board. The local board of trustees as a corporate body, therefore, does not hold title to either the real estate or the buildings.

The Board of Education of the Methodist Episcopal Church likewise has complete supervision over the educational program and finances of the institution. An annual budget for college operation is submitted to its Chicago offices for approval, although the local trustees first pass upon it. Fiscal statements are also transmitted monthly to the church board, and its agents make periodical inspections of the school.

Financial affairs of the institution are not in the best of condition. The year 1926-27 was started with a deficit of \$9,500, representing an overdraft of \$3,500 and outstanding unpaid bills amounting to about \$6,000. For several years the college has been operating under such a handicap, which is a continual source of worry to the president and probably detracts his attention from more important administrative matters. The property, however, has not been incumbered by mortgage.

Samuel Huston College is supported mainly by church appropriations made by the Board of Education of the Methodist Episcopal Church and by student fees. Table 23 shows its income from different sources for the past five years:

TABLE 23.—Income

Source	1923-24	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$23,508.18	\$26,966.61	\$26,178.00	\$23,260.00	\$20,000.00
Gifts for current expenses <sup>1</sup> .....	65.85			2,352.37	2,329.77
Student fees, board, and room.....	15,748.33	21,405.56	24,827.91	17,320.21	22,377.17
Other sources <sup>2</sup> .....	2,333.81	6,268.65	3,501.94	9,928.68	4,087.11
Total.....	38,655.87	54,658.72	54,507.85	52,861.16	48,794.05

<sup>1</sup> Gifts for current expenses comprise donations from the West Texas Colored Conference of the Methodist Episcopal Church.

<sup>2</sup> Receipts from other sources include athletics, entertainments, and miscellaneous income.

The total revenues for 1926-27 were \$48,794.05, distributed as follows: 40.9 per cent from church appropriations; 4.8 per cent from gifts for current expenses; 45.9 per cent from student fees, board, and rooms; and 8.4 per cent from other sources. From the above figures it is evident that the major part of the support of the institution is

derived from local sources rather than from the Chicago church board, which exercises control over its affairs.

There has been a progressive growth in the college income during the past four years. Total receipts in 1926-27 amounted to \$48,794.05, as compared with \$38,655.87 in 1922-23, an advance of 26.2 per cent. Responsibility for this gain is due chiefly to an increase of 75 per cent in income from other sources and 42 per cent in student fees, board, and rooms. No increase occurred in church appropriations.

An extraordinarily large number of fees are levied against students in attendance at the institution. The list includes: Registration fee, \$15; tuition, \$36; library fee, \$6; publicity, \$3; incidental, \$3; athletic, \$3; medical, \$1; student organization-fee, \$2; laundry, \$9; and laboratory fees.

The administration has considerable difficulty in operating its boarding department successfully. Many of the students do not patronize the dining hall located on the campus, with the result that its receipts are comparatively small and its maintenance is unprofitable. The charge for board is low, \$9 per month. Sixteen of the college and high-school teachers receive their meals free, through the boarding department, as perquisites.

The president, who is also the treasurer of the board of trustees, has charge of the business management of the institution. He is assisted by a bursar, a secretary, and several other employees. The accounts are examined annually both by the Board of Education of the Methodist Episcopal Church from its Chicago office and by a committee appointed by the local board of trustees. No audit, however, by outside certified public accountants is made.

A fairly satisfactory system of keeping student records is in use at the institution. This was installed at the instigation of the Texas State Department of Education, recognition being refused the school as a class A standard college until adequate student accounting was provided. The dean performs the duties of registrar in addition to his other work. He is assisted by a clerk who handles the compilation of the records and correspondence. At the time of the visit of the survey committee, the dean was not only doing the work of the dean and registrar, but was also teaching 11 hours per week in the college, with a student clock-hour load of 244 hours. The student records are kept in fireproof filing cases.

#### PHYSICAL PLANT

The institution owns 15½ acres of land, valued at \$31,500, based on an appraisal made by the president and on the price paid for real estate recently purchased in the vicinity. Fifteen acres are used as a campus, while one-half acre, upon which a small house is located, is rented for \$240 annually. The plant consists of four main school

buildings and six other smaller buildings, with an estimated value of \$229,500. A valuation of \$36,200 is placed on equipment and furnishings. Both of these valuations are based on initial costs, although no records exist of the amounts paid originally for either the buildings or equipment. Total valuation of the entire property is fixed at \$297,200, which is believed to be excessive. All the buildings are nonfire resisting, and only \$78,050 insurance is carried on them, including contents—a small amount when contrasted with the valuations.

The college activities center around Burrows Hall, a four-story brick structure erected in 1900, and containing the administrative offices, recitation rooms, library, and dining room. Upper floors are used for women's rooms, and are about one-third full. A second large four-story brick building, the Eliza Dee Home, located across the street from the campus and constructed by the Women's Home Missionary Society of the Methodist Episcopal Church, was built in 1916 and is used as a dormitory for women students and as a home-economics department. It contains 37 rooms, but is only about one-third occupied. The other two main school buildings are Science Hall, containing recitation rooms and laboratories, the Livinggood Hall, also containing recitation rooms and offices on the first floor. The men's living quarters are located on the upper floors, but the majority of the rooms are vacant. Other structures include the president's home, athletic annex, used as auditorium, three teachers' cottages, two laundries, a storeroom, and garage.

Failure of the resident college students to live in the dormitories has created more or less of a serious problem for the administration, particularly with regard to women students. Of the out-of-town students attending the institution, a large proportion do not live on the campus, preferring to reside in rented rooms in the city of Austin. This situation has not only resulted in a financial loss to the school, but has a tendency to create moral dangers for the students. The institution is considering the adoption of a definite policy of forbidding girls to room away from the college excepting those living with near relatives or working for board and room in city families.

The campus presents a fair appearance. A full-time superintendent of buildings and grounds is employed, who has a force composed of two workmen and several students. Janitor service in the dormitories is performed by the boarding students, who are compelled to do "duty" work for the institution without compensation.

#### *EDUCATIONAL PROGRAM*

The liberal arts college offers curricula leading to the bachelor of arts and the bachelor of science degrees. A major in education for students desiring to secure a high-school State teacher's certificate

and a two-year premedical course for students preparing to enter medical schools are also offered. The institution has recently undertaken to start a school of music of collegiate grade, which was in the course of formation at the time of the visit of the survey committee.

Prior to the school term of 1927-28 the college granted only the bachelor of arts degree, and the arrangement of the curricula was confusing, jumbled, and difficult of interpretation. Hours of credits that students must earn were not specified for the different subjects and a confusion of terms were used to designate units for measuring work. There was also considerable padding of subjects in some of the departments of instruction. With the issuance of its new catalogue this situation has been somewhat clarified.

### ENTRANCE REQUIREMENTS

Admission to the college is on the basis of the completion of 15 units of high-school preparation, 3 units of which must be in English, 1 in algebra, 1 in plane geometry, 2 in history and civics, 1 in science, and 2 in foreign language. Foreign language is prescribed, but a student may enter the college without it and make it up later.

Graduates of secondary schools accredited by the Texas State Department of Education are accepted without question. In the case of applicants from nonaccredited high schools the institution claims that such schools must first be approved by the Samuel Huston College before their graduates may enter, but this rule has not been followed. Of the 83 freshmen admitted to the college in 1926-27, 69 came from State accredited high schools and 14 from the Samuel Huston preparatory school, a part of the latter being conditioned.

Two classes of conditioned students are accepted by the college. In one class are students who have fulfilled the quantity requirements of 15 units, but have not satisfied the quality requirements, lacking credits in some of the subjects outlined above, mainly science and language. The other class includes students, who are short 2 or less of the required 15 units and who are admitted as unclassified students pending the removal of their conditions. Most of the students entering the college with 13 secondary units are mature persons and they are allowed two years in which to work off their conditions. Other conditioned students must remove their conditions within a period of one year. A record of conditioned students enrolled in the college shows: None in 1922-23, none in 1923-24, none in 1924-25, 30 in 1925-26, and 26 in 1926-27.

As shown by these figures, large numbers of conditioned students have been admitted to the college during the past two years. Of the total freshmen registered in 1925-26, 25 per cent were conditioned students and in 1926-27 the percentage was 12.4. The institution

also accepts special students who are described as students not pursuing the prescribed courses. The number enrolled during the past five years is as follows: Two in 1922-23, two in 1923-24, thirteen in 1924-25, twenty-four in 1925-26, and fourteen in 1926-27. The majority of both conditioned and special students pursuing work in the college are school teachers.

### GRADUATION REQUIREMENTS

Candidates for the degrees of bachelor of arts or science at the Samuel Houston College must complete 180 quarter hours of credit.

Under the reorganized curricula, previously referred to, the academic work is divided into groups and there are specific graduation requirements in each. The groups as outlined follow: (a) Languages and literature, including English, foreign, and ancient languages; (b) natural sciences and mathematics; (c) social science; (d) philosophy, psychology, and religion; (e) education.

The 180 quarter hours of credit prescribed for graduation, leading to the bachelor of arts degree, include 40 credits in the languages and literature group with 20 credits in English and a language other than English; 30 hours in the natural science and mathematics group with 20 credits in natural science and 10 in mathematics; 15 credits in the social science group with 5 in history and 10 in political science, economics or sociology; 10 credits in the philosophy, psychology, and religion group with 5 in psychology and 5 in religion. Students working for the State high-school permanent teacher's certificate must complete 40 credits in the education group.

Group requirements for the bachelor of science degree include 45 credits in the language and literature group with 15 in English and 30 in French or German; 40 credits in the natural sciences and mathematics with 10 in mathematics, 10 in biology, 10 in chemistry, and 10 in physics; 10 credits in the social science group either in economics or sociology; 10 in the philosophy, psychology, and religion group with 5 in psychology and 5 in religious education; and 40 credits in the education group providing the student is pursuing work leading to a State teacher's certificate.

Students are required to select a major field or concentration in which 30 credits must be earned, not including the minimum group requirements. In addition 2 credits must be secured in freshman orientation, 2 in hygiene, and 6 in education.

Facilities for practice teaching are not altogether satisfactory at the institution. There is no model elementary school for such purpose on the campus and the college has to depend on public schools in the vicinity to supply this need. In 1926-27 the institution had difficulties with the principal of the local school, where its practice teaching was being conducted, with the result that this arrangement

was canceled. During the academic year of 1927-28 the administration announced that the city superintendent of the Austin public-school system had agreed to turn over one of the elementary city schools to the college for practice teaching. It was stated also that the county rural schools were available for observation. In its study of this matter the survey committee gained the impression that these arrangements were more or less transitory and that facilities for such an important function as practice teaching and observation, particularly at a college specializing in education, should be placed on a more permanent basis.

### ENROLLMENT

The Samuel Huston College has had a large increase in enrollment during the past five years. In 1922-23 the institution enrolled only 59 resident college students, in contrast to 201 in 1926-27, the gain being 240.6 per cent. Growth in attendance was due chiefly to recognition as a class A standard college by the Texas State Department of Education as a result of improvements made in the attempt to secure this accrediting.

TABLE 24.—Enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	28	13	12	6	59
1923-24	47	19	13	11	90
1924-25	61	21	18	30	110
1925-26	61	25	18	22	124
1926-27	197	60	22	22	201

<sup>1</sup> Includes 14 special students.

<sup>2</sup> Six students in senior class of 1926-27 enter with advanced standing.

Because of the irregularity with which students pursue their college work at the institution, a considerable number dropping out of their classes because of economic or other conditions and returning later to finish their courses, difficulty was encountered in figuring out student mortality rates. The survey committee, however, made a particular study of the freshman class of 1923-24, computing the original number of students, less additions, remaining in the class each year up to the senior year of 1926-27. The record is as follows: Freshman class, 1923-24, 47; sophomore class, 1924-25, 21; junior class, 1925-26, 15; senior class, 1926-27, 16. Thus it is evident that this class showed a mortality of 65.9 per cent. In the case of the freshman class of 1924-25 a similar heavy loss of students has occurred, this class falling off from 61 students in the freshman year to 22 students in the junior year. An unusual situation existing at the institution is the continued increase of students in the senior classes over the previous year's junior classes. The explanation offered is that in many instances former graduates have returned to

the college to pursue additional study in order to secure State teachers' certificates.

A total of 53 degrees of bachelor of arts has been granted in course by the Samuel Huston College in the past five years. During this same period 280 students have entered the institution. Using these figures as a basis of computation, the college is graduating only 18.9 per cent of the freshmen entering the college. A record of the degrees granted shows 4 in 1922-23, 6 in 1923-24, 11 in 1924-25, 10 in 1925-26, and 22 in 1926-27. No honorary degrees have been granted by the college during the past five years.

### FACULTY

The college faculty consists of 12 members, 10 of whom hold the rank of professor, 1 of associate professor, and 1 of instructor. With the exception of the professor of religion, who has several high-school classes, the entire staff teaches exclusively in the college. The academic organization includes 11 departments of instruction as follows: Biology, chemistry, education, English, history, mathematics and physics, philosophy, religious education, romance languages, social science, and physical education. A professor has been assigned to each department, with the exception of physical education, which has an instructor. The English department also has an associate professor.

At the time of the visit of the survey committee the dean of the college, who is also a professor of education, was on leave at Columbia University and his duties were being performed by an acting dean.

TABLE 25.—Training of faculty

Case	First degree	Where obtained	Graduate degree or graduate work	Where obtained
1	A. B.	Howard University	A. M. 1 year's work	University of Chicago. Do.
2	A. B.	Lincoln University	A. M. 1 year's work do.	Lincoln University. Do. Yale University.
3	A. B.	Howard University		
4	A. B.	Boston University	S. T. B. Ph. D.	Boston University. Do.
5	A. B.	Howard University	A. M. 1 year's work Ph. D.	University of Pennsylvania. Do. Ohio State University.
6	B. S.	Ohio State University		
7	A. B.	Lincoln University		
8	A. B.	do.	1 year's work	Harvard University.
9	A. B.	Wiley College	do.	University of Denver.
10	A. B.	Samuel Huston College	S. T. B.	Boston University.
11	A. B.	Howard University		
12	A. B.	Samuel Huston College		

As indicated by Table 25, the training of the teaching staff at the Samuel Huston College is approaching standard requirements. All of its members have undergraduate degrees and six, or 50 per cent,

hold graduate degrees. Two teachers without graduate degrees are pursuing work to obtain them, while three with graduate degrees are studying for their doctors' degrees. Of the 12 undergraduate degrees held by the staff members, 10 were secured from negro colleges and two from northern institutions, while the six graduate degrees were all obtained from leading universities in the North.

Further study of the faculty of the institution reveals the fact that its entire membership has been replaced during the past five years. Reorganization of the teaching staff has been in process for three years, seven new members, being installed in 1926-27. Three others were employed in 1925-26 and one in 1924-25. Replacement of the old faculty became necessary in order to meet the requirements of the Texas State Department of Education for a properly trained teaching staff.

Considering the educational aims of the Samuel Huston College, salaries paid to the teaching staff are low and incompatible with the high standards to which the institution aspires. Under the pay schedule now in effect, professors receive a maximum of \$1,400 and a minimum of \$900 annually; associate professors, \$900; and instructors, \$720. While in addition each teacher receives perquisites, including quarters and meals, valued at \$135 to \$375, it is still evident that the salaries are insufficient. The salary schedules are as follows: One teacher receives \$1,700, two \$1,400, one \$1,300, one \$1,200, two \$1,089, one \$1,000, one \$945, two \$900, and one \$720. The president receives \$1,700 in cash as an annual stipend and \$1,300 in perquisites. Six members of the faculty are paid \$300 above their regular salary for teaching in the summer session of the college.

The distribution of the teaching work of the institution is disproportionate and characterized by inequality, although it is possible that the absence of one of the teachers on leave may be partially responsible for this situation. Two members of the faculty have student clock-hour loads of less than 100 hours per week, 4 between 200 and 300 hours, 1 between 400 and 500 hours, 2 between 600 and 700 hours, and 2 between 700 and 800 hours. Thus five teachers have loads exceeding 400 hours and reaching as high as 800 hours per week. With such heavy burdens imposed on some teachers others are enjoying comparatively light tasks. It would appear advisable to rearrange the teaching schedules of the college. The fact, also, that such a large number of the faculty members have had student clock-hour loads far above the standard of 300 hours per week imposed upon them would seem to lead to the conclusion that the highest scholastic efficiency is not being attained.

Several of the teachers with heavy student clock-hour loads were giving instruction in a multiplicity of subjects. The professor of social science, for example, was teaching 11 different subjects, which

included economics, anthropology, sociology, labor problems, economic history, political science, elementary education, and general psychology. In the same manner, the associate professor in education was conducting 10 classes in educational psychology, history of education, child psychology, administration, social psychology, technique of teaching, practice teaching, elementary education, secondary education, and general psychology. Confronted with such an array of subjects, it is difficult to comprehend how it was possible for these teachers to find the time for the required classroom preparation, much less convey the knowledge to the students.

Further evidence that a portion of the staff is overtaxed with work is shown in the hours per week of teaching. Notwithstanding that 15 hours per week is generally accepted as a standard amount to be required of teachers, 6 members of the faculty of Samuel Huston College, or 54.4 per cent, were found teaching between 17 and 43 hours per week. The schedule of work of the staff in this respect follows: 1 member with 5 hours of teaching per week, 1 with 10 hours, 1 with 11 hours, 1 with 13 hours, 1 with 15 hours, 1 with 17 hours, 1 with 25 hours, 1 with 27 hours, 1 with 32 hours, 1 with 40 hours, and 1 with 43 hours.

Classes in the college are not above the average in size. In 1926-27 there were 51 college classes of which 2 contained 1 student, 12 from 1 to 5 students, 9 from 6 to 10 students, 10 from 11 to 20 students, 5 from 21 to 30 students, 6 from 31 to 40 students, 4 from 41 to 50 students, 2 from 51 to 60 students, and 1 from 80 to 90 students. Thus 38 classes contained less than 30 students, while 13 varied in size from 31 to 84 students. The largest class, that of freshman orientation, contained 84 students.

### EDUCATIONAL EQUIPMENT

The library of the Samuel Huston College appears effectively organized and falls only slightly short of the requirements of a standard college library. It contains 6,290 volumes. Most of the books are of a college grade and the magazine list includes well-selected periodicals, although more should be subscribed for. A full-time librarian, who has been connected with the institution in this capacity for the past three years, is in charge of the library, and she receives a stipend of \$720 annually plus board for herself and two children. Three student assistants are also employed.

The Board of Education of the Methodist Episcopal Church, which exercises control over the institution, has a special committee that supervises the libraries of the colleges under its jurisdiction. Conferences of the librarians are held periodically for instructive purposes, the sessions lasting for two weeks. In 1922-23 the board of education made extensive purchases of books of college quality and

distributed them to the schools under its control. The accompanying table shows the annual expenditures for library purposes at Samuel Huston College during the past five years.

TABLE 26.—*Library expenditures*

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$200	\$250	\$200	\$2,500	\$500
Magazines.....	35	45	45	40	50
Supplies.....			500	750	1,500
Salaries.....	715	715	805	980	1,000
Total.....	950	1,010	1,550	4,270	3,050

In addition to the service rendered the college proper, the library furnished books to school teachers throughout Travis County, who pay a fee of \$1 annually for the privilege. A plan is under consideration to provide circulating libraries for use in the classrooms of the county public schools. This project has the approval of the county school superintendent. Besides the main college library, the Woman's Home Missionary Society's dormitory has a second library on the campus with 1,000 books, which are available to the college students.

Samuel Huston College's scientific laboratories, are in fairly good shape. Equipment and supplies serve for the college courses offered in the different sciences. Credit for the condition of the laboratories is due the president, who has urged sufficient annual appropriations for their proper maintenance. Below is given the annual expenditures for scientific equipment and supplies during the past five years:

TABLE 27.—*Expenditures for laboratories*

Expenditures	Biology	Chemistry	Physics
<b>For permanent equipment:</b>			
1922-23.....	\$325.00	\$750.00	\$225.00
1923-24.....	1,000.00	2,500.00	500.00
1924-25.....	625.00	1,550.00	325.00
1925-26.....	250.00	650.00	100.00
1926-27.....	85.00	337.50	37.50
<b>For supplies:</b>			
1922-23.....	200.00	300.00	100.00
1923-24.....	650.00	900.00	150.00
1924-25.....	437.50	1,075.00	237.50
1925-26.....	142.50	275.00	62.50
1926-27.....	50.00	405.00	500.00
Total estimated present value of supplies and equipment.....	3,635.00	8,742.50	2,237.50

As shown in Table 27, the total present estimated value of laboratory equipment and supplies is \$14,615.

The Eliza Dee Home, which operates as a home-economics high school and dormitory, is under the separate control of the Woman's Home Missionary Society of the Methodist Episcopal Church, this

organization owning the property and defraying the costs of its maintenance. A white superintendent, appointed by the society, is in charge and she has a staff of three domestic-science teachers. The building was found to be in excellent physical condition and kept immaculately clean. Because the department is under separate management, however, a conflict of rules and authority exists between the administration of the Samuel Huston College and that of the home, with the result that both are being handicapped. This is especially unfortunate in view of the need that the institution develop its home-economics work upon a college level as an integral part of the four-year college course. It would seem advisable that the church organizations, one of which governs the college and the other the Eliza Dee Home, should take the necessary steps to terminate this situation and harmonize their interests in such a way as to realize the full possibilities of the home in the service of the college program.

### EXTRACURRICULAR ACTIVITIES

Athletic activities at the institution are administered by an athletic council, composed of three members of the faculty, one alumnus or trustee member, the athletic coach, the physical director for girls, and a student representative. The athletic coach is chairman of the committee and manages all the teams. He is the professor of history in the college, teaching five hours per week. The treasurer of the committee is the bursar of the college, having control over the receipts and disbursements for athletic events. All expenditures must be authorized by the chairman of the committee.

The institution is a member of an intercollegiate athletic conference. Protection of the purity of athletics and preservation of scholarship are assured through the enforcement of the eligibility rules of this organization. Prior to each game the colleges belonging to the conference exchange lists of bona fide members of the teams and bona fide substitutes for their mutual consideration.

There are two fraternal organizations in the college, one the Phi Beta Sigma fraternity, and the other the Zeta Phi Beta sorority. Application for the establishment of chapters by the Alpha Phi Alpha fraternity and the Alpha Kappa Alpha sorority have recently been filed with the college administration. Activities of the fraternal organizations are under faculty supervision.

### SERVICE TO SOCIETY

Samuel Huston College, centrally located in the capital of the State of Texas, is rendering a service to society worthy of commendation. Founded in 1900 under discouraging circumstances, it has only been within the last three years that the college has commenced to

realize its aspiration of becoming one of the principal institutions of its type in Texas.

With its educational aims concentrated in the training of teachers, the college is experiencing a rapid growth in enrollment and a widening of its sphere of influence. Supplementing its regular courses of education, the institution conducts monthly teachers' institutes, which are largely attended. At the opening of the academic year of 1926-27 the Central Texas Teachers Association held its annual convention on the college campus. A number of other facilities of Samuel Huston College have been placed at the disposal of public-school teachers with the result that the college has become the center of interest to teachers in the nine surrounding counties.

Recognition of the institution as a class A senior college by the Texas State Department of Education in 1925 served as a stimulus in its further development and expansion. The Samuel Huston College is a senior member of the Association of Texas Colleges for Negroes, which was created for the purpose of raising the quality and standard of negro colleges in the State. A promotion department is also maintained for advertising the college and keeping in contact with its alumni, which operates with considerable effectiveness as well as industry.

### CONCLUSIONS

The survey committee was impressed with the persevering efforts of both the administration and faculty to bring the college to a high plane. These efforts were being constantly hampered, however, by an annual operating deficit, which, while small in amount as compared with the total income of the college, was being carried forward from year to year and served as a constant irritant to officials responsible for the successful operation of the institution. The survey committee recommends:

That the organization in control of the college or friends interested in its welfare make definite arrangements for the annual payment of its operating deficit, so that the institution may start each fiscal year free from indebtedness.

That permanent facilities for practice teaching and observation be supplied through the establishment of a model elementary school on the campus.

That immediate steps be taken to relieve the several members of the faculty overburdened with excessive student clock-hour loads.

That a redistribution of the academic work of the college be made in order to reduce the duties of the two professors who are teaching from 10 to 11 different subjects.

That, if feasible, increased salaries be paid the members of the teaching staff.

## TILLOTSON COLLEGE

*Austin, Tex.*

Tillotson College, a school for girls, was founded in 1881 as the Tillotson Collegiate and Normal Institute by the American Missionary Association of the Congregational Church, with headquarters in New York City. In 1909 the institution secured a new charter and its name was legally changed to Tillotson College. Under this charter administration of the school was lodged in a self-perpetuating board of nine trustees elected annually on the nomination of the executive committee of the American Missionary Association of the Congregational Church.

As at present constituted the board of trustees consists of seven members, two having recently died. All the members of the board are residents of New York, Chicago, and New London, Conn., although local representation is permitted. Under the terms of the charter, the board of trustees is supposed to hold two annual meetings, one in Austin in December for the purpose of electing its members and officers for the ensuing year, and another at the New York offices of the American Missionary Association in June, but the body has had practically an inactive organization for the past six years. Officers of the board include a president, secretary and treasurer, and an advisory committee.

Tillotson College is organized into a junior college, secondary, and elementary schools. Teacher training and music courses above high-school grade are listed in the junior college. The high school specializes in commercial, vocational, and domestic science training. The elementary school is conducted in part as a model school for observation and practice teaching.

The institution has been rated as a standard junior college by the Texas State Department of Education, tentative recognition having been given in April, 1926, followed by permanent recognition in September of the same year. The high school has also been accredited by the department. Students completing the teacher-training course receive State teachers' certificates. Several graduates of the junior college have been accepted at the University of Cincinnati, Detroit Teachers College, Des Moines University, Colored Agricultural and Normal University of Oklahoma, and Kansas Western University and State Industrial Department.

Enrollment at Tillotson College in 1926-27 totaled 126 students distributed as follows: 20 in the junior college, 67 in the secondary school, and 39 in the elementary school. Most of the students enrolled in the college are residents of Austin, while the high school has but 20 boarding students, the remaining 47 also living in Austin. All pupils in the elementary department are likewise drawn from

Austin so that the institution's influence is almost entirely local in its scope.

### ADMINISTRATION

Although the internal administration of Tillotson College is under the supervision of its president, the management of its financial affairs is not entirely placed in his hands. Under the plan in vogue, the American Missionary Association makes an annual appropriation to pay the salaries of the teachers and other employees with occasional special appropriations for improvements in equipment. Receipts from student fees, rent for dormitories, and other services are used to pay other local operating costs. The administration was only able to furnish the survey committee with that part of the total annual income of the college contributed by the American Missionary Association. The books of the college did not show other receipts and expenditures. However, full information regarding the revenues for the last five years was obtained from the New York office of the American Missionary Association, as follows:

TABLE 28.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$16,211.09	\$18,858.04	\$14,638.79	\$14,141.09	\$17,257.18
Gifts for current expenses.....	35.00	197.03	249.70		328.70
Student fees.....	5,206.30	4,832.91	4,928.39	4,330.57	3,150.64
Sales and services.....	6,594.29	7,604.15	7,232.57	6,703.33	4,166.73
Other sources.....	654.31	37.00	460.73	137.36	82.00
Total.....	28,603.99	29,229.13	27,500.27	25,318.35	24,985.29

A study of the figures given in Table 28 indicates that the chief support of the school is appropriations from a church organization. Of its total income of \$24,985 in 1926-27, the American Missionary Association contributed 69 per cent, while 1.4 per cent was derived from gifts for current expenses, 12.6 per cent from student fees, 16.7 per cent from sales and services, and 0.3 per cent from other services. Revenues of the college are declining annually. Between 1922-23 and 1926-27 there has been a gradual reduction in funds for the support of the school with the exception of one year. The loss in income over this period was 12.7 per cent.

The institution is further hampered by the lack of a proper business organization. The accounts of the school up to 1926-27 were kept by the dean of the college, who was also the treasurer as well as the superintendent of buildings and grounds. In 1926-27 a dean was installed for the first time but has had little training. There is no regularly employed registrar of the college, the dean being charged with keeping the records of admission, while other student records are kept in the treasurer's office. An examination of the dean's records showed that three students have been allowed to enter the

junior college with advanced standing from the Colored Agricultural and Normal School of Oklahoma without presentation of certifications of their previous work. Other inadequacies in student accounting were in evidence, only two blank forms, the certificate of credits and the student registration card, being presented to the committee.

Title to the property of Tillotson College is vested in the American Missionary Association of New York. The institution's plant consists of 24 acres of land, upon which have been erected 6 buildings. An area comprising 13 acres is used as a campus, while the remaining 11 acres are rented to outside persons, a rental of \$60 per month being realized. The value of the land owned by the institution, based on the tax assessor's estimate, is \$58,000, and that of the buildings is \$117,500. In addition, the equipment and furnishings have an estimated value of \$26,300, with the result that the total valuation of the entire property amounts to \$201,800.

Seven of the nine buildings owned by the school are brick and stone structures, and the campus presents a very creditable appearance. The principal structure is Administration Hall, erected in 1915. It is three stories in height and contains the administrative offices, the library, and 10 recitation rooms. Another three-story building is Industrial Hall, built in 1912, and used for laboratories and shops. Allen Hall, an old structure five stories high, contains 95 rooms, of which 5 are utilized for music recitation rooms and for teachers' quarters. The remainder are vacant. The Girls' Building, erected in 1887, is used for dormitories for the students exclusively. Other structures on the campus include a one-story laundry and a two-story residence. Much space was available, for which the administration had been unable to find any use.

The treasurer of the college is the officer immediately in charge of the buildings and the grounds. Girl students perform the janitor work, each being required to do one hour's work per day for the institution without remuneration. All of the buildings were found to be clean and neat with good furnishings throughout. The dining room and kitchen were also in excellent shape.

#### PREPARATORY SCHOOL

Except that college and high-school students do not attend the same recitation classes, the college and secondary school at the institution have not been separated. The different buildings are used by both departments and the finances are kept in the same accounts. Three of the four members in the college faculty teach in the high school. Tillotson College has no present plans for the discontinuance of secondary work as the provisions of the institution's charter provide for the operation of a high school.

### EDUCATIONAL PROGRAM

The academic program of the junior college is not lucidly presented in the institution's catalogue. An inadequate description of the different courses, a lack of information regarding prescribed studies, and regarding credits allowed for completing the different subjects make it difficult to comprehend the plan of work. Little aid in these respects could be given by the officers of the school when they were interviewed.

Curricula listed in the college include two-year courses in liberal arts, teacher training, and music. A commercial department is conducted in the high school, a small part of which is of college grade. Students pursuing the course in music are permitted to enter without high-school preparation, but must complete the secondary school before receiving a diploma from the college. The teacher-training course is in reality a major in the liberal arts curriculum of the junior college.

The junior college does not offer a very extensive list of studies, the total number being 19. Education and mathematics, with four courses each, and English and history, with three courses each, comprise the greater proportion. Only one course each is offered in chemistry, physics, biology, botany, Spanish, and Latin.

### ADMISSION REQUIREMENTS

Admission to the junior college is based on the completion of 15 units of high-school work. Although the catalogue specifies that of the total of 15 units, 2 are prescribed in mathematics, 3 in English, 2 in social science, and 2 in natural science, it was found by the survey committee that none of these quality requirements was being enforced. Candidates before being admitted must present credentials from an accredited secondary school or pass a satisfactory examination. All of the 12 students comprising the freshman class of 1926-27 were admitted without entrance examinations by the institution. Their transcripts of record were not available to the survey committee. During the past two years, nine of the students entering the college were graduates of the Tillotson College high school. The college has no regulations relative to the admission of students with conditioned subjects.

### GRADUATION REQUIREMENTS

Sixty semester hours of credit are required for graduation in the different curricula offered in the junior college. They must be earned from the following list of subjects: English, 12 credits; science, 12; mathematics, 12; social science, 12; Spanish, 6; physical education, 6; and Latin, 6. In the case of students pursuing the teacher-training course, 12 credits must be secured in education.

Requirements for completion of the music course include prescribed work in harmony, music appreciation, psychology, orchestration, composition, voice, piano, with electives in public speaking, art, education, and history.

### ENROLLMENT

Enrollment in the junior college has not increased in a large measure during the past five years, the students in attendance numbering 20 in 1926-27 as compared with 15 in 1922-23.

TABLE 29.—Enrollment, junior college

Year	First-year class	Second-year class	Total
1922-23	10	5	15
1923-24	11	7	18
1924-25	4	18	22
1925-26	11	9	20
1926-27	12	8	20

On account of the number of students that have been admitted with advanced standing, it is impossible to arrive at an accurate estimate of student mortality in the college. Figures covering the enrollment in the institution's secondary school for the past three-year period are as follows: 149 students in 1924-25, 128 in 1925-26, and 67 in 1926-27.

Attendance in the high school declined heavily between 1923-1925 and 1926-27, the loss amounting to 82 students, or 55 per cent. In view of this situation, it would seem that there is a serious lack of interest in the type of work being offered in this department.

### FACULTY

The faculty of the junior college consists of four members, three of whom teach in the secondary school. One teacher does more preparatory than college work, having three classes in the high school, as compared with two in the college.

With such a small staff and limited attendance, no attempt has been made to organize the college into separate departments of instruction. In 1926-27 a total of 8 classes were taught in the college as follows: 2 in English, 2 in history, 2 in science, and 2 in mathematics.

TABLE 30.—Training of faculty

Case	First degree	Where obtained	Advanced degree or graduate work
1	Ph. B.	Chicago University	Work at Chicago University.
2	A. B.	Wiley College	
3	A. B.	Iowa State College	1 summer at Columbia University.
4			A. M., Roger Williams College.

In regard to training, the staff seems only moderately qualified. As disclosed in Table 30, three of the members of the faculty have undergraduate degrees, two being obtained from northern colleges. The first degree of the fourth teacher was not furnished the survey committee. Only one member is reported as having a master's degree, which was secured from the Roger Williams College. As this institution offers neither graduate nor professional curricula of any type, it is not believed that this degree was secured in course. Graduate studies are being pursued by two of the other teachers at leading northern universities.

Annual stipends paid by the institution range from \$900 to \$1,200. Of the four teachers, one receives \$1,200 a year, two \$1,000, and one \$900. In addition to these cash salaries, each member of the faculty received a perquisite in the form of board and quarters valued at \$50 per month. The salary of the president of Tillotson College is \$2,700 annually, with a perquisite amounting to \$500, making his total compensation \$3,200.

Due to the small enrollment, the student clock-hour loads are generally light in the college; 1 teacher having a load of less than 100 student clock-hours, 2 between 101 and 200 hours, and 1 between 201 and 300 hours. These figures include the work of the teachers in both the college and the high school. The instructor with the heaviest load, amounting to 228 hours, teaches two classes in the college and three in the high school, all in science.

Similarly the hours per week of teaching is below the average. Three teachers in the college have 12 hours, or less of classroom work per week while the other member of the faculty teaches 20 hours per week. Approximately one-third of the teaching task of the latter instructor, however, is laboratory instruction.

Classes in the college are small. Of the 8 college classes conducted in 1926-27, 4 contained 8 students each and 4 had 13 students.

### EDUCATIONAL EQUIPMENT

The library of Tillotson College, which is almost entirely of secondary school grade, contains 3,000 volumes, the greater portion of which are works on history. The institution has not kept any account of expenditures made for library purposes during the past five years, and therefore was unable to furnish the survey committee with a statement covering this record. It was stated that an appropriation of \$350 for the purchase of new books has recently been made by the administration.

The librarian is an assistant teacher in the institution's preparatory school, teaching three classes and devoting the remainder of her time to library work. She is a graduate of the Virginia Union University and studied library science at Ohio State University. One

student assistant is also employed. For the first time the library is being catalogued.

Facilities for scientific instruction at Tillotson College are meager. The college has only one laboratory, located in the Old Industrial Arts Building. It is filled with a great deal of antiquated and unused industrial equipment, which is going to waste. The grounds around the building are shaggy, unkempt, and present an unattractive appearance. The single laboratory in this building is utilized for experimental instruction in chemistry, physics, and biology.

No records exist regarding expenditures for equipment in any of the sciences. In its examination the survey committee found that a galvanometer, voltmeter, dynamo, ammeter, and commutators were needed in the physics laboratory. In chemistry there was also a shortage of both equipment and supplies, although an expenditure of \$170 was about to be made. Practically no biological equipment of any character was discovered, and no work of a college grade was being done. The president stated that the college plans, however, to expend \$1,000 for the installation of a biological laboratory. The value of both scientific equipment and supplies owned by the institution was estimated at \$900 by the committee.

### EXTRACURRICULAR ACTIVITIES

Extracurricular activities in the college are extremely limited. No regular athletic directors are employed for the girls' athletic teams, this work being performed by two members of the faculty. The institution is not a member of any intercollegiate athletic association. A philomathean literary society comprises the only student organization.

### CONCLUSIONS

In its examination of Tillotson College, the survey committee had difficulty in discovering its real educational aims and objectives. While the school has been maintaining a junior college, the greater percentage of its income is expended in the operation of a secondary and elementary school for the education of girls residing in the city of Austin, a responsibility that clearly rests on the public taxpayers of this community rather than upon a private institution.

Attendance in both of these departments has gradually declined during the past five years, until the number of students enrolled is so limited as to hardly justify the expense of future maintenance. Similarly the junior college has only a small registration, with little prospects for an increased enrollment as at present organized. Responsibility for this situation seems to be due to lack of a definite policy with regard to the mission of the institution and because of the fact that no attempt apparently has been made to extend the influence of the school beyond the immediate community.

The college has an excellent physical plant with substantial buildings and a suitable campus. At present much of the space is going to waste in the educational buildings and there are a large number of vacant rooms in the dormitories. The institution is, furthermore, lacking in faculty, educational equipment, and administrative organization.

It is unfortunate that two negro colleges, Samuel Huston and Tillotson, maintained by different northern church bodies, should be located in the same community and both be compelled to struggle with inadequate support. The resources of the two colleges, if united, would provide means for one good coeducational institution and representation of local public-spirited white men on the board in immediate control would insure financial support and immediate interest as well as businesslike procedure. In view of this situation and on a basis of the facts developed in this report, the following recommendation is made:

That Tillotson College be abandoned and its resources sold and devoted to work elsewhere or that it be consolidated with Samuel Huston College under a cooperative arrangement between the controlling organizations. If the latter plan should be adopted local citizens should be enlisted in the management and support of the combined institution.

### PAUL QUINN COLLEGE

*Waco, Tex.*

Paul Quinn College was organized in 1881 by the African Methodist Episcopal Church of Texas. The institution is chartered under the laws of the State of Texas and is governed by a board of 46 trustees selected by the nine State conferences of the church. Each conference has a representation of five members on the board who are elected every four years. The bishop of the church is chairman of the board. The trustees hold meetings once a year, which are generally attended by the entire membership. For the purpose of facilitating the administration of the institution a local executive committee has been formed composed of nine trustees. This committee is appointed by the chairman of the board.

Paul Quinn College comprises a liberal arts college and a secondary school. Teacher-training courses, both two and four years in length, are offered in the college. The preparatory school is designed for use as a model school for observation and practice teaching but is unsatisfactorily organized for that purpose. It consists of the tenth to twelfth grades. A large part of the high-school enrollment includes students from nonaccredited high schools in Texas, who attend for

the purpose of securing evaluated credentials. The institution conducts a summer session lasting 10 weeks each year.

The Texas State Department of Education has rated the first two years of college work in the Paul Quinn College as standard and the institution is now striving to secure recognition of its four-year course. Graduates of the two-year course in teacher training are granted State teachers' certificates. In 1924 an examination of the college was made by the Texas State college examiner and as a result a number of important improvements were made in its academic departments.

Enrollment at the institution in 1926-27 included 177 college and 75 high-school students, the total amounting to 252 students. The college is coeducational and most of its students are drawn from central Texas.

### ADMINISTRATION

The principal administrative officer of the school is the president, who not only directs its academic activities, but also raises revenues for its operating costs and capital outlays. Due to a lack of proper support, and to its efforts to meet the standards of the Texas State Board of Education, the institution is in continual financial straits. At the time of the visit of the survey committee in May, 1927, the salaries of the teachers had not been paid and \$13,000 was due them. In order to meet current expenses, the president is compelled to make loans from friends of the school and to adopt the questionable practice of holding rallies on the campus in which both members of the faculty and the student body are solicited for contributions.

A great deal of credit, however, is due to the administration for the continued operation and unusual development of the college under the most adverse circumstances. In the following table is shown the annual income of the institution between 1922-23 and 1925-26:

TABLE 31.—Income

Source	1922-23	1923-24	1924-25	1925-26
Church appropriations	\$12,000	\$15,000	\$18,000	\$22,000
Student fees <sup>1</sup>	12,000	14,000	16,000	17,000
Other sources <sup>2</sup>		500	500	300
Total	24,000	29,500	34,500	39,300

<sup>1</sup> Includes revenues from sales and services.

<sup>2</sup> Appropriations of General Education Board toward expense of operating summer session.

The institution is supported from church appropriations and student fees. In 1925-26 its total income amounted to \$39,300, of which 55.9 per cent was derived from church appropriations and 43.3 per cent from student fees. A small contribution of \$300 was made in this year by the General Education Board for the benefit of the summer school.

For the past four years the annual income of Paul Quinn College has increased \$15,300, or 63.7 per cent. There has been a large advance in church appropriations during this period, the percentage being 83.3 per cent. Student fees have also increased by 41.6 per cent. In 1926-27 the institution fixed \$41,000 as the minimum amount to be secured from church appropriations for that year, but at the time of the visit of the survey committee the money had not been received in the treasury of the college. The institution has no productive endowment fund.

An examination of the student fees charged by the institution indicates that there is slight possibility of increased revenue for the operation of the college from this source. At present tuition is \$45 per year. It would be desirable to raise the tuition charge to \$60 per year if this can be done. Other fees assessed against the students include matriculation, \$5; library, \$5; athletics and lectures, \$5; and laboratory fees, \$3 to \$4. Tuition in the secondary school is \$36. The charge for board per month is \$12.50 and rental for dormitories, \$3 per month. These charges should be advanced.

The business affairs of the institution are under the direct supervision of the president. He is assisted by a registrar, who acts as cashier, bookkeeper, and treasurer. The librarian is also the assistant registrar, and is partially responsible for keeping the accounts. A financial report, covering in great detail the monthly receipts and expenditures of the institute, is submitted to the board of trustees every year. The boarding department of the school is in charge of a director. No detailed budget has ever been prepared, but the president is planning to administer the college on an annual budget in the future. A lack of system exists in student accounting at the institution. The records are poorly kept and the necessity for the adoption of better methods is evident on every hand in the registrar's office.

The educational plant of the Paul Quinn College is limited in size and additional capital outlays are necessary if the college is to continue to expand. The institution has sufficient land for its needs, but is lacking in buildings.

Land owned by the school consists of 22 acres, of which 14 acres are used as a campus and 8 acres as a farm. Based on recent property sales in the neighborhood, the value of the land is fixed at \$70,000. There are 10 buildings on the campus valued by the institution at \$191,000, containing equipment and furnishings valued at \$29,350, making the total estimated value of the entire property \$290,350. No inventory has been taken of the buildings or equipment and it is not believed that this evaluation can be regarded as a safe one. There are only two large structures on the campus, the remainder being small. One of the larger buildings is modern but unfinished,

while the other was erected 46 years ago. Included in the evaluation are seven of the smaller buildings upon which a valuation of \$36,000 has been placed, when in reality their intrinsic value does not exceed \$13,000. The college has no record of the original costs of the older structures. The survey committee also found the one unfinished building deteriorating rapidly because funds were not available to carry it to completion.

The administrative offices of the college are located in a one-story structure containing two rooms, one being used as an office and the other as a recitation room. Grant Hall, a three-story brick structure of imposing appearance, erected in 1881, contains 81 rooms, with 7 recitation rooms located on the lower floor and women's dormitories on the upper floors. The William D. Johnson Hall is a modern fire-proof structure four stories in height with 46 rooms. Building was started in 1923 and is not yet complete. It provides quarters for men students and quarters for a number of teachers. The library is also located in this building. Another building used for academic purposes is the Home Economics Building, a two-story stucco structure erected in 1926, containing 7 rooms, 3 being used for recitation and 4 for laboratories. The remaining structures range in size from one to one and one-half stories and include the president's home, three teachers' cottages, a frame studio not being used at the present time, and a one-room brick shop building.

Care of the buildings and grounds is under the supervision of the president, who is assisted by the librarian and a matron. The janitor work is performed by seven students employed by the school for that purpose.

### PREPARATORY SCHOOL

Paul Quinn College has completed plans for the abolition of its secondary department. In the future only sufficient high-school students will be accepted to make up a model school for practice teaching and observation. All mention of preparatory work is to be eliminated from the next issue of the college's catalogue.

The survey committee found at the time of its visit that the high school operated by the institution was only partially segregated from the college. Finances of both departments were kept in the same accounts and high school and college students used the same buildings. They did not, however, attend the same lectures, recitation, and laboratory classes.

### EDUCATIONAL ACTIVITIES

The academic program of the Paul Quinn College presented in the catalogue comprises broad and rather extensive curricula summarized as follows: Two-year liberal arts courses leading to a diploma; two-

year premedical course leading to a diploma; four-year liberal arts course leading to the degree of bachelor of arts or bachelor of science; two-year teacher training course leading to a diploma and State teacher's certificate; four-year course in education leading to the bachelor of arts or the bachelor of science degree in education; and three-year course in theology leading to the bachelor of divinity degree. It is evident that this program is more ambitious than practice and facilities justify.

While the catalogue devotes a large amount of space and discusses at length the graduation requirements of the college, outlines of both the two-year and four-year liberal arts courses are omitted. According to the practice in vogue at the institution, students pursuing the four-year liberal arts course are granted either the bachelor of science or the bachelor of arts, dependent on the particular subjects that comprised the major part of their work in the college. In the four-year education course the degrees of bachelor of science in education or bachelor of arts in education is also granted on a basis of subject concentration that the student has followed during this four-year work. In the case of the theology degree, students must complete three years' work in the theological department above high-school level. No students are applicants for this degree at the present time.

#### ENTRANCE REQUIREMENTS

Admission to the college is on a basis of the graduation from a first-class high school with 15 units of credit. Candidates seeking admission must either be graduates of the Paul Quinn secondary school, which is accredited by the State department of education, or present certificates from other accredited high schools. Students unable to provide such credentials must undergo an entrance examination and pass with an equivalent of 15 units.

In 1926-27, 80 freshmen were admitted to the college, the entire number presenting the necessary units from accredited high schools. Of this total, only 14, or 17.5 per cent, came from the Paul Quinn College's secondary school. In 1925-26 the number entering the freshman class from the college secondary school was 24 out of a total of 75, and in 1924-25 the number was 15 out of 40. It is evident, therefore, that a large proportion of the students attending the college are being drawn from outside sources.

Students with a maximum of one conditioned unit are accepted by the college, but they must remove their condition by the end of the first year. The number of conditioned students admitted for the past three years includes 20 in 1924-25, 15 in 1925-26, and none in 1926-27.

A considerable number of special students are enrolled in the college as indicated by the following figures: 18 in 1923-24, 18 in

1924-25, 15 in 1925-26, and 12 in 1926-27. Special students admitted to the Paul Quinn College are students not taking the complete college courses or those pursuing work not leading to diplomas or degrees. Most of the special students enrolled in 1926-27 were taking a single college subject and at the same time attending the secondary school.

### **GRADUATION REQUIREMENTS**

The unit for measuring work at the college is the "major" which consists of the pursuit of a subject for five periods a week during 12 weeks. Completion of the two-year courses requires 18 majors (60 semester hours) of credit and for graduation in the four-year courses 36 majors (120 semester hours) are required.

In the two-year and four-year liberal arts curricula the institution has failed to present any outline of the subjects prescribed, an oversight that should be the subject of immediate attention. Of the 18 majors of credit required for completion of the two-year premedical course, 2 majors of credit are prescribed in biology, 2 in zymogenic and sanitary bacteriology, 2 in botany or zoology, 2 in organic chemistry, and the remainder elective in English, romance languages, sociology, or mathematics.

Prescription of work in the two-year courses in teacher training includes from 2 to 4 majors of credit in education and 2 majors in English. The remaining majors of credit must be made up of courses elected from the departments of history, sociology, science, romance languages, and mathematics. The 36 majors of credit required for graduation in the four-year course leading to the degrees of bachelor of science or bachelor of arts in education comprise 8 prescribed majors in education. The other 24 majors are elective in English, history, sociology, science, romance languages, mathematics, and philosophy.

After a careful study of the graduation requirements in the different curricula, the survey committee reached the conclusion that if instruction is actually provided the elective system in the college is too broad. Students are permitted almost a free hand in the selections of their courses of study with the exception of a limited amount of prescribed work in the premedical and education curricula. It is possible for them to graduate without having taken such basic and fundamental subjects as English, mathematics, and foreign language.

### **ENROLLMENT AND DEGREES**

Growth of enrollment in the Paul Quinn College has been rapid and progressive during the last three years, the average gain being 39 students annually. The rate of increase during this period was 80.6 per cent.

TABLE 32.—Enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1924-25.....	40	30	18	10	98
1925-26.....	75	50	30	11	166
1926-27.....	80	55	22	20	177

Figures presented in Table 32 show that student mortality has not been above normal in the college, although comparisons on a basis of four years can not be made.

Increase in college enrollment has been followed by a decline of attendance in the institution's secondary school, a decrease of 35 students having been recorded in the last three years. Attendance in this department included 110 in 1923-24, 84 in 1924-25, and 75 in 1925-26. Reduction in enrollment of high-school students is in accordance with the institution's policy of discontinuing preparatory work.

#### DEGREES GRANTED

Paul Quinn College has granted 21 degrees in course during the past two years, of which 10 were bachelor of arts and 11 bachelor of science degrees. A very excessive number of honorary degrees have been granted during the same period, 12 being granted in 1924-25 and 10 in 1925-26, a total of 22. In other words the institution has conferred more honorary degrees than degrees in course within the brief space of two years. The honorary degree conferred was the doctor of divinity.

#### FACULTY

The college faculty is composed of seven members, headed by a dean. On the basis of its enrollment in 1927, the college has 1 teacher for every 25 students. All are negroes and each holds the rank of professor. The academic organization consists of seven departments of instruction as follows: Biology, chemistry, education, English, social science, mathematics, and philosophy.

Standard requirements with regard to the training of college teachers have been met except in the case of two members of the faculty of the Paul Quinn College.

TABLE 33.—Training of faculty

Case	First degree	Graduate degree	Case	First degree	Graduate degree
1	B. S.....	M. S. D. D.	4	A. B.....	A. M.
2	A. B.....		5	A. B.....	A. M.
3	A. B.....		6	A. B.....	A. M.
			7	A. B.....	

Table 33 indicates that all of the members of the teaching staff have obtained undergraduate degrees, and that 4 out of the 7, or 57 per cent, hold masters' degrees. Information as to whether the remaining 3 teachers were pursuing graduate studies was not obtained because the institution failed to submit data regarding this matter. Although persistently requested the college did not furnish the committee with a list of the colleges and universities from which the degrees held by the members of its faculty were secured. It is not known whether all the advanced degrees were obtained in course.

The faculty of Paul Quinn College has been practically reorganized in the course of the past 4 years. Of the 7 members making up the staff, 2 have served at the institution for 2 years, 3 for 3 years, 1 for 4 years, and 1 from 10 to 15 years. Thus, 6 or 85.7 per cent have been employed since the academic term of 1922-23, while only 1 served on the faculty over a long period of time.

Salaries paid the members of the staff are generally low and in need of revision upward although the institution has not paid the present salaries promptly. The dean receives \$1,850. The pay of the remaining college teachers ranges from \$1,200 to \$1,450. The average salary paid is \$1,325. Only two of the members of the staff receive perquisites in addition to the cash salary the average value being \$135 annually. The president's yearly salary is \$2,000.

The survey committee was unable to obtain detailed data concerning the assignment of work, teaching schedules and loads, hours per week of teaching, number of classes taught, and size of classes in the college, although repeated requests were made on the administration of the institution for this information. No office records could be found at the visit of the committee which showed this information. A discussion of this important phase of the college activities, therefore, is necessarily limited in scope.

Using the scant and meager information obtained, the student clock-hour loads of the seven college teachers in the academic term of 1926-27 ranged from 325 to 375 hours, the average being 350 hours. The dean's teaching load comprised 300 student clock hours. All the members of the staff were reported as teaching 15 hours per week. The survey committee could find records of only seven regular college classes and six laboratory classes which were actually being taught. Considering the extensive educational program and the broad curricula listed by the catalogue this is an extremely small number and indicates that either the students are not taking advantage of the variety of courses available or that facilities are not being provided to carry out the announced program.

No class contains more than 30 students, 3 ranging from 10 to 20 students, and 4 between 20 and 30 students. The 6 laboratory classes were reported as containing between 20 and 30 students each.

### EDUCATIONAL EQUIPMENT

The library of the Paul Quinn College contains about 2,500 books, many of them old and out of date. While fairly well housed, the library is poorly equipped and is badly in need of display racks. The institution has made no expenditures for new books during the past two years. In 1923-24 and in 1925, it is reported that \$3,000 was expended for this purpose, but these figures are based on administrative estimates, the actual figures not being available. Very few periodicals were found on the tables of the library, the annual appropriations for magazines being used principally for the purchase of newspapers. Salaries in the library amounted to \$630 in 1924-25 and 1925-26 and \$765 in 1926-27. Approximately \$50 annually has been expended under the items of supplies and magazines.

The librarian serves in the dual capacity of teacher in the college and librarian. Before becoming a member of the faculty of the Paul Quinn College, the librarian had training in library work at Wiley College and also graduated from a two-year normal course at the Prairie View State Normal and Industrial College. One student assistant is employed in the library, who receives remuneration at the rate of \$5 per month. The library is open from 8.30 a. m. to 4 p. m. and three nights a week.

Except in the case of physics, the scientific laboratories of the college approach modern requirements and work of a collegiate quality may be done in them. The survey committee found a shortage of balances and condensers in the chemistry laboratory. A larger hood is also needed. The biological laboratory had excellent equipment but insufficient supplies were being provided. Due to the facts that the institution has not been operating on a budget and that disbursements have not been properly classified, only a partial statement of expenditures for scientific equipment and supplies during the past five years could be furnished. Disbursements in biology for this period for equipment amounted to \$2,684, \$2,242 in chemistry, and \$1,000 in physics. The only supplies for the laboratories included \$150 annually for the last three years.

Prior to 1926-27 the revenues from laboratory fees were placed in the general funds of the college, but in the future the institution plans to use the money derived from this source for the purchase of scientific supplies. The estimated present value of scientific equipment owned by the college is \$3,000 in biology, \$2,700 in chemistry, and \$1,000 in physics.

### EXTRACURRICULAR ACTIVITIES

Athletic activities of the college are administered by a faculty committee headed by the coach of the teams who is also an instructor in science in the institution's high-school department. Paul Quinn

College is a member of the Southwest Athletic Conference, and observes its by-laws in the protection of the purity of athletics and preservation of scholarship. There are no fraternities or sororities at the institution.

### CONCLUSION

Paul Quinn College is strategically located in the north central part of Texas. Yearly increases in enrollment indicate that the college may render a type of service that will meet with the approval of its constituency.

The financial resources of the institution, however, are extremely limited and its development is being seriously menaced by a lack of proper support. Unless assistance is rendered in the form of increased annual revenues it will not be possible for the institution to maintain the scholastic standards already established much less extend them to higher levels in the future. On a basis of the facts developed in the foregoing report, the survey committee recommends:

That the organization responsible for the support of Paul Quinn College make immediate arrangements to extend additional financial aid not only for the defrayment of its annual operating costs but also for capital investments.

That the registrar's office be reorganized and modern methods of student-accounting installed.

That graduation requirements in the different curriculums offered in the college be revised through a reduction of free electives and an increase in the number of prescribed basic courses of study.

That all the college courses be clearly outlined in the annual catalogue showing prescribed courses of work and credits allowed for them, and that listings in the catalogue bear a close relation to the number and quality of courses actually taught.

That the charge for tuition, board, and rooms in the college be substantially increased in order to secure larger revenues from these sources.

That the theological department be discontinued as a separate entity and be incorporated as a major in the liberal arts college.

That a radical reduction be made in the number of honorary degrees being granted by the Paul Quinn College, preferably by adoption of the policy of abstaining altogether from giving such degrees for a five-year period.

That the library be strengthened and a regular annual appropriation made for the purchase of new books.

That steps be taken to provide the necessary equipment to bring the laboratories fully up to a college rank.

That in view of the interest of the Texas State Department of Education, its advice be sought and followed in the reconstruction of a program for the college suitable to its resources.

## JARVIS CHRISTIAN INSTITUTE

*Hawkins, Tex.*

Jarvis Christian Institute is one of the educational institutions maintained and controlled by the United Christian Missionary Society of the Disciples Church, with headquarters in St. Louis, Mo. It was founded in 1914 and named in honor of Ida V. Jarvis, who gave the school considerable assistance during the early period of its development.

The management of the institute is directly in the hands of the president. As there is no local board of trustees, his appointment of teachers and other administrative policies are subject to the approval of the United Christian Missionary Society. The president prepares an annual budget covering the operating expenses of the institute. This budget is placed in the hands of the foregoing society, which takes the responsibility for raising the necessary funds. The title to the school property is held in the name of the Christian Women's Board of Missions, a subdivision of the United Christian Missionary Society.

The institution comprises three divisions: The junior college, which includes in its program the courses in education; the secondary school; and the elementary school. The enrollment of the institute in 1926-27 was 154; 14 were in the college, 60 in the high school, and 80 in the elementary school.

The junior college was accredited by the State Department of Education of Texas in January, 1927; the high school was recognized by the State authorities in 1924. The institute is also recognized by reciprocity in Oklahoma, Louisiana, and Mississippi with respect to the high-school courses of study.

Graduates of the high-school division have been accepted at Butler College and Hiram College without penalty in their entrance credits, and a graduate of the junior college, after passing an examination, was given junior standing at Eureka College.

### ADMINISTRATION

The financial administration of the institute is in the hands of the president, who has the assistance of a trained bookkeeper. The latter is also instructor in bookkeeping.

The principal sources of income of the institute are church appropriations, which constitute 63 per cent of the total income for the year 1926-27. A relatively small sum is received from student fees, and likewise from sales and services. The interest on endowment is still insignificant. In 1926-27 the total income of Jarvis Christian Institute was \$33,320. According to the following table, there has been

a slight decrease in the total income of the institution within the five-year period, although in 1926-27 it has nearly reached the figures of 1922-23:

TABLE 34.—Income.

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations	\$25,000.23	\$20,429.24	\$21,030.00	\$20,500.00	\$21,000
Interest on Endowment		40.00	40.00	40.00	
Gifts for current expenses		297.75	358.63	85.50	
Student fees	8,858.00	5,724.00	5,097.00	4,705.00	4,800
Sales and services		3,050.99	3,705.91	4,171.31	7,429
Total	34,858.23	29,665.98	29,796.34	29,591.81	33,229

The decrease in receipts from student fees is attributed to the dropping of students who were working their way through the school. The institute has received small gifts for current expenses. These gifts are made indirectly through the United Christian Missionary Society. In 1922-23 it received a special gift of \$6,302 for a women's dormitory and for a waterworks plant. The institute has raised a thousand dollars as the nucleus of an endowment fund. It bears 4 per cent interest annually.

The business office is simply and efficiently equipped for an institution of this size. The accounts are well kept. An inventory of the property is made biennially by the president, who retains one copy and forwards the other to the United Christian Missionary Society in St. Louis.

While the registration of students is given careful attention, there is a lack of suitable registration cards. The present system should be improved as soon as possible by the installation of all necessary registration forms and student records.

### PHYSICAL PLANT

The institution owns 864 acres of land, valued at \$29,120. Of this amount, 20 acres, valued at \$800, are used for the campus and 300 acres, valued at \$12,000, are used for a farm. The remaining land is uncultivated. The estimate on the land owned by the school is based on local prices for real estate made with the assistance of local bankers and realtors. The buildings included in the physical plant of the school are 27 in number and they are worth \$110,000. The equipment and movable property are estimated at \$43,669, based on inventories. The valuation of the buildings is based upon replacement costs prepared by experts of an insurance company of Fort Worth, Tex.

The buildings are not fireproof, with the sole exception of the power house. Only two of the school buildings have fire escapes. With the exception of one structure, all the buildings are frame construction, built by student labor. The principal structure is the

administrative building, erected in 1923 at a cost of \$4,000, and containing the administrative offices and several recitation rooms. Academic Hall, valued at \$6,000 and 7 years old, is also utilized for academic purposes and has 8 classrooms and 2 laboratories. Community School, a third building, costing \$5,000, has 4 rooms for school use and 1 for a library. For vocational instruction there is a saw-mill house valued at \$2,000; a girls' industrial school valued at \$2,500; and a stock barn worth \$1,400. Living quarters for the students are provided in a large three-story brick dormitory, erected in 1926, and valued at \$50,000, containing 82 rooms for women students; a three-story frame building, built in 1914, at a cost of \$6,500, with 34 rooms for men students; and a third frame building, valued at \$22,500, and erected in 1916, for women students. A residence for the president consists of a small cottage, valued at \$2,500, and there are two other cottages used as teachers' quarters.

Care of the buildings and grounds has been under the direct supervision of the president until recently, when a superintendent of buildings and grounds assumed responsibility for the upkeep of the plant. Students perform all the work in connection with keeping the grounds and buildings in order, receiving credit on their school accounts. The survey committee was impressed with the cleanliness prevailing and the good state of repair of the buildings considering that little plaster was used in their construction and that the walls and ceilings are constructed of plain pine boards. The floors were spotless and the walls clean. The institute was fortunate in having been able to build last year a large brick dormitory, fitted with the latest conveniences, in which has been conveniently located a small hospital ward.

The authorities of the institution could not afford to spend sufficient money to make the women's dormitory a modern fireproof structure. Visits to two neighboring negro colleges, located within a radius of 75 miles of Hawkins, showed the ruins of two brick dormitories. These had been razed by fire within recent years and both institutions must reconstruct these buildings and replace their equipment at a cost that is almost prohibitive. But no amount of money can restore the loss of life and pay for the injuries received. The survey committee is of the opinion that the institute should continue to use the smaller, simpler type of wooden building, despite some inconveniences and hazards, rather than expend laboriously gained funds for more modern types that are not strictly fireproof.

### *THE PREPARATORY SCHOOL*

The charter of the institute does not require the maintenance of a preparatory school. Nevertheless the preparatory school has been for a number of years, and will doubtless continue to be, the largest

division of the institute. The students of the junior college and preparatory school are kept separate with respect to classroom work, but there is no division made with respect to the faculty, buildings, or the finances of the junior college and preparatory school. The institute is not contemplating the elimination of preparatory school work. The elementary school serves a double purpose; it provides instruction for the children of the neighborhood and also serves as a practice school.

#### *EDUCATIONAL PROGRAM*

To be admitted to the junior college a student must present a certificate of graduation from an accredited high school. He must also present a transcript of his record at high school showing the completion of 15 units of work. All of the freshmen of 1926-27 were graduated from accredited high schools. Students are admitted with not more than one unit in a conditioned subject. The condition must be removed by the end of the freshman year. Only three conditioned students have been admitted to the college within recent years. Two were admitted in 1924-25 and one in 1926-27.

#### *GRADUATION REQUIREMENTS*

The junior college offers curricula two years in length, with a quantitative requirement of 60 semester hours of credit for graduation. There are two curricula, the general one in arts and science and the normal course. The institution failed to furnish the survey committee with the prescribed work in the different curricula and no catalogue has been issued recently from which this information was obtainable.

#### *ENROLLMENT*

In 1926-27 Jarvis Christian Institute enrolled in all divisions 154 students. Of these, 14 were in the junior college, 60 in the high-school grades 9 to 12, and 80 in the elementary grades. A study of the total enrollment of the institute for the past three years shows a slight decline in the number of students. In 1926-27, 154 students were enrolled as compared with 164 in 1925-26 and 169 in 1924-25. Student attendance in the junior college has advanced from 2 students in 1922-23 to 14 students in 1926-27. The number of students in this department is still very small, and it is not safe to predict the future of the junior college. A summary of the registration in the college is as follows: 2 students, all in the first-year class in 1922-23; 2 students, all in the second-year class in 1923-24; 6 students, all in the first-year class in 1924-25; 13 students, 8 in the first-year class and 5 in the second-year class in 1925-26; and 14 students, 8 in the first-year class and 6 in the second-year class in 1926-27. Within the past five years the enrollment in the high school has declined from

77 to 60, and in the elementary school from 125 to 80. These declines are in a large part caused by a reduction in the number of work students admitted.

As Jarvis Christian Institute offers only two years of college work, no degrees are granted.

### FACULTY

The teaching staff of the junior college consists of three full-time white teachers who are ranked as instructors and who have charge, respectively, of the departments of Bible, English, and science. The training of the teaching staff is shown in the following table:

TABLE 35.—*Training of faculty*

Case	First degree	Where obtained	Advanced degree or graduate work	Where obtained
1	A. B.	Hiram College, Ohio.	A. M.	Ohio State University.
2	A. B.	Fureka College	Graduate work	1 summer at University of Chicago.
3	B. S.	do.		

Three members of the college staff are graduates of two of the leading colleges under the control of the Disciples Church. One of the teachers has received a master of arts degree from Ohio State University and another has spent one summer in graduate work at the Chicago University. The third member of the college faculty has only the bachelor's degree. As the college aims to train teachers it is the committee's opinion that an additional teacher should be employed who can strengthen the work in psychology and education.

The compensation of the teaching staff is not large, the members being paid partially in cash and partially in perquisites consisting of board and room. Cash stipends are as follows: One teacher receives \$1,100, one \$900, and the third \$630. The president is paid \$1,800, plus a perquisite of \$240, making his total remuneration \$2,040 annually. Considering the fact that Jarvis Christian Institute is conducted on the basis of the missionary enterprise, little criticism can be directed against the compensation granted the president and the teaching staff of the junior college. The college authorities will find it difficult, if the college grows, to depend upon missionary zeal to provide teachers trained in the best graduate schools of the country. The compensation now offered can scarcely justify the expense involved in obtaining a master's degree, much less a doctor's degree.

Because of the small enrollment in the college, the work of the three members of the staff is not excessive as regards student clock hours. One teacher has a load from 100 to 200 student clock hours and 2 between 300 and 400 hours. The teaching schedule shows, how-

ever, one teacher with an excessive number of hours of work per week. One teaches 10 hours per week, one 16 hours, and one 20 hours. The latter teacher, with a burden of 20 hours per week, is the instructor in English. In the opinion of the survey committee a reduction in the hours of classroom instruction of this member of the staff would be highly desirable.

The moderate size of all classes at the institute is a distinctive feature, as there is an entire absence of either small or large classes. The numbers in the classes vary from 15 to 30 students as follows: 3 classes with 15 students, 3 classes with 16 students, 2 classes with 20 students, 1 class with 25 students, and 1 class with 30 students.

### EDUCATIONAL EQUIPMENT

The library of Jarvis Christian Institute contains 2,450 volumes, with a good selection of works from the standpoint of a general high-school library. It also has the nucleus of a good collection of books on education of college grade. The library is somewhat handicapped by its crowded quarters, although everything is neat and orderly. No librarian is employed. The work of the library is carried on by a member of the teaching staff. Under the present arrangement the library is not open evenings.

The library should be utilized to a greater extent than it is at present. Arrangements should be made to employ a trained librarian capable of giving the necessary service required by those needing the library, and extensive additions should be made to the book collection in order to develop a library of junior college standards. Expenditures for library books by the institute during the past five years are as follows: \$21 in 1922-23, \$200 in 1923-24, \$467 in 1924-25, \$147 in 1925-26, and \$30 in 1926-27. In 1925-26, \$54 was expended for magazines, and the institute is planning to spend \$100 for this purpose in 1927-28. A number of gifts of books and magazines has been received, but many are of doubtful value for a junior college.

Scientific facilities of the institute are limited, although an effort has been made to build up a chemistry laboratory. Expenditures for equipment for chemistry in the last five years consisted of \$800 in 1922-23, \$328 in 1923-24, \$48 in 1924-25, \$300 in 1925-26 and \$99 in 1926-27. For supplies in the chemistry laboratory there was expended \$59 in 1922-23, \$80 in 1923-24, \$95 in 1924-25, \$100 in 1925-26, and \$83 in 1926-27. The biological and physics laboratories are limited in apparatus, only \$350 having been expended for this purpose in biology and \$551 in physics over the past five-year period. The total value of all scientific equipment owned by the institute is as follows: Biology, \$350; chemistry, \$1,800; and physics, \$550.

*EXTRACURRICULAR ACTIVITIES*

The institute possesses an attractive athletic field and encourages all students to participate in suitable recreation. The athletic activities of the institute are administered by the athletic director, who is a member of the faculty. The institute is not a member of any regional athletic association or conference but it engages in inter-collegiate sports.

There are no fraternities or sororities at the institution. Three musical organizations, four literary societies, and a debating society have been organized among the students for self-improvement and for the practice of expression.

*SERVICE TO SOCIETY*

Within the past 13 years Jarvis Christian Institute has undertaken the task of opening up new territory and developing an educational service that would win the recognition of the surrounding community. Within the short period of a decade it has earned an enviable reputation because of the cooperation of the administration and faculty with the leaders of the neighboring regions in matters of common concern. The survey committee recommends:

That the United Christian Missionary Society enlarge its annual appropriation to the institute.

That a local board of trustees be appointed to assist the administration to perform the essentially local task the school is undertaking.

That the institute be continued on the present basis of a junior college, and that the high-school program of studies be integrated as far as possible with the college courses of study in such a way as to obtain a coordinated program extending through the high school and junior college.

That the departments of science and education be strengthened by the addition of well-trained teachers, and that the equipment and supplies in physics and biology be increased to meet the specifications of an approved junior college.

That the administration defer the construction of new permanent buildings until it is financially able to construct buildings that are free from the hazards of fire.

That a full-time trained librarian be employed to reorganize and recatalogue the library and that funds be provided to bring it up to junior college standard.

That new teachers who are employed in the future have training adequate to meet the ordinary requirements of standard colleges.

That, as soon as possible, the salary schedule of the institute be increased.

That a more adequate system of student records be installed.

## TEXAS COLLEGE

*Tyler, Tex.*

Texas College was founded in 1894 under the auspices of the Colored Methodist Episcopal Church for the purpose of providing liberal education. It was originally named Texas College, but in 1909 the institution was incorporated as Phillips University and operated under this title until 1912, when it was renamed Texas College.

The institution is governed by a board of trustees consisting of 30 members elected by the four annual conferences of the Colored Methodist Episcopal Church of Texas. The board meets annually to conduct the business of the school, appoint the members of the faculty upon nomination by the college's president, and transact other matters connected with its administration. Special meetings are sometimes held, but only in cases of emergency. Officers of the board of trustees include a president, secretary, treasurer, all residents of Tyler, who, with the executive head of the institution as ex officio member, constitute a local executive committee upon which limited powers have been conferred.

Texas College is organized into a junior and senior college, a secondary and elementary school. A theological school of collegiate grade has just been organized. The high school specializes in vocational training and its twelfth grade is used for observation and teacher training. The elementary school is also utilized for the same purpose. Many of the students in both the preparatory and elementary schools live in the city of Tyler in close proximity to the campus.

Division of the liberal arts college into a junior and senior college has been brought about by the Texas State Department of Education, which has accredited the junior college work at the institution, but has not yet recognized the senior college. The department has also accredited a two-year course in teacher training in the junior college. Through reciprocity the same accrediting is accorded the college by the State Departments of Education of Mississippi, Louisiana, and Oklahoma. The institution's high school has been recognized as standard by the Texas State Department of Education.

In 1926-27 Texas College enrolled 107 college students, 174 high-school students, and 60 elementary pupils, the total being 341. The institution is coeducational. A summer session is operated, attended largely by public-school teachers in the surrounding counties.

### ADMINISTRATION

Title to the property of Texas College is vested in the board of trustees as a corporate body. The institution has no productive endowment and practically all its revenues both for current expenses

and capital outlays are provided by the four colored Methodist Church conferences of Texas except for infrequent donations by the white Methodist Episcopal Church South. Three years ago the General Education Board made a gift for scientific equipment. This board has recently conducted a complete examination of the institution.

TABLE 36.—*Income*

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$18,320	\$18,970	\$24,750	\$21,000	\$22,815.08
Gifts for current expenses.....	3,360	3,872	4,230	3,700	850.00
Student fees.....	2,937	2,740	4,128	4,320	5,583.92
Sales and services.....				519	471.26
Total.....	24,617	25,382	33,108	29,539	29,720.24

\* Sales and services represent net income.

The total income of the institution in 1926-27 was \$29,720.24, these figures representing educational revenues only and excluding gross receipts from board, rentals, and other services. In view of the fact that all expenses connected with operation not only of the junior and senior college, but also the secondary and elementary schools must be defrayed out of this sum, it is evident that the financial support being given the college is not in accordance with its needs. Only a small per cent of the institution's revenues is derived from students as compared with other colleges included in this survey. In 1926-27 student fees produced but 18.6 per cent of the total income. The remainder of the income was secured from the following sources: 76.7 per cent from church appropriations; 2.9 per cent from gifts for current expenses; and 1.5 per cent from net profit on sales and services.

Tuition for college students is \$27 a year, for high-school students \$22.50, and \$9 for elementary students. It is evident that this charge is only nominal in amount. Inasmuch as the college resources are limited and greater revenues are essential to its development; so low a tuition is detrimental to the best interests of the institution. The tuition fee, in the opinion of the survey committee, should be doubled in the near future. Other fees levied against the students include \$10 entrance for boarding students and \$5 for day students. There are also a few special fees, such as library, \$1; laboratory, \$5; music and industrial fees in the high school, \$1 and \$2. The charge for board is \$13 for four weeks.

As disclosed in Table 36, the income of Texas College has shown a gain during the past five years, indicating that increased support is being given toward its maintenance. This gain, however, is not large, amounting to but 20.7 per cent over the five-year period. An analysis of the advance in revenues of the institution shows that

church appropriations have gained 24.5 per cent, student fees 26.6 per cent, and gifts for current expenses have declined 74.7 per cent.

The business affairs of the institution are under the supervision of the president. The principal business officer of the school is the treasurer, who is also the treasurer of the board of trustees and the college physician. A secretary assists the president, and there are several other employees in the administrative offices, which appeared to be well conducted.

### *PHYSICAL PLANT*

During its 27 years of history, Texas College has succeeded in building up a first-class physical plant. The institution owns 101 acres of land valued at \$30,000, upon which have been erected nine buildings valued at \$172,700. Equipment and furnishings have an appraised value of \$25,000, so that the estimated total value of the entire property amounts to \$227,500.

Of the 101 acres of land owned by the college, 20 acres are used as a campus and 65 as an experimental farm. The remaining area is not utilized. The principal school building is Martin Hall, a modern structure three stories in height, erected in 1924. It is built of brick and contains the administrative offices, assembly hall, library, 14 recitation rooms, and 2 laboratories. The structure is valued at \$100,000. Phillips Hall, also a modern brick building, four stories high, built in 1909, has music and domestic science recitation rooms, dining hall, and kitchen located on its first floor, while the upper floors are used for women's dormitories. Another three-story brick building, Wiley Hall, containing 40 rooms, provides quarters for men students. A manual training shop, two stories in height, is used for vocational education. Other buildings on the campus are the president's home, two teachers' cottages, and a brick laundry. Some fire protection is provided, all the buildings with one exception having two fire escapes. Martin, Phillips, and Wiley Halls have concrete floors on the first floor. Blanket insurance policies covering both the structures and their contents are carried on each of the buildings.

The foreman of the farm has charge of keeping the campus in order. Matrons and preceptors are responsible for the care of the buildings and dormitories. Students perform all the janitor work, each student being required to devote one hour each day to these duties.

### *PREPARATORY SCHOOL*

In conducting a college and high school on the same campus, the administration of Texas College has succeeded in only partially segregating the two departments. High-school students occupy the same buildings as the college students, and the finances of the two departments are not kept in different accounts. While a separate college

faculty has been organized, two college instructors teach classes in the secondary school. No college and high-school students attend the same lecture, recitation, or laboratory classes.

Maintenance of a preparatory school is not required by the charter of Texas College and the administration is planning for the complete elimination of high-school work within the next four years. Within a short period it is expected to erect a new practice high-school building on the campus, which will be occupied exclusively by secondary students and be used for observation and practice teaching in the four-year education course. About one-third of the necessary funds for the construction of this structure has already been raised.

### EDUCATIONAL PROGRAM

Although the institution is in reality organized into a liberal arts college, it has been divided into junior and senior colleges in order to comply with the accrediting of the Texas State Department of Education. No junior college curriculum, as such, is offered. The regular college course is four years in length, the completion of which leads to the bachelor of arts degree. A two-year course in teacher training, however, is offered, which comprises a major in education in the junior college.

The descriptions of courses presented in the catalogue fail to separate college and secondary courses, with the result that both are included under the same departmental headings. Not only does this arrangement lead to confusion and difficulty in ascertaining the college curricula, but also has the effect of lowering the tone of the institution. Prospective students of the institution can have little information about the degree that is to be granted them upon graduation, as only scant mention is made of this important subject by the catalogue.

### ADMISSION REQUIREMENTS

Entrance to the college is on the basis of 15 units of high-school work, of which 2 units must be in foreign language, 3 in English, 2 in history, 3 in mathematics, 1 in physics, and 1 in chemistry.

Texas College has been lax in demanding the transcript of the secondary school records of freshmen entering the college. In 1926-27 a number were admitted without transcripts and the same situation prevailed with regard to preceding years, but the institution has adopted a new policy for the future. Hereafter no students will be accepted who are unable to present proper credentials. Of the 60 freshmen entering the college last year, 36 came from accredited secondary schools and 24 from nonaccredited schools.

Candidates are admitted to partial standing in the freshman class with a maximum of two conditioned units, which must be removed by the beginning of the sophomore year. The institution was unable

to furnish the survey committee with the number of conditioned students accepted annually in the college for the past five years. It was ascertained that 10 conditioned students entered in 1926-27, or 16.6 per cent of the entire freshman class for that year. Special students are enrolled in the college, the number registered during the past five years including three in 1925-26 and four in 1926-27. Most of the special students are pursuing home economics courses below college level.

### GRADUATION REQUIREMENTS

The total graduation requirements in the four-year college course leading to the bachelor of arts degree are 130 semester hours of credit, 60 of which are included in the junior college and 70 in the senior college. In the two-year teacher-training course 60 semester hours of credit are required for graduation. Prescribed work in the four-year course includes 6 semester hours of credit in English, 8 in modern languages, 14 in mathematics, 15 in science, 15 in social science, 7 in philosophy, 10 in education, 4 in business, and 4 in Bible. The remaining credits are elective.

In the two-year teacher-training course the student must earn 9 credits in education, 3 in rural sociology, 6 in English, and 9 in science, of which 3 may be in mathematics. Although practice teaching and observation are required to complete the course, the semester hours prescribed in these subjects are not contained in the outline nor specifically stated.

### ENROLLMENT

The enrollment of students at Texas College has shown a substantial growth during the past five-year period as shown by the following table:

TABLE 37.—Enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	24	2	6	2	34
1923-24.....	34	16	2	6	48
1924-25.....	41	39	6	2	68
1925-26.....	55	33	11	6	105
1926-27.....	60	32	4	11	107

Increase in college attendance between 1922-23 and 1926-27 totaled 73 students. The college also has an unusually small loss of students. An explanation of the small enrollments in the junior and senior classes in the college is that many students pursuing the teacher-training course leave at the end of their second year to secure Texas State certificates.

Texas College has granted 20 bachelor of arts degrees in course during the past five years, of which three were granted in 1921-22, two in 1922-23, seven in 1923-24, two in 1924-25, and six in 1925-26.

## FACULTY

The college faculty is made up of 8 members, 7 holding the rank of professors and 1 the rank of instructor. Two of the staff teach in the high school, in addition to their work in the college. All are negroes. The academic organization is divided into seven departments of instructions, as follows: Education, English, social science, foreign language, mathematics, science, and sociology. There is a professor assigned to each department.

Except for the fact that three faculty members have been assigned teaching tasks in subjects outside of their particular departments, the work of the college is organized along the lines of the average modern college. These teachers include the professor of English, who gives instruction in two French classes; the professor of foreign languages, who also teaches sociology, general sciences, and ethics; and the instructor in education, who, in addition to teaching educational administration and psychology, has classes in physiology and geology.

The training of the staff does not conform entirely to standard college requirements. Seven of the members have qualified themselves by obtaining undergraduate degrees; one holds a master's degree, and four are studying for advanced degrees. One college teacher has no degree.

TABLE 38.—Training of faculty

Case	First degree	Where obtained	Advanced degree or graduate work
1	A. B.	Atlanta University	1 year at University of Chicago.
2	A. B.	Alleghany College	Work at University of Wisconsin.
3	Not given		A. M. at New York University.
4	A. B.	Atlanta University	1 summer at University of Chicago.
5	A. B.	do	
6	A. B.	Texas College	1 term at University of Colorado.
7	A. B.	University of Illinois	
8	None		

Of the first degrees held by the teaching staff four were obtained from negro institutions, three of which came from a single college, Atlanta University. The other two degrees were secured from northern colleges. Graduate work is also being done in leading northern universities by those members of the faculty who are improving their training.

The Texas College faculty is practically made up of new members. Within the past two years six new teachers have been added to the faculty. The service records show that 3 teachers have served at the institution for 1 year, 3 for 2 years, 1 for 7 years, and 1 for 15 years. The two older members still remaining at the institution include the professors of education and foreign language.

Annual salaries paid by the college to its faculty are extremely low. The pay of professors ranges from \$855 to \$1,260 per year and instructors \$810. Of the seven teachers, one receives \$1,260, one

\$1,035, one \$1,010, one \$1,000, one \$900, one \$855, and one \$810. The president, who also teaches in the college, receives \$1,750. Notwithstanding that perquisites varying in value from \$90 to \$180 annually are provided the teachers, in addition to their salaries, it is evident from these figures that their remuneration is so small as to have the effect of stifling incentive and discouraging initiative. That four members of the staff have been able to pursue graduate study under such adverse circumstances indicates a high degree of perseverance on their part.

The teaching tasks in the college are equitably distributed so that none of the members of the faculty is carrying an excessive student clock-hour load. A record of the loads of the teachers is as follows: 1 with less than 100 student clock hours per week, 1 between 100 and 200 hours, 1 between 201 and 300 hours, 2 between 301 and 400 hours, 2 between 401 and 500 hours, and 1 between 501 and 600 hours. While these figures indicate that three teachers have loads between 400 and 600 hours per week, one gives instruction in high-school classes and another is an instructor in education, the work consisting largely of practice teaching. In the case of the third teacher the student clock-hour load amounts to 441 hours.

The hours per week of teaching being done by the faculty are reasonably arranged with only one teacher teaching in excess of 19 hours. Of the eight teachers, one teaches 3 hours per week, one 12 hours, four 15 hours, one 19 hours, and one 22 hours. The last member of the staff is the professor of science with a large number of laboratory classes. He also gives instruction in the secondary school.

The classes in the college have been so arranged that few are large in size. In 1926-27 there were 30 classes being taught, of which 4 contained less than 5 students, 9 between 5 and 10 students, 1 between 11 and 20 students, 10 between 21 and 30 students, 4 between 31 and 40 students, and 2 between 41 and 50 students.

### EDUCATIONAL EQUIPMENT

The Texas College library contains 8,551 volumes. It is in most respects of a college grade, including a well-selected list of books. The institution has maintained a consistent policy with regard to strengthening the library through the purchase of new works. The following table shows annual expenditures for library purposes during the past five years:

TABLE 39.—Expenditures for library

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$100.00	\$130.00	\$425.00	\$700.00	\$183.00
Magazines.....	10.00	10.00	30.00	60.00	20.15
Supplies.....	75.00	75.00	125.00	300.00	.....
Binding.....	.....	.....	.....	.....	.....
Salaries.....	.....	.....	.....	.....	460.00
Total.....	185.00	215.00	580.00	1,060.00	1,622.15

<sup>1</sup> Figures not complete for 1926-27.

A full-time librarian is employed by the college. Although untrained, arrangements had been made at the time of the visit of the survey committee for the librarian to begin a summer course in library science.

The scientific laboratories are fairly well equipped and kept in first-rate order. Considerable attention has been given to the building up of the chemistry laboratory with the result that opportunities exist for doing good work. In 1924-25 this laboratory was completely reequipped. Detailed expenditures for scientific equipment and supplies made during the past five years are given in the accompanying table.

TABLE 40.—Expenditures for laboratories

Expenditures	Biology	Chemistry	Physics
For permanent equipment:			
1922-23.....	\$25	\$375	\$70
1923-24.....	85	280	75
1924-25.....	170	2,500	1,500
1925-26.....	65	530	475
1926-27.....			
For supplies:			
1922-23.....			
1923-24.....	20	115	75
1924-25.....	70	190	80
1925-26.....	85	190	120
1926-27.....			
Total.....	500	4,100	2,750

The present estimated value of the equipment and supplies in the scientific laboratories of the institution is \$7,350.

### EXTRACURRICULAR ACTIVITIES

Athletic activities at the institution are administered by a joint committee composed of three members of the faculty and six students, the latter being selected by the Student Athletic Association. Texas College is a member of an intercollegiate athletic organization and observes its by-laws in the protection of the purity of athletics, elimination of professionalism, and preservation of scholarship.

### CONCLUSIONS

Texas College is located at a central point in the northeastern corner of Texas. It has a wide constituency and is rendering a service to society worthy not only of continued but increased support. The institution has an excellent physical plant which is being administered efficiently and, with exceptions in but a few respects, is prepared to do college work of a standard quality. Recognition has already been accorded the first two years of the college by the Texas State Department of Education.

The survey committee found, however, that a limited annual income is retarding the progress of Texas College. That the financial resources of the institution will have to be substantially increased if it is to realize fully its educational aims is evidenced in all the functions of the college. The following recommendations are made:

That the organization responsible for the support of Texas College and other friends of the institution make definite arrangements to provide additional permanent annual revenues.

That the annual tuition charged students attending the institution be increased by at least 100 per cent.

That the salaries of the entire teaching staff in the college be substantially raised.

That the institution carry into effect as soon as possible its proposed plan of segregating the college and high-school departments.

That the catalogue be revised and reedited and that the sections relating to the college and the high school be entirely separated.

That the practice of assigning work to college teachers outside of their departments of instruction be discontinued.

## Chapter XX

# VIRGINIA

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CONTENTS.—Hampton Normal and Agricultural Institute, Hampton; St. Paul Normal and Industrial School, Lawrenceville; Virginia Normal and Industrial Institute, Ettricks; Virginia Union University, Richmond.

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Four institutions located in Virginia are included in this survey, the Hampton Normal and Agricultural Institute, at Hampton; St. Paul Normal and Industrial School, at Lawrenceville; Virginia Normal and Industrial Institute, at Ettricks; and Virginia Union University, at Richmond.

Geographically, the institutions are fairly well distributed, 2 being located in the central, 1 in the southern, and 1 in the southwestern part of the State. As the northern district of Virginia is contributory to the city of Washington, and Howard University is there available, no need exists for another college in this section. Western Virginia, however, is somewhat isolated with respect to the institutions already established.

Virginia has a negro population of 707,000, and in the four institutions surveyed are enrolled 1,279 resident college students, exclusive of extension departments and summer schools. The proportion of college students to population, therefore, is 18 to every 10,000. In order that college training may be developed in the State on an increased scale, improvement in negro secondary education is essential. According to the latest figures, only 5,729 negroes are attending high schools in Virginia, or 81 per 10,000 inhabitants. The white population of the State totals 1,796,000, and of this number 63,947 are enrolled in secondary schools, the ratio being 356 to every 10,000 inhabitants.

In its department of education the State has provided an organization headed by the State supervisor of negro education for promotion and development. There are 70 rural supervisors of education working under his direct supervision. The department also manifests a keen interest in negro higher education, publicly supported institutions being inspected once every two years and private institutions being examined upon request. A list of approved institutions of

higher learning is published regularly upon the basis of standards set up by the department. No university or college is placed on the list of accredited institutions until it has been visited by representatives of the department and been subjected to an examination. Five different types of State teachers' certificates are issued to students of approved colleges.

### *HAMPTON NORMAL AND AGRICULTURAL INSTITUTE*

*Hampton, Va.*

Hampton Normal and Agricultural Institute was established by the American Missionary Association in 1868. The suggestion for the school came from Gen. Samuel Chapman Armstrong, an officer of colored troops during the Civil War, and he was its first principal. In 1870 the school secured a charter from the State of Virginia and has since been independent of denominational control. In 1878 Indians were admitted to the institute, but after 1912, when the National Government withdrew the appropriation for their board, clothing, and traveling expenses, their attendance steadily declined until 1923, when it ceased entirely.

For approximately half a century Hampton Institute was the land-grant college for negroes for the State of Virginia. In 1920 the State changed its policy and withdrew the Federal aid from the institute in favor of a State-controlled institution. Since that time Hampton Institute has depended for its maintenance upon the income from endowment and upon gifts from friends.

The institute is a private corporation controlled by a self-perpetuating board of trustees of 17 members who meet at least twice a year. With the exception of one person, all the members of the board are white. The members of the board are widely known for their educational and financial interests.

There are three subcommittees of the board, as follows: The executive committee, composed of from six to eight trustees, together with the president of the board, the principal of the institute, and the treasurer, exercises the powers of the board during periods between meetings. The investment committee, composed of four trustees, together with the president and the treasurer of the board, has full power to make or change investments of the corporation funds. The standing committee, composed of five trustees appointed annually by the president of the board, visits and reports on the state of the institute. The latter committee has not been appointed for several years.

The local management of the institute is under the direction of the administrative board, composed of the following officers: Principal,

vice principal, secretary, treasurer, dean of the college, director of the academy, director of the trade school, commandant, and dean of women. This board meets weekly. An educational council, composed of the members of the administrative board, of the directors of the different divisions of the institute, and of several other administrative officers, discusses questions of educational policy and makes recommendations to the administrative board. The administrative work of the faculty is carried on through 20 standing committees. The principal is the executive head of the institute.

Hampton Institute maintains two principal divisions—a college and a secondary school. The college division includes the teachers' college, the school of business, the library school, and the trade school (builders' course). The teachers' college includes the school of agriculture, the school of education, the school of home economics, and the summer school for teachers. The secondary division includes the academy and the trade school. Other divisions of the institute include three annual conferences—the builders' conference, the farmers' conference, and the ministers' conference—and two short courses—a winter agricultural short course and a builders' short course.

An elementary school of eight grades, known as Whittier Training School, is operated by the institute as a practice school for prospective teachers.

The enrollment in the college division for 1926-27 was 382 students; in the secondary division, 610 students. The enrollment in summer school for teachers was 980.

The Virginia State Board of Education has approved the academy and the two-year course for teachers. In 1927, as the result of an inspection made by the secretary of the State board of education and the supervisor of teacher training, Hampton Institute was accredited as a standard technical college. During the year 1926-27 the institute was visited by the president of the American Library Association and four members of the board of education for librarianship, and as a result of their investigation the library school has been provisionally accredited as a junior undergraduate library school. Graduates of the institute have been accepted as full candidates for advanced degrees at Harvard, Cornell, and Iowa State.

The business administration of the institution is under the general control of a business committee. This is a permanent committee, established by the principal in 1903 to relieve the administrative board of purely business and physical maintenance matters. It has both legislative and executive functions, subject in larger matters to the approval of the administrative board and of the board of trustees. It meets twice a week. It is composed of the treasurer of the institute and the secretary. The treasurer is responsible for the receipt and

disbursement of all funds of the institute, but the investment committee has charge of the investment of funds. The treasurer also prepares annually a budget, which is submitted for approval to the board of trustees. The principal sources of support for the institute are interest on large endowment funds and gifts for current expenses. Annual revenues have not been sufficient to provide for increased attendance and for the necessary expansions in all departments and branches. Receipts from student fees form only a minor item of the total annual income. The following is a summary of the income for the last four years.

TABLE 1.—*Income*

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Interest on endowment funds.....	\$258,207.15	\$271,003.47	\$256,637.40	\$399,733.77	\$426,184.28
Gifts for current expenses.....	181,141.21	182,439.89	137,317.23	86,008.12	97,240.00
Student fees.....			14,093.00	14,643.92	16,900.00
Other sources.....	156.00	179.43	150.36	106.14	
Total.....	442,144.36	454,822.79	420,777.99	500,380.95	540,324.28

The income from productive endowments, derived chiefly from legacies to the institute, has increased over 60 per cent since the year 1922-23. As a result of a well-organized campaign during the last two years, the capital endowments were increased by \$2,701,000, and reach almost \$8,000,000. The amount of the endowments annually for the last four years is as follows: \$4,837,583 in 1922-23, \$4,876,064 in 1923-24, \$5,256,822 in 1924-25, and \$7,958,763 in 1925-26. Investment of the endowment funds is handled by the investment committee of the board of trustees. The average yield annually is slightly in excess of 5 per cent.

The income from student fees produces only about 3 per cent of the total annual receipts. These fees are small in comparison with those of other colleges. The following are the student fees: Entrance, \$10; athletic fee, \$7.50 for men and \$3.50 for women per year; medical fee, \$3; laboratory fee, \$1 to \$6; and music fee, \$2. The charge for board and room is \$20 a month. Receipts from board and room are not included in Table 1.

Hampton offers unusual opportunities for self-help. Most of the work connected with the upkeep of the grounds and physical plant, the operation of the dormitories, kitchen, dining room, and laundry, is performed entirely by the students. In the college, opportunity is offered for all students to engage in remunerative employment if they so desire. College freshmen may work daily from 6 to 8 hours and attend classes for 2 hours, thereby accumulating funds to pay their expenses for the first year and a balance sufficient to enable them to

continue through the second year. Students in the school of agriculture are assigned work which gives them practical instruction in the studies they are pursuing. Although not able to carry the full schedule of college work during their freshman year under this self-help plan, many students are placed in a position of securing sufficient income to complete their courses later. Other freshmen work four hours a day for wages during the first year's term, earning sufficient to pay the major part of their expenses. College students, including sophomores, juniors, and seniors, are provided with remunerative work for one to two hours a day without interference with their full schedule of classes during the college term.

Hampton Institute maintains a well-organized record office. In connection with registration, particular attention is given to details regarding previous experience of each student before entering the institute, and a very careful record is kept of the work done by each one while in school. After a student graduates he is carefully followed up by the record office. The office devotes a considerable portion of its time in answering requests for workers. Thus it is able to assist a great many students to gain suitable employment. The record office is well supplied with modern filing cabinets and other necessary equipment. The registration and record system at Hampton is rather complex, perhaps too detailed and involved for the majority of schools. The system has been very useful to Hampton, however, in supplying valuable information regarding the students from an educational viewpoint. This information is also of value as sociological source material.

### PHYSICAL PLANT

Hampton Institute possesses 990 acres of land, valued at \$125,000. The campus consists of 74 acres fronting on the Hampton River. It is well laid out, and for the present meets the needs of the institute. Near the campus is the Whipple farm of 96 acres, and 4 miles distant is the Shelbanks farm of 820 acres. Both farms are used for practice and demonstration in the study of agriculture.

The property includes 139 buildings, valued at more than \$1,452,000. The majority of the buildings are well designed from the standpoint of educational activities, and are of substantial brick construction. Some of the buildings were erected entirely or in part by students enrolled in the vocational courses conducted by the trade school.

Conspicuous among the buildings are the following: The Collis P. Huntington Memorial Library; the Robert C. Ogden Auditorium, with a seating capacity of 2,000; the memorial church; the domestic science building, which houses the school of agriculture and the school of home economics; the trade school; the Holly Tree Inn; Clarke

Hall for the Y. M. C. A.; and the administration building. A number of faculty houses have also been erected.

The next building to be constructed is a science building for college work in science. The money is already in hand for this building and for its equipment. When completed it will greatly enlarge the opportunities for strong work in science.

Care of the buildings and grounds is under the jurisdiction of the business committee. The campus is neat and orderly. The buildings are kept in an excellent state of repair. All the repair work is done by students in the course of the trade school. Each department is charged with the upkeep of buildings used by the department. All recommendations for repairs are made direct to the business committee. No specific estimate of the annual cost of maintenance of the buildings has been supplied. However, the general maintenance cost of the roads and grounds, including fire protection, sewerage and water systems, furniture, and other miscellaneous items, is approximately \$19,000 annually.

The dormitories are kept in excellent order. The boys' dormitories and hospital are under the supervision of the commandant, who is directly responsible for the boys and their discipline. The dean of women is responsible for the women's dormitories and hospital as well as for the students' dining rooms and kitchens, the diet kitchen, and laundry. She also looks after the teachers' home, teachers' kitchen, Holly Tree Inn kitchen, the industrial sewing room, and much of the entertainment of school guests.

### PREPARATORY AND ELEMENTARY SCHOOLS

The enrollment in the secondary department of the institute during the last four years included 665 in 1923-24, 708 in 1924-25, 643 in 1925-26, and 610 in 1926-27.

The enrollment in the academy proper includes 330 regular pupils and 30 special pupils. The other 250 secondary pupils are enrolled in the trade school. The recent trend has been toward restricting the number of girls to dormitory capacity, with preference being given to the college women. This plan, enlarged to include the boys, will eventually eliminate the preparatory school; but there is no thought of eliminating the school at present, even though the charter of the institute does not require the maintenance of a preparatory school. In fact the institute is rendering notable service in maintaining a high-grade preparatory school, with instruction in both academic subjects and trades. Complete separation exists between the college and the preparatory divisions with respect to students, finances, and recitation and laboratory groups. Separation is not yet complete in faculty and in buildings.

The elementary division, known as the Whittier Training School, exists primarily as a model practice school for students in the college teacher-training course. For a number of years the county has contributed toward the financial support of the Whittier School, thus maintaining a public school for children of the district. The present agreement, however, will be terminated in July, 1930, when the institute plans to replace the school with one or more model buildings, possibly of the Rosenwald type, to accommodate either 9 or 12 grades of about 20 pupils each. Such a plan will provide unusual opportunities for practice teaching.

### EDUCATIONAL PROGRAM

Admission to the courses in the college division of Hampton Institute is based on the completion of 15 units of work of secondary grade. Of the 15 units it is required that the applicant must have 4 units in English, 3 in mathematics and science, and 2 in social studies, including United States history. The remaining 6 units may be distributed among other recognized secondary-school studies. In the case of applicants to the school of business, 1 unit of bookkeeping is accepted as the equivalent of 1 unit of mathematics or 1 unit of science. For admission to the builders' course there is a further requirement of training and practice in some building trade. No applicants are admitted to the library course without one year of college preparation.

Graduates of any secondary school, public or private, recognized as standard four-year high schools by the department of education of any State are accepted on certificate, provided they are certified by their principals as being in the upper half of their classes in respect to scholarship, character, purpose, and promise. Acceptance of graduates of nonaccredited schools is based on a study of each individual case, although principals' certificates are usually accepted if the pupil ranks in the upper half of the class. Special blanks are supplied to high-school principals by the institute.

All candidates for the freshman class of 1926-27 were examined at the institute prior to their admission to any of the college courses. Of the 214 entrants, 197 came from accredited high schools and 27 from nonaccredited high schools. The announcement for the year 1927-28 states that applicants will be admitted to the freshman class lacking not more than one of the 15 units, but this deficiency must be made up before the fall quarter of the second year. The following are the number of conditioned students admitted in each of the last five years: None in 1922-23 and 1923-24, fourteen in 1924-25, thirteen in 1925-26, and twenty-seven in 1926-27.

In addition to the conditioned students, special students have been admitted as follows: Two in 1922-23, one in 1923-24, thirty-one in

1924-25, twenty-four in 1925-26, and forty-seven in 1926-27. The special students comprise a group of students with irregular or special programs who are not candidates for degrees.

### GRADUATION REQUIREMENTS

Work in college division is measured by quarter hours, a quarter hour being described as "one hour per week of prepared work for one quarter of 12 weeks or its equivalent." Total requirements of graduation in the several schools are as follows:

	Quarter hours credit
Curriculum in agriculture.....	180
Curriculum in education.....	186
Curriculum in home economics.....	192
Curriculum in business.....	181
Curriculum in building course.....	195

The 180 quarter hours' credit required for graduation in the 4-year agricultural curriculum includes 54 credits in science, 54 credits in agriculture, 9 in mathematics, 24 in English, and 15 in social sciences. In addition, 8 credits are required in physical education and 3 quarter hours in agricultural survey, for which no credit is given. Five electives in agriculture and three electives in science are allowed in the senior year.

An optional senior year is offered to students planning to become demonstration agents or farmers. It includes 27 credits in agriculture, 18 being elective, 12 credits in education, and 5 elective credits in science, as compared with the regular senior course of 24 credits in agriculture, 15 in education, and 9 in science.

The curriculum in the four-year course in education, requiring 186 quarter hours' credit, includes 108 credits in education, 33 credits in English, 18 credits in science, 18 credits in social sciences, and 9 in mathematics. Of the 108 credits in education two majors with a total of 73 credits are required either in English, French, Latin, industrial arts, mathematics, music, physical education, science, or social studies. In addition, 3 quarter hours of educational survey and 8 credits in physical education are required, for which no credit is given. Two two-year courses of study are also offered, one for the training of intermediate and grammar grade teachers and the other for primary teachers.

The 192 quarter hours' credit required in the four-year home economics curriculum provides for 78 credits in home economics, 33 credits in English, 18 credits in science, 36 credits in social sciences with 3 elective in French, 23 credits in education with 15 elective in French, and 9 credits in music. Two quarter hours additional are required in home economics survey, and 8 credits in physical educa-

tion, for which no credit is given. Each student is required to carry out a project during the summer vacation preceding the senior year. A two-year course leading to a diploma is also offered in home economics.

A summer school for teachers offers a number of courses leading to certificates, diplomas, and degrees for teachers in service. Credit for work done in the summer school and in extension courses given under the auspices of Hampton Institute is allowed on the same basis as for corresponding work done in the regular academic year. But no degree or diploma is granted on the basis of summer-school work until all requirements have been met.

The 181 quarter hours' credit required for the curriculum in business comprises 79 credits in business, 33 credits in English, 27 credits in social sciences, 18 credits in science or mathematics, 9 credits in psychology, 18 credits in law, 3 in typewriting, and 3 credits in physical education. In addition three quarter-hours in survey of business and a study of penmanship, for which no credit is given, are required. The curriculum provides for majors in secretarial studies, accounting, business administration, and commercial education, after the freshman year. Electives are permitted in the freshman and sophomore years in mathematics or science to the extent of 18 credits, with the privilege of electing six quarter hours of political science. An elective between sociology and psychology covering three credits is allowed in the senior year. Students must spend one summer during the course in supervised employment in a selected business. A two-year course of study similar to that of the first two years of the four-year course is also offered in this school, leading to a diploma.

The library school curriculum is limited to one year's work, all in library science, based upon one year of college preparation following four years of high-school work.

The 195 quarter hours' credit required for graduation in the four-year builders' curriculum includes 93 credits in building, 24 credits in English, 18 credits in mathematics, 18 credits in science, 18 credits in social sciences, 9 credits in education, 3 credits in typewriting, and 9 credits for a thesis. Nine additional credits in physical education are also required. No electives are allowed in this curriculum. A two-year builders' course, leading to a diploma, is also offered.

Hampton Institute conducts a comprehensive extension program with the aim of improving rural communities and of informing the institute regarding the work of its graduates. Little, if any, of this work, however, is of college grade. The services rendered include the sending of speakers to school meetings, conventions, and fairs;

the preparation of special leaflets giving advice on various educational and practical matters; the conducting of extension schools in the rural schools of Virginia; the furnishing of purebred livestock to farmers; sending out agricultural demonstration agents; keeping close contact with public and private schools, and sending out educational motion pictures.

### ENROLLMENTS

The enrollment of regular resident students in the college division for 1926-27 was 382, of whom 145 were men and 237 women.

TABLE 2.—Total college enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1923-23	42	7	3		52
1923-24	50	17	3	1	71
1924-25	142	34	8	5	189
1925-26	197	63	11	13	284
1926-27	264	64	23	11	362

Table 2 shows that the growth of college work has been very rapid in the last five years. Increase in enrollment amounts to 635 per cent. The freshman class has increased within the same period nearly 530 per cent. It is apparent, however, that a large percentage of the student body finds it necessary to leave college before completing the required work for graduation. The losses are especially heavy at the end of the freshman year.

TABLE 3.—Enrollment in school of education

Year	Freshman	Sophomore	Junior	Senior	Total
1923-23	11	3			14
1923-24	14	4	1	1	20
1924-25	37	15	3	2	57
1925-26	70	22	7	8	107
1926-27	100	37	9	6	152

Comparison of the yearly figures shows that the school of education has had phenomenal growth within the past five years. The two-year courses largely account for losses between the sophomore and junior years. Were it not for the addition of students from elsewhere in the senior class of 1925-26 the mortality would be even more serious.

TABLE 4.—Agricultural, business, and library schools' enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1923-23	7				7
1923-24	19	12	2		33
1924-25	24	8	5	3	40
1925-26	48	16	2	6	72
1926-27	47	21	9	3	80

The 80 students enrolled in 1926-27 were distributed as follows: School of agriculture, 28; school of business, 42; library school, 10. In addition there were 3 special students in agriculture and 7 special or unclassified students in business. There were 28 students in the four-year course in business and 14 in the two-year course.

Separate figures were not supplied for these schools by years, but as combined in Table 4 the figures show a steady increase during the five-year period, but heavy losses from the freshman and sophomore classes each year. Many of the courses offered in the business school are not of college grade, and it is the opinion of the survey committee that this curriculum should be revised and college credit given only for standard college work.

TABLE 5.—*School of home economics enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	0	1			10
1923-24.....	16	1			17
1924-25.....	29	11			40
1925-26.....	47	20	3		60
1926-27.....	32	25	3	3	63

The school of home economics has shown on the whole a very satisfactory growth; nevertheless, the freshman class of 1922-23 practically disappeared in the sophomore year following. The data furnished shows that the two-year course retains a large proportion of its students until graduation. The four-year course is in the process of development.

TABLE 6.—*Four-year builders' course enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23.....	10	3	3		16
1923-24.....	7				7
1924-25.....	8	5			13
1925-26.....	11	1	3		15

The enrollment indicated above shows that the college work in trades is developing rather slowly. No students have completed the requirements for the bachelor's degree. If the four-year course is continued, great care should be taken to insure that offerings are appropriate to degree work.

### DEGREES GRANTED

Hampton Institute granted degrees in course for the first time in 1922-23. All told, 29 degrees have been granted since that time, distributed as follows: Bachelor of arts, 2 in 1923-24; bachelor of

science, 6 in 1924-25 and 15 in 1925-26; bachelor of science in agriculture, 4 in 1922-23 and 2 in 1924-25.

The students who received degrees in 1926 constituted 30 per cent of the entering freshman class in 1922-23. The 11 seniors of 1926-27 constituted 22 per cent of the entering freshman class of 1923-24. If 25 per cent of the freshmen of 1924-25 finish their four-year course in 1927-28, the number of graduates in 1928 will be 35; by the same estimate, the graduates in 1929 should number 40; and in 1930, 66. This is an optimistic estimate, to be sure; but there is justification for it when one recalls that 14 years ago, 61 per cent of the students enrolled at Hampton were in classes below high-school grade, and that in 1926-27, 64 per cent of all entering students were high-school graduates. Moreover, the enrollment of regular high-school pupils has decreased 21 per cent during the last two years.

These facts make it perfectly obvious that the normal development of the institution during the immediate future is to be in the college field, and the day is not far distant when plans should be laid for enlarging the work of college grade and for providing appropriate college administrative organization to carry it on. As the principal states in his report for 1926-27, "No sound reason appears for desiring any considerable growth in numbers; our effort should rather be to improve the quality of our student material and of its instruction."

### THE COLLEGE FACULTY

The college faculty consists of 50 teachers, 7 of whom are colored and 43 white. In addition there are the principal, the vice principal, the dean, the registrar, and other administrative officers, none of whom do any teaching. All the members of the faculty are designated as teachers.

The academic organization consists of 18 departments of instruction. A list of them, including the number of teachers in each department, is as follows: Agriculture, 3 teachers; animal husbandry, 1; architecture, 1; biology, 3; building, 1; business, 7; chemistry, 2; education, 4; English and public speaking, 6; French, 1; history, 2; home economics, 5; industrial arts, 1; library science, 4; mathematics and physics, 3; music, 2; physical education, 3; and poultry husbandry, 1.

Of the 50 teachers listed, 7 teach in both college and high school. One has 3 high-school classes; 3 have 2 high-school classes each; and 3 have 1 class each. The distribution of teaching subjects among the teachers has been made according to the special training and interest of the teachers. None teach unrelated subjects.

The following table shows the academic training of the teachers:

TABLE 7.—Training of faculty

Case	First degree	Where obtained	Advanced degree or graduate work
1	A. B.	Swarthmore College	1 summer, Woods Hole.
2	A. B.	Columbia University	A. M., Columbia University.
3	A. B.	Haverford College	1½ years, Columbia University. A. M., Haverford College.
4	B. S. Music	Oberlin College	1 year teaching fellow, New York University.
5	B. S.	Pennsylvania State College	
6	A. B.	Amherst College	B. D., Andover Theological Seminary.
7	Diploma	Pratt Institute	A. M., Harvard University.
8	A. B.	University of Pittsburgh	Several courses, Mount Allison College, Canada.
9	A. B.	University of Manitoba	A. M., Northwestern University.
10	A. B.	William and Mary College	1 summer session, Columbia University.
11	B. S. Agriculture	Iowa State College	A. M., Columbia University.
12	A. B.	University of Illinois	Extension course, La Salle University.
13	A. B.	Williams College	A. M., University of Illinois.
14	A. B.	Grinnell College	A. M., Harvard University.
15	B. S.	University of Michigan	1 year, Harvard University.
16	B. S. Agriculture	University of Toronto	3 years research in aeronautics, Langley Field, Va.
17	A. B.	Harvard University	1 year, Massachusetts Agricultural College; 1 year, Harvard University; 1 summer, New York State College of Agriculture.
18	None		
19	Diploma	Carnegie Library School	81 semester hours, University of Pittsburgh, Columbia University summer schools.
20	A. B.	Syracuse University	
21	None		
22	A. B.	Boston University	A. M., Radcliffe College; 1 year, University of Chicago.
23	A. B.	University of Nebraska	A. M., Columbia University; travel, 4 years missionary to Korea.
24	B. S.	Columbia University	A. M., Columbia University.
25	A. B.	University of Minnesota	A. M., Columbia University; study at Nanking University; in Porto Rico; in colleges in England.
26	B. S.	Columbia University	26 points toward A. M., Columbia University.
27	Diploma	Pratt Institute	
28	B. B. A.	Boston University	
29	Diploma	Gymnasium study, Skien, Norway.	1 year, New York State Library School.
30	Diploma	Carnegie Library School	Several courses, Columbia University.
31	B. S.	Massachusetts Agricultural College	Graduate work at Iowa State University and Harvard University.
32	A. B.	Colby College	1 summer, Harvard University; 1 summer, Massachusetts Institute of Technology; 2 summers, University of Wisconsin.
33	A. B.	Princeton University	A. M., Princeton University; 1 term, University of Munich; 3 summers, Columbia University.
34	B. S.	Boston University	
35	A. B.	Harvard University	A. M., Harvard University; 2 summers, Harvard University.
36	Diploma	Pratt Institute	4 summers, Columbia University; 1 summer, New York Trade School.
37	Diploma	Heger Business College	1 summer, Simmons College.
38	B. S.	Dartmouth College	C. E., Dartmouth College.
39	A. B.	Bates College	A. M., Columbia University; 11 additional points at Columbia University.
40	B. S.	University of Maine	One-fourth work for M. S., Harvard University; 1 summer, Cornell University.
41	B. B. A.	Boston University	
42	A. B.	Bryn Mawr College	
43	B. S.	University of California	A. M., Bryn Mawr College.
44	A. B.	Howard University	A. M., Howard University; Ph. D., Cornell University.
45	B. D. A.	Boston University	22 semester hours, Boston University.
46	B. S.	Yale University	
47	B. Music	Oberlin College	D. Music (honorary), Howard University and Oberlin College.
48	B. Ph. Ed.	Y. M. C. A. College, Springfield, Mass.	Work on A. M. nearly completed at Harvard University.
49	Diploma	Sargent School for Physical Education	
50	A. B.	Smith College	Also certificate of Ph. Ed., from Central School of Physical Education; some work toward A. M., at Smith College.

\* Teaching experience of 25 years.

\* Teaching experience of 15 years.

A study of Table 7 shows that 40 of the 50 teachers hold bachelors' degrees, and that 17 of the 40 hold advanced degrees. Only one, a colored teacher, holds a doctor of philosophy degree, although 7 have continued graduate study beyond the master's degree. Of the other 23 teachers with bachelors' degrees, 10 have completed some work toward the master's degree. Of the 10 teachers without bachelors' degrees, 8 hold diplomas qualifying them to teach their major subjects, namely, home economics, library science, business, and physical education. Of the two teachers without degrees or diplomas one has 25 years' teaching experience and another 15 years' experience.

The degrees and the diplomas held by members of the faculty of Hampton Institute represent a number of the best colleges and universities in the United States and Canada. A survey of the faculty shows that its training is superior to that of the faculties of many other institutions included in this survey. The addition of teachers with doctor of philosophy degrees will, of course, bring additional prestige to the institution, as will also a larger number of teachers with masters' degrees.

Over half of the present faculty have been at Hampton less than three years. Nine have been there one year, and 10 were new in the fall of 1927. Nine have been there over 10 years. The length of service of the members of the faculty is as follows: Ten teachers have served 1 year; nine, 2 years; seven, 3 years; seven, 4 years; six, from 4 to 7 years; two, from 8 to 10 years; five, from 11 to 15 years; one, from 16 to 20 years; and three for 21 years.

Another point of interest in connection with the service of the faculty is the fact that at least 15 of the present members gained their first teaching experience at Hampton Institute. The facts just presented are significant enough to cause some concern. The annual turnover in the faculty is altogether too large, and too many inexperienced teachers are being employed, for the best interests of the students. Steps should be taken at once to insure a reasonable tenure of office for the members of the faculty if Hampton is to hold its position.

Teachers' salaries at Hampton are better than those at many of the institutions included in this survey, but they are not so high as they should be. The initial salary seems to be about \$1,800 (\$1,350 in cash and \$450 in board) for a college graduate with virtually no experience. The maximum salary is reported as \$3,000. Administrative officers receive more. As a rule, due recognition is given advanced degrees and successful teaching experience, although striking discrepancies appear when a teacher who has had 5 years' experience and has spent 3 years at Hampton receives the same salary as a teacher entering the institution without teaching experience; or

when a teacher who has been at Hampton a dozen years receives the same salary as a teacher who has been there only 1 or 2 years; or when a teacher who has been there 7 years receives less than one who has been there 1 or 2 years; or when one teacher who has been there 3 years receives half or two-thirds as much as another who has been there the same length of time; or when a teacher with a master's degree and 3 years' experience receives less than a teacher with a bachelor's degree and 1 year's experience.

Other factors than those mentioned obviously have bearing upon the salaries paid to the teachers; but with no recognition of the members of the faculty by means of rank or title, it is difficult to explain the variations in the salaries paid. Everything gives evidence that the principle of personal arrangement—always discouraging to teachers—is the basis of the present salary scale, and that the secrecy which surrounds salary matters is part of a strict paternalism toward faculty and student body alike, which, in line with the practice of other colleges, must be abandoned if Hampton is to maintain its dignity. There can be but little doubt that this practice leads many of the teachers to seek employment in other institutions where promotions in both rank and salary may reasonably be expected as a reward for success in teaching. It is the judgment of the survey committee that the time has come when the members of the faculty at Hampton should be designated by the accepted ranks of professor, associate professor, assistant professor, and instructor, that there should be established a definite publicly announced relationship between rank and salary, and that some acceptable system of promotion in both rank and salary should be put into effect at the earliest possible date.

The teaching schedules of the institute are poorly arranged as regards student clock-hour loads of the members of the staff. Distribution of the work is as follows: Nineteen teachers have student clock hours of less than 100, six between 101 and 150, seven between 151 and 225, eight between 226 and 300, eight between 301 and 375, and two between 376 and 475. Assuming 300 student clock hours accepted as a normal load, only 10 teachers at Hampton are carrying full teaching loads. There is also a wide variation in the amount of work done by the different teachers. Some of the teachers have duties other than teaching, and a few are employed on part time, but it is the judgment of the survey committee that the present distribution is both uneconomical and unequal.

The teachers carrying over 300 student clock hours are 2 in education, 3 in English, and 1 each in public speaking, English and Latin, chemistry, history, and physical education. The teacher of English and Latin carries 10 hours of work in high school. The heaviest loads of all are

carried by the teachers of English, ranging from 321 to 426 clock hours. Considering the many compositions to be read by the teachers of English, a load of 250 student clock hours is regarded as heavy. The figures also show that half the faculty carry unusually light clock-hour loads, from 11 to 150 clock hours. Of these 25 teachers, 9 have no duties other than teaching; the other 16 have various duties, including field work, secretarial work, dramatics, director's or superintendent's work, farm work, etc.

A very wide variation in the number of hours of teaching per week exists, the records showing 1 teacher with 1 hour of classroom work a week, 4 with 3 hours, 2 with 4 hours, 2 with 5 hours, 6 with 6 hours, 4 with 8 hours, 4 with 9 hours, 2 with 11 hours, 6 with 12 hours, 3 with 14 hours, 9 with 15 hours, 3 with 16 hours, 2 with 17 hours, and 2 with 18 hours. These unequal loads may be one of the reasons why teachers stay so short a time at Hampton Institute. At any rate, some means should be found to distribute the work on a more even basis.

The size of the classes range from 1 to 50 students as follows: 22 classes contain from 1 to 5 students, 37 from 6 to 10 students, 60 from 11 to 20 students, 43 from 21 to 30 students, 14 from 31 to 40 students, and 3 from 45 to 50 students.

The three largest classes are in physical education. The next largest group includes classes in zoology (with laboratory), public speaking, chemistry (with laboratory), English composition (4), history (3), education, and physical education. It is difficult to do satisfactory work in the laboratory with over 20 students in a section, or in English composition with over 20 in a section.

The smallest classes are in architecture, business (5), English literature, animal husbandry (2), methods of teaching (3), practice teaching (2), mathematics, typewriting, French, music, history (2), and building construction (3). The survey committee is of the opinion that there are too many classes being maintained with fewer than six students. Besides being very expensive, small classes unless of advanced character usually lack incentive for both teacher and student.

### EDUCATIONAL EQUIPMENT

Hampton Institute is fairly well supplied with educational equipment. The library is housed in a modern library building valued at \$60,000. It contains 57,750 well-chosen volumes. It is maintained on a generous scale, with a trained librarian in charge, with two technically trained and experienced reference librarians, with a professionally trained and experienced cataloger, and with six assistants most of whom have had both library training and experience. Particular attention is given to reference works—2,000 volumes being

shelved for reference use. The reading room contains 20 daily newspapers and 300 periodicals. These are bound and made available for library use. The expenditures for the library were \$10,000 for 1925-26; the average expenditure for the three years preceding was \$7,000. The annual expenditures for the library for the last four years are given below:

TABLE 8.—*Library expenditures*

Item	1922-23	1923-24	1924-25	1925-26
Books.....	\$562.08	\$393.22	\$329.01	\$1,038.08
Newspapers, binding, magazines.....	1,043.17	1,232.43	985.57	774.60
Supplies.....	279.16	361.38	432.35	359.54
Salaries.....	4,457.01	5,914.66	6,140.24	7,838.97
Total.....	6,341.42	7,901.69	7,887.17	10,008.79

The library budget for 1926-27 provides \$18,000, of which \$2,700 is to be used for the purchase of new books.

The laboratories are fairly well equipped for giving the scientific courses offered. Additions are being made as needed. The inventory of the laboratories made in June, 1926, indicates the value of equipment and supplies as follows: Biology, \$5,330.68; chemistry, \$5,432.71; physics, \$1,707.54; and other sciences, \$389.80. However, if the scientific work is to reach the highest standards required for regular college work, more equipment should be added to the laboratories, particularly in the physics department. With regard to agriculture, the institution has equipment for this work valued at \$6,394.

### EXTRACURRICULAR ACTIVITIES

The athletic activities of the institute are under the direction of a special committee and of the department of physical education. The institute is a member of the National Collegiate Athletic Association and of the Colored Inter-Collegiate Athletic Association. Participation in athletic activities by students is based upon by-laws of the Colored Inter-Collegiate Athletic Association. There are no national or local fraternities at the Hampton Institute. The institute has an excellent gymnasium and athletic field and ample provisions are made for care of the students' health and recreational activities.

Hampton Institute has a number of organizations conducted by the student body. They include the Boys' Athletic Association, the Girls' Athletic Association, the Douglass and Dunbar Literary and Debating Societies, the Phyllis Wheatley Literary Society, and the Hampton Players. A brass band of 40 members is under regular instructors. A choir of 75 voices is open to qualified students. There are also two glee clubs. A Musical Art Society, composed of the entire student body, has for its object the stimulation of interest in

the best music. By vote of the society, a \$2 fee is charged each student and collected with the regular school fees. The fund thus obtained defrays the expense of bringing to Hampton the best musical talent of the country. In addition to the Y. M. C. A. and Y. W. C. A., mention should be made of the Agricultural Association, Society for the Study of Negro History, Society for Scientific Study, and the Science Seminar.

### *SERVICE TO SOCIETY*

The influence of Hampton Institute has been far-reaching, not only in the South and other parts of the United States, but in Africa, Asia, Europe, and the islands of the sea. During its history, 9,000 students have been in attendance and over 2,000 have graduated. A study made in 1921 shows that the large proportion of men graduates go into educational work, farming, trade work, the professions, and business. The women graduates have made excellent records as teachers. A large proportion have married and have made their training an asset in developing home life. Among the outstanding leaders developed at Hampton should be mentioned Booker T. Washington.

### *CONCLUSIONS*

The development of Hampton Institute in recent years indicates that it is rapidly passing through a period of transition from the status of a technical secondary school to that of an institution of college rank. The great increase in enrollment in the college division during the last four years shows conclusively that its constituency desires to secure training on a college level; and the courses elected by these students show that they have an unmistakable interest in the broader aspects of higher education.

It is, therefore, the opinion of the survey committee that steps should be taken at once toward strengthening, enlarging, and liberalizing the college program and toward cultivating a tone of administration and of institutional relationship in harmony with the self-respect and personal responsibility of a collegiate student body. This revised program calls for the following recommendations:

That the Hampton Normal and Agricultural Institute be developed into a strong, high-grade technical institution of college rank with possible future graduate work in technical fields.

That a college or school be immediately organized offering four-year curricula leading to the degrees of bachelor of arts and bachelor of science.

That the two-year courses in home economics, teacher training, business, and building be so revised that students who desire and who qualify may complete the remaining requirements for the degree of bachelor of science in two years.

That strong two-year college programs be established so that students may receive proper preparation to enter professional schools of law, dentistry, medicine, and engineering.

That the library training receive continued emphasis and as rapidly as possible, without neglect of the immediate need for negro librarians, be raised to senior library standard.

That no college credits be given for typewriting and shorthand in commercial courses, and that work of similar character in the trades be given high-school credit only.

That the entire internal and departmental organization of the institution be reconstructed on the basis of the conventional faculty, senate, and council.

That the faculty be reconstituted on a definite academic basis, with recognition of the ranks of professor, associate professor, assistant professor, and instructor, for the purpose of making more permanent the tenure of office and of dignifying the professional relations of the teachers with other institutions.

That the work of the faculty be rearranged so that its members may devote more time to teaching and less to supervisory and miscellaneous functions.

That provision be made for considerable practice teaching in high-school subjects by students pursuing the four-year teacher-training courses.

That the college work in science, foreign languages, history, economics, and political science be strengthened, and that more laboratory equipment be provided for the teaching of biology, chemistry, and physics.

That a tuition fee of not less than \$100 per year be actually collected from students.

That the name of the institution be simplified to Hampton Institute, the shortened form in universal use.

That the office of principal be changed to that of president.

## *ST. PAUL NORMAL AND INDUSTRIAL SCHOOL*

*Lawrenceville, Va.*

The St. Paul Normal and Industrial School was founded in 1888. On March 4, 1890, it was incorporated by the General Assembly of Virginia as an institution of learning for colored youth. The school is under the supervision of the American Church Institute of the Protestant Episcopal Church, with headquarters in New York. It also has a self-perpetuating board of trustees consisting of 18 members, 15 of whom are white and 3 negroes. The board of trustees is organized into four committees as follows: Executive, investment,

finance, and buildings and grounds. The principal of the school is a member of the executive, finance, and building and grounds committees. The trustees govern the institution, appointing the teachers and having general charge of other administrative matters, and the American Church Institute makes inspections of the school four or five times a year, has final approval over the annual budget, and supervises to a large extent its academic program. Thus it is a church-controlled school largely supported by church appropriations and gifts from the Protestant Episcopal Church.

St. Paul's School includes the following divisions: Junior college, two-year normal school, the high school, and the elementary school. A kindergarten department is also operated. The total enrollment for 1926-27 was 681. The enrollment in the normal school was 55, of whom 21 were men and 34 were women. The high school enrolled 374, the elementary school 195, and the kindergarten 57.

The State Board of Education of Virginia accredited the normal school in 1926 and began the issuance of normal professional certificates licensing graduates to teach in the elementary grades. The high school was accredited by the State in 1923. In 1923, after an investigation of the institution, the General Education Board gave \$4,500 to assist in establishing the normal school and the American Church Institute for Negroes gave \$1,000 for its equipment. As a result of a later investigation by the General Education Board, St. Paul's School is to receive \$33,000 as a gift from that board, provided the school raises \$67,000. This sum of \$100,000, when raised, will be applied to the carrying out of a building program, including a women's dormitory.

#### ADMINISTRATION

The financial administration of St. Paul's School is conducted by a business manager who is also an expert accountant. He is responsible to the principal. The business manager is assisted by a bookkeeper and other office assistants. The business manager submits in addition to an annual financial statement a budget of school expenditures for the approval of the board of trustees. The business office is housed in a modest frame building and has the equipment necessary for the work. However, it is desirable that plans be laid in the future for the better housing of this office because in case of fire there would be little chance to save the records. Notwithstanding the inadequate housing of the business offices the survey committee was, with minor exceptions, very favorably impressed by the methods employed in the conduct of the business affairs of the school.

St. Paul's School receives its income to a large extent from church appropriations and from gifts. The total income of the school for 1926-27 was \$84,223.34, of which 52.2 per cent came from church

appropriations and 20.2 per cent from gifts for current expenses. Of the remaining income, 7.8 per cent came from interest on endowments, 5.9 per cent from student fees, and approximately 13.9 from other sources.

TABLE 9.—Income

Source	1922-23	1923-24	1924-25	1925-26	1926-27
Church appropriations.....	\$30,000.08	\$43,499.08	\$45,999.92	\$46,827.31	\$44,000.00
Interest on endowments.....	6,461.41	6,203.55	5,372.12	5,890.04	6,565.83
Gifts for current expenses.....	9,952.36	15,154.89	34,937.12	22,778.61	16,978.34
Student fees.....	3,542.60	3,673.50	5,400.50	4,546.50	4,912.17
Other sources.....	17,423.96	2,778.09	2,272.88	3,321.71	11,787.00
Total.....	97,399.11	71,311.61	94,049.54	81,364.17	84,223.84

<sup>1</sup> Includes \$33,243 from sale of school timber in this year.

<sup>2</sup> Includes \$14,716 expended for hospital and trade buildings.

During the past five years the income from church appropriations has increased 10 per cent, the income from gifts for current expenses nearly 70 per cent, the income from student fees nearly 37.9 per cent. Thus it is apparent that the income of St. Paul's School is largely dependent upon gifts and that in order to meet its opportunities for service it becomes highly desirable to augment the productive endowment of the school to such an extent that income will not be subject to large fluctuation. The endowment in 1926-27 amounted to \$98,312 and during the past five years has remained stationary, except for an addition of \$105 made in 1923-24. It is held in trust by the American Church Institute at its New York office, although there are a few small funds under the control of the board of trustees. The yield on the endowment is very satisfactory, being 6 per cent annually. A check covering the interest is sent annually direct to the institution by the American Church Institute.

The tuition charged in the normal school includes an entrance fee of \$17, a medical fee of \$3, and an athletic fee of \$5. The school offers opportunities for self-help through a "part-time" students' department. Students in this department attend day school about half of the time and work a few hours daily, including a half day on Saturday. They receive credit ranging from \$5 to \$12 per month and pay from \$5.50 to \$12 a month. The school also has a work class in which students work the entire first year, receiving credit that will pay their expenses during the second year. A monthly credit is given each worker in this class for services rendered. These credits can not be drawn in cash or merchandise in case the student fails to return in the second year to study, hence work of students who withdraw is an involuntary contribution to the school.

An investigation of the registration procedure and the maintenance of student records indicated that St. Paul School is giving these important questions only fair attention. It is desirable, more-

over, as in the case of the business office, that the records be housed in a building that is freer from fire hazards than the one in use at present.

### PHYSICAL PLANT

The school owns 1,600 acres of land, valued at \$75,000. Of this area, 40 acres comprise the campus, its valuation being placed at \$25,000 by the school. Five hundred acres are used as a farm in connection with instruction work in the institution. Other portions are timberland. Some of the remainder of the property is revenue producing, one house and lot rented to outsiders bringing \$330 annually, while other cottages rented to teachers bring \$800 annually.

The plant includes 30 buildings, mostly frame, of which 12 are devoted directly to educational uses. Dates of their erection range from 1889 to 1926. Eight are of brick construction and are considered fire resisting; the remaining buildings are not. The total estimated value placed on the buildings by the school is \$378,000. The school equipment, exclusive of laboratory and shop, is valued at \$93,500, the total being \$471,500. Only \$230,000 insurance, however, is carried on the property.

A buildings and grounds committee has general responsibility for the care of the buildings and grounds. The director of each department is held individually responsible for the care of the buildings under his charge, and the grounds are under the control of an experienced gardener, who has teams, equipment, and an organization of workers. The janitor is responsible to the dean for the performance of his work.

It is the opinion of the committee that more attention should be given to the care of the campus, and inasmuch as the grounds face one of the principal streets of the town, it would seem desirable to give some attention to the beautification of certain fields and tracts, which at present do not by nature present such an attractive appearance as other parts of the campus. The committee does not wish to imply neglect on the part of the buildings and grounds committee, but it believes that the campus at St. Paul's can be made so attractive as to increase the favorable impression of the citizens of Lawrenceville regarding the school. The dormitories were well kept.

### PREPARATORY SCHOOL

According to the charter, the maintenance of a preparatory school is required. The preparatory school is kept entirely separate from the normal school, both in students and buildings. However, the faculty of the normal school teaches in the high school as well as in the elementary grades. College and preparatory students do not belong to the same lecture, recitation, or laboratory groups.

### ACADEMIC PROGRAM

The St. Paul Normal and Industrial School is organized into the following divisions: Primary department, including grammar-school grades; high-school department; normal-school department; department of agriculture; department of home economics; department of music; department of physical education; department of industrial education; military department; and the department of athletics. In view of the objectives of St. Paul's School and in the light of its growth as a normal school, it is the opinion of the survey committee that the present organization is inadequate and is, furthermore, from the standpoint of nomenclature, misleading. In its present use the term "department" covers a number of educational units which are not coordinate, and it precludes the use of this term in its proper connotation in distinguishing the various subdivisions of the college or high school.

If the authorities of St. Paul's School feel justified in continuing a junior college, it would be more in harmony with modern educational practice if the school be divided into the following major divisions: The junior college, the normal school, the high school, and the elementary school. The curriculum of the junior college should be based, however, upon the offering of the following minimum number of college departments of instruction: English, foreign language, mathematics, science, social science (which may include history, economics, political science), and education (including psychology).

Examination of the courses described in the catalogue indicates that there are no departmental offerings outside of the various courses in education, educational methods, and psychology, with the exception of one course in English, one in ethics, one in sociology, one in biology, and one in library technique. Thus, there is no basis in the present departmental organization of St. Paul's School for a junior-college curriculum.

The normal school, while limited to a two-year program, is deficient in basic departmental offerings, aside from those in education and psychology. Furthermore, the courses offered in education and psychology should be organized to include such departments as psychology, sociology, education, educational methods, music, and manual training. This deficiency in basic departmental offerings in the normal school could readily be overcome by utilizing the departmental offerings of the junior college, which would become a service division for the normal school. Likewise, the junior college could call upon the services of the special departments in the normal school.

In view of the fact, however, that the entire junior-college program provides for so few courses, it can hardly be expected that students who are interested in a broader field of study will be satisfied with the

present courses. It is the opinion of the committee that the continuance of the so-called junior college should be considered in the light of an experiment, and should it prove that the interest in this type of work does not increase, the school would be justified in limiting its activities to that of a first-class two-year normal school, including the high school and the practice school. This would relieve the institution of the rather heavy expense of adding so many new departments and permit the concentration of financial support on the strengthening of the basic departments of the normal school.

### ADMISSION REQUIREMENTS

The entrance requirements to the two-year normal school and to the new junior-college division include graduation from a standard public or private high school or the passing of a standard college entrance examination.

The seven students entering the 1926-27 freshman class of the junior college were graduates of the St. Paul's secondary school. While no explanation is given by the institute as to the terms under which the 41 freshmen entered the normal school in 1926-27, the regulations of the Virginia State Board of Education provide that they must have gained 15 credits from an accredited high school.

No students with conditioned subjects are admitted to the junior college. In the normal school students may enter with two conditioned units.

### GRADUATION REQUIREMENTS

Although the junior-college division has been operated for three years, no definite statement is available regarding its specific requirements.

The normal school requires for graduation in the regular two-year course completion of 90 quarter hours (or 60 semester hours) of credit, which must be earned from among the following: 72 credits in education, 15 in English, 6 in science, 3 in philosophy, 3 in applied arts, 1 in penmanship, and 4 in physical education. Those who complete the course of study above may secure the normal professional certificate of the State.

Those who complete the one-year normal course may obtain the first-grade certificate of the State. As the home-economics course is in process of organization, no definite statement can yet be made regarding its requirements. The school maintains its own training school, which includes a kindergarten and eight elementary grades. It also has the use of several local rural schools of the surrounding community for observation and practice.

## ENROLLMENT

The following table shows the resident college students in attendance at the junior college and the normal school since their establishment in 1924-25:

TABLE 10.—*Enrollment in junior college and normal school*

Division	1924-25		1925-26		1926-27	
	First	Second	First	Second	First	Second
Junior college.....	4	3	6	0	7	8
Normal school.....	17	4	28	7	41	7
Total.....	21	7	34	7	48	7

It is apparent from the data given above that the attendance at the junior college has made little increase in the last three years. On the other hand, the normal-school enrollments have practically doubled. In the junior college, one of the first-year students has returned to complete the second year. The failure of the 4 first-year students enrolled in 1924-25, to return the second year is explained on the grounds that 1 was dropped from the class and the other 3 secured employment. In 1925-26 the failure of the 6 first-year students to finish their second year in college was accounted for by 1 going to another college, while the other 5 dropped out of the school, no reason being assigned. Only 3 students, therefore, have graduated from the junior college. Of these, 2 are now teaching and 1 has completed the work at Lincoln University.

The enrollment in the high school, including the seventh to the twelfth grade, included 406 students in 1922-23, 416 in 1923-24, 368 in 1924-25, and 374 in 1925-26.

## FACULTY

The faculty of the junior college and the normal school is made up of six members, all of whom teach in the high school and practice school. The work of the college and normal school is poorly organized, and the teaching tasks of the members of the staff are not equitably distributed. One of the teachers gives instruction in English, educational psychology, arithmetic methods, hygiene, child psychology, educational measurement, principles of teaching, and practice teaching. A second teacher has been assigned the following subjects: Introduction to teaching, classroom management, history methods, library technique, education, sociology, biology, rural-school management, education measurement, and history of education. The other three teachers have smaller assignments; one teach-

ing drawing and industrial arts; another, nature study; and the third, reading methods, primary methods, English methods, and geography.

It is apparent, therefore, that two of the teachers are carrying a diverse line of instructional activities in the normal school, not to mention their activities in the other divisions of the school. Such a spreading of effort may under certain conditions be excusable in secondary-school work, but the best interests of college and normal-school work are greatly handicapped under such an arrangement of work. Under such conditions, the instructor can scarcely be expected to do more than routine teaching by textbook without time to develop and enrich his classroom work by more extended personal study and investigation.

The training of the teaching staff of the normal school and junior college is fair. Four of the six teachers, including the vice principal, have the bachelor of arts degree. The institutions from which these degrees were obtained are Oberlin College, Lincoln University, and Atlanta University. The vice principal holds the master of arts degree from the University of Pennsylvania, and he has completed a course in theology in the Philadelphia Divinity School. Another member of the staff has received the master of arts degree from Columbia University. Another teacher has in addition to his bachelor of arts degree the degree of bachelor of sacred theology from Lincoln University, and he has spent two summers in graduate study at the University of Pennsylvania. The other members of the teaching staff, with the exception of the instructor in physical education, hold no degrees but are graduates of reputable schools of agriculture, music, and teacher training, and they have taken advanced work in Cornell University, Columbia University, Simmons College, and Fisk University.

The teaching staff has been partially reorganized during the past five years, four new members having been employed during this period. The length of time that the members have served on the faculty is as follows: 2 teachers for 2 years, 1 for 3 years, 1 for 5 years, 1 from 6 to 8 years, and 1 from 10 to 15 years.

Salaries paid the teachers vary from \$680 to \$1,600 annually, excluding perquisites. One of them receives \$1,600, one \$1,500, one \$1,350, one \$1,250, one \$722, and one \$680. Three of the members are allowed perquisites in the form of house rent, while the one receiving \$680 is given board and rent free. In the opinion of the survey committee it is desirable that salary schedules in the college should be of such nature as to make it possible for the teacher not only to work toward advanced degrees in a first-class institution, but to engage in travel from time to time. The salary of the president is \$1,800, plus a perquisite of \$300.

An examination of the teaching schedules shows that the teaching loads in the normal school in terms of student clock hours is relatively small, four of the teachers having loads of less than 100 student clock hours and one between 100 and 200 hours. This does not take into consideration the additional work required in teaching in the other divisions of the school. The teaching load of one of the members of the staff was not furnished.

One teacher was giving 3 hours of classroom instruction, one 6 hours, one 12 hours, and two 27 hours. The loads of the latter two teachers are excessive and steps should be taken at once to reduce their classroom assignments. The institution was unable to furnish accurate information concerning the number of students in the different classes taught in the junior college and normal school. The size of the classes, however, ranged from 5 to 15 students.

### EDUCATIONAL EQUIPMENT

The library of St. Paul's School is housed in a small building. A librarian is employed who is a graduate of the St. Paul's High School and who has taken special summer courses in library work at Hampton Institute and at Simmons College. She has two assistants.

Table 11 shows the estimated expenditures for the library during the past five years:

TABLE 11.—Library expenditures

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$100	\$125	\$200	\$250	\$300
Magazines.....	150	20	30	35	50
Supplies.....	300	300	300	325	350
Salaries.....	600	600	700	900	900
<b>Total.....</b>	<b>1,015</b>	<b>1,045</b>	<b>1,230</b>	<b>1,510</b>	<b>1,600</b>

<sup>1</sup> Each department takes its magazines at the department's expense.

The library has the beginnings of a good selection of educational and reference works; however, the library can be strengthened to immediate advantage.

The school does not maintain laboratories in chemistry and physics for the college divisions. A laboratory course in biology is offered in the junior college and normal school. The high school has the use of this laboratory at hours when it is not in use by the college or normal students.

### EXTRACURRICULAR ACTIVITIES

St. Paul School is provided with ample recreational space for the students. The boys and girls are encouraged to take an active part in all kinds of suitable games and recreational activities to the

extent that they do not interfere with their regular duties. The school has an athletic field 4 acres in size, which gives the space necessary for carrying on intramural and intercollegiate athletics.

The athletic activities of the school are under the management of the faculty, although a student council and a graduate manager form a connecting link between the student body and faculty. St. Paul's School is a member of the Colored Intercollegiate Athletic Association. Eligibility regulations to protect the purity of athletics are those contained in the by-laws of this association, only full-term students and students carrying full-time work being permitted to engage in school athletics. The athletic fee of \$5 charged each student is expended for equipment, playgrounds, and on the teams. This fund is under the control of the faculty council. The school requires the attendance of all young men on a course of instruction in military tactics. Other aspects of military discipline are taught, but are limited to about one hour each day.

There are four literary or debating societies in the school, and all students are expected to connect themselves with one. Four religious organizations, voluntary in character, including the Y. M. C. A., the Student Vestry, the Y. W. C. A., and the Junior Auxiliary, are in successful operation. There are two social clubs, one for boys and young men and the other for girls. The Elite Choral Club for young men and the Nonpareil Treble Society are organized for the musical development of students.

### CONCLUSIONS

St. Paul Normal and Industrial School, during the 39 years of its existence, has been rendering excellent service to a section of Virginia which has a large negro population, 12,000 of which are in New Brunswick County and 17,000 in the adjoining county of Mecklenburg. Approximately 50,000 colored people live within a 50-mile radius of St. Paul School.

It is the opinion of the survey committee that St. Paul Normal and Industrial School, through the type of service that has been rendered in the past, has shown that it is worthy of continued encouragement and support. It appears, however, that the school has reached a phase in its development that makes it desirable for the authorities of the school to carefully reconsider its objectives before further extension of the program.

In view of the large acreage of land available for instruction in agriculture, and in view of the peculiar local needs of the farmers in meeting regional competition due to climatic advantages further south, it would seem that agricultural training of high grade and practical character should be emphasized on the secondary-school level. The school also is in a position to give excellent industrial

training and to serve a large number of communities that are desirous of using trained workers. This work should be still further developed, largely on a secondary-school and a practical basis and brought to a high state of efficiency. The training of young women for home life is of such importance that the school is justified in introducing a course in home economics of secondary grade. It is hoped that the enrollments in this course will in the near future warrant the extra expense of trained teachers and of the special teaching equipment required. With regard to the work being conducted above a high-school level and other facts developed in this report, the committee makes the following recommendations:

That the junior college, which does not meet modern standards in organization, curricula, or program, be discontinued.

That the institution concentrate its efforts in the higher educational field on the operation of a first-class normal school and that the different offerings in the junior college be merged in this division.

That the school organize its work so far as possible on a basis of major divisions and coordinated departments with the necessary changes in nomenclature.

That the teaching schedules in the normal school be completely revised, and that the two teachers now assigned widely diverse subjects be relieved of a greater part of their unrelated work.

That the equipment in the laboratories be increased and the library strengthened.

That a fireproof building be provided to house the business offices, in order to safeguard the student and other records of the school.

That steps be taken to beautify the tracts of land belonging to the institution and located in the vicinity of the campus.

## *VIRGINIA NORMAL AND INDUSTRIAL INSTITUTE*

*Eltricks, Va.*

The Virginia Normal and Industrial Institute is located a short distance west of the city of Petersburg, in the southeastern section of Virginia.

It was established in 1882 by the State of Virginia under the name of the Virginia Normal and Collegiate Institute as a combined academy, normal school, and college. Twenty years later regular college courses were abandoned and its name was changed to the Virginia Normal and Industrial Institute. In 1907 the work in the school was again reorganized, when vocational agriculture was made a part of the curriculum and two-year normal work was resumed.

By an act of the legislature of 1920, the institution was made the negro land-grant college of Virginia, supplanting the Hampton Normal and Industrial Institute. This led to the transfer of Federal

funds to the school as well as increased State support. The institution now receives Federal appropriations under both the Smith-Hughes and Morrill Acts.

The Government of the Virginia Normal and Industrial Institute is vested in a board of visitors composed of four members appointed by the governor with the consent of the senate. The terms of the members are for a period of four years each. Every 2 years 2 members of the board retire and 2 others are appointed in their places. The State superintendent of public instruction is a member of the board, ex officio. All the members are white.

The institution consists of two divisions: A four-year college, which was organized four years ago, and a preparatory school. Two elementary practice schools made up of local children are also conducted in connection with the college educational courses, the institution having a fiscal arrangement with the county of Chesterfield and the city of Petersburg to defray a portion of their operating costs. A great deal of trade and industrial training is done in the secondary division. As the institute is run on a full-year basis with four quarters, a summer session of both collegiate and preparatory level is held annually, with a large attendance, the majority of students doing high-school work.

The principal sources of support of the institution are State and Federal appropriations, although a large amount of revenue is realized annually from sales and services and other enterprises.

TABLE 12.—*Income*

Sources	1922-23	1923-24	1924-25	1925-26	1926-27
State appropriations.....	\$71,400.01	\$71,843.32	\$70,225.68	\$71,129.67	\$66,100.00
Federal appropriations.....	32,707.61	32,958.28	32,221.70	33,126.60	33,096.02
Student fees.....	12,075.75	12,807.00	18,371.90	17,477.42	19,000.00
Net income from sales and services.....	29,526.00	34,432.55	22,089.29	27,535.32	35,000.00
Other sources.....	0,759.35	12,230.48	8,147.38	5,225.00	11,000.00
Total.....	156,479.22	164,271.68	151,055.95	154,493.10	164,196.02

As shown in Table 12, the total income of the college in 1926-27 was \$164,196.02, which was distributed as follows: 40.2 per cent from State appropriations, 20.2 per cent from Federal appropriations, 21.4 per cent from sales and services, 11.5 per cent from student fees, and 6.7 per cent from other sources. The income from sales and services represents net profits from the boarding department, farm and bookstore operated by the school, while the receipts from other sources include dormitory rentals, teachers' cottages rentals, special lecture fees, and payments from the city of Petersburg and Chesterfield County for the maintenance of the elementary practice schools.

The annual income of the institution has shown only a slight gain of 5.6 per cent over the past five-year period. This is due in a large

measure to reductions in State appropriations. Between 1922-23 and 1926-27 the income from the State has fallen off by \$5,309, or 7.4 per cent, and but for increases in Federal appropriations, student fees, sales and services, and other sources, there would have been a loss in operating receipts. Advances in revenues from these sources include 1.1 per cent from Federal appropriations, 5.1 per cent in student fees, 18.5 per cent in sales and services, and 12.7 per cent in receipts from other sources. Under the present policy of the budget department, State appropriations are being made to equal as near as possible the amount of the income received by the school from other sources.

The Virginia Normal and Industrial Institute has been accredited by the Virginia State Department of Education as a standard four-year teachers college and a two-year normal school since November, 1926. Other four-year college work, however, has not yet been rated as standard by the department. Graduates of the educational courses are awarded certificates to teach in the public schools of Virginia without examination. Little recognition has been given the institution by graduate schools of leading universities. One of its graduates was recently accepted by the University of Michigan, while another seeking to enter Columbia University was denied admittance.

In 1926-27 the institute enrolled 341 college students and 536 high-school students in its regular establishment, while 581 pupils attended the two elementary practice schools. The total enrollment was 1,458. During the summer session of 1926, there were 1,030 students in attendance, of whom 290 were pursuing college courses. The institution is coeducational and its student body is made up chiefly of residents of the State of Virginia.

### ADMINISTRATION

Administration of the Virginia Normal and Industrial Institute is lodged to a large extent in the hands of its president under supervision of the board of visitors.

The State, however, through the director of the budget, exercises considerable control in the matter of biennial appropriations for its support, and the State purchasing agent purchases all materials, supplies, and equipment bought by the institution.

Student fees charged by the institution are few in number and so nominal in amount that residents of the State may attend the school practically free except for their living expenses. The only fee assessed against this class of students is \$10 for incidentals and \$5 for athletics. In the case of out-of-State students a tuition fee of \$27 a year is charged, which, considering the educational facilities afforded by the college, could well be doubled in amount. Inasmuch as the State

has reduced its appropriations for the institution's support, and necessity exists for securing additional revenues from other sources, the survey committee suggests that a number of additional fees be added to the present list. The charge for board is also low, being only \$15 per month. Laboratory fees ranging from \$1 to \$4 are assessed against students pursuing the courses in science.

The president is responsible for the management of the business affairs of the institution. He is assisted by a treasurer-business manager, a secretary, a private secretary, a keeper of students' accounts, and a stenographer. The business offices are well equipped and appeared to be in competent hands. An examination of the accounts showed that they were in good shape. Annual audits are made of the books by a State official.

A full-time registrar was employed by the institution for the first time in 1925-26, and he is in complete charge of the student records. The survey committee in examining the different forms found that a first-class system had been devised and was being utilized by the registrar. An exceptionally good form for keeping the permanent record of the college students was in use. The college also has a good transcript blank and form for teachers' reports. It was noticed, however, that no form was provided for checking up whether the students reported to classes immediately after registration.

### PHYSICAL PLANT

The physical properties of the Virginia Normal and Industrial Institute consist of 300 acres of land, 9 main brick buildings, 9 teachers' cottages, a residence for the president, and a number of farm buildings. Title to both the land and buildings is held in the name of the State of Virginia.

The value of the 300 acres of land is estimated at \$84,505. Of this area, 37 acres are used as a campus and 250 acres are under cultivation as an experiment farm, while 13 acres consist of waste lands. In an inventory made in 1926 the buildings on the campus were appraised at \$400,000, but this is in reality replacement costs. No separate figures were submitted on the equipment and furnishing except in the case of the laboratories, the value of which was fixed at \$10,729. On the basis of the figures cited above, the value of the entire plant is approximately \$495,234.

Four of the school buildings on the campus are very old structures. Two have recently been remodeled through gifts of the General Education Board, supplemented by donations from alumni and other friends, but neither is fireproof. As a result of State appropriations, extensive improvements are now being made on the campus to meet the needs of the institution for additional space. Two new dormitories are being constructed, and a new heating plant is being installed.

Contracts for this major work have been let by the board of visitors with the understanding that student labor shall be employed whenever feasible. All the materials and supplies for the construction are being bought through the State purchasing agent.

Activities of the institution center around the main building, an imposing five-story brick structure erected in 1883. This building contains 195 rooms and is valued at \$180,000. In it are located the library, 10 recitation rooms, and 4 laboratories. The remainder is used largely for dormitory purposes. There are four other structures utilized for academic work. One is the science building, which is two stories in height, with 4 recitation rooms and 4 laboratories and shops, and another is the trade building, also two stories, containing 6 recitation rooms and 9 laboratories and shops. The third building is Vawter Hall, with 41 rooms, 2 being used for classrooms and the remainder for dormitories, while the fourth is the training school, a modern structure two stories high, with 12 recitation rooms. It also contains the administrative and business offices. A fifth building is Johnson Hall, three stories in height and containing 71 rooms used entirely for dormitories. There are also a new gymnasium on the campus, completed in 1927 at a cost of \$19,000, and a laundry valued at \$10,000.

The officer immediately responsible for the care of the buildings and grounds is the supervisor, who is employed full time. Except for a caretaker and some farm help, student labor is used entirely in the upkeep and operation of the plant. All the janitor work in the buildings, including the care of the classrooms, halls, laboratories, and dormitories, is done by the students. They also serve as kitchen attendants and waiters in the dining room and perform all the labor connected with the care of the livestock and with other jobs connected with the operation of the farm. The institution pays the students for their work through credits on their accounts.

### *PREPARATORY SCHOOL*

While the act creating the Virginia Normal and Industrial Institute does not require the maintenance of a preparatory school, no present plan exists for the abolition of this department, which has been operated ever since the institution was founded.

In the dual administration of a high school and college, the two divisions are only segregated in part. While college and high-school students do not attend the same classes, they use the same buildings and finances of both the departments are kept in the same general accounts. Except for one teacher the college faculty is a distinct organization, and its members devote their entire time to collegiate work.

### ACADEMIC PROGRAM

Very extensive curricula are offered in the college. In addition to the regular liberal arts curricula leading to the degree of bachelor of arts and bachelor of science; four-year curricula are conducted in education, agriculture, industrial education, home economics, music supervision, physical education, and two-year curricula in education, home economics, agriculture, and trades. An analysis of the academic program of the institution shows that 10 different curricula, including four and two year courses in agriculture, education, industries, and home economics, are available. This offering is far in excess of the needs of the constituency of the school. Effort should be concentrated on specific fields, selected on a basis of the needs of the race in the State.

Work in the institution is presented in a clear form in the annual catalogue of the institution with a few exceptions. While the outline of the college curricula is separated from that of the high school, the descriptions of the different courses of study in the two divisions are mingled together and contained under the same departmental headings, thus lowering the dignity of the college work as well as leading to confusion. The total courses of study offered in all the different curricula in the college numbers 248, of which 76, or 30.6 per cent, were actually taught in 1926-27. That a tendency exists toward the padding of the institution's catalogue with a plethora of courses of study is evident. This applies in particular to the industrial, home economics, and vocational curricula of the college, in which the enrollments are limited and wholly incommensurate with the number of courses offered. In the opinion of the survey committee the catalogue should be reedited with a view of eliminating all superfluous courses of study not actually taught in the institution.

### ADMISSION REQUIREMENTS

Candidates for admission to the college are required to show that they have completed an accredited public or private high school or passed the State comprehensive high-school examination or its equivalent.

No fixed number of high-school credits are specified or prescriptions as to subjects included in the institution's entrance requirements except in the case of students seeking admission to the four-year courses in agriculture and industrial education. Requirements for admission to the agriculture course provide that the student must have completed a four-year secondary agriculture course in a standard high school; and in the industrial education course a four-year secondary trade course in a standard high school.

In 1926-27 the freshman class totaled 167 students, of whom 68 entered on the presentation of accredited high-school certificates. Two others were admitted from nonaccredited high schools after passing the State comprehensive high-school examination, which was conducted at the institution and the papers graded by State educational officials. Four others entered as special students. Concerning the method by which the remaining 93 members of the freshman class obtained admission, no explanation was given by the institution.

Regulations adopted by the faculty prescribe that no conditioned students shall be admitted to the college. In examining into this question, however, the survey committee ascertained that students enrolled in the college who are deficient in as many as two subjects are permitted to take preparatory work to make up these deficiencies while at the same time continuing their college work. Only in the event that a student becomes deficient in more than two subjects is he eliminated completely from the college. The institution enrolls as special or unclassified students a few students not pursuing the regular college courses. Four were attending in 1926-27.

### GRADUATION REQUIREMENTS

The college is operated on a quarter-hour credit basis. Total graduation requirements in the different curricula are summarized in the following outline:

	Quarter hours of credit
4-year arts and science curriculum.....	211.5
4-year education curriculum.....	193.5
2-year education curriculum.....	104.5
4-year agriculture curriculum.....	197.5
2-year agriculture curriculum.....	102
4-year industrial education curriculum.....	235.8
2-year industrial education curriculum.....	131
4-year home economics curriculum.....	218
2-year home economics curriculum.....	107
4-year music supervision curriculum.....	210.5

In each of the college courses, students are required to earn between 12.5 and 16.5 quarter hours of credit in physical education, which are included in the above figures.

The work in practically all the courses offered in the college is in a large measure prescribed, except in the case of the liberal arts curricula leading to the degrees of bachelor of arts and bachelor of science. Out of the total 221.5 quarter hours of credit required for graduation in these curricula, 30 credits in English, 20 in foreign languages, 20 in science or mathematics, 20 in social science, and 16.5 in physical education are prescribed, in addition to which the student must

secure from 40 to 60 credits, in a major subject. The remaining credits varying from 18 to 38 are free electives.

The four-year curriculum in education leading to the bachelor of science degree and a State teacher's certificate comprises 86.5 prescribed credits in education, 30 in English, 30 in foreign languages, 15 in science, 10 in social science, 2.5 in industrial arts, 5 in music, 5 in drawing, and 19.5 in physical education. There are no free electives in this curriculum, but students are permitted to select the particular foreign language and science they desire to take. In the two-year education curriculum leading to a State elementary teacher's certificate, the entire 104.5 quarter hours of credit required for graduation are prescribed as follows: 61.5 credits in education, 20 in English, 2.5 in industrial arts, 5 in music, 5 in drawing, and 10.5 in physical education.

Of the 197.5 quarter hours of credit required for the completion of the four-year curriculum in agriculture leading to the bachelor of science degree, 63 credits are prescribed in agriculture, 30 in science, 30 in English, 5 in mathematics, 25 in education, and 16.5 in physical education. There are 23 free electives allowed in this curriculum. In the two-year agriculture curriculum, the 102 quarter hours of credit must be earned from the following prescription of work: 30 credits in agriculture, 25 in science, 30 in English, 5 in mathematics, and 12 in physical education. No electives are offered.

In the four-year industrial education curriculum, the completion of which leads to a bachelor of science degree, 215.8 out of the required 235.8 quarter hours of credit are prescribed as follows: 108.3 credits in industries, 30 in English, 20 in mathematics, 30 in natural science, 10 in education, 10 in social science, and 7.5 in physical education. The remaining 20 credits are free electives. The work in the two-year industrial education curriculum is prescribed in its entirety and consists of 43.5 quarter hours of credit in industries, 20 in English, 20 in mathematics, 30 in science, 10 in education, and 7.5 in physical education. Students pursuing these curricula are required to earn a number of additional hours in physical education for which they receive no credit.

The 218 quarter hours of credit required for graduation in the four-year curricula in home economics leading to the bachelor of science degree include 188 prescribed credits and 30 free electives. The prescribed subjects are home economics, 67 credits; English, 25; mathematics, 5; science, 30; social science, 15; psychology, 10; education, 15; and physical education, 21. In the two-year home economics curriculum all the 107 semester hours of credits are prescribed and include 35 in home economics, 25 in English, 5 in mathematics, 25 in science, 5 in social science, and 12 in physical education.

In the four-year supervision of music curriculum leading to the bachelor of science degree, the 210.5 quarter hours of credit include 55 prescribed credits in music, 30 in English, 15 in science, 20 in social science, 15 in French, 5 in psychology, 39 in education, and 16.5 in physical education, the remaining 15 credits being free electives.

### ENROLLMENT

The enrollment of college students has grown steadily and rapidly during the past five years, as indicated in Table 13.

TABLE 13.—*Total college enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	126	66	0	0	192
1923-24	149	69	3	0	221
1924-25	141	86	16	4	247
1925-26	150	104	33	10	297
1926-27	167	114	28	32	341

Between 1922-23 and 1926-27 attendance in the college has increased by 149 students, a gain of 77.6. The average gain annually was 32.

TABLE 14.—*Enrollment in liberal arts college*

Year	Freshman	Sophomore	Junior	Senior	Total
1923-24	39	7	3	0	49
1924-25	50	19	9	4	82
1925-26	85	30	26	8	155
1926-27	78	47	23	26	174

Notwithstanding the fact that the liberal arts college was started only four years ago, the greater proportion of the increase in the institution's total enrollment is due to the heavy gain of students in this division. During this period liberal arts students have increased from 49 in 1922-23 to 174 in 1926-27, an advance of 125, or 255.1 per cent.

A study of mortality between classes shows that student retention has been fairly good, considering that the college is in the early stages of development. The 1923-24 freshman class, the first one enrolled, showed a student loss of only 51.3 per cent upon reaching its sophomore year and in the junior year was increased by seven students admitted with advanced standing, all of whom remained in the college to complete their senior year. With regard to the freshman class of 1924-25, its rate of mortality upon becoming the junior class of 1926-27 amounted to 54 per cent, not a great deal in excess of the loss occurring generally in colleges throughout the country.

TABLE 15.—*Enrollment in home economics curriculum*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	13	13	0	0	26
1923-24	9	8	0	0	17
1924-25	8	10	1	0	19
1925-26	6	4	4	1	15
1926-27	18	11	2	3	34

As indicated by the figures presented in Table 15, the number of students pursuing the four-year home-economics curriculum has varied considerably over the past five-year period. While a decline occurred in the enrollments in this division between 1922-23 and 1925-26, a large increase occurred in 1926-27, when the freshman class jumped from 6 to 18 students, so that the gain over the five years reached 38.4 per cent. The student loss, however, has been heavy, the freshman class of 1922-23 showing a mortality of 92.3 per cent in its senior year and subsequent classes having mortality rates ranging between 44.4 and 75 per cent. In 1926-27 the sophomore class gained five students over the previous year's freshman class, due to the admission of advanced students.

TABLE 16.—*Enrollment in industrial curricula*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	3	0	0	0	3
1923-24	0	2	0	0	2
1924-25	4	0	0	0	4
1925-26	6	2	0	0	8
1926-27	2	4	2	0	8

Enrollments in the industrial education curricula offered in the college have been so small as to indicate a serious lack of interest in this type of work. While the numbers of students have increased from 3 in 1922-23 to 8 in 1926-27, a gain of 5, no graduates have occurred over this five-year period, and the mortality has been 100 per cent in all the classes. In 1926-27 only 2 students entered the freshman class.

TABLE 17.—*Enrollment in agriculture curriculum*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	3	2	0	0	5
1923-24	1	1	0	0	2
1924-25	2	2	3	0	7
1925-26	1	1	1	1	4
1926-27	3	0	0	0	3

A similar discouraging situation exists with regard to enrollments in the institution's agriculture division. An analysis of Table 17 reveals the fact that the total number of students pursuing this course for the entire five years amounted to but 20, the average being 4 annually. Only 1 student has continued to the senior year, the

remainder dropping out in the sophomore and junior years. In 1926-27 only 3 were registered in the course.

TABLE 18.—Two-year education enrollment

Year	First-year class	Second-year class	Total
1922-23	106	51	159
1923-24	100	50	150
1924-25	77	55	132
1925-26	53	61	113
1926-27	63	52	115

Of the total collegiate enrollment of the school, 33.4 per cent are enrolled in its two-year education course, but Table 18 shows that the number of students pursuing this work is declining annually and since 1922-23 has fallen off by 44, or 27.6 per cent. In this division, however, the mortality rate has been light. While the first-year class of 1922-23 showed a student loss of 53.6 per cent, mortality in the classes of 1923-24 and 1925-26 amounted to only 45 and 20.7 per cent, respectively. The first-year class of 1925-26 retained all its students upon becoming the second-year class of 1926-27.

Although the institution has a large attendance in its collegiate division, by far the greater proportion of its total enrollment consists of noncollegiate students, the records showing 1,523 in 1922-23, 1,368 in 1924-25, 1,142 in 1925-26, and 1,117 in 1926-27. The number, however, has gradually been reduced for the past five years, to make way for the registration of additional college students. Between 1922-23 and 1926-27 the attendance in the elementary, high-school, and other subcollegiate divisions has fallen off by 306 students, or 20 per cent.

### DEGREES

A total of 14 degrees in course have been granted by the Virginia Normal and Industrial Institute since it inaugurated four-year college curricula. Of these, 6 were the degrees of bachelor of arts, 1 granted in 1924-25 and 5 in 1925-26; 3 degrees of bachelor of science, 2 granted in 1924-25 and 1 in 1925-26; 2 bachelor of science in agriculture granted in 1925-26; 2 bachelor of science in education granted in 1925-26; and 1 bachelor of science in home economics granted in 1925-26.

As the State law establishing the institution contains a specific provision forbidding the conferring of honorary degrees, none has been granted during the past five-year period or previously.

### FACULTY

The college faculty of the Virginia Normal and Industrial Institute consists of 24 members. Four of the college teachers give instruction in the institution's high school in addition to their collegiate work.

The academic organization is well balanced and arranged in accordance with the plan generally in use among the leading colleges of the country. It comprises 13 departments of instruction as follows: Agriculture, education, English, history and social science, home economics, modern languages, mathematics, music, public-school art, physical training, psychology, science, and industrial education.

Every member of the college faculty holds the rank of full professor, regardless of the position he occupies in the academic organization or the work performed. Thus in eight departments of instruction where there are two or more members, the teachers, as far as their titles are concerned, rank as high as the heads of their department.

The disadvantage of such a practice is self-evident. In the first place the college has difficulty in securing outstanding leaders in each of the departments because little inducement in the way of salary and rank can be offered. For instance, with \$6,000 available for annual salaries in each department, it would be better to secure the services of one high-grade man with the rank of full professor at \$3,000 and two associate or assistant professors at \$1,500 each than three full professors at \$2,000 each. Another disadvantage of conferring the highest academic rank on the entire membership of the faculty is that it lowers the standing and dignity of the title of full professorship.

The training of the teaching staff is first-rate, and with a few exceptions, meets the requirements of recognized accrediting agencies. All of the 24 members have obtained undergraduate degrees and 13 hold masters' degrees, while 6 are pursuing graduate study leading to advanced degrees.

TABLE 19.—Training of teaching staff

Case	First degree	Where obtained	Graduate degree and graduate work	Where obtained
1	B. S.	Kansas Agricultural College	Summer course	Cornell University.
2	A. B.	Lincoln University		
	B. S.	Ohio State University		
3	A. B.	Fisk University	A. M.	Columbia University.
	B. S.	Columbia University		
4	B. E.	Rhode Island Normal College	Ed. M.	Rhode Island Normal College.
5	A. B.	Amherst College	A. M.	Harvard University.
6	A. B.	Fisk University	A. M.	Columbia University.
7	A. B.	Oberlin College	2 summers	University of Pittsburgh.
8	A. B.	University of California	A. M.	University of California.
9	A. B.	Smith College	3 summers	Columbia University.
10	A. B.	Union University	A. M.	Chicago University.
11	A. B.	Fisk University	A. M.	Columbia University.
12	B. S.	Kansas State Agricultural College.	5 summers	Kansas State Agricultural College.
13	B. S.	Michigan Agricultural College		
14	B. S.	University of Nebraska		
15	B. S.	Southern University	2 summers 1 summer; 3 years' correspondence.	Chicago University and Armour Institute.
16	B. S.	Purdue University	M. S.	Purdue University.
17	A. B.	Howard University	Ed. M.	Harvard University.
18	B. S.	Columbia University		
19	B. S.	Syracuse University		
20	B. P. E.	Springfield College	1 summer	(Not furnished).
21	A. B.	University of Pittsburgh	A. M.	University of Pittsburgh.
22	A. B.	Talladega College	M. S.	Cornell University.
23	B. S.	University of Southern California.	M. S.	University of Southern California.
24	B. S.	Howard University	Ed. M.	Harvard University.

Of the undergraduate degrees, 16 out of the 24 were obtained from northern institutions, while 8 were obtained from negro colleges. The 13 masters' degrees held by the members of the faculty were all secured at principal northern universities, and the graduate study being pursued by 6 of the staff is also being done at recognized white graduate schools.

Out of the total of 24 college teachers at the institution, 14 have served on the faculty for periods of time varying between 6 and 20 years or more. Service records of the staff show 2 teachers with 1 year of service, 2 with 2 years, 1 with 3 years, 3 with 4 years, 2 with 5 years, 3 with from 6 to 8 years, 2 with from 8 to 10 years, 2 with from 10 to 15 years, 1 with from 15 to 20 years, and 1 with more than 20 years. There are, therefore, only 10 members who may be classified as new members that have been employed within the last 5 years. The teachers serving on the staff for 15 and above 20 years are the professors of music and agriculture.

The scale of salaries in the institution is slightly above the average prevailing generally in negro institutions, ranging from \$1,125 up to \$2,500 annually, with the exception of one teacher, who receives but \$900. Compensation of the staff is as follows: Two teachers receive \$2,500; one, \$2,300; one, \$2,260; one, \$2,190; one, \$2,120; two \$2,000; one, \$1,900; one, \$1,860; one, \$1,702; one, \$1,660; one, \$1,560; two, \$1,305; one, \$1,260; four, \$1,170; two, \$1,125; and one, \$900. No perquisites are allowed any of the college teachers, their remuneration being on a cash basis. The salary of the president is \$3,600, in addition to which he receives a perquisite valued at \$600, making his total compensation \$4,200.

As regards student clock-hour loads, 5 members have loads of less than 100 student clock-hours, 6 between 100 and 200 hours, 6 between 201 and 300 hours, 4 between 301 and 400 hours, and 3 between 401 and 500 hours. Thus, the work of the college seems equitably distributed and the teaching schedules so arranged that no member of the staff has a load in excess of 500 student clock-hours. The three members having loads between 400 and 500 hours are the professor of music with a load of 494 student clock-hours, the professor of science with a load of 445, and the professor of English with a load of 460. As the work of the professors of music and science consists principally of laboratory or practical teaching, it is not believed that the burden imposed upon them is excessive. In the case of the professor of English, however, some reduction should be made in her student clock-hour load to bring it down to the normal, if the highest teaching efficiency is to be maintained.

The hours of teaching per week of the staff are as follows: Two teachers teach 7 hours per week; one, 8 hours; two, 9 hours; one, 10

hours; one, 11 hours; one, 12 hours; one, 13 hours; six, 15 hours; one, 16 hours; two, 17 hours; four, 20 hours; one, 24 hours; and one, 25 hours. According to the figures, the classroom work of the staff is not excessive in the college except in the case of 6 faculty members who teach between 20 and 25 hours per week. These teachers are 2 professors of modern language, 2 professors of English, 1 of mathematics, and 1 of music. The professor of French, in particular, is compelled to spend long hours each week in classroom instruction, her teaching load being 25 hours. The professor of music teaches 24 hours per week, while the professors of English, Spanish, German, and mathematics teach 20 hours each per week. It is the opinion of the committee that the teaching schedules of all these faculty members should be reduced to secure the best results in classroom work.

The sizes of the classes in the college are generally small. Out of the 76 classes organized in 1926-27, 17 contained fewer than 5 students, 21 between 5 and 10 students, 18 between 11 and 20 students, 13 between 21 and 30 students, 4 between 31 and 40 students, 1 between 41 and 50 students, 1 between 51 and 60 students, and 1 had 75 students. There were, therefore, 38 classes with fewer than 10 students. This unusual number of small classes is due to the small enrollment in a number of the courses offered in the college, such as agriculture, industries, and home economics. Several of the larger classes containing in excess of 40 students and as high as 75, in which English and psychology are taught, should be reduced in size, as the highest character of academic work can not be realized under these overcrowded conditions.

### EDUCATIONAL EQUIPMENT

The library of the Virginia Normal and Industrial Institute is on the first floor of the main building in a poorly-lighted and ventilated room, entirely inadequate for its needs. While plans are being made to remove a partition and thus double the space, even this contemplated change will not greatly relieve the situation. An entire new building should be provided and used exclusively for library purposes.

When examined by the committee, the library was found to contain 8,278 volumes. The books in the main are fairly selected. Annual expenditures ranging from \$1,000 to \$2,500 have been made for new works during the past five years and should soon bring the library up to the standards of a modern college library. The librarian is a full-time employee trained in library science at Simmons College and Columbia University. Four student assistants are employed. In Table 20 are shown the annual expenditures for library purposes made by the institution for the last five years.

TABLE 20.—*Library expenditures*

Item	1922-23	1923-24	1924-25	1925-26	1926-27
Books.....	\$1,500	\$2,500	\$1,000	\$1,500.00	\$1,500
Magazines.....	300	300	350	350.00	290
Supplies.....	120	100	20	20.00	10
Binding.....	50	70	50	50.00	50
Salaries.....	1,490	1,460	1,600	1,318.32	1,615
Total.....	3,460	4,430	3,020	3,238.32	3,465

<sup>1</sup> Substitute librarian employed in 1925-26.

First-rate facilities for instruction in the sciences are provided in the college. The chemistry laboratory was particularly well equipped and of a collegiate type in every respect. A good quantity of apparatus for college work was found in the biological and physics laboratories, new equipment having been purchased for them in 1926-27. Annual expenditures for scientific equipment and supplies made during the past five years are shown in Table 21.

TABLE 21.—*Laboratory expenditures*

Expenditures	In biology	In chemistry	In physics
<b>For permanent equipment:</b>			
1922-23.....	\$550	\$600	\$300
1923-24.....	600	1,500	300
1924-25.....	650	1,500	500
1925-26.....	800	1,000	700
1926-27.....	2,100	900	1,500
<b>For supplies:</b>			
1922-23.....	100	500	50
1923-24.....	100	600	50
1924-25.....	100	900	100
1925-26.....	200	1,000	100
1926-27.....	200	1,100	300
Total estimated present value of equipment.....	2,600	4,000	1,700

The total estimated present value of laboratory equipment and supplies owned by the college amounts to \$10,729.

### EXTRACURRICULAR ACTIVITIES

Athletic activities in the college are administered by a joint committee composed of 10 members of the faculty and 2 students. The institute is a member of the Colored Intercollegiate Athletic Association.

Three fraternities and sororities have been organized in the student body, the Alpha Phi, Omega Psi Phi, and Alpha Kappa Alpha. They are under the control of the faculty prudential committee, which is made up of the deans and directors of the different departments, the business manager, secretary, and registrar. This committee is now working out a plan for closer supervision over all student extracurricular activities.

### CONCLUSIONS

Ever since its establishment in 1882, the Virginia Normal and Industrial Institute has rendered an excellent service to the people it serves. While its sphere of work has been confined chiefly to elementary, secondary, and normal training in the past, the institution has made rapid progress in its liberal arts division since its recent inauguration of full four-year college courses.

However, the survey committee was impressed by the apparent failure of the institution to develop its agricultural and mechanical arts departments. The Virginia Normal and Industrial Institute is a land-grant college. Its primary objective, therefore, is the emphasis of this type of education. Of the 341 students enrolled in the college in 1926-27, it was found that only 8 were enrolled in mechanic arts and 3 in agriculture, a number so small as to raise the question of whether proper effort is being made to upbuild these departments. In connection with the deficiencies existing in agricultural and mechanic arts education at the institution and other facts developed in this report, the following recommendations are made:

That the administration of the Virginia Normal and Industrial Institute conduct a study to determine the specific needs of negro agricultural and trades interests of the State.

That upon a basis of the results of this study, the college program be reorganized with a view to special concentration on such service in order that the institution may more nearly fulfill the purposes of a land-grant college.

That the number of college curricula be reduced to correspond more nearly with the size of the student body and with the demand for various subjects offered.

That the annual catalogue be rewritten to present this revised academic program and that further change in its contents be made by grouping the college and high school under separate headings.

That the secondary school and the college be completely segregated with respect to buildings, faculty, and finances.

That the teaching staff be reclassified as to rank and that for the present only heads of departments be designated as professors, other teachers being ranked either as associate or assistant professors, or instructors.

That the hours of teaching per week of the professors of English, mathematics, French, German, and Spanish be reduced.

That the two classes in English and psychology containing between 51 and 75 students be divided into sections.

That a separate building be provided to house the institution's library and that steps be taken to insure more careful selection of books in order that only works of value for use in the college courses be purchased.

That student fees be increased substantially.

## VIRGINIA UNION UNIVERSITY

*Richmond, Va.*

Virginia Union University, as its name implies, is the result of the consolidation of several higher educational institutions established at various times since the close of the Civil War. The parent school, known as the Richmond Theological School for Freedmen, was founded in 1865 by the American Baptist Home Mission Society. After certain changes in name, it was incorporated in 1876 as the Richmond Institute. In 1886 the name was changed to Richmond Theological Seminary. In 1865 Wayland Seminary was founded in Washington, D. C., by the American Baptist Home Mission Society. In 1869 it absorbed the National Theological Seminary, likewise located in Washington. In 1899 Wayland Seminary and Richmond Theological Seminary combined to form the Virginia Union University. In 1900 the State of Virginia amended the earlier charter and confirmed the new name. In 1923 an adjoining institution, Hartsorn Memorial College, coordinated its college department with that of Virginia Union University.

The university is governed by a self-perpetuating board of trustees, 18 in number, composed of 3 classes, of 6 each. One of these classes is retired annually. Eleven members of the board are white and 7 are colored. The latter group includes 5 representatives of the alumni. The board also includes 4 representatives of the American Baptist Home Mission Society. There is an executive committee composed of 5 members. The board meets annually.

Regular monthly financial reports are submitted by the president to the American Baptist Home Mission Society, which also passes on the annual budget. The board of trustees does not see or act on the annual budget. The property of the college belongs in part to the American Baptist Home Mission Society, which owns 8 acres, and in part to the board of trustees, which owns 48 acres.

Virginia Union University includes four divisions of collegiate grade: A regular four-year college of arts and science, a theological school, an evening law school, and an extension department. A high-school department has been maintained by the university for a number of years, but there is every reason to believe that this department's work gradually will be taken over by outside secondary schools. The enrollment in the four-year college for 1926-27 was 471; the theological department enrolled 18, the law school 12, the extension department 150, and the high school 69.

The university was placed on the accredited list of four-year colleges in March, 1924, by the State Department of Education of Virginia. Graduates of the two-year normal course of the college are issued the

normal professional certificate by the State board of education and graduates of the four-year college course in education receive the college professional State certificate. The university college division was accredited by the North Carolina State Board of Education in 1925. In January, 1924, the University of the State of New York registered the course of study leading to the bachelor of arts of Virginia Union University under section 403 of the regents' rules. Twelve of the graduates of the college have been admitted on trial to Columbia University, and a few others have likewise been accepted by Chicago University and Cornell University.

In the fall of 1918 the General Education Board conducted an examination of the university with the purpose of granting it an increased endowment. As a result the General Education Board contributed \$200,000, after \$100,000 had been raised by other contributors. This is part of an endowment campaign for \$600,000, the remainder of which is to be used for permanent improvements and equipment. Virginia Union University is a member of the Association of Colleges for Negro Youth.

#### ADMINISTRATION

The administration of Virginia Union University is in the hands of the president, who has immediate charge of the business management of the institution. He is assisted in the office by a private secretary and a trained bookkeeper. The business office is simply and efficiently organized, although more modern filing arrangements might prove advantageous. A modern bookkeeping system is installed and the accounts of the university are audited annually by the General Education Board. The insurance on the buildings is paid by the American Baptist Home Mission Society. The business office prepares monthly financial reports and an annual budget, which is submitted for the approval of the American Baptist Home Mission Society.

The provisions for the registration of students and the keeping of students' and teachers' reports were found to be rather inadequate. The office also lacked proper facilities for filing these reports.

The income of the university is derived from three main sources: Church appropriations, interest on endowment, and student tuition and fees. Of the total income of \$52,623 received in 1926-27, 21 per cent came from church appropriations, 35 per cent from interest on endowment, and 44 per cent from student tuition and fees.

According to the following table, there has been a marked decline in the appropriations received from the church. During the past four years, the loss has been approximately 40 per cent. On the other hand, this loss has been overcome in part by the small increase in the amount of interest received on endowment. During the past

four years the total income of the university has declined from \$58,110.04 to \$52,623, a loss of more than 9 per cent.

TABLE 22.—Income

Source	1923-24	1924-25	1925-26	1926-27	
Church appropriations.....	\$15,197.47	\$27,544.33	\$20,000.00	\$12,564.53	\$11,000.00
Interest on endowment.....	553.37	15,276.08	15,423.54	17,419.88	13,423.00
Gifts for current expenses.....	9,670.75				
Student tuition and fees.....	15,298.70	15,289.03	19,498.48	23,874.96	23,200.00
Other sources.....	1,585.36				
Total.....	42,605.65	58,110.04	54,922.02	52,859.37	52,623.00

The endowment of the university is under the exclusive management of the American Baptist Home Mission Society. The board of trustees has no supervision over it. The productive endowment of the university in 1926-27 was \$413,657.34. This shows an increase of \$6,683 or 1.6 per cent within the past five years. Of these additions, \$770 was secured in 1923-24, \$1,787 in 1924-25, \$3,126 in 1925-26, and \$1,000 in 1926-27.

A study of the return received from the endowment shows that for the years 1923-24 and 1924-25 the income was less than 4 per cent. However, the more recent returns indicate increases in the rate of interest which now approximates 5 per cent.

In a further effort to overcome the above-mentioned losses in income, the university authorities increased the fees from \$25 to \$35 per year in 1924-25, and for 1927-28 the fees will be increased to \$45 per month. The university, in addition to the regular tuition fees, requires a contribution of \$2 annually by each student, which is credited to the endowment fund. The university offers a certain amount of self-help in work connected with the building and grounds to students which is paid for at the rate of 15 cents an hour. Students in the more advanced classes are given the first opportunity to engage in this work.

### PHYSICAL PLANT

The campus of Virginia Union University includes 57 acres of land, valued at \$250,000. It is well cared for, but there is opportunity for a great deal of improvement through landscaping and the planting of more trees, shrubs, and flowers. In view of the strategic position of the university in the city of Richmond, such improvements would create a very favorable impression upon the citizens as well as upon visitors.

The buildings are 15 in number, 10 of which are of granite stone construction. They are of good appearance and well cared for. They have a replacement value of \$700,000, according to the appraisal

of the American Baptist Home Mission Society.. The equipment of these buildings, exclusive of the laboratories, is estimated at \$42,500. The buildings are not fireproof, but they are partially equipped with fire escapes.

The superintendent of grounds is responsible for the care of the buildings and grounds, and works through several assistants. The dean of men is general supervisor of the dormitories. He also looks after the men and employs students to take care of the dormitories. A woman's supervisor looks after the interests of the women.

### PREPARATORY SCHOOL

The university conducts as a part of its organization a preparatory school, which is not required by the college charter.

The students and faculty of the college and high school are kept separate. Recitation rooms and the dining hall, however, are used by both college and high-school students. No method of segregation of finances has been adopted, fees from high-school students being credited in the same fund with fees from college students. Budget appropriations for the operation of the high school are not separated from the college budget, the general funds of the institution being used to supply the needs of both. Because of the intermingling of receipts and expenditures from these sources, a proper cost system and annual budget either for the college or secondary school is not being maintained.

A plan is now being developed by the officials of the institution to completely separate the high school from the college organization. Definite steps have been taken to reduce the number of preparatory students and it is proposed to retain only a sufficient number to meet the needs of a practice school in the college department of pedagogy. A separate building is to be erected, as soon as funds are available, for the purpose of housing this practice school. However, it is the committee's opinion that the last two years of high school should be continued so as to provide in connection with the first two years of college a junior college curriculum.

### EDUCATIONAL PROGRAM

Admission to the college course is based on a certificate from an accredited high school showing completion of a four-year course of not less than 15 units and on examination of applicants by the institution.

Of the 15 high-school units, 3 are required in English, 1 in history, 1 in science, 2 in foreign languages, and the remainder in elective subjects. Students entering the arts and science course are required to have two credits in mathematics in case they take the curriculum leading to a bachelor of arts degree and three in mathematics in case

they enter the course leading to the bachelor of science degree. It is the rule that examinations, in addition to a certificate, are required in algebra, geometry, and English, but in practice the rule is only enforced when doubt exists as to the adequacy of the applicant's preparation. Admission of students from high schools listed and accredited by the Association of Colleges for Negro Youth is provisionally allowed.

All students from nonaccredited high schools are subject to examination at the institution. Admission is permitted with a minimum of two conditions, which must be worked off by the end of the first year. Applicants failing to pass entrance examinations are entered in the secondary school of the institution, where they may receive instruction in the subjects in which they are deficient. In the freshman class of 1926-27 there were 211 students admitted from accredited schools and 40 admitted from nonaccredited high schools. The 211 candidates entering from approved secondary schools furnished certificates, including transcripts of their records. The 40 students admitted from nonaccredited schools were examined at the institution.

Because of the fact that two years of foreign languages are not ordinarily given in the negro high schools of Virginia and are required by the college, a considerable number of freshmen entered with conditioned subjects. The secondary school operated by the university, however, presents excellent opportunities to make up these conditions. Conditioned students during the past five years numbered as follows: 15 in 1922-23, 10 in 1923-24, 20 in 1924-25, 30 in 1925-26, and 40 in 1926-27.

For admission to the four-year theological course leading to the degree bachelor of theology the minimum entrance requirements are the satisfactory completion of 15 secondary units or four years in a high school with standards equivalent to the university academy. For admission to the three-year theological course leading to the degree of bachelor of divinity the student must be a graduate of an approved college or have taken work equivalent to that needed for graduation. At least two years of Greek must be presented.

The women students of Hartshorn Memorial College, an adjacent institution, carry on their college studies at Virginia Union University. They are required to meet the same entrance requirements as other students.

The university has admitted a very limited number of special students to the college classes with the exception of one year. The basis for the admission of such students is maturity with promise of ability to do the work. At present there is no particular plan in operation for the regularizing of the work of these students. Special students enrolled during the past five years include 1 in 1922-23, 5 in 1923-24, 14 in 1924-25, 2 in 1925-26, and none in 1926-27. The admis-

sion requirements to the night law school are the completion of a full high-school course or its equivalent.

### GRADUATION REQUIREMENTS

The college department offers two four-year curricula leading respectively to the bachelor of arts and bachelor of science degrees. The degree of bachelor of arts is conferred only on students who have taken in college and preparatory course eight years of foreign languages, at least four years of which must be ancient languages, and who have completed 120 semester hours plus 8 semester credits in English Bible, in addition to elocution, speaking, and physical training. Six semester hours of advanced work in two subjects besides English are required, and students must have maintained satisfactory deportment. The prescribed subjects in the liberal arts curriculum leading to the degree of bachelor of arts include 18 semester hours of credit in English, 12 in modern languages, 16 in religion and Bible, 12 in social science, 6 in psychology and moral science, and 8 to 12 in science.

The degree of bachelor of science is conferred upon those who complete 120 semester hours, plus 8 semester credits in Bible, in addition to elocution, speaking, and physical training, and who have maintained satisfactory deportment. All candidates must take 12 semester hours in English, 18 in modern languages, 6 in philosophy, 9 in mathematics, and 18 in science. No credit toward a degree is given for the first year's work in language until the second year's work has been completed. If the 12 semester hours in elocution are included, the total of prescribed credits for the bachelor of science degree is 75.

Study of the foregoing prescription of work shows that the total requirements for graduation, not including physical education, are 140 semester-hour credits for both the bachelor of arts and bachelor of science degrees. If credit is allowed for the work in physical education, it brings the total graduation requirements not far from 145 semester-hour credits.

In examining more specifically the bachelor of arts requirements, it is apparent that an excessive proportion of credit is required in elocution and Bible, which together are 28 semester hours, or one-fifth of the entire program. On the other hand other vital subjects such as modern history, political science, economics, sociology, psychology, and ethics are passed over rather slightly. In a denominational college there are many reasons why such subjects as Bible and religion and public speaking should be emphasized. Yet it seems to the survey committee that it would be wiser to lengthen the prescribed courses in one or more of the social science subjects and make elective at least one-half of the work in Bible and elocution. The graduation requirement of 140 semester hours from the standpoint of scholarship is also a matter worthy of consideration. It has come to be the

opinion of educators that 15 to 16 hours a week, excluding the extra time allotted to laboratory work, is a sufficient load for the average student. Thus the requirement of  $17\frac{1}{2}$  hours a week of classroom work, exclusive of the extra time in laboratory, is a maximum load and for the average student tends to develop poor scholarship. It appears to the committee that the total graduation requirements including all such work as Bible, physical education, and elocution, should be reduced so as not to exceed 130 semester hours. It would be easier for the student to reach the higher average marks which are required for a degree and for honor electives. Similarly the prescription of 18 hours of modern languages in the curriculum leading to the bachelor of science degree is excessive and out of all proportion to the work in this subject ordinarily required by standard colleges.

A premedical combination course is also offered, which contains the most essential liberal arts subjects, together with the highest requirements for admission to any medical school which does not require a bachelor's degree for entrance. A four-year curriculum in education leading to bachelor of arts degree in education and to the collegiate professional certificate of the State is offered. The requirements for admission to this course of study are the same as for the college of liberal arts, and the work of the freshman and sophomore years is the same as that of the college of liberal arts. During the junior year, the following subjects are prescribed: English, 6 semester hours; educational psychology, 3; class management, 3; principles of teaching school hygiene, 2; moral science, 3; Bible, 4; electives, 12. During the senior year: History of education, 3; philosophy of education, 3; educational sociology, practice, directed observation, school systems, Bible, 4; physical education, 6; and electives, 12.

A two-year course of study in education is also offered for the purpose of training elementary-school teachers. The entrance requirements are the same as for the course of study mentioned above. Those who complete this program of study may be granted the State normal professional certificate, which is valid for 10 years and renewable.

Two curricula in theology are offered. The first is four years in length with a total requirement of 120 semester-hour credits. It leads to the degree of bachelor of theology. For admission to this course of study graduation from high school is required. The graduation requirements include 72 semester-hour credits in theology, 21 in language, 6 in science, 9 in social science, 9 in philosophy, 3 elective credits, and 16 in speaking, for which no formal credit is given.

The second is three years in length, with a total requirement of 90 semester-hour credits. It leads to the degree of bachelor of divinity. For admission to this course of study graduation from a regular four-

year college or equivalent is required; two years of Greek must have been taken in college.

There are six major divisions included in the university, namely, the college of liberal arts, the theological seminary, an education department, a law department, a commercial department, and an academy.

In the college there are 12 departments, namely, English, elocution, mathematics, chemistry, physics, biology, Latin language and literature, Greek language and literature, French language and literature, German language and literature, history and sociology, and philosophy. The number of courses offered under each of these departments varies from 2 to 19. The education department offers 16 courses in education. The commerce department offers 8 courses, 4 of which are of high-school grade. The theological department offers 40 courses of study in 8 departments.

It is the opinion of the survey committee that the present type of departmental organization is inadequate and misleading for an institution which is known as a university. According to the present practice at Virginia Union there is an apparent attempt to develop under the general term "department" four major divisions, namely, liberal arts, education, commerce, and theology. There is unnecessary confusion in the use of the term "department." For example, in the college department there are two departments: One in English and one in history and sociology, which are as large, if not larger, than the so-called "department" of education. There are 16 courses offered in the department of English and 19 courses in history and sociology. Consequently, the university would be justified in making major divisions of the English department and the history and sociology department on the basis of the present plan of separating the educational department.

It would appear, therefore, more in harmony with modern educational practice if the college of liberal arts would bring within its organization the special departments of education and commerce, placing them on the same level as the other departments, such as English and mathematics. The special curricula in education and commerce might well be offered along with the other curricula leading to the bachelor of arts and bachelor of science degrees.

The term "theological department" should be changed to either "theological school" or "theological seminary." As there are 8 distinct departments with 40 courses offered in this division, it offers as an educational entity enough diversified courses to justify its separate existence. Yet this separate organization does not hinder the closest cooperation between the college of liberal arts and the theological school in the utilization of such courses as will strengthen certain aspects of their respective curricula. This, from the standpoint of prescribed or elective courses.

The present four-year curriculum in education is based on two years of the liberal arts college, the last two years conforming in principle to the courses usually offered in a senior school of education. Consequently, the present curriculum plan in education will fit into the larger program of a full-fledged school of education when the time comes for such expansion.

The university, in addition to the regular college work, offers through its extension department opportunities for teachers in Richmond and vicinity to pursue courses for college credit without the necessity of giving up their teaching work. The courses are given in the afternoon or on Saturday morning. The classes meet once a week for two hours. They begin in November and continue for 27 weeks. They correspond to the regular college courses. Classes were conducted last year in economics, philosophy of education, English literature, English composition, English short-story writing, first and second year French, American and modern European history, and psychology. During the past year 150 enrolled in these courses for credit.

### ENROLLMENT

The total enrollment of students above high-school grade at Virginia Union University for the year 1926-27 was 501. Of these, 471 were in the college of liberal arts, 18 in the theological department, and 12 in the law school. This does not include the 150 students enrolled in extension courses conducted by the university. Tables 23 to 27 show the increase in enrollments in the different divisions for the past five years according to classes.

TABLE 23.—*Total collegiate enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	114	36	20	26	196
1923-24	125	70	26	24	245
1924-25	157	70	63	32	322
1925-26	227	94	43 <sup>1</sup>	41	404
1926-27	270	107	80	44	501

The growth in attendance at the university has been rapid and progressive, and amounts to 156 per cent since 1922-23.

TABLE 24.—*College of liberal arts enrollment*

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	93	35	16	25	169
1923-24	114	56	25	21	216
1924-25	141	62	53	31	287
1925-26	218	85	37	24	374
1926-27	251	101	76	43	471

<sup>1</sup> The unusual increase in enrollments of this senior class compared with the junior class of the preceding year is caused by the admission to advanced standing of several juniors from the Selma Normal School (Alabama) and Virginia Normal and Industrial Institute.

The growth of the liberal arts college has been greater than that of the university as a whole. The per cent of growth during the past five years has been 178 per cent. The loss of enrollments of the classes of 1922-23 and 1923-24 shows a very heavy student mortality. The freshman class of 1922-23, which was 93 in number, dropped to 56 in the sophomore year. The additional loss following the junior year reduced the senior class to 24, or a total loss of 74 per cent of the original freshman class. Heavy losses may be attributed to poor preparation on the part of students coming from the high schools, economic pressure, or the maintenance of such strict standards of formal accomplishment as to remove the institution from touch with the needs of its constituency.

Attention is called to the rapid decline in enrollments in the secondary school. There has been progressive decline from 183 to 69 students during the past five years. This shows that the high schools elsewhere are rapidly meeting the need for secondary instruction and are, therefore, preparing in increasing numbers those who are planning to go to college.

TABLE 25.—Law school enrollment

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	14				14
1923-24	6	9			15
1924-25	9	3	7		19
1925-26	3	7	1	7	18
1926-27	7	2	2	1	12

An analysis of the enrollments in the law school gives little evidence of any fundamental strength. It appears to the survey committee that this school should be abolished or reduced to a department in the college of liberal arts.

TABLE 26.—Enrollments in regular four-year collegiate course leading to bachelor of theology

Year	Freshman	Sophomore	Junior	Senior	Total
1922-23	3		2	1	6
1923-24	3	1		3	7
1924-25				1	1
1925-26	1	1			2
1926-27	6				6

A study of the foregoing table shows that the interest in general theological study is very slight.

TABLE 27.—Three-year graduate theological curriculum

Year	First	Second	Third	Total
1922-23	5	1	2	8
1923-24	3	4	1	8
1924-25	7	5	3	15
1925-26	5	1	4	10
1926-27	5	4	3	12

The enrollments in the three-year advanced theological course of study show considerably more interest than in the four-year theological course, notwithstanding the fact that four years more of preparation are required for entrance to it than to the latter.

In the committee's opinion it would be advisable to abolish the four-year theological course in the theological department and offer a major sequence in theology in one of the regular bachelor of arts curricula. This proposed major should include the heavy Biblical and education requirements now demanded of all bachelor of arts or bachelor of science students. This plan would open the way for a diminution of the prescribed work in Bible and education now required in the regular liberal arts curricula.

The university has for a number of years given to a few students resident work leading to the master's degree. The committee believes that, in view of the relatively heavy teaching loads now carried by the members of the faculty, advanced courses carrying graduate credit should not be included in their teaching programs.

### DEGREES GRANTED

The table following shows the number of degrees conferred by the university during the past five years:

TABLE 28.—Degrees granted

Degrees granted	1921-22	1922-23	1923-24	1924-25	1925-26
<b>Undergraduate:</b>					
Bachelor of arts.....	8	16	15	23	28
Bachelor of science.....	3	13	7	12	15
<b>Total.....</b>	<b>11</b>	<b>29</b>	<b>22</b>	<b>35</b>	<b>43</b>
<b>Professional:</b>					
Bachelor of theology.....	10	1	4	0	0
Bachelor of divinity.....	2	2	0	3	4
<b>Total.....</b>	<b>12</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>
<b>Graduate:</b>					
Master of arts.....	0	5	1	2	1
<b>Honorary:</b>					
Master of arts.....	2	3	2	2	3
Master of science.....	0	1	0	1	0
Doctor of pedagogy.....	0	0	0	0	1
Doctor of laws.....	0	0	1	0	1
<b>Total.....</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>5</b>
<b>Grand total.....</b>	<b>25</b>	<b>41</b>	<b>30</b>	<b>43</b>	<b>53</b>

In 1925-26, 28 received the bachelor of arts degree, 15 the bachelor of science degree, 1 the master of arts degree, and 4 the bachelor of divinity degree. Five received honorary degrees, as follows: Three received the master of arts degree, 1 the doctor of pedagogy degree, and 1 the doctor of laws degree. Notwithstanding the conservative trend of higher educational opinion toward the question of honorary

degrees, the committee feels that, aside from the granting of the honorary master's degree, the university has not abused its authority in this direction. In view, however, of the marked tendency of higher educational authorities to limit the granting of the master's degree to those who have completed their work in course, the granting of the honorary master's degree should be discontinued.

### FACULTY

The faculty is composed of 21 full-time teachers, of whom 3 are white and 18 are negro. The work of the university is listed under 10 departments, although some of these include subdivisions of other departments. The departments, with the teachers according to rank in each, are as follows: Ancient languages, 1 professor; biology, 1 professor and 1 assistant professor; chemistry and physics, 1 professor and 2 assistant professors; commerce, 1 professor; English, 1 professor and 1 assistant professor; mathematics, 1 professor; pedagogy, 2 professors and 1 assistant professor; theology, 3 professors and 2 assistant professors; social science, 1 professor; and modern languages, 1 professor and 1 assistant professor. There are also 11 student instructors in the college and 5 who are teaching part time in the secondary school. Two of the student instructors in the college teach shorthand and typewriting in the commerce department, a college credit being given for shorthand but none for typewriting.

The faculty has received its training from the institutions shown in Table 29.

TABLE 29.—Training of the faculty

Case	First degree	Place obtained	Advanced degrees or graduate work
1	A. B.	Virginia Union University	D. D., Virginia Union University.
2	A. B.	do	A. M., Columbia University.
3	A. B.	do	Work on A. M. begun.
4	A. B.	do	A. M., Virginia Union University.
5	A. B.	do	
6	A. B.	do	A. M., B. D., Ph. D., LL. D., Virginia Union University.
7	B. S.	do	M. D., Howard University.
8	B. S.	do	
9	B. S.	do	
10	None		B. D., Virginia Union University.
11	A. B.	Morehouse College	A. M., University of Chicago. <sup>1</sup> B. D., Northern Baptist Theological Seminary. B. E., University of Cincinnati. Work begun on M. A.
12	A. B.	do	A. M., Harvard University. <sup>2</sup> B. D., Colgate College.
13	A. B.	Colgate College	A. M., Columbia University.
14	B. S.	do	A. M., University of Virginia.
15	A. B.	Bates College	A. M., Virginia Union University.
16	A. B.	Colby College	Work begun on A. M.
17	A. B.	Williams College	B. D., Northern Baptist Theological Seminary.
18	A. B.	Monmouth College	M. D., Howard University.
19	B. S.	Howard University	Do.
20	None		Do.
21	None		Work begun on M. A. at Columbia University.

<sup>1</sup> Now working for Ph. D. at University of Chicago.

<sup>2</sup> Now working for Ph. D. at Harvard University.

The five law-school teachers hold their bachelor of laws degrees from Howard University.

Attention is called to the fact that 9 of 20, who hold first degrees, have received them from Virginia Union University. It would seem desirable that this tendency to institutional inbreeding should be discouraged. Nine members of the faculty hold first degrees from northern colleges.

The faculty includes 5 members who have been with the institution for more than 8 years. Two have served 20 years or more, and 1 over 15 years. The records of the university show that 5 members of the staff have served for 1 year, 5 for 2 years, 5 for 3 years, 4 for 4 years, 1 from 8 to 10 years, 1 from 10 to 15 years, 1 from 16 to 20 years, and 2 over 20 years. These figures indicate, therefore, that within recent years the university has been adding steadily groups of younger men and that within the past five years there has been a complete overhauling of the faculty.

Stipends paid the members of the faculty range from \$2,250 to \$342, the salary schedules being as follows: One teacher receives \$2,250; one, \$2,200; two, \$1,800; one, \$1,700; two, \$1,500; three, \$1,400; one, \$1,200; one, \$1,000; two, \$900; one, \$810; one, \$800; one, \$500; one, \$450; and one, \$342. The maximum compensation of the professors is \$2,250 and the minimum, \$1,200. All the professors except one receive a perquisite in the form of house rent. The salaries of the assistant professors vary from \$1,000 to \$342, without perquisite of any character. It is obvious from a study of these data that the remuneration of the teaching staff of the Virginia Union University is low, particularly in the case of the assistant professors. Not only are these salaries too low to pay for advanced educational work expected of teachers in modern colleges, but they are scarcely sufficient to defray ordinary living expenses. The survey committee, therefore, recommends that the compensation of all the assistant professors be placed immediately on a much higher scale.

A study of the work of the faculty shows that a number are carrying an excess amount of work, 3 teachers having loads between 300 and 400 student clock-hours, 3 between 401 and 500, 4 between 501 and 600, and 1 between 601 and 700. As the work of those teachers whose student clock-hour load is more than 350 is not primarily in the form of lectures, it would appear that they are carrying far too heavy burdens of teaching responsibility. This is especially true in classes in sociology, Bible, history, and biology. The committee, therefore, urges that immediate steps be taken to revise the teaching schedules of approximately three-fourths of the faculty. †

One teacher has 8 hours of classroom instruction per week, one, 11 hours; two, 12 hours; three, 14 hours; two, 15 hours; one, 18 hours;

and one, 21 hours. Thus 8 of the 11 members listed are teaching a normal load each week. In the case of the instructor giving 18 hours a week, it was found that part of the work includes two first-year and two second-year classes in French. The teacher with 21 hours a week has such a variety of work and so much responsibility involved in teaching of classes, such as educational observation and methods, that it would appear advisable to reduce the weekly teaching load by at least six hours a week.

The laboratory work is divided between nine sections. One instructor has from 5 to 10 students, 3 have from 10 to 20 students, 2 from 20 to 30 students, and 3 have from 50 to 75 students. In the latter case the sections have two assistants.

Six members of the faculty are engaged in extension work. Courses in economics, modern European history, first and second-year French, English composition, and English short-story writing are offered in Richmond. Courses in philosophy of education are offered in Bowling Green, Va.; a course in English rhetoric in Norfolk; and a course in American history in Smithfield. The participation of the six professors in these extension activities should be considered in connection with their resident teaching load. It is the opinion of the survey committee that Virginia Union University is rendering an excellent service by the maintenance of these extension courses. This work should be encouraged, and other departments should be called upon to render service as soon as conditions permit.

### EQUIPMENT

The university operates a general library of 14,000 volumes, exclusive of 1,000 public documents. The expenditures for the library are clearly shown in Table 30.

TABLE 30.—*Library expenditures*

Item	1922-23	1923-24	1924-25*	1925-26	1926-27
Books.....	\$364	\$399	\$311	\$235	\$100
Magazines.....	72	80	83	90	114
Supplies.....	24	133	6	29	18
Binding.....		20			
Salaries.....		765	765	765	495
Total.....	460	1,397	1,165	1,119	777

\* To Mar. 1, 1927.

The library contains an extraordinarily large list of old theological books of no value to college students and of doubtful value to theological students. In the purchase of new books, excessive expenditures are being made for recent theological books as compared with books of direct college usefulness. About 1,000 volumes consist of bound standard magazines. A full-time librarian is employed, who

should be given the opportunity of additional training. Five student assistants are employed part time in the library.

The institution has a library fund of \$4,000, the income being used for maintenance. Each student contributes \$1 annually for the support of the library, the receipts from this source being approximately \$500 annually. Expenditures during the 1926-27 term up to March 1 showed \$114 for magazines, as compared with \$160 for books. The library is kept open from 5.30 to 9 p. m. The Dewey decimal system of classification is used.

The laboratories at Virginia Union University include sections in biology, chemistry, and physics. According to Table 31 the value of equipment and supplies in biology is \$2,500; in chemistry, \$3,000; and in physics, \$3,500.

TABLE 31.—*Laboratory expenditures*

Expenditures	Biology	Chemistry	Physics
For permanent equipment:			
1923-24	\$1,000	\$1,500	\$2,500
1924-25	300	150	
1925-26		200	1,000
For supplies:			
1922-23	614	800	400
1923-24	400	543	200
1924-25	421	500	500
1925-26	167	484	168
1926-27	161	551	
Total estimated present value of equipment	2,300	1,950	2,800

Replacement of equipment in the biology and chemical laboratory during the past two years has amounted to only \$650, while \$1,500 was expended for equipment on the physics laboratory. Expenditures for supplies in the biological and physics laboratory were reduced during this period.

### EXTRACURRICULAR ACTIVITIES

The institution has no gymnasium. Athletic activities are conducted jointly by the faculty and the students, officers of the student athletic association sitting with the faculty committee on athletics in the consideration of all questions connected with athletics. The rules regarding athletic eligibility provide that no student shall participate in athletic activities who is not a regularly enrolled student of the university carrying full work in the classroom and passing satisfactorily in his collegiate work. The Virginia Union University is a member of the Colored Intercollegiate Athletic Association.

There are three fraternities at the institution: The Alpha Phi Alpha, Phi Beta Sigma, and Omega Psi Phi. A proper control is maintained over them by the faculty. No student is permitted to join a fraternity until he has completed his freshman year, the office

certifying the names of the eligibles at the close of each semester. The president holds conferences with the heads of the fraternities to determine general policies.

The students have under their management several societies which give opportunity for independent literary and religious work. Three literary societies are organized, one by the academy, one by the college, and the other by the theological department. These societies have weekly meetings, and on occasion give public exercises. In all of these activities the members of the faculty give their counsel and assistance in various ways.

### CONCLUSIONS

It is evident from a study of the growth of the institution that Virginia Union University is rendering a valuable service in the training of leaders and teachers. In view of the apparent demand for increased service and in view of the necessity for improvement in organization and equipment of the university, the survey committee wishes to encourage the efforts now being made by the institution to secure an adequate permanent endowment. Likewise, in view of the rapid growth of enrollments in the college division, there is immediate need for much larger appropriations to meet the current expenditures which must be incurred. Furthermore, the lack of financial and other resources over a period of years in the light of the existing opportunities has had, in the committee's opinion, a depressing effect on the tone of the institution.

The committee wishes to recommend:

That the university be reorganized upon the basis of two major divisions, the college and the theological school, with their corresponding departments.

That the so-called educational department be separated into its component departments, becoming coordinate with the other departmental units.

That the so-called commercial and law departments be absorbed by other divisions of the university.

That the total graduation requirements be reduced so as not to exceed 136 semester hours of credit, including physical education and elocution.

That the curricula leading to the bachelor of arts and bachelor of science degrees be modified in order to eliminate excessive requirements in foreign languages and in Bible and that elocution be made an elective instead of a prescribed subject in these courses.

That the four-year curriculum in theology of the theological department be discontinued and in its stead a course in the college be offered with a major sequence in theological and related subjects.

That the offering of advanced courses carrying postgraduate credit be discouraged until the university has the necessary funds to support these courses.

That the library be strengthened by increasing its collection of books for the use of the college according to the needs of the several departments, and by providing the librarian with opportunity for further training.

That the teaching schedules of approximately three-fourths of the faculty be revised for the purpose of reducing their heavy student-clock-hour loads.

That as soon as circumstances permit, extension activities of the college be further developed.

That the laboratories be brought up to the standards of the leading accrediting organizations.

That the institution abandon its practice of granting honorary master of arts degrees.

That the scale of salaries of the assistant professors be placed on a much higher level.

## APPENDIX

### ENROLLMENT, PROPERTY, AND INCOME OF NEGRO COLLEGES

CONTENTS.—General statement—Table 1.—Enrollment of students in negro colleges, 1922-1927. Table 2.—Status of libraries in negro colleges, 1922-1927. Table 3.—Growth of permanent endowments, 1922-1927. Table 4.—Physical plants of negro colleges, 1922-27. Table 5.—Different sources of income of negro colleges, with percentage of income from each source, 1922-27.

The purpose of this appendix is to present statistics showing the growth of negro higher education in the United States during the past 10 years.

Because of the fact that the survey is made up almost entirely of individual reports of the different colleges, it is difficult to make comparisons of enrollment, income, library facilities, and physical plants of the institutions.

In this appendix such information is compiled in tabulated form, with the colleges grouped by States for the convenience of those desiring to make comparative studies. It is designed to serve also as a ready reference.

Table 1.—ENROLLMENT OF STUDENTS IN NEGRO COLLEGES,  
1922-1927

Name of Institution	1922-23	1923-24	1924-25	1925-26	1926-27	Number of women, 1926-27	Number of men, 1926-27
<b>Alabama:</b>							
Miles Memorial College.....					78	37	41
Selma University.....	4	12	9	10	26	19	7
Talladega College.....	124	137	139	164	219	104	108
Tuskegee Normal and Industrial Institute.....		21	54	93	97	38	59
<b>Arkansas:</b>							
Philander Smith College.....	68	82	88	71	61	(1)	(1)
Shorter College.....	10	9	7	10	19	11	8
Agricultural, Mechanical, and Normal School.....	27	23	10	30	21	15	6
<b>Delaware:</b>							
State College for Colored Students.....			1	1	19	5	
<b>District of Columbia:</b>							
Howard University.....	1,761	1,667	1,813	2,063	2,268	708	1,470
<b>Florida:</b>							
Bethune-Cookman College.....			6	28	11	5	6
Edward Waters College.....			8	18	34	7	27
Florida Agricultural and Mechanical College.....	52	60	53	77	118	73	45
<b>Georgia:</b>							
Agricultural and Mechanical School for Negroes <sup>1</sup> .....						(1)	(1)
Atlanta University.....	164	205	247	262	260	(1)	(1)
Clark University.....	173	165	128	193	219	111	118
Georgia Normal and Agricultural College.....				30	35	21	14
Morhouse College.....	201	199	227	255	300	(1)	300
Morris Brown University.....			105	165	186	87	99
Paine College.....	83	34	52	68	85	43	43
Spelman College.....	53	81	77	81	92	92	
Georgia State Industrial School.....	14				47	14	33
<b>Kentucky:</b>							
Lincoln Institute.....	2	2	6	3	5	2	3
Simmons University.....	93	39	94	75	66	23	43
<b>Louisiana:</b>							
Xavier College.....				37	37	(1)	(1)
Coleman College.....					2	184	85
New Orleans University.....	71	85	106	190	300	(1)	(1)
Southern University and Agricultural and Mechanical College.....	45	73	78	83	107	72	33
Straight College.....	19	17	184	106	135	90	45
<b>Maryland:</b>							
Morgan College.....	131	190	203	387	377	227	189
Princess Anne Academy.....				4	11	11	(1)
<b>Mississippi:</b>							
Alcorn Agricultural and Mechanical College.....	47	46	62	83	88	23	65
Jackson College.....	9	24	46	48	49	(1)	(1)
Rust College.....	23	32	46	63	82	35	47
Southern Christian Institute.....	9	10	4	6	6	5	1
Tougaloo College.....	24	27	33	42	57	37	29
<b>Missouri:</b>							
Lincoln University.....	87	117	122	170	181	91	99
<b>North Carolina:</b>							
Agricultural and Technical College.....	42	39	43	65	101		101
Bennett College for Women.....				10	50	50	(1)
Brick Junior College.....				22	37	18	19
State Normal School for Negro Race.....		16	52	61	103	97	6
Johnson C. Smith University.....	85	96	127	167	224		224
Kittrell College.....			13	18	103	53	45
Livingstone College.....	61	84	104	122	141	51	90

<sup>1</sup> Coeducational data not furnished.  
<sup>2</sup> No college students.

<sup>3</sup> Not coeducational.  
<sup>4</sup> Figures for 1927-28 instead of 1926-27.

Table 1.—ENROLLMENT OF STUDENTS IN NEGRO COLLEGES,  
1922-1927—Continued

Name of institution	1922-23	1923-24	1924-25	1925-26	1926-27	Number of women, 1926-27	Number of men, 1926-27
North Carolina—Continued.							
St. Augustine's School.....	37	42	53	60	48	28	20
Shaw University.....	122	158	192	228	261	(1)	(1)
Winston-Salem Teachers College.....	15	35	92	151	179	175	4
North Carolina State Colored Normal School.....	42	33	47	50	48	45	3
North Carolina College for Negroes.....				42	56	(1)	(1)
Ohio:							
Wilberforce University.....	497	559	557	585	549	239	310
Oklahoma:							
Colored Agricultural and Normal University.....	177	148	196	234	240	172	68
Pennsylvania:							
Lincoln University.....	254	268	271	291	305	(1)	305
Cheynsey Training School for Teachers.....	51	48	69	85	92	81	11
South Carolina:							
Allen University.....	46	73	70	144	136	(1)	(1)
Benedict College.....	47	69	52	87	87	49	38
Claffin University.....	46	53	53	60	77	36	41
Morris College.....				52	83	39	44
State Agricultural and Mechanical College.....	231	282	297	339	305	155	150
Tennessee:							
Fisk University.....	357	400	407	476	563	378	285
Knorrville College.....	86	100	129	137	151	86	65
Lane College.....	78	87	122	158	174	85	89
Le Moyne Junior College.....			49	70	123	97	26
Morristown Normal and Industrial University.....				22	38	29	9
Roger Williams University.....						(1)	(1)
Walden College.....	21	24	34	53	41	14	27
Agricultural and Industrial State Normal University.....		183	237	261	422	(1)	(1)
Texas:							
Bishop College.....	125	145	219	279	316	202	114
Samuel Huston College.....	59	90	110	124	187	118	69
Jarvis Christian Institute.....	2	2	6	13	14	7	7
Paul Quinn College.....			98	166	177	(1)	(1)
Prairie View State Normal and Industrial College.....	249	349	438	418	559	355	204
Texas College.....	34	48	88	105	121	83	33
Tillotson College.....	15	18	22	20	20	20	(1)
Wiley College.....	160	219	257	273	352	215	137
Virginia:							
Hampton Normal and Agricultural Institute.....	47	70	144	260	382	237	145
St. Paul Normal and Industrial School.....			28	41	55	34	21
Virginia Normal and Industrial Institute.....	192	221	247	297	362	(1)	(1)
Virginia Union University.....	198	245	322	404	501	182	319
West Virginia:							
West Virginia Collegiate Institute.....	140	199	233	312	370	209	173
Total.....	6,684	7,792	9,506	11,698	13,860	5,823	6,178

<sup>1</sup> Coeducational data not furnished.  
<sup>2</sup> No college students.

<sup>3</sup> Not coeducational.  
<sup>4</sup> Enrollment not given.

Table 2.—STATUS OF LIBRARIES IN NEGRO COLLEGES, 1922-1927

Name of Institution	Volumes in 1926-27	Average annual expenditures on libraries, 1922-1927					Percentage of increase in expenditures since 1922-23
		Books	Magazines	Supplies and binding	Salaries	Total average	
<b>Alabama:</b>							
Miles Memorial College.....	1,500						
Selma University.....	1,000						
Tallapoosa College.....	25,000	\$434.00	\$180.00	\$328.00	\$970.00	\$2,310.00	77.7
Tuskegee Normal and Industrial Institute.....	21,167	500.00				1,500.00	
<b>Arkansas:</b>							
Philander Smith College.....	2,800	300.00	18.00			600.00	100.0
Shafter College.....	1,600	310.00	100.00	3.00		343.00	90.6
Agricultural, Mechanical, and Normal School.....						413.00	67.5
<b>Delaware:</b>							
State College for Colored Students.....	3,364	283.00	16.00	8.46	90.00	496.46	100.0
District of Columbia:							
Howard University.....	43,500	1,083.10	331.95	4,241.85	5,943.20	11,000.11	23.3
<b>Florida:</b>							
Bethune-Cookman College.....	3,000	33.00	12.25	18.00	774.00	837.25	72.2
Edward Waters College.....	850	90.00	16.00	61.00	352.00	518.00	720.0
Florida Agricultural and Mechanical College.....	4,000	323.22	132.30	67.24	918.40	1,441.26	76.5
<b>Georgia:</b>							
Agricultural and Mechanical School for Negroes.....	2,100	77.20	10.00			87.20	223.4
Atlanta University.....	16,243	383.49	113.60	146.00	1,232.00	1,880.00	32.3
Clark University.....	6,300	360.00	26.00	70.00	629.00	1,116.00	16.2
Georgia Normal and Agricultural College.....	1,500	300.00				300.00	
Georgia State Industrial School.....						400.00	
Morehouse College.....	8,400	923.00	110.00	60.00	1,000.00	2,080.00	927
Morris Brown University.....	4,244	200.00	11.80	381.78	310.14	903.72	2.0
Palme College.....	9,192	974.06	68.79			367.79	31.4
Spelman College.....			100.28	347.27	648.71	2,070.33	532.6
<b>Kentucky:</b>							
Lincoln Institute.....	10,000	2.40	8.00	40.00	100.00	102.40	12.0
Simmons University.....	3,035	14.00			72.00	134.00	
<b>Louisiana:</b>							
Coleman College.....	5,040				241.00	421.00	248.1
New Orleans University.....	11,000	300.00	50.00	100.00	500.00	1,350.00	93.0
Southern University and Agricultural and Mechanical College.....	7,100	287.87	76.14	37.70	764.65	1,196.36	109.3
Straight College.....	2,931	519.00	50.00	46.20		615.20	180.9
<b>Maryland:</b>							
Morgan College.....	6,500	404.69	72.24	265.42	911.09	1,653.55	225.1
Princess Anne Academy.....							



Table 2.—STATUS OF LIBRARIES IN NEGRO COLLEGES, 1922-1927—Continued

Name of institution	Volumes in 1925-27	Average annual expenditures on libraries, 1922-1927					Percentage of increase in expenditures since 1922-23
		Books	Magazines	Supplies and binding	Salaries	Total average	
Texas:							
Bishop College	5,050	\$215.20	\$128.98	\$36.49	\$1,045.82	\$1,426.49	40.6
Samuel Huston College	6,290	730.00	43.00	550.00	843.00	2,156.00	231.0
Jarvis-Christian Institute	2,450	173.16	10.80			183.96	8.1
Paul Quinn College	2,600	750.00	40.00	12.50	500.25	1,302.75	
Frazer's View State Normal and Industrial College	8,567	* 3,227.98			90.00	3,227.98	133.2
Texas College	8,551	295.60	20.83	115.00		431.43	241.6
Tillotson College	3,000						
Wiley College	7,850	780.00	116.00	64.00	876.00	1,780.00	4.1
Virginia:							
Virginia Union University	15,000	293.80	87.80	44.00	828.00	963.60	67.3
Virginia Normal and Industrial Institute	8,278	1,600.00	315.00	48.00	1,495.00	3,461.00	
St. Paul Normal and Industrial School		235.00	30.00	315.00	740.00	1,320.00	77.2
Hampton Normal and Agricultural Institute	57,750	578.92	1,038.93	358.11	6,087.72	8,054.76	87.8
West Virginia:							
West Virginia Collegiate Institute	12,078	3,258.32	168.53		480.00	3,906.85	58.7
Total	418,693	37,357.66	6,043.53	10,792.26	53,217.75	107,410.60	

\* Expenditures not itemized.

\* Library occupies separate building.

Table 3.—GROWTH OF PERMANENT ENDOWMENTS, 1922-1927

Name of institution	1922-23	1923-24	1924-25	1925-26	1926-27	Increase
Alabama:						
Talledega College	\$246,000.00	\$246,000.00	\$246,000.00	\$256,000.00	\$256,000.00	\$20,000.00
Trustees Normal and Industrial Institute	(1)	(1)	(1)	6,177,005.71	6,177,005.71	None.
District of Columbia:						
Howard University	281,327.21	340,032.24	428,819.82	490,689.99	592,532.90	301,205.69
Florida:						
Bethune-Cookman College	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	None.
Georgia:						
Atlanta University	195,184.34	230.70	231,923.47	247,790.50	265,587.93	90,403.61
Clark University	50,000.00	50,000.00	50,000.00	180,000.00	180,000.00	130,000.00

Morehouse College.....	321,000.00	321,000.00	321,000.00	321,000.00	321,000.00	321,000.00	None.
Fairleigh College.....	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	None.
Spelman College.....	48,848.76	50,302.10	53,114.89	53,779.10	53,813.48	53,813.48	4,964.73
Kentucky:							
Lincoln Institute.....	267,770.31	276,854.22	277,374.22	277,994.13	278,791.63	278,791.63	11,021.32
Louisiana:							
New Orleans University.....	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	5,000.00
Straight College.....	19,012.84	19,012.84	19,012.84	19,012.84	19,012.84	19,012.84	None.
Maryland:							
Morgan College.....	65,200.00	65,350.00	67,410.00	67,410.00	67,410.00	67,410.00	2,150.00
Mississippi:							
Abern Agricultural and Mechanical College.....	96,236.20	96,236.20	96,236.20	96,236.20	96,236.20	96,236.20	None.
Jackson College.....	16,000.00	16,000.00	16,000.00	16,000.00	16,000.00	16,000.00	1,000.00
Rust College.....	7,000.00	7,000.00	10,500.00	12,200.00	24,200.00	24,200.00	None.
Tougaloo College.....	7,000.00	7,000.00	10,500.00	12,200.00	24,200.00	24,200.00	17,300.00
North Carolina:							
Brick Junior College.....	222,000.00	222,000.00	222,000.00	222,000.00	222,000.00	222,000.00	None.
Johnson C. Smith University.....	240,135.36	240,135.36	1,600,135.36	1,600,135.36	1,600,135.36	1,600,135.36	1,360,000.00
St. Augustine's School.....	94,136.19	103,671.19	118,481.80	122,430.01	141,725.63	141,725.63	47,590.44
Shaw University.....	54,700.00	54,780.00	354,700.00	354,971.58	354,000.00	354,000.00	300,300.00
Ohio:							
Wilberforce University.....	14,373.91	14,373.91	14,373.91	14,373.91	14,373.91	14,373.91	None.
Pennsylvania:							
Lincoln University.....	691,102.82	694,355.19	694,880.19	696,880.19	696,880.19	696,880.19	5,777.37
South Carolina:							
Benedict College.....	133,000.04	133,000.04	133,000.04	133,000.04	133,000.04	133,000.04	None.
Chadlin University.....	111,900.00	112,420.00	120,320.00	140,000.00	140,000.00	140,000.00	28,100.00
Tennessee:							
Fisk University.....	252,277.03	287,905.04	289,425.65	290,930.44	293,543.44	293,543.44	31,268.41
Knoxville College.....	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00	None.
Lane College.....	31,000.00	31,000.00	31,000.00	31,150.00	31,150.00	31,150.00	180.00
Morristown Normal and Industrial University.....				10,000.00	35,000.00	35,000.00	25,000.00
Texas:							
Bishop College.....	13,296.00	13,296.00	13,296.00	13,296.00	13,296.00	13,296.00	None.
Jarvis Christian Institute.....	(1)	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Wiley College.....	460.00	460.00	460.00	460.00	460.00	460.00	400.00
Virginia:							
Hampton Normal and Agricultural Institute.....	4,837,593.44	4,876,064.72	5,266,822.53	7,958,763.73	7,958,763.73	7,958,763.73	3,121,150.29
St. Paul Normal and Industrial Institute.....	98,237.50	98,312.85	98,312.85	98,312.85	98,312.85	98,312.85	103.36
Virginia Union University.....	406,973.69	407,743.69	409,530.69	412,657.34	413,657.34	413,657.34	6,683.66
Total.....	8,938,241.64	9,176,673.19	11,367,616.46	19,817,966.92	20,713,796.20	20,713,796.20	5,568,648.86

1 Report not given for these years.

2 Represents endowments at beginning of year.

Table 4.—PHYSICAL PLANTS OF NEGRO COLLEGES

Name of institution	Acres of land	Acreage		Value of land	Value of buildings	Value of equipment and furnishings	Total value of entire physical plant
		Campus	Non-campus				
<b>Alabama:</b>							
Miles Memorial College.....	30	30		\$234,000	\$230,000	\$26,000	\$500,000
Salma University.....	31	7	24	33,000	130,500	14,670	178,170
Talladega College.....	800	50	750	100,000	1,121,500	55,000	1,276,500
Tuskegee Normal and Industrial Institute.....	1,850	110	1,740	163,382	1,764,716	278,488	2,207,586
<b>Arizona:</b>							
Philander Smith College.....	40	40		60,000	110,500	26,000	196,500
Shawnee College.....	4	4		20,000	135,000	10,805	165,805
Agricultural, Mechanical, and Normal School.....	204	22	182	104,000	82,000		186,000
<b>Delaware:</b>							
State College for Colored Students.....	200	25	175	31,000	110,601	14,135	155,736
<b>District of Columbia:</b>							
Howard University.....	25	25		744,000	1,031,089	470,500	2,254,686
<b>Florida:</b>							
Bethune-Cookman College.....	31	5	26	246,423	213,775	39,802	500,000
Edward Waters College.....	789	16	753	73,000	191,000	92,000	358,000
Florida Agricultural and Mechanical College.....	250	250		42,072	283,500	80,000	405,572
<b>Georgia:</b>							
Agricultural and Mechanical School for Negroes.....	164	14	150	4,000	16,100	7,525	27,625
Atlanta University.....	54	10	44	95,660	172,100	20,419	288,179
Clark University.....	100	50	50	125,000	485,000	76,200	635,200
Georgia Normal and Agricultural College.....	100	10	90	11,750	138,250	150,000	300,000
Georgia State Industrial School.....	116	35	81	85,000	277,600	87,500	450,000
Morehouse College.....	14	14		6,000	472,400	78,230	554,630
Morris Brown University.....	6.5	6.5		90,350	191,020	10,000	291,370
Faine College.....	89	19	70	115,000	248,200	20,843	384,043
Spelman College.....	20	20		57,062	685,610	126,625	869,296
<b>Kentucky:</b>							
Lincoln Institute.....	444	50	394	39,909	171,786	16,740	227,435
Simmons University.....	6	5		73,965	130,487		204,452
<b>Louisiana:</b>							
Coleman College.....	90	10	80	4,500	328,000	30,455	4,500
New Orleans University.....	4	4		350,000	503,280	106,200	794,480
Southern University and Agricultural and Mechanical College.....	500	35	465	185,000	503,280	20,483	610,683
Straight College.....	1 block.	1 block.		350,000	231,200	20,483	610,683
Xavier College.....	2.31	2.31		65,000	200,500	14,138	279,638
<b>Maryland:</b>							
Morgan College.....	85	30	55	85,000	379,690	62,500	527,190
Princess Anna Academy.....	195	16	180	20,000	94,800	10,300	125,100

Mississippi:	960	10,000	300,700	118,604	819,494
Alcorn Agricultural and Mechanical College.....	50	60,000	121,250	30,250	301,500
Jackson College.....	64	12,000	200,000	37,760	249,760
Rust College.....	1,225	77,950	198,300		276,850
Southern Christian Institute.....	500	25,000	305,555		330,555
Tougaloo College.....	98	80,000	343,000	54,800	447,800
Missouri:					
Lincoln University.....	320	103,600	566,300	255,377	989,277
North Carolina:	38	300,000	189,000	16,372	605,312
Agricultural and Technical College.....	59	150,000	143,500	36,000	289,500
Bennett College for Women.....	50	30,000	291,650	33,458	314,458
Brick Junior College.....	73	270,000	473,131	27,947	771,078
State Normal School for Negroes.....	150	75,000	434,391	34,000	645,391
Johnson C. Smith University.....	314	71,900	292,100	100,000	466,000
Kittrell College.....	110	75,000	322,075	27,501	429,576
Livingstone College.....	20	196,800	334,500	59,500	570,800
St. Augustine's School.....	55	370,000	370,450	35,000	650,450
Shaw University.....	41.5	114,102	414,075	37,180	462,327
Winston-Salem Teachers College.....	43	68,000	68,000	8,100	231,700
State Normal School.....	112	146,333	1,381,200	311,500	1,839,033
North Carolina College for Negroes.....	320	16,576	225,700	16,774	289,049
Ohio:					
Wilberforce University.....	145	30,800	392,883	54,980	478,633
Oklahoma:	137	28,000	251,148	39,334	318,482
Colored Agricultural and Normal University.....	56	155,240	179,500	67,250	412,000
Pennsylvania:	20	100,000	272,000	66,491	438,491
Lincoln University.....	21	14,000	261,000	63,800	339,800
Cheyney Training School for Teachers.....	40	57,000	162,000	27,000	246,000
South Carolina:	141	75,200	558,500	113,615	747,315
Allen University.....	231	75,000	364,000	54,000	793,000
Benedict College.....	40	76,651	269,406	72,053	427,134
Cliffin University.....	90	64,320	42,683	31,616	523,628
Morris College.....	16	16,000	209,750	31,530	257,270
State Agricultural and Mechanical College.....	1.5	30,000	66,500	19,000	118,500
Tennessee:	376	86,000	269,000	40,000	397,000
Agricultural and Industrial State Normal School.....	12	12,000	167,000	6,300	185,300
Fisk University.....	3	100,000	263,650	65,200	428,850
Knoxville College.....	23	31,500	229,500	26,200	397,200
Lane College.....	15.5	70,000	191,000	29,350	290,350
Le Moyne Junior College.....	22	58,211	634,209	374,600	1,067,111
Morris Brown Normal and Industrial University.....	1,435	30,000	172,700	25,006	227,700
Roger Williams University.....	101	58,000	117,500	26,200	201,800
State Agricultural and Mechanical College.....	24	11,500	297,300	80,081	389,481
Walden College.....	13	26,130	110,000	43,669	182,799
Texas:	864				
Bishop College.....	23	100,000	263,650	65,200	428,850
Samuel Houston College.....	15.5	31,500	229,500	26,200	397,200
Paul Quinn College.....	22	70,000	191,000	29,350	290,350
Prairie View State Normal and Industrial College.....	14	58,211	634,209	374,600	1,067,111
Texas College.....	1,360	30,000	172,700	25,006	227,700
Tillotson College.....	81	58,000	117,500	26,200	201,800
Willey College.....	11	11,500	297,300	80,081	389,481
Jarvis Christian Institute.....	13	26,130	110,000	43,669	182,799
300					

Table 4.—PHYSICAL PLANTS OF NEGRO COLLEGES—Continued

Name of institution	Acres of land	Acreage		Value of land	Value of buildings	Value of equipment and furnishings	Total value of entire physical plant
		Campus	Non-campus				
Virginia:							
Virginia Union University.....	57	57		\$250,000	\$700,000	\$42,500	\$992,500
Virginia Normal and Industrial Institute.....	380	37	283	84,505	400,000	10,729	495,234
St. Paul Normal and Industrial School.....	1,749	40	1,590	75,000	378,000	93,500	546,500
Hampton Normal and Agricultural Institute.....	590	74	916	125,000	1,000,000	(1)	1,125,000
West Virginia:							
West Virginia Collegiate Institute.....	83	15	68	83,000	781,737	161,091	1,025,828
Total.....	18,763.31	2,524.31	16,015	7,424,587	26,528,600	4,777,226	38,680,413

1 Value of equipment of Hampton Normal and Agricultural Institute not furnished.

Table 5.—DIFFERENT SOURCES OF INCOME OF NEGRO COLLEGES, WITH PERCENTAGE OF TOTAL INCOME FROM EACH-SOURCE, 1926-27

Name of institution	State appropriations	Federal appropriations	Church appropriations	Interest on endowment fund	Gifts for current expenses	Student fees	Income from sales and services	Other sources	Total income
Alabama:									
Miles Memorial College.....			\$7,000.00		\$1,000.00	\$10,020.85	\$4,966.45		\$22,987.30
Selma University.....			16,142.79		3,528.16	8,036.60	3,825.05		30,694.79
Talladega College.....			68,319.26	\$13,000.00	23,410.12	47,997.08	9,785.66	\$1,162.19	174,955.99
Tuskegee Normal and Industrial Institute.....	\$5,000.00	\$3,400.00		307,968.56	89,149.38	38,250.50		2,400.00	451,168.44
Arkansas:									
Philander Smith College.....			15,000.00		900.00				\$15,900.00
Shorter College.....			16,550.00		1,052.00	4,570.00	500.00		22,172.00
Agricultural, Mechanical, and Normal School.....	70,500.00	13,636.66				6,000.00			96,642.66
Delaware:									
State College for Colored Students.....	27,000.00	10,000.00							37,000.00
District of Columbia:									
Howard University.....	218,000.00			33,000.00	5,200.00	246,750.00		11,000.00	512,950.00
Florida:									
Bethune-Cookman College.....			17,000.00	2,932.00	23,010.83	37,710.06		22,128.02	102,780.91
Edward Waters College.....			75,000.00		700.00	35,000.00			110,700.00
Florida Agricultural and Mechanical College.....	315,725.50	25,820.00			100,000.00	40,730.00	4,380.00		486,655.50
Georgia:									
Agricultural and Mechanical School for Negroes.....	6,000.00	2,454.00		14,500.00	23,000.00	1,283.60	8,101.90	4,630.50	21,470.00
Atlanta University.....						22,400.00	200.00	1,850.00	61,950.00

Clark University	20,000.00	29,322.00	11,000.00	1,712.00	15,834.00	900.00	58,768.00
Georgia Normal and Agricultural College	57,000.00	16,666.66		12,604.50	817.00		33,421.50
Georgia State Industrial School	7,000.00			250.00		6,300.00	86,738.25
Morehouse College		21,730.00	16,380.00	11,000.00	20,050.00	6,000.00	112,440.00
Morris Brown University		30,000.00		2,350.00	14,485.88	1,957.84	46,865.88
Paine College		28,343.85	478.46	473.06	16,356.96	194.04	47,663.91
Spelman College		3,500.00	1,350.00	63,701.93	10,469.73	7,400.00	86,619.70
Kentucky:							
Lincoln Institute			13,833.84	26,139.00	2,671.03	800.00	45,444.65
Simmons University			5,000.00		24,270.50		160,646.90
Louisiana:							
New Orleans University		15,000.00			22,452.00	350.00	44,708.00
Southern University and Agricultural and Mechanical College	165,000.00	23,316.50		11,147.05	9,824.00	4,592.00	288,232.50
Straight College		47,374.35			25,757.69	373.92	84,653.01
Coleman College				3,000.00	5,241.58	324.40	48,369.48
Xavier College		24,714.00			24,920.00	25,308.00	87,964.00
Maryland:							
Morgan College	7,000.00	10,000.00	3,341.00	4,000.00	7,550.00	2,750.00	39,420.00
Princess Anne Academy	18,120.00			1,000.00			
Mississippi:							
Alcorn Agricultural and Mechanical College	40,000.00	27,800.00	12,392.27	11,577.63	4,980.00	44,569.25	129,942.42
Jackson College		5,769.24			7,954.50	14,522.47	48,014.13
Rust College		15,000.00	700.00		24,079.00	333.38	40,268.42
Southern Christian Institute		19,000.00			15,965.45	45.00	43,890.72
Tongaloo College		35,500.00	699.00	11,798.00	8,216.00	2,978.00	59,638.00
Missouri:							
Lincoln University	112,000.00	3,125.00			7,829.26	35,123.40	158,077.66
North Carolina:							
Agricultural and Technical College	65,000.00	18,500.00		2,600.00	34,633.00	683.26	179,140.00
Bennett College for Women	1,100.00				8,380.00		36,773.26
Brick Junior College	35,000.00	38,360.00			3,900.00	4,100.00	46,360.00
State Normal School for Negroes	1,700.00	33,788.00	66,161.60	5,000.00	7,339.30	38,997.48	82,306.78
Johnson C. Smith University	1,000.00	2,500.00	10,120.00	2,130.00	34,903.84	37.00	130,092.72
Kittrell College		24,000.00		5,000.00	31,103.26		61,634.92
Livingstone College		36,900.00	7,000.00	1,500.00	14,500.00	3,800.00	65,000.00
St. Augustine's School	2,400.00	5,000.00	15,900.00		33,000.00	23,709.00	82,290.00
Shaw University	44,000.00				16,000.00	5,000.00	88,759.00
Winston-Salem Teachers College	38,000.00	600.00			5,000.00	42,700.00	91,700.00
State Normal School	31,000.00			2,000.00	13,804.59	26,966.72	79,471.31
North Carolina College for Negroes					8,024.00	1,678.00	40,345.00
Ohio:							
Wilberforce University	279,100.00	25,429.15			32,459.00		341,949.00
Oklahoma:							
Colored Agricultural and Normal University	97,900.00	5,000.00			66,898.40	488.50	169,016.90
Pennsylvania:							
Lincoln University	70,368.66	5,100.00	36,201.45	14,764.49	54,009.80	7,650.00	109,575.78
Chester Training School for Teachers				1,623.00	36,216.00		116,980.66

For only two-thirds of the year.  
Loss.



Table 5.—DIFFERENT SOURCES OF INCOME OF NEGRO COLLEGES, WITH PERCENTAGE OF TOTAL INCOME FROM EACH SOURCE, 1925-27—Continued

Names of Institution	State appropriations	Federal appropriations	Church appropriations	Interest on endowment fund	Gifts for current expenses	Student fees	Income from sales and services	Other sources	Total income
<b>South Carolina:</b>									
Allen University			\$54,850.00			\$39,408.00			\$93,258.00
Benedict College			7,800.00	\$5,400.00	\$6,157.96	12,986.65		\$6,933.25	39,327.86
Claflin University			28,164.00	5,500.00	2,100.00	22,315.00		14,327.00	72,406.00
Morris College			38,196.06		2,600.00	15,394.00		17,000.00	73,190.00
State Agricultural and Mechanical College	\$134,325.00	\$36,604.00				17,188.75	\$524.62		198,842.37
<b>Tennessee:</b>									
Morristown Normal and Industrial College			13,023.33	300.00	14,015.70	13,196.42	4,095.44	1,179.55	45,810.44
Fisk University			49,342.19	14,328.67	382,666.62	43,393.08	4,032.24	8,406.27	452,748.95
Knoxville College			13,125.15	338.50	6,193.45	12,438.32	355.00		68,687.46
Lane College			9,500.00	862.50	417.25	8,400.00		3,050.00	25,884.00
Le Moyne Junior College					385.81	13,900.00	2,000.00		25,765.81
Roger Williams University					500.00				
Walden College			8,000.00			3,600.00	600.00		12,700.00
Agricultural and Industrial State Normal University	70,000.00	12,000.00	3,963.13			23,097.46	2,926.64		111,967.23
<b>Texas:</b>									
Bishop College			20,082.46		11,289.23	28,235.04	4,639.88	60,469.34	124,735.96
Samuel Houston College			20,000.00		2,329.77	22,377.17		4,087.11	48,794.05
Jarvis Christian Institute			21,000.00	40.00		4,968.00	7,412.00		33,320.00
Paul Quinn College			22,000.00			17,000.00		300.00	739,300.00
Fraldie View State Normal and Industrial College				2,019.75		35,738.25	50,249.71	4,847.49	276,626.20
Texas College	170,170.00	12,500.00	22,815.05		850.00	5,583.92	471.26		29,720.24
Tillotson College			17,800.00						17,800.00
Wiley College			23,000.00		1,750.00	20,540.00	3,600.00	(*)	48,890.00
<b>Virginia:</b>									
Hampton Normal and Agricultural Institute			44,000.00	426,184.28	97,210.00	10,900.00			540,224.28
St. Paul Normal and Industrial School			96,100.00	6,565.83	19,978.34	4,912.17		11,767.00	94,223.34
Virginia Normal and Industrial Institute		33,096.02				19,000.00	35,000.00	11,000.00	164,196.02
Virginia Union University			11,000.00	18,423.00		23,200.00			52,623.00
<b>West Virginia:</b>									
West Virginia College Institute	255,000.00	10,001.45				99,365.68			364,367.13
	2,207,221.82	455,620.39	1,153,258.74	1,042,150.71	1,006,194.27	1,677,433.66	448,365.30	496,146.61	8,516,394.40

\* Income for 1925-26. (1926-27 not furnished.)  
 \* Administration was able to furnish figures only on the annual income contributed by the American Missionary Society.  
 \* Special appropriations, \$327,309 for this year.  
 \* Information not furnished.  
 \* 1925-26.

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