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BIBLIOGRAPHY

ON

EDUCATION OF THE NEGRO

COMPRISING PUBLICATIONS FROM JANUARY, 1928
TO DECEMBER, 1930

Compiled by

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SPECIALIST IN THE EDUCATION OF NEGROES

AND OTHERS



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BIBLIOGRAPHY ON EDUCATION OF NEGROES

NOTE

This bibliography has been compiled in response to many requests for information and references on the education of Negroes. The following pages contain a classified and annotated list of selected references which have been published during the 3-year period from January, 1928, to December, 1930. It begins with the year 1928 because Monroe N. Work's Bibliography of the Negro, which is a comprehensive source book of references relative to all phases of Negro life, contains most of the significant references on the education of the Negro to that time.

No attempt has been made to compile an exhaustive bibliography, but rather to select some of the titles which might be of assistance to persons interested in the subject. Neither has it been the purpose to evaluate the contents of the references. The brief description given each reference is designed to reveal to the reader enough of the contents to suggest its worth and the value of further and more extended reading. It is believed that this bibliography will be helpful to research workers in the field of education by showing the type of subjects being studied and by suggesting other possible lines of investigation.

This office can not supply the publications listed in this bibliography. Government publications may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the price listed in the annual catalog of Government publications on education, which can be obtained from the Office of Education, Department of the Interior, Washington, D. C. Books, periodicals, and pamphlets here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Theses can be consulted in the library of the school granting the degree or in some cases may be borrowed through a school library as an interlibrary loan.

The following persons cooperated in compiling this bibliography: Jane Ellen McAllister, A. H. Washington, Theresa A. Birch, and Ethel K. Graham.

GENERAL REFERENCES

1. **Blase, David T.** Statistics of education of the Negro race, 1925-1926. Washington, Government printing office, 1928. 42 p. tables, diagrs. (U. S. Office of education. Bulletin, 1928, no. 19.)

This report includes statistics of the various forms of institutions that have to do with the education of the Negro in the United States. Information was secured from State departments of education, private high schools and academies, teacher-training institutions, and colleges, universities, and professional schools for the year 1925-26.

2. ——— Statistics of the Negro race, 1927-28. Washington, Government printing office, 1930. 16 p. tables, diagrs. (U. S. Office of education. Pamphlet no. 14.)

This report gives a statistical analysis for 1927-28 on the education of Negroes in the United States, including number of schools, enrollment of pupils, distribution of pupils by grades, number of teachers, financial data, term length, and teachers' salaries.

3. **Davis, Jackson.** Outlook for Negro colleges. Southern workman, 57: 129-36, March, 1928.

The increased facilities for education on the elementary and secondary levels have brought about a great need of colleges and normal schools to train teachers. The rapid development of the physical equipment of state institutions, and the contributions of Negroes themselves are two notable achievements during recent years. There is still room for improvement in physical equipment, sound financial accounting, scholarly spirit, and concentrated support.

4. **Kuhne, Theo.** Impressions of education among American Negroes. Southern workman, 58: 301-4, July, 1929.

During a trip for the Swiss mission and fostered by the Phelps-Stokes fund the opinion of the author changed greatly regarding what has been and is being done in Negro education and the possible future achievement of this group. He said that he found schools offering industrial and cultural training of the highest type.

5. **Beed, Ernest E.** The educational philosophy of Booker T. Washington. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio. 90 p. ms.

The writer summarizes the educational philosophy of Booker T. Washington in 13 points suggesting things education should do. They are: (1) Consider the teaching of useful things before teaching things of cultural value only; (2) Prepare the individual to perform skillfully the things he must do; (3) Teach the individual to dignify labor; (4) Teach the individual to do the things which the world wants done; (5) Enable the individual to control the forces of nature, and thus employ them in the performance of work; (6) Be adapted to pupil needs rather than to traditional standards; (7) Improve home life and neighborhood conditions; (8) Be developed through the actual doing of things; (9) Be developed under real conditions of life rather than the artificial conditions of the laboratory; (10) Consider the immediate needs and opportunities of the individual; (11) Free the individual from vice, poverty, and ignorance; (12) Develop character; (13) Make the individual a useful citizen.

6. Report on standards for Negro schools and colleges. High-school quarterly, 18: 80-81, January, 1930.

Report of progress on program for rating Negro schools adopted by the Association of colleges and secondary schools of the Southern states, at Lexington, Ky. Plans suggested for surveying schools requesting it, and ranking in classes A, B, and C on basis of the Southern association requirements.

7. **Wilson, H. F.** Present Negro extension problem. Southern workman, 58: 469-72, October, 1929.

Four items are embraced in the present extension worker's problem: (1) He must teach the layman how to make more money; (2) he must teach him how to spend his earnings wisely; (3) there must be more education for the rural boy and girl; and (4) there must be better homes.

8. **Woodson, Carter G.** [The education of Negroes.] *In his* The Negro in our history. Fifth ed. rev. Washington, D. C., Associated publishers, 1928. p. 104-7, 228-30, 398, 405-7, and 451.

Sections noted treat of the education of the Negro during the eighteenth century; prohibition of education of the Negro; development of the Freedmen's bureau; reconstruction and education; and the Negro's acceptance of education.

9. **Work, Monroe H., comp.** *Bibliography of the Negro*. New York, The H. W. Wilson company, 1928. 698 p.

"Extended and comprehensive references of sources of information relative to all phases of the present day life of the Negro, to the conditions affecting his life, and also to the anthropological and historical background of the same." The chapter dealing with education treats of the education of the Negro prior to and during the Civil War and during the Reconstruction period; there are also references concerning the activities of boards and foundations as well as each level of education—elementary, secondary, collegiate and professional, and teacher training. A section is devoted to libraries.

ADMINISTRATION AND SUPERVISION

GENERAL

10. **Brown, Paul Ervin.** *A comparative study in education—Negro and white*. Master's thesis, 1928. University of Rochester, Rochester, N. Y. 195 p. ms.

"A statistical study of the relative amount of money spent for Negro education in proportion to Negro school population, including description of approximately 50 Negro schools in the states of Mississippi, Georgia, North Carolina, and South Carolina, giving training and salary of teachers. Findings: Inadequacy of Negro education and discrimination against the Negro child." Listed in U. S. Office of education. Bulletin, 1929, no. 36, p. 188.

11. **Kennedy, Louise Venable.** [The Negro and Northern institutions: Education.] *In her* The Negro peasant turns cityward. New York, Columbia university press, 1930. p. 192-200.

The conclusion is drawn that recent movements of Southern Negroes have seriously added to the educational problems of Northern cities. Segregation and retardation are contributing factors to the difficulties. However, one of the greatest gains of migration has been increased educational opportunities for colored children.

12. **Liston, Hardy.** *Work of the Jeanes supervising teachers for Negro rural schools*. Master's thesis. The University of Chicago, Chicago, Ill., 1928. 112 p. ms.

The purpose of the study is (1) "to ascertain important facts about the organization, personnel, activities, methods, and accomplishments of a group of workers in Negro rural schools known as Jeanes supervising teachers; (2) to determine to what extent this group of workers is meeting educational needs among Negroes; and (3) to summarize the significant facts that might be of value in the future of the work." Findings: They have done much to raise the level of work in rural schools for Negroes by acting as official representatives for Negro schools, and supplying a much needed educational and general community leadership. The work of the supervisors will be needed for some time to come. After physical needs of schools have been met, the supervisors can give more attention to improvement of classroom instruction. Their duties are largely those of an assistant superintendent.

13. **Newbold, N. C.** *Common schools for Negroes in the South*. *Annals of the American academy of political and social science*, 140: 209-24, November 1928.

"The main attempt of this paper is to show that common schools for Negroes in the South are bottomed upon legal authority set up by white people, themselves, in their fundamental and statute law; that many efforts have been made in the several states by certain groups to destroy the principle of equal educational opportunity for Negroes, but without state-wide approval or success; that the common schools have come through decades of strife, poverty, prejudice—but the gains have been sure though gradual; that all along the way there have been courageous leaders of both races, and movements that have boldly championed the cause of fairness and justice to all groups."

14. **Pechstein, L. A.** *The problem of Negro education in Northern and border cities*. *Elementary school journal*, 30: 192-07, November, 1929.

The general purpose of the writer is to report the major findings of several researchers, in an attempt to answer the question: Shall Negroes in the North be educated in separate schools or in mixed schools? His conclusions are that: (1) "The aims of education may be best realized by Negroes in separate public schools; (2) Greater inspiration,

greater racial solidarity, superior social activities, greater retention, and greater educational achievement are possible for Negroes in separate public schools than in mixed schools; (3) The ideal separate public school for Negroes in Northern cities will, under a staff of well-trained Negro teachers, function in providing a closer parent-pupil-teacher relation as well as a clearer insight into the treatment of mental deficiencies, social maladjustments, special disabilities, and irregularities in behavior."

15. Porter, Jennie D. The problem of Negro education in Northern and border cities. Doctor's thesis, 1928. University of Cincinnati, Cincinnati, Ohio. 200 p. ms. tables, diags.

This study shows that conflicting viewpoints exist regarding mixed and separate schools for Negro youth in Northern cities. According to data presented, more Negroes graduate from separate than from mixed schools, other things being equal in Northern cities; a majority of Negroes attaining eminence have attended separate public schools; variations in practice exist in Northern cities; migration and socio-economic conditions of Negroes work toward segregation in Northern public schools. The work of the Harriet Beecher Stowe school is described as exemplifying a desirable separate school in a Northern city. The author concludes:

"1. That, while all would prefer to have democracy in education, this goal has not been reached, and is not likely to be reached in the Northern cities studied, since separation of the races in all walks of life is operating and seems likely so to continue.

"2. That the aims of education may be best realized by the Negro youth in separate public schools; especially that the features of school and community life forming so large a part of an effective educational program can be best handled in separate public schools.

"3. That there is greater inspiration, greater racial solidarity, superior social activities, greater retention and greater educational achievement for Negro youth in a separate public school than in a mixed school.

"4. Finally, that the ideal separate public school for Negro youth in Northern cities will, under a staff of well-trained Negro teachers, function in providing a closer parent-pupil-teacher relationship, as well as a clearer insight into the treatment of mental deficiency, social maladjustments, special disabilities, and behavior irregularities."

16. Richardson, E. S. The Jeanes supervising teacher—a potent force in Negro education. Nation's schools. 5: 24-31, April, 1930.

The purpose of the author is to show the progress made in Negro education in Webster Parish, Louisiana, since 1921 and the part played by the Jeanes supervisory teacher. He states that the success of the Jeanes teacher depends not only upon his technical theoretical knowledge of supervision, but upon his attitude toward both races, and his conception of his job as well as upon the attitude of the parish superintendent regarding the necessity for Negro education.

ADMINISTRATION AND SUPERVISION (BY STATES)

ALABAMA

17. McDavid, Mary F. Facts concerning county supervision in the colored schools in Alabama. State normal journal, 2: 24-27, March 1929.

The author gives facts concerning county supervision in Alabama and the various activities of the supervisors. Particular attention has been given to work of the supervisors in classroom, industrial, and community interests; the lead taken in conducting opportunity schools for adults; and the contribution made toward introducing Jeanes supervisors in Liberia.

18. Trenholm, H. Council. Some facts from 31 Alabama counties having supervisors. State normal journal, 2: 5-12, March 1929.

The author has presented results of the investigation of 31 Alabama counties respecting: 1, School enrollment, number of teachers and number of schools; 2, The length of the school term as furnished by the county and the extent to which patrons extend the school term; 3, The median salary paid by the county and the median salary that the teacher actually received on the basis of community supplementing; 4, The median pupil-teacher ratio in the one-teacher and the larger schools.

ARKANSAS

19. **Arkansas. Department of education.** Negro schools in Arkansas, 1927-1928; with a summary for 1929. Little Rock, Ark., The Department [1928] tables.

Statistics on scholastics, enrollment and attendance; teachers; Jeanes work; vocational agriculture education, etc.

20. **Irby, Nolen M.** A program for the equalization of educational opportunities in the state of Arkansas. Doctor's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 162 p. tables, bibliog.

The problem involved is (1) to determine the differences in educational opportunities which have existed and which persist in Arkansas among the schools maintained for whites and for Negroes, and (2) to set up a program which will make these differences insignificant. Conclusions: (1) There are wide differences in educational opportunities among the counties of the state, that these differences are of long standing, and that the trend is to maintain the differences; (2) that the differences in educational opportunities have a financial basis, that equality of educational opportunities may be provided by distribution of state funds according to teachers employed and pupils in average daily attendance, and that the state has ample economic resources to provide an eight months' term for 12 years for every educable child in the state.

FLORIDA

21. **Lanier, Raphael O'Hara.** The history of Negro education in Florida. Master's thesis, 1928. Leland Stanford junior university, Stanford University, Calif. 159 p. ms.

The author traces the development of public and private education for Negroes in Florida from the establishment by the Spaniards of a free colony of Negroes near St. Augustine in which the Negroes were taught by a Franciscan monk, to the present day, and shows the many forces and agencies which have brought this development about. According to the author, the basis for future development of education for Negroes in Florida depends upon more state aid, better preparation of teachers, longer school term, better facilities, and closer articulation with community needs.

22. **Thomas, Jesse O.** A new school in an old town. Opportunity, 6: 82-83, March 1928.

The school is the Florida Normal and collegiate institute; the town, St. Augustine, Florida. The school is rendering a service in a community in which the status of education for Negroes without it would be even more deplorable.

KENTUCKY

23. **Bond, James M.** Negro education in Kentucky. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 100 p. ms.

"The writer uses the historical, philosophical, the statistical, and the survey methods of attack. He finds early Negro education predominantly religious, unorganized, sporadic, elementary, and haphazard. Negro elementary education is administered by poorly trained and poorly salaried teachers; the subject matter and the methods are traditional. In the secondary field there are sufficient high schools; the imperative need is standardization. With reference to vocational education the data warrant the statement that it is incomplete and sketchy, costly and inadequate, personally and socially inefficient. Negro higher education in the state is in a condition of flux. There is not a standard four-year college in the state. Increased interest and leadership in this field must be developed."

LOUISIANA

24. **Watson, J.-B.** Louisiana Negroes are advancing. Southern workman, 57: 224-30, May 1928.

Educational progress in Louisiana is to a large extent a story of the work of Superintendent T. H. Harris. Particularly is this true of education for Negroes. The advance made in recent years augurs well for consistent achievement in the future.

MARYLAND

25. Maryland. State board of education. Schools for colored children. In Sixty-third annual report, 1929. p. 164-208. tables.

This report gives statistics on public-school enrollment and attendance, length of school year, withdrawals, graduates, nonpromotions, class size, teacher turnover, costs, value of property, etc.

MISSOURI

26. Evans, John William. A study of the development of the facilities for Negro education in St. Louis from 1868 to 1928. Master's thesis, 1929. State university of Iowa, Iowa City. 131 p. ms.

The author traces Negro education in St. Louis from its earliest stages before the Civil War, immediately after the war to 1900, through recent legislation, and development of special elementary schools. In his own words, "It is a far cry, indeed, from those first three Negro schools opened by the Board in 1866, to the newest one costing \$1,800,000, built in 1927. No large city, where the dual system of education prevails, has served the race so adequately."

27. Hamilton, Edward D. A study of the Negro school population in St. Louis from the school year 1908-1909 to the school year 1927-28, inclusive. Master's thesis, 1929. Northwestern university, Evanston, Ill. 67 p. ms. tables, diags., map.

School enrollment in St. Louis compares favorably with enrollments in 14 other large cities. The enrollments in the colored schools compare favorably with enrollments in the white schools, although districts for colored children are larger than those for white children. Colored high schools have a greater proportion of colored school population than white schools have of the white school population. Despite the location of the Negro population in the eastern section of the city, from 1910-11 to 1926-27, the only high school for Negroes was one mile west of the street dividing the eastern from the western section. The 8-4 plan attracted more students than either the 6-2-4 or 6-3-3 plans, but the 6-3-3 plan has greater holding power than the other two for the seventh and eighth grades.

NORTH CAROLINA

28. Allen, Arch T. North Carolina's school program. Southern workman, 57: 271-77, July 1928.

The article outlines North Carolina's program for Negro education which includes: (1) building an adequate school plant; (2) providing better trained teachers; (3) providing better supervision.

29. Clement, Rufus E. A history of Negro education in North Carolina, 1865-1928. Doctor's thesis, 1930. Northwestern university, Evanston, Ill. 270 p. ms.

This monograph traces the growth and development of the Negro schools of North Carolina from the close of the Civil War down to the year 1928. Before the war a restriction had been imposed prohibiting the education of Negroes. In the wake of the Union armies, however, came Northern teachers and associations, notable among them being the Freedman's bureau. The period between 1865 and 1875 marks the actual beginnings of education for Negroes in North Carolina on a definitely organized scale. Philanthropy aided both education and race relations by teaching cooperation. From 1918 to 1928 was a period of great progress. The state began assuming tasks performed previously by private institutions, and school terms were lengthened, larger and better schoolhouses constructed, training of Negro teachers improved, public high schools developed, growth made in county training schools, a Division of Negro education organized, appropriations were made to state schools for Negroes, and a liberal arts college for Negroes was established.

30. Cooke, Dennis Hargrove. The white superintendent and the Negro schools in North Carolina. Nashville, Tenn., George Peabody college for teachers, 1930. 176 p. tables, maps, charts. (Contributions to education, no. 78.)

The general purpose of the author has been (1) to give a brief history of the development of public schools for Negroes in North Carolina; (2) to draw a picture of the status of public education for Negroes in North Carolina in 1928-1929; (3) to present the activities of the superintendents with regard to organizing, administering, and supervising Negro

schools; (4) to correlate activities of superintendents and the factors representing status of Negro schools in 1928-1929; (5) to ascertain the superintendent's philosophy of Negro education; and (6) to determine whether his theory and practice of Negro education coincide.

31. Dickens, Brooks. History of Negro education in North Carolina. Raleigh, N. C., Shaw university, 1928.

Traces "The development of Negro education in North Carolina; legislative activities, philanthropic agencies, trends, etc."

32. Newbold, N. C. North Carolina's adventure in good-will. High-school journal, 13 : 119-23, March 1930.

The purpose of the author is to prove that Negro education in North Carolina is improving as evidenced by the response of the colored people to better educational facilities, increased number of schools, improvement of teachers, and increased general assembly appropriations.

33. North Carolina. State superintendent of public instruction. [Negro education.] In Biennial report 1928-1929 and 1929-1930. Raleigh, N. C., State superintendent of public instruction, 1930. p. 44-51.

The report states that improvement has been noted in several aspects of Negro education: The teaching force, by in-service and pre-service training; the enrollment; investment in buildings; increase in high schools; Rosenwald buildings and the personal interest developed in constituency by conditions of gifts; aid rendered by the Jeanes fund, North Carolina congress of colored parents and teachers, the Slater fund, and by the General education board.

OKLAHOMA

34. Roberts, Charles S. Negro education in Oklahoma; legal status and current practice. Master's thesis, 1930. University of Colorado, Boulder, Colo. 87 p. ms.

Oklahoma is the only Southern state having separate schools for Negroes which also has a separate school law for Negroes. White schools are financed on the district plan and Negro schools on the county unit plan. White schools levy 15 mills on the district; Negro schools 2 mills, more or less (usually less) on the county, although according to supreme court decisions, more than a 2-mill tax may be levied. The author recommends that in view of the manner in which practice lags behind legal provisions, some effort should be made to make a more equitable distribution of finances, provide better supervision, and divorce the office of the county superintendent from politics in order that Negro schools may not be neglected.

TENNESSEE

35. Brown, Charles C. The history of Negro education in Tennessee. Master's thesis, 1929. Washington university, St. Louis, Mo. 98 p. ms.

In the words of the writer "the history of Negro education in Tennessee has been a slow upward growth from the period of absolute neglect to the present period of progress." A survey of early documents showed that rudiments of education were taught long before emancipation to a few individuals through kind masters, sympathetic people, and religious organizations. In 1873 the first state law providing for supervision and support was passed. Further acts have been passed and have aided in the progress. However, retardation is present because of three factors: (1) Negro public opinion which has not insisted that children remain in school; (2) the poverty of the Negro; (3) the fact that the majority of the Negro population inhabits rural areas. A present problem is whether education for Negroes should be industrial or cultural, and all of the colleges with the exception of Fisk and Meharry (the latter professional) offer industrial work to augment their resources through philanthropists who are in favor of the idea of industrial training for Negroes.

TEXAS

36. Taylor, D. B. Henderson County training school, Malakoff, Tex. Southern workman, 57 : 232-33, May 1928.

A brief statement of the work done by the Henderson County training school for the community in which it is located.

37. Thomas, Jesse O. Negro schools in Houston. *Opportunity*, 8:178-80, June 1930. illus.

The school situation for Negroes in Houston is presented with illustrations and figures indicating improvement that has been made, but at the same time showing the need for still greater improvement.

VIRGINIA

38. Dabney, Thomas L. Negro education in Virginia. *Southern workman*, 57:36-41, January 1928.

The purpose of the author is to picture the poor condition of Hanover County schools for Negroes and to suggest remedies and point out problems in the situation.

39. Deffenbaugh, Walter S., and Jessen, Carl A. Some features of the junior and senior high schools of Roanoke, Va. Report of a survey made by the United States Bureau of Education, Department of the Interior, Washington, D. C. Roanoke, Va., Board of Education, 1929.

Information concerning the general organization, administration and supervision, teaching staff, curriculum, pupil load, pupil time outside school hours, failures, persistence in school, success of graduates in college, test results, occupations of parents and occupations chosen by pupils, and school expenditures is given for the schools of Roanoke, including the Lucy Addison high school, which is the public high school for Negroes. The superintendent of instruction recommends the adoption of the program of suggested improvements made by the survey staff.

40. Gresham, W. D. Negro education in Virginia. *Southern workman*, 58:553-58, December 1929.

The purpose of the author is to show the progress of Negro education in Virginia. He states that the average school term is in excess of 7 months; Rosenwald buildings have increased to 850 and there are 50 county training schools; 17 county training schools offer 4-year high-school courses and 6 are accredited; there are 61 Jeanes supervisors; Virginia leads in county training schools and Jeanes supervisors; and the state school at Petersburg is in process of becoming the finest state negro educational institution in the South.

ELEMENTARY EDUCATION

41. Bond, Horace Mann. The Negro common school in Oklahoma. *Crisis*, 35:113-17; 228-31, April, July 1928.

This study was begun in 1926, and is based upon an investigation of the facts as disclosed by reports found in the offices of the state and county superintendents. Personal studies were made and questionnaires used.

42. Colding, Ursula S. A unique public school. *Southern workman*, 59:401-06, September 1930.

The purpose of the author is to give a description of the activities in the Paul L. Dunbar school of Norfolk, Va., where provision is made for overage pupils in grades one to six in the Negro schools of the city.

43. Cooper, William Mason. Sociological aspects of promotion and retardation of elementary and high-school pupils. Based on facts concerning Negro elementary and high-school pupils in North Carolina, 1925-26; 1928-29. State normal school, Elizabeth City, N. C. 50 p. ms.

"The purpose of this study was to determine what sociological forces operate to help or hinder North Carolina elementary pupils in moving forward in their school careers at an optimum rate, and what implications may be made to improve the situation. The following types of factors influencing the problem are enumerated and explained: Geographic, biological, technological, sociological. Principles leading to the rectification of existing conditions are given."

44. Johnson, Charles S. [Negro education.] *In His The Negro in American civilization*. New York, Henry Holt, 1930. p. 224-93. (American social science series.)

Gives a picture, based upon facts, of Negro education in colleges and universities, in the common schools of the South and of the North, and reviews critically literature concerning the educability of the Negro, stating conclusions warranted by these data.

The author states that (1) the final elimination of Negro illiteracy depends upon improved rural schools and "equalization of educational opportunity among various sections of the country"; (2) common schools of the South are usually inefficient because of unsuitable buildings, and poor teaching (due to meager salaries); the efficiency of Negro schools coincides with the ability of states to support education; (3) the rapid influx of Negroes into the North has created a problem whose solution is taxing the intelligence of the best educational leadership; (4) the data lead to the conclusion that "the efficiency of Negro children as measured by achievement tests in the fundamental school subjects is less than that of white children," but "there is a high correlation between school efficiency and educational efficiency of pupils. As the efficiency of the school system for Negroes approaches that of the system for whites, the divergence in achievement ratios becomes less noticeable. The assumption holds, at least tentatively, that the efficiency of Negro pupils is at least as much a function of a poor educational system and an inferior background, as of an inferior, inherited mental constitution."

45. Jones, Lance G. E. Negro schools in the Southern states. New York, Oxford university press, 1928. 160 p.

The general purpose of the author is to present to English readers a readable account of Negro schools in America—an account based upon personal experiences gained during a visit to the United States in 1927. In chapter 8 he gives a picture of Negro public schools in the South, in which their weakness and marked inferiority are emphasized. The crowded elementary school is recognized as the real educational problem of the Southern city, and the unimproved rural school is credited with large responsibility for the many problems of the two-thirds of the race still dwelling in the rural areas of the South.

46. Nelson, Gurney E. A study of the adaptation of instruction in elementary school to local conditions. Master's thesis, 1928. Ohio state university, Columbus. 100 p. ms.

"A study of the teaching situation among Negro teachers in the Piedmont section of North Carolina, to determine the extent to which they adapt their instructions to the experience, interests, and needs of pupils, and the extent to which they make use of local resources."

47. Payne, E. George. Negroes in the public elementary schools of the North. Annals of the American academy of political and social science, 140: 244-53, November 1928.

The general purpose of the author is to determine the educational status and opportunity of the Negro in the Northern states. The article includes a study of segregation and its significance, the nature and extent of conscious discrimination, and in general the weaknesses of the public school as an agency of Negro adaptation and social adjustment. The thesis of the paper is that segregation with the consequent lack of equal opportunity is one of the main causes of retardation.

48. Savoy, A. Kigar. Garrison demonstration school. Bulletin (National association of teachers in colored schools), 10: 16-17, June-July 1930.

A description of the work of Garrison demonstration school of Washington, D. C., showing how the school carries out its purpose, viz., "to exemplify through classroom work, the principles, methods, and procedures which have passed the experimental stage and which have received the approval of the school administration."

49. Smith, S. L. Negro public schools in the south. Southern workman, 57: 449-61, November 1928.

Reports some salient facts taken from a survey of Negro public schools in the South, summarized as follows: "One rural Negro school in every 5 is a Rosenwald school; one elementary school in every 50 in the United States is a Rosenwald school; more than one-third of all Negro children enrolled and teachers employed in the rural Negro schools last year were in Rosenwald schools (35 per cent); the number of elementary children enrolled in the Negro schools of the 14 Southern states, 1925-26, was 28 per cent of all elementary pupils enrolled in these states that year, and 10.2 per cent of all elementary pupils enrolled in the United States; one elementary pupil in every 40 enrolled in the United States (1926) could be seated comfortably in the 4,188 Rosenwald schools, and one teacher in every 55 could find a modern Rosenwald classroom in which to teach." The report gives the figures pertaining to scholastics, enrollment, teachers, length of term, etc., upon which the facts presented are based.

50. Statistics of Negro elementary and secondary education. *School and society*, 29: 481, April 13, 1929.

Shows the progress of Negro education in the past nine years and gives the following figures as evidence of this progress: (1) 2,218,312 Negro pupils in public schools in 18 Southern states in 1916; (2) in 1926, 47,594 teachers were employed; (3) the grounds and buildings for libraries were valued at \$41,044,777 as against \$17,323,108 in 1916; (4) in 425 public high schools were 2,566 teachers and 98,705 colored pupils; (5) teacher-training institutions numbered 29.

51. Stenquist, John L. Semiannual instructional surveys. City-wide test results. February, March, May, 1929, September 1930. Baltimore, Md., Bureau of research, Department of Education. February, 254 p. ms., March, 52 p. ms., May, 28 p. ms. September, 20 p. ms.

Reports of results of primary and intermediate tests in white and colored schools in Baltimore, and the rank of these schools based on the standard test results.

52. Whiting, H. A. The school activities of Charlotte, N. C. *Bulletin (National association of teachers in colored schools)*, 10: 5-17, May 1930.

A description, with illustrations, of the activity curriculum engaged in by the teachers and pupils of the Charlotte elementary schools.

53. Whitlock, Sarah O. Survey of the Negro pupils in the elementary schools of New Brunswick, N. J., October 1929. Master's thesis, 1930. Rutgers university, New Brunswick, N. J. 40 p. ms. tables, diags.

The author deals with the problem presented by the large increase of Negro children in the elementary schools of New Brunswick, N. J. The study has been undertaken "with the hope of reaching a better understanding of this group of children and of finding a possible solution to some of the problems they present to our administrators." Among some of the recommendations made by the author are: "That the curriculum be so organized as to meet the needs of various types of Negro children; that manipulation opportunities be made available for those not intellectually endowed for higher education; that higher education opportunities be made possible for all well-endowed Negro boys and girls; that a well thought-out guidance program reaching children below the high school is needed."

54. Williams, Fannie C. Introduction to a civic project. *Bulletin (National association of teachers in colored schools)*, 10: 5-8, June-July 1930.

The author describes the introduction of a civic project in the Valena C. Jones elementary school, through outlining the details of: (1) Objectives for the year; (2) Activity program; and (3) Moral training.

55. Work, Monroe N. The status of elementary Negro education. *Bulletin (National association of teachers in colored schools)*, 11: 14-17, November 1930.

The author discusses the relation of elementary education to Negro education in general and how secondary and higher education of the Negro has been conditioned by elementary education. After tracing the background of Negro elementary education, contrasting white and Negro schools, and listing items of progress, the author raises the question whether improvement in Negro schools has been well rounded. He concludes: "In the present status of elementary education for Negroes there is the necessity for the elementary schools to be raised to the place where their progress will be commensurate with the progress that is being made in the secondary schools and colleges. Otherwise, the schools for secondary and higher training will have to continue to devote a great part of their effort to doing elementary work." Also advocates a just and equitable division of school funds for the support of Negro schools.

CURRICULUM

56. Charlotte city schools. Reading for information in the intermediate grades of the colored schools of Charlotte, N. C. Prepared by Mrs. H. A. Whiting, supervisor, 1928-1929. [Charlotte, N. C., Board of Education, 1930.]

In order to improve reading of pupils, a "Reading improvement drive" was instituted. Case studies from this drive are presented showing two important facts: (1) Hearing reading has received a deadly blow; and (2) The time taken by teachers to call on pupils, one after another (to hear them read paragraph after paragraph) is consumed in thoughtful discussion and reports.

57. Colson, Edna M. The Negro child and the curriculum. Bulletin (Tuskegee institute, Ala.), 9: 23-27, November 1928.

The article deals with a group of rural children, ages 6 to 9. It is a discussion of the environment of these children to note to what extent the curriculum for them may be discovered through studying the shortcomings of individuals after they have been subjected to the general experience of community life. "For 60 years," says the author, "we have taught in our schools what others have taught in theirs; the time has now come when we want to teach more effectively. We must take up the case of the Negro child and the curriculum."

RURAL SCHOOLS

58. Baker, L. B. Rural school builder. Southern workman, 58: 472-74, October 1930.

The activities of W. B. Weaver, builder of public schools in Gloucester County, Virginia, are described.

59. Cooley, Rossa Belle. School acres; an adventure in rural education. New Haven, Yale university press, 1930. 158 p.

The purpose of the author is to show how homes and farms were connected with the schools and how a rural life was enriched by a type of industrial education similar to Hampton and Tuskegee. The author describes Penn School, stating that it is not a trade school nor merely an agricultural school; it tries to equip the boys and girls for life in the country, to dovetail the life of the South Carolina sea island into the teaching at Penn school.

60. Dabney, T. L. Promoting education in Buckingham county. Southern workman, 58: 373-76, August 1929.

Description of the efforts to popularize education in Buckingham County, Virginia.

61. Daniel, V. E. Present status and needs of Texas rural schools for Negroes. Bulletin (National association of teachers in colored schools), 11: 13-16, December 1930.

The author discusses in detail some of the features outlined in Bulletin 212 of the Texas state department, giving particular attention to: 1. Features in need of improvement; 2. causes of unsatisfactory work in rural schools; and 3. hopeful signs.

62. Stringer, S. L. A survey of two types of school systems for Negro education, a semiconsolidated school system without transportation in Coahoma County, Mississippi, and a consolidated school system with transportation in Forrest County, Mississippi. Master's thesis, 1929. The University of Mississippi, University, Miss. 88 p. ms. illus., maps, tables.

Reports the manner in which two superintendents in quite dissimilar counties in Mississippi promote the idea of improvement in educational facilities for Negroes as being beneficial to both racial groups. In Coahoma County this improvement manifests itself in a semiconsolidated or township system of schools without transportation facilities and compares most favorably with the consolidated system of schools with transportation facilities in Forrest County.

63. Woodson, Carter Godwin. The rural Negro. Washington, D. C. The Association for the Study of Negro life and history, inc., 1930. p. 180-225. illus., tables, map.

The activities of the Julius Rosenwald fund in establishing schools for Negroes in the rural sections of the South are briefly given, with some indication of the social value of the conditions of the appropriations, that is, requiring the cooperation of state and citizens.

SECONDARY EDUCATION

64. Alabama. State board of education. Rules and regulations for classification and accreditation of secondary schools for Negroes. Montgomery, Ala., 1929.

Details pertaining to accreditation of high schools for Negroes in Alabama, with a list of the accredited schools appended. Program of studies required by state, textbooks, and charts of minimum content of courses of study.

65. Bachman, Frank P. High schools in the South. Review of reviews, 73: 72, July 1928.

Most notable feature in the development of public education in the South during the last two decades is the growth of public schools. There were 185 public accredited high schools for Negroes and many more unaccredited with a total enrollment of 41,323, in 1925.

66. Barnett, Ferdinand L. The Negro and secondary education in Kansas. Master's thesis, 1930. The University of Wichita, Wichita, Kans. 153 p. ms. tables, diagra.

In this thesis is reported a study of the factors affecting secondary education of Negroes in Kansas. The writer found that parental occupation had much to do with progress through school, the lower the economic level, the smaller the chance for success or even continuance. The lack of normal family relations such as disorganization by death of one parent, or separation of parents also had a detrimental effect. Poor attendance characteristic of Negro students was discovered to be a by-product of economic status. Recreational facilities offered in the schools were enjoyed by Negro students with the exception of basket-ball and the swimming pool. Improvement could be made in direction of leisure activities. Case studies brought to light the fact that economic conditions were responsible for probation students. Expectation after graduation gave no accurate indication of occupation entered by Negro boys and girls.

67. Brawley, Benjamin G. A dilemma for educators. Southern workman, 59: 206-9, May 1930.

An indictment of poor preparation directed against the high-school graduate who enters college.

68. Favrot, Leo M. Some facts about Negro high schools and their distribution and development in 14 Southern states. High-school quarterly, 17: 139-54, April 1929.

The facts were gathered separately for urban and rural high schools. The purpose of the author is to show: 1. The present status of Negro high schools with respect to number, distribution, enrollment and number of teachers; 2. what is being done for stimulation, development, and improvement of the schools in these Southern states.

69. Gilchrist, J. H. Alabama's colored high-school enrollment for 1928-29. State normal journal, 2: 18-24, March 1929.

The author states that the increase in educational interests is indicated by the following reported improvements: (1) Eight schools have erected new buildings; (2) six schools have provided additional classrooms; (3) three schools have had auditoriums erected; (4) nine schools have secured equipment for furnishing buildings; (5) fourteen schools have undergone improvement of buildings and grounds; (6) lighting plants have been installed at Montgomery County training school and Street manual training school; (7) seven schools have additional laboratory equipment; and (8) forty schools have begun libraries or supplemented them.

70. Hamme, T. A. A study of the status of Negro teachers in 18 accredited high schools of North Carolina. 1928-29. Agricultural and technical college, Greensboro, N. C. ms.

"This study briefly summarizes as follows: There were 221 teachers studied, 45 did not have any degrees, 114 held A. B. degrees, 48 B. S. degrees, 9 A. M. degrees, 5 held other degrees. Forty-four were trained in the schools of North Carolina; 22 of these came from Shaw university. As to teaching experience, it was found that the majority of teachers had teaching experience less than six years. The average monthly salary ranged from \$70 to \$90."

71. Harris, Jessie Mae Gross. The manner in which the Harriet Beecher Stowe junior high school is meeting junior-high school objectives. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio. 78 p. ms. tables.

Reports a bibliographical survey of current educational literature which gives as the nine outstanding objectives of the junior high school: Retention of pupils, economy of time, recognition of individual differences, exploration and guidance, provision for beginnings of vocational education; recognizing the nature of the child, providing the conditions for better teaching, securing superior scholarship, and improving the disciplinary situation and socializing opportunities. The points in which the Harriet Beecher Stowe junior high school was lacking were embodied in a questionnaire which was submitted to

the faculty of the school. Recommendations are made on basis of the findings in literature and the answers to the questionnaires that some attention be given to orientation, guidance, extracurricular activities, and instruction adapted to the needs of adolescent pupils, and that teachers instruct in not more than one major field.

72. Hawkins, Mason A. Frederick Douglass high school. Washington, D. C., The Associated Publishers, Inc., 1930.

"A 17-year period survey of a colored high school in Baltimore, Md. Notes specific trends toward higher levels; final test based upon results in vocation outcomes and individual adjustments; lack of occupational opportunity in skilled work localizes a specific problem for this school." Doctor's thesis, 1930. University of Pennsylvania.

73. Ingram, S. J. Recent progress of Negro high schools in Mississippi. Master's thesis, 1930. Tulane university of Louisiana, New Orleans. 70 p. ms. maps, tables.

High schools for Negroes in Mississippi are of three types: Town, county, and private or church; and are of four classes: 1, 2, 3, or 4 years. The program of study is modeled after the course of study in the white schools. Progress in education for Negroes in Mississippi (particularly industrial education) has been stimulated largely by the General education board, the Rosenwald fund, the Slater fund, and the Jeanes fund, and not by the state.

74. North Carolina high-school seniors. Southern workmen, 57:158-59, April 1928.

The author summarizes the results of tests given North Carolina high-school seniors, and the results of social information data. He also compares the results of the same test given to white students.

75. Reitnauer, Minnie G. A comparative study of the achievements of New Orleans' tenth-grade colored pupils in reading comprehension, vocabulary, and spelling. Master's thesis, 1928. University of Southern California, Los Angeles. 100 p. ms. tables, diagrs.

Reports a study of the achievement of tenth-grade colored pupils of three private denominational and one public school in New Orleans, in reading comprehension, vocabulary, and spelling. The tests used were the Thorndike-McCall scale for the understanding of sentences, form 2; the Inglis vocabulary tests, form A; and the Seven S spelling scale, lists XIII to XVI inclusive. Retardations of 4 years in reading comprehension, 6.6 years in vocabulary, and 2 years in spelling were found. High, low, and medium correlations were found between the three achievements and much variation among the four schools. The recommendation is made that definite remedial steps be undertaken.

76. Robinson, W. A. The present status of high-school education among Negroes—a factual and critical survey. Bulletin (National association of teachers in colored schools), 11:8-10, November 1930.

The lack of facilities, which are ordinarily taken for granted, is considered in this study; also the training of an incentive offered teachers; and the status of the principal. The author ranks the various states from which information was received as to teachers' salaries, libraries, industrial and vocational training facilities, health facilities and supervision, and provision for cultural experiences.

77. Shaw university, Raleigh, N. C. Studies by the Pestalozzi club. 1928-29. Raleigh, N. C., Shaw university [1929], 40 p. ms.

"This is a compilation of papers by college students dealing with the following topics: Nonstandard Negro high schools, development of private Negro education in North Carolina, comparative study of Negro and white education in North Carolina, and other minor papers."

78. Smith, L. H., jr. A study of the accredited Negro high schools of North Carolina over a period of four years to determine number of graduates entering college. 1928-29. Agricultural and technical college, Greensboro, N. C.

"In this study 24 schools responded. The general trend in the number of high-school graduates was slightly upward. The trend in the number of students entering college was markedly upward during the three first years of the study. In the first year, less than half of the high-school graduates entered college. During all the other years, more than 50 per cent entered college."

HIGHER EDUCATION

GENERAL

79. Burch, M. L. Columbia university and interracial relations. Southern workman, 59: 191-93, April 1930.

Beginnings of the Negro education club at Teachers college, with a sample program of one "Big meeting" of a summer session.

80. Dillard, James H. The Negro goes to college. World's work, 55: 337-40, January 1928.

The need for the recognition of the desire for higher education on the part of Negroes is brought out with a brief discussion of factors involved.

*81. Du Bois, W. E. Burghardt. Education and work. Howard university bulletin, 9: 5-22, January 1931.

The author reviews the controversy based upon the problem of college and industrial education for American Negroes as it arose in the past and as he finds it in its present aspect. According to him neither type of training has achieved its objective, the college having produced a white-collar proletariat, depending for support on an economic foundation which does not exist; the industrial school producing a tradesman for a civilization no longer accommodating the small jobber. The author makes no attempt to solve the problem, but suggests that the teachers, whose duty it is to train leaders in the cultural-vocational college of to-day, be trained social statesmen of a high order, able to inculcate the ideals of poverty, work, knowledge, sacrifice, and beauty into young men and women of ability, vision and will.

82. Education, 1928. Crisis, 35: 259-63, August 1928.

This article presents a review for the year of education for Negroes in (1) Negro institutions, their endowments and incomes, enrollments, and graduates; (2) and the enrollment of colored students in Northern institutions, degrees granted, honors awarded, and statement of position on admission of Negro students.

83. Enrollment in Negro universities and colleges. School and society, 28: 401-2, September 29, 1928.

Report of the major findings of the committee from the United States Office of education which made the survey of Negro colleges and universities. Despite a doubling of the number of institutions of collegiate rank and a six-fold increase in enrollments, there is still a serious lack of qualified teachers for Negro educables under 19 years of age.

84. McNeely, J. H. Higher education of Negroes is making marked progress. School life, 14: 37, October 1928.

Survey directed by Bureau of education shows enrollment in 79 institutions has increased sixfold in 10 years. Many Negro teachers and clergymen are not well trained. Number in professions is rapidly increasing.

85. United States. Bureau of education. Survey of Negro colleges and universities. Prepared in the division of Higher education, Arthur J. Klein, chief. Washington, Government printing office, 1929. 964 p. (Bulletin, 1928, no. 7.)

The control, finance, and educational services of 79 colleges and universities, including private, denominational, and state schools, were studied. Separate chapters of the volume are published as follows: One, two, and three contain the general introduction and summary. The remaining 17 chapters are concerned with schools in the following states: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

ADMINISTRATION

86. Caliver, Ambrose. Deans and registrars. Crisis, 36: 304, 322, April 1928.

A discussion of the organization and work of the National association of collegiate deans and registrars in Negro schools.

87. ——— Some tendencies in higher education and their application to the Negro college. Opportunity, journal of Negro life, 6: 6, January, 1928.

A discussion of certain innovations in the field of collegiate education, including: Selective admissions; teaching methods; objective testing; personnel research; college

organization; simplification and unification of the curriculum; general comprehensive examinations; cooperation in education; and college mergers. The collegiate education of Negroes is discussed in relation to these newer tendencies and suggestions are made concerning the necessity of colleges for Negroes introducing some of the innovating practices.

88. Congress assigns another function to Bureau of education. *School life*, 14: 127, March, 1929.

The following duty was assigned to the United States Office of education: Required to make regular inspections of Howard university, an institution for Negroes, which has long received congressional appropriations. Conference considers action under new statute. Professional training to be promoted.

89. Greenleaf, Walter J. Negro land-grant colleges. *In his Land-grant colleges and universities, year ended June 30, 1929.* p. 74-87. Washington, Government printing office, 1930. (U. S. Office of education. Bulletin, 1930, no. 28.)

This is Part III of Land-grant colleges and universities bulletin, and contains a directory of Negro land-grant colleges and analysis of staff, students, income and receipts, and expenditures.

90. Iles, R. E. Standardizing the Negro college. *Peabody journal of education*, 6: 96-101, September, 1928.

The recommendation was made that "Negroes ought to become sufficiently interested in standardizing the training which their youths are to receive to pool the resources of all the schools of a state * * * and establish one really first-class college." It is also suggested that some attention be given to substance taught, in order that the professions may have a public to support them.

91. Wilkinson, R. S. The Negro colleges of South Carolina. [1928] State agricultural and mechanical college, Orangeburg, S. C.

"A general survey, including organization, plant equipment, curricula, enrollment, faculty preparation, endowment, etc."

CURRICULUM

92. Bond, Horace Mann. Human nature and its study in Negro colleges. *Opportunity*, 6: 38-39, February 1928.

The writer suggests that Negro life may be studied much more effectively from many points of view by trained Negro students rather than trained or untrained members of another racial group.

93. Clark, J. L. Race-relations course in a state college. *Southern workman*, 59: 55-57, February 1930.

Since 1922, Samuel Houston state teachers college has offered a course in race relations during the regular session, the summer session, and by extension. Enrollment in these courses has greatly increased from year to year.

94. Head, M. E. Hand weaving in a college course. *Southern workman*, 58: 206-11, May 1929, illus.

The defence of weaving in a college course is stated as follows: "It has a distinct cultural value, it develops the artistic sense, creative ability and manipulative skill, and trains in accuracy."

95. Johnson, Gladys. A study of the music schools and departments of the A and B class colleges for the Negro. Master's thesis, 1928. Northwestern university, Evanston, Ill. 160 p. ma. tables.

From a comparison of the music schools and departments of several colleges for Negroes which fall into A and B classifications of the North Carolina state department of education, with five leading music schools in the country, it is found that in the Northern institutions tuition is higher, the number of teachers and graduates is larger, and teachers salaries higher than in the Southern schools. In the light of these differences, the author states that Southern schools need to standardize their work in music so that their courses will be recognized anywhere; to investigate and seek to improve financial conditions; and to develop music libraries in many institutions.

SPECIAL TYPES

96. Fauset, Jessie. In Talladega. *Crisis*, 35: 47-48, February 1928.

A brief description of impressions gained at Talladega college, in Talladega, Ala.

97. Fisher, Isaac. Florida builds its state Negro college. *Southern workman* 58: 507-12, November 1929. illus.

Description of the recent improvements and additions to the plant of the Florida Agricultural and mechanical college.

98. Jones, Lance G. E. An Englishman sees Hampton. *Southern workman*, 58: 370-73, August 1929.

All Hampton's problems are not solved through its present stage of development. A dearth of real work is imminent; the effect of the urban drift is felt; need for high-school teachers is sufficiently insistent to cause that field to be stressed. "It would be regrettable, however, to make a departure from Hampton tradition."

99. United States. Office of education. Negro land-grant colleges. In *Survey of land-grant colleges and universities*. Vol. II, p. 837-913. Washington, Government printing office, 1930. (Bulletin, 1930, no. 9.)

A picture of the status of Negro land-grant colleges, introduced by a brief historical summary and containing details as to control and finance, educational organization and accomplishments, entrance requirements, student enrollments and degrees, is given in this section of the land-grant college survey. Recommendations are made that a number of outstanding changes be made in the government, administration, organization, and educational programs of the colleges.

THE STUDENTS

100. Caliver, Ambrose. "A personnel study of Negro college students. Doctor's thesis, 1930. Teachers college, Columbia university, New York city.

The social, economic, and intellectual background; scholastic achievement and interest; and extracurricular activities of 459 students who entered Fisk university during the years 1926-1928 were studied, from freshman questionnaires, students' application blanks, high-school transcripts, college transcripts of advanced standing students, registrar's permanent record cards, etc. Conclusions: "The influence of certain background factors seems to be definitely reflected in the trend of college enrollment at Fisk university, and in the equipment which the students bring to college; and that certain background factors seem to have a definite influence on the subsequent achievement of college students." The author recommends that further study be made of Negro colleges along lines similar to the present study.

101. Cooper, Peter. An investigation of racial differences of college students in respect to personality traits. 1928. Talladega college, Talladega, Ala.

In this study 28 men and 28 women, Negro students, were given the Allport ascendance-submission reaction test. Also a comparison was made between the subjective judgments of two teachers on these 56 students and the objective results as revealed by these tests. Results: The Negro students showed practically the same central tendencies as are indicated by the Allports among white students. There are wide individual differences within both white and Negro groups, but an inappreciable difference between the means and medians of the two races. Among the men the range of differences within the group extends from plus 25 to minus 29; in the case of women from plus 45 to minus 13. But in comparing the means of the two races there is a difference of only 1.4 among the women and 1.6 among the men. Before the tests were given two teachers ranked the students in the order of ascendance and submission. A comparison of these rankings with those gained through the tests showed positive correlations of .36 and .37.

TEACHER-TRAINING

102. Binnion, E. B. Solving the Negro problem through education. *Current history*, 30: 231-36, May, 1929. illus.

The writer states that the establishment of a department of educational sociology for special study of race problems at George Peabody college for teachers is the most striking and unique gift made by the Rosenwald fund.

103. Brawley, Benjamin G. The profession and the teacher. Southern workman, 57: 483-86, December, 1928.

The author states that everything else in education is subordinate to effective teaching. He adds that a new conception of the importance of this matter will come to our Negro people when they go back to the fundamental purpose of all our work in education, which is the training of our future citizens.

104. Harrison, G. L. Teacher training in the Negro land-grant colleges. Master's thesis, 1929. University of Cincinnati, Cincinnati, Ohio. 122 p. ms.

Teaching training in the 17 land-grant colleges for Negroes was investigated by means of questionnaires, all of which were returned. After detailed description of facilities and practices in teacher training in each institution, the author summarizes his data under the headings financial support, facilities for administration of practice teaching, practice teaching range of credit, direction and supervision of student teaching. In view of the facts discovered, recommendations along lines for improvement are made.

105. McAllister, Jane Ellen. The training of Negro teachers in Louisiana. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 95 p. ms.

The three outstanding factors in the training of Negro teachers in Louisiana may be stated as follows: (1) Although there exists a large number of teachers, they are not well trained; (2) teacher-training requirements for Negroes are too low; and (3) the state lacks facilities for training of teachers. The following remedial measures are suggested: (1) Establishment of state approved high schools; (2) establishment of two state-normal schools giving two years of training, and within the next five years a teachers college which will give a four-year course; (3) change parish training schools to four-year high schools, giving one year of professional work—the latter to be temporary until it can be arranged to offer the professional course subsequent to high-school graduation; (4) cooperation with private and denominational schools within the state; (5) adoption of the four-year plan which the state department had already presented to the General education board in August, 1927.

106. Mississippi. State superintendent of education. Committee of investigation of the teacher-training facilities for Negroes in Mississippi. [Report] Jackson, Miss., September, 1930.

The general purpose of the Committee was to investigate teacher-training facilities for Negroes in Mississippi. In pursuance of its task, however, the Committee thought it wise to form a subcommittee on elementary schools, and to request such committee to make a partial personnel study of the Negro elementary schools in several counties. To this end 9 typical counties were selected and a total of 102 schools were studied. It was found that attendance, length of term, training and salaries of teachers, library facilities, condition of grounds and buildings, equipment, rating of school, and type of instruction were all far below minimum standards.

107. Newbold, W. C. Using Hampton in North Carolina. Southern workman, 57: 346-49, September, 1928.

Hampton has helped North Carolina in a dilemma by offering courses of collegiate rank to train teachers, a large number of which come from North Carolina. A new sort of crisis is being faced in North Carolina now—the lack of facilities for offering graduate work in the state to Negroes.

108. Peeler, Virginia. The colored-school teacher in New Orleans. New Orleans, La., High school scholarship association, inc., n. d. (Supplementary vocational information monographs, no. 4.)

The field for the colored public-school teacher in New Orleans is very much crowded and only exceptional scholastic qualifications will merit attention. Vocational teachers, however, are needed and will be for some time.

109. Russell, H. C. The training of the teachers in the colored high schools of Kentucky. Master's thesis, 1929. University of Cincinnati, Cincinnati, Ohio. 72 p. ms. maps, tables.

This study presents facts concerning the status of teacher preparation in high schools for Negroes in Kentucky. It is shown that a better grade of teacher is employed in the larger high schools than in the smaller ones. Nearly half of the teachers do not meet

minimum certification requirements, but may operate on provisional certificates. The state makes insufficient provision for training Negro teachers on a collegiate level, the majority of those meeting requirements having received their training in other states. The pressing need is cooperation of Negro leadership with constituted educational and legislative authorities of the state.

110. Saundle, H. P. The preparation and professional training of the Negro high-school teachers in West Virginia. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio. 83 p. ms.

"A study of 152 teachers in 21 high schools for Negroes of West Virginia. Findings: 9.2 per cent are teaching subjects for which they have had no collegiate training; 19.1 per cent are below the North central association standard; the median number of semester hours for each group of teachers ranges from 37 down to 8, distributed as follows: science teachers, 37; French teachers, 22; English teachers, 20.66; social science teachers, 20.33; chemistry teachers, 18.18; history teachers, 12.66; mathematics teachers, 12.5; Latin teachers, 10.4; biology teachers, 10; physics teachers, 8."

111. Wooster, Thomas Jackson. [Education.] *In his Black yeomanry: Life on St. Helena Island.* New York, Henry Holt and company, inc., 1930. p. 186-204.

The real educational opportunity of St. Helena Island is not in the public schools, which suffer from all the handicaps of the Southern rural schools for Negroes, but in the Penn Normal industrial and agricultural school, the program of which includes "a broad type of training and of character building for its pupils, and a wise leadership and stimulation of all the essential activities of the community."

MUNICIPAL COLLEGE

112. Municipal college for Negroes. *School and society*, 32: 692, November 22, 1930.

Announcement of the establishment of the municipal college at Louisville, Ky., the first of its kind for Negroes in the United States.

GRADUATE WORK

113. Greene, Harry W. The Ph. D. and the Negro. *Opportunity*, 6: 267-69, September 1928. tables.

The institutions from which Negroes have obtained the Ph. D. degree are listed with the number of degrees awarded by each to 1926-1927. The fields in which the degrees were taken are given, together with a brief discussion of the requirements, costs, possible vocations open, and problems and handicaps.

VOCATIONAL EDUCATION AND GUIDANCE

GENERAL REFERENCES

114. Doggett, A. B., jr. More skilled workers for Baltimore. Colored vocational school of Baltimore. *Southern workman*, 59: 209-14, May 1930. illus.

Describes the work of the Colored vocational school of Baltimore which, the author says, is supplying the city with trained workers.

115. Gregg, J. E. Industrial training for the Negro. *Annals of the American academy of political and social science*, 140: 122-27, November 1928. bibliog.

Traces industrial training of Negroes since slaves were first brought to America. Considers four guiding principles essential: Regard for community needs; thoroughness in training; raising above level of depressing monotony; accompaniment with cultural studies.

116. Lindsey, T. T. Do the white and colored races differ in mechanical ability? *Peabody journal of education*, 7: 160-63, November 1929.

"Tests of mechanical aptitude and mechanical ability were given to 100 white boys and to 100 Negro boys in order to compare their mechanical ability. The results of the study show that the white group made better scores than did the colored groups on each of the tests. There is a wider spread of scores about the mean for the Negroes than for the white boys."

AGRICULTURAL EDUCATION

117. **Banks, C. H.** Balancing a community with agriculture. Southern workman, 57: 72-9, February 1928. illus.

A brief history of Kendleton, Tex., with particular note of the agricultural education which has been introduced and which has raised the level of the whole community.

118. **Floyd, Arthur.** The attitude of Negro vocational agriculture and home economics pupils toward farming as a factor affecting the program of agricultural education. Master's thesis, 1929. Cornell university, Ithaca, N. Y. 168 p. ms., tables.

This study reports an investigation in certain Alabama counties, by personal visits, a study of project records, and questionnaires to ascertain the attitude of Negro agricultural and home economics pupils towards farming as a vocation. About half the pupils in both groups expressed complete satisfaction with farming and living in the country. The greatest needs felt by them were spending money, decent clothes, convenient transportation facilities, and reading matter. The school should attempt to break down the mind-set of pupils who believe that urban life is superior to rural life by showing the significant advantages of each. Some effort should be made to instruct the parents in the importance of satisfying the most urgent needs of farm youth.

119. **Mitchell, F. T.** Superior teacher of vocational agriculture. Southern workman, 59: 313-17, July 1930. illus.

Brief report of the work of A. E. Woods, first superior teacher of vocational agriculture in Arkansas. The nine major divisions of the score card by which this rank is given are: (1) Types of instruction; (2) enrollment; (3) supervised farm practice; (4) group leadership activities; (5) participation in special state activities; (6) preparation for methods of instruction; (7) physical plant and equipment; (8) publicity program; and (9) evidence of a knowledge of community needs in his plan of work.

Mr. Woods scored 988 points out of a possible 1,000.

120. ——— Vocational agricultural education in Arkansas. Southern workman, 59: 345-8, August 1930.

Through the activities of the departments of the Smith-Hughes vocational agriculture there has been marked growth and development in agricultural education in Arkansas.

121. **Owens, G. W.** New farmers of Virginia. Southern workman, 58: 512-15, November 1929.

A state-wide organization of the boys enrolled in the agricultural departments of rural public high schools. Three grades of active membership are: Farm hand, improved farmer, and modern farmer. Gives members new conception of possibilities and opportunities of agricultural education as well as pride in achievements.

122. **Patterson, T. B.** Taking the school to the farmer. Southern workman, 57: 392-94, October 1928.

Description of the work of the Extension schools conducted by the Virginia Extension service and the School of agriculture at Hampton Institute, with typical program.

123. **Sargent, H. O.** Progress in training Negro farmers. Southern workman, 57: 8-12, June 1928.

Increases in number of schools and in enrollment indicate that progress is being made in giving to Negro farm youth vocational training in agriculture.

124. **Wilson, Henry A.** Development of Smith-Hughes agriculture for Negroes in Arkansas. Master's thesis, 1929. Ohio state university, Columbus. 101 p. ms.

"An objective analysis and tabulation of data which are taken directly from reports of the vocational instructors in Negro schools of Arkansas. Reports were available for all years 1920-1927 inclusive, except 1924. Findings: Substantial gains were made during the period covered by the study in all-day, evening, part-time, and day-unit classes."

HOME ECONOMICS

125. **Franklin, R. E.** Home economics, a preparation for service. Southern workman, 59: 365-66, August 1930.

In view of the fact that "the home is the best medium through which the standard of living can be raised," thorough training in home economics contributes much to help make better and more cultured homes and communities.

126. Jacobs, E. S. Pioneering in home economics among the Negroes of tide water, Virginia. *Journal of home economics*, 21: 85-91, February 1929.

The work of Miss Sarah E. Breed, of Cornwall, N. Y., and her associates in Norfolk in improving living conditions by the teaching of household industries to the people of the community.

127. Wilkinson, R. S. Development of home economics in Negro schools. *Journal of home economics*, 20: 394-98, June 1928.

Inefficiency marked the teaching of home economics until the passage of the Smith-Hughes act of 1917. The present status of home economics, although far from ideal, shows great improvement, and the fact that the idea has been "sold" to the public augurs well for improved economic life and raising of the "standard of citizenship through the development of character, a higher sense of thrift and honesty, and a higher respect for law and order."

OCCUPATIONAL INFORMATION

128. Bullock, Ralph W. A study of occupational choice of Negro high-school boys. *Crisis*, 37: 301-08, September 1930.

The author finds a tendency for Negro high-school boys to shift away from the occupations of their fathers (excepting in the professions). Fifty-five per cent express a desire to follow some one of the professions as a life career. Only a small per cent show any interest in the technical and commercial fields. These choices have been made without a basis of information or exploratory experience, for practically none of the 200 schools studied had any form of vocational guidance. The author suggests the need for greater emphasis on vocational guidance on the part of high schools for Negroes.

129. Colbert, Everett H. A study of the nature and requirements of New York city clerical occupations open to Negro men and women. Master's thesis, 1929. New York university, New York City. 55 p. ms.

The purpose of the author is to answer the questions: "How many Negro commercial workers are there in New York city? What are the nature and the requirements of these positions? Might the Negro youth look forward to a career in some commercial or clerical pursuit or will his training for such work be unnecessary?"

The term "clerical occupations" is used broadly to include such occupations as are classed as clerical in the United States Census reports, combinations of these occupations, and such other office occupations and combinations as are clerical in function.

It appears from this study that increasing numbers of Negroes are entering the clerical occupations each year; that aside from civil service a large percentage of the clerical occupations are of the combination type; worthy traits of character and proper business attitude are of prime importance in preparation for the clerical occupations; and that the Negro clerical worker does not cause an employment problem in the mixed office.

130. Covington, Floyd C. Occupational choices in relation to economic opportunities of Negro youth in Pittsburgh. Curriculum study and educational research bulletin (Pittsburgh, Pa.), 3: 123-34, January-February 1929.

"This work is based on a study of 434 Negro boys and girls enrolled in Fifth Avenue, Schenley, Westinghouse, and Peabody high schools."

131. Dimmick, E. A. Occupational survey of colored boys of Pittsburgh. University of Pittsburgh, School of education journal, 5: 138-47, June 1930.

The statistics from this study show that the larger the company, the smaller the percentage of opportunity for colored employment. The majority of colored men employed by industry serve in the capacity of laborers or janitors. Of eight large occupational fields surveyed, "automobile and transportation" stands fifth in opportunity for the colored men. Of 144 skilled mechanics 60 were moulders—despite the fact that there were no registrations in the foundry course offered by Pittsburgh public trade schools. Commercial garages offer few opportunities for colored boys as auto mechanics. The colored boy must look for his opportunity as chauffeur-mechanic of private family.

132. Fairclough, Alice Brown. A study of occupational opportunities for Negro women in New York city. Master's thesis, 1929. New York university, New York city, 67 p. ms.

The purpose of the author is to ascertain and list occupational opportunities and occupational trends of Negro women in New York city. The personal interview was

used entirely in this study. The material presented discloses that: "Negro women in New York city are engaged in a variety of occupations. They are found in the professions, in commercial work, in domestic and personal service, and in industry. The opportunities for Negro women in the professions are decreasing, but opportunities for competent commercial workers are increasing. The trend is away from Negro domestic workers to the industries which are absorbing more and more Negro women." Tables and appendices are included.

133. **Fraser, Lionel B.** Educational and vocational guidance of Negro youth. *Opportunity*, 8: 241-43, August 1930.

In view of the high mortality of Negro students before completing the ninth grade, it is suggested that there be a modification of the program of studies in our secondary schools in order to enable the youth of the race to choose properly their life's vocation.

134. **Mays, B. E.** After college, what? for the Negro. *Crisis*, 37: 408-10, December 1930.

The purpose of the author was to find what is being done in Negro high schools and colleges to aid Negro students in an intelligent choice of occupations. The results of this study show that practically nothing is being done.

135. **Mebane, E. A.** Vocational choices of secondary students in the Negro accredited high schools of North Carolina. 1928-29. Agricultural and technical college, Greensboro, N. C. ms.

"The purpose of this study was to assemble and classify vocational choices in order to furnish a scientific basis for vocational guidance. Thirty-eight schools were surveyed. The most popular choice was professional. Trades and business occupational groups were proportionally small in comparison with the professional group. The clerical group was second in choice among the girls and trade was third."

136. **Parks, M.** Occupational survey of Negro high-school students. Louisville, Ky., 1929.

Fourteen hundred and ninety-six occupations of parents of Central colored high-school students were listed and classified together with vocational choices of students. Questionnaires filled out by 742 high-school students were studied and gave information regarding the occupation of parents or guardian and the occupational choices of students.

"The fact that 52 per cent of the students of the Central colored high school at Louisville, Ky., have selected professions as vocations is significant. In view of their opportunities for such work this disproportion in occupational objectives is lamentable and suggests that adequate occupational information is needed by our students in helping them choose an occupation wisely. This information could be given through extra-curricular activities or in the course of study. Greater facilities might be provided for training in a large number of vocations."

137. **Wilkerson, D. A.** The vocational choices of Virginia high-school seniors. *Virginia teachers' bulletin*, 7: 1-6, November 1930.

A study to ascertain the diversity and nature of the vocational choices of high-school seniors and to note whether differences were evident between the occupational interests of rural and urban students. The results show that the larger percentage of seniors make choices of professions; that there is greater diversity among rural than urban boys; that choices of rural and urban girls show no marked differences.

MENTAL MEASUREMENTS

138. **Beckham, Albert S.** A study of the intelligence of colored adolescents of different economic and social status in typical metropolitan areas. Doctor's thesis, 1939. New York university, New York, N. Y. 91 p. ms. tables, diagrs.

This study reports an analysis of the intelligence of adolescent Negro boys and girls from New York, Baltimore, and Washington (including a group of delinquent boys from Blue Plains, D. C.), as measured by individual tests and in relation to the social-economic standing.

Findings: The New York city group ranked highest in intelligence, the Washington group second, and the Baltimore group third. The delinquent group was far below the other groups. Social-economic status proved significant in the intelligence of colored adolescents. Children from small families had higher I. Q.'s than children from large families. The need for vocational guidance was brought out through the lack of choice of vocation or the choosing of a vocation in which possibilities of success were doubtful.

139. Garth, Thomas Russell. Race psychology. A study of racial mental differences. Introduction by B. S. Woodworth. New York, Whittlesey, House-McGraw-Hill book company, inc. 280 p.

This work summarizes the results of numerous scientific studies in racial differences in intellect, character, and temperament. Instead of finding "clear-cut racial differences in mental processes," which the author states was his expectation at the outset of the study, he discovers that selection, nurture, and the mobility of race exercise certain modifying powers upon traits.

140. ——— Lovelady, Bert E. and Smith, Hale W. The intelligence and achievement of Southern Negro children. *School and society*, 32: 431-35, September 27, 1930.

The study investigates the extent to which educational achievement influences group intelligence scores of Southern Negro children. Summarizes as follows: (1) Mental-growth line of Negro children starts at same point as whites but lags behind with increasing years. Retarding factors is not public stress. (2) Educational retardation is 61.1 per cent. Retardation less in upper than in lower grades. (3) MA of Negroes lower than that of whites. (4) CA of Negroes above that of whites. (5) "The educational age is above that of the mental age of the Negroes, and the achievement ratio is consistently above that of whites, on the average of 103." (6) Correlation between intelligence and factors of education combined is quite high, .81. Little left for other factors. (7) School grade and educational achievement have equal weight in influencing intelligence scores.

141. Graham, James L. A quantitative comparison of rational responses of Negro and white college students. *Journal of social psychology*, 1: 97-120, February 1930. biblog.

A battery of nine tests was administered to two different racial groups: Negro students at Fisk university, and white students at Peabody college, Middle Tennessee state teachers college, and the University of Kentucky at Lexington, Ky. While the question as to whether the differences between the races are innate or due to a more stimulating white milieu was unsolved, it was found that 36-37 per cent of Negro college students reached or surpassed the median intelligence scores of the tested white students.

142. ——— A quantitative comparison of certain mental traits of Negro and white college students. *Journal of social psychology*, 1: 267-85, May, 1930. tables.

The data were obtained from the following tests: Rational learning, Otis self-administering tests of mental ability, the Atkinson test, Mean's hard opposite tests, Myers' mental measure, the Kent-Rosanoff free association test, and the Army alpha. The general conclusion reached was that differences as measured by these tests do exist between two groups of white and Negro college students. "The trend of these differences seem to indicate that the white group studied is inferior to the Negro group in the trait of memory, and superior in the traits of speed, accuracy, and persistence."

143. Hewitt, A. A comparative study of white and colored pupils in a Southern system. *Elementary school journal*, 31: 111-19, October 1930.

Ninety colored and 85 white seventh-grade pupils, equilibrated in terms of grouping, supervision, etc., were studied. The greatest difference found between the two groups occurred in language. Both groups showed weakness in ability to distinguish likeness and difference. Colored children seemed to put forth effort more nearly commensurate with their ability in junior high school organizations than in other types of organizations. The suggestion is advanced that more careful grading, more objective comparisons, and higher standards than are now found would probably serve as inducements for the intelligent colored children to put forth effort commensurate with their ability.

144. Hurlock, Elizabeth B. The will-temperament of white and Negro children. *Journal of genetic psychology*, 38: 91-100, December 1930.

The purpose of the study was to report an experiment designed to see if any difference in personality traits exists when white and Negro children are given the Downey will-temperament test, and when the crude scores, rather than the decile ones generally accepted, are used. The conclusion drawn is that differences in temperamental traits do exist between Negro and white children. The finer the method of scoring of temperamental tests, the greater the differences appear to be.

145. Peterson, Joseph. Methods of investigating comparative abilities in races. *Annals of the American academy of political and social science*, 140: 178-85, November 1928. tables, bibliog.

The several problems considered in this study are: The need for effective tests; the use of standardized tests; the question of securing representative samplings; taking note of qualitative differences; purpose of the tests; general race differences. The author suggests that emphasis should be put on perfecting methods and technique and in deferring hasty conclusions and evaluations of aptitudes.

146. Price, Joseph St. Clair. The intelligence of Negro college freshmen. *School and society*, 30: 749-54, November 30, 1929.

The aim of this study was: To determine whether there are any significant quantitative differences in the intelligence of freshmen at first-rate colleges for Negroes; and to compare the intelligence of the total number of freshmen in Negro colleges with a group of Negro freshmen in white Northern universities and colleges; and to compare the intelligence of this total number of freshmen with a group of 954 freshmen representing six American colleges. Crude scores on intelligence tests were secured from 11 Negro colleges and from six white colleges in the fall of 1927. In all of the Negro colleges there were students capable of doing standard college work. Twenty per cent of the Negro freshman reach or exceed the median of the whites. At Ohio state university the difference between the scores of 70 Negro freshmen and 857 Negro freshmen in seven Negro colleges on the Otis test of mental ability was negligible, being less than one point in favor of the latter.

147. ——— Measurement of intelligence of freshmen in Negro colleges. 1929. Collegiate institute, Institute, W. Va. 20 p. ms.

This study includes group, verbal, intelligence tests of freshmen in the following Negro schools, together with those of freshmen in a number of white educational institutions; Atlanta university, Fisk university, Hampton institute, Howard university, Lincoln university, Morehouse college, Morgan college, North Carolina state college, Spelman college, West Virginia collegiate institute, Wilberforce university.

148. Towns, Grace. The emotional attitudes of Negro girls in high school and college. Master's thesis, 1929. Ohio state university, Columbus. 76 p.

Purposes of the study were: (1) To discover the nature of emotional attitudes of Negro girls in high school and college; (2) to compare with white girls of same ages; (3) to compare with feeble-minded girls. Pressey X-0 tests were used. Conclusions: (1) Emotional age apparently is not related to mental age; (2) emotional age apparently is not related to chronological age; (3) most individuals development in two of the three age scales is usually rather closely related; (4) certain changes in emotional response at different chronological ages are found; (5) a difference in the emotional attitudes of Negro and white girls is found; (6) results cannot be taken as significant for either social group due to circumstances involved in the investigation; (7) little that is similar appears in a comparison of the Negro and feeble-minded groups.

149. Varney, W. Drew. A comparative study of intelligence of Negroes and whites. Master's thesis, 1929. University of Rochester, Rochester, N. Y. 160 p. ms.

This study is a summary of other studies to date, a personnel study of two groups—Negro and white—review of inequalities of educational opportunities of the two races, analysis of other social and economic factors. Findings: Other studies have not adequately recognized inequalities of opportunity for the two races; granted equal opportunity, the apparent differences in intelligence tend to decrease.

150. Viteles, Morris S. The mental status of the Negro. *Annals of the American academy of political and social science*, 140: 166-77, November 1928. diag., bibliog.

A survey of the results of a number of typical studies of Negro-white differences in mentality as measured by psychological tests. Varied conclusions have been drawn: Definite inferiority of the Negro; probability of racial mental equality under equal conditions; doubt of superiority of the whites.

EDUCATIONAL ACHIEVEMENT

151. Addams, Jane. Education by the current event. Survey, 64: 461-64, September 1, 1930.

Just as public interest aroused by such current events as the Dayton trial, and the Edison birthday party makes such topics of educational value, so achievement of worthy Negroes may be received worthily and thereby an enormous loss of capacity may be avoided.

152. Dabney, Thomas L. The importance of Negro history. Southern workman, 58: 558-62, December 1929.

Discussion of the results of a questionnaire-study to test the knowledge of Negro history possessed by 497 Negro students. Found them uninformed.

153. Hope, John. Educational achievements and needs. Southern workman, 58: 147-54, April 1929.

The achievements of the Negro during the past sixty-five years are briefly drawn—adaptation to a new civilization, climate, people, and language. The needs are given as better public schools, better medical schools, a bettered rural life, better churches, better colleges, and a development of senses of cooperation and understanding.

154. Lehman, Harvey C. and Witty, Paul A. The Negro child's interest in writing poetry. Education, 49: 346-54, February 1929. tables, diagra.

In line with utilization of interests of children in curriculum-making, an attempt was made to ascertain the per cent of Negro children engaging in writing poetry "just for fun," as compared with white children. From a check list administered to over 5,000 children, it was discovered that Negro children write poems much more commonly than do white children.

155. Mitchell, Q. B. The comparative achievement of white, Mexican, and colored children in elementary public schools. Master's thesis, 1928. University of Kansas, Lawrence, Kans. 96 p. ms.

In this study three distinct social environments are represented. One hundred children of the fifth grade of each type of school, Negro, white, and Mexican, were selected. The writer proposes to ascertain the mental ability, educational attainment and general scholastic status of each group and then to compare the three groups. In most of the tests white children outranked the Negro and Mexican children. The author states that "the probable cause appears to be a difference in mental ability. The possible cause of the difference in mental ability may be the disparity between the environment of the three groups. Another possible cause is difference in heredity."

156. Thompson, Charles H. The educational achievements of Negro children. Annals of the American academy of political and social science, 140: 1-16, November 1928.

The general purpose of the author is "to make a critical summary appraisal of the educational achievement of Negro children." The conclusion, given in the author's own words, is as follows: "A critical appraisal of the facts with reference to the educational achievement of Negro children forces one to conclude: (1) That the doctrine of an inherent mental inferiority of the Negro is a myth unfounded by the most logical interpretation of the scientific facts on the subject produced to date; (2) That the mental and scholastic achievements of Negro children, are, in the main, a direct function of their environmental and school opportunities rather than a function of some inherent difference in mental ability; (3) That a philosophy of education based upon the current unwarranted interpretations of achievement differences between white and Negro children, as due to inherent racial mental inferiority of the Negro, is not only unjust, but a little short of disastrous, especially in view of the many disabilities the Negro has to undergo in this country."

157. Wilbur, Ray Lyman. Negro education rise traced. School life, 16: 70, December 1900.

Excerpt from radio talk—mention of the amazing picture presented by education among Negroes; abilities shown from achievements; creation of office of Specialist in the education of Negroes.

HEALTH EDUCATION

158. **Barnwell, F. Rivera.** A practical health program for elementary schools. *Bulletin (Tuskegee institute, Ala.)*, 8:21-24, June-July 1928.

Suggests a "simple health program, practicable in the poorest of our thousands of colored schools scattered in small towns and rural communities throughout the South."

159. **Daniel, Victor H.** Negro health week: A national movement. *America*, 48:208-9, June 7, 1930.

From a local beginning at Tuskegee and its surrounding county, this movement has spread to include 28 states in which 97 per cent of the Negro population of the United States resides.

160. **Grant, Cora DeForest.** Ruggedness, the fourth "R" in Negro education. *Nation's schools*, 1:55-59, February 1928.

Report on the program of health work in the public schools of Washington, D. C., showing the strides in "ruggedness" made in the curriculum.

161. **Hayes, Blanche C.** Health work in the colored schools of Charlotte, N. C. *Bulletin (National association of teachers in colored schools)*, 10:19-21, May 1930.

A description of health work as carried on in the colored schools of Charlotte, N. C., covering the following topics: (1) The examination of children and correction of physical defects; (2) Control of communicable diseases; (3) Health education; (4) Freshschool clinics.

162. **Mayo, Rachel.** A health project in a colored school. *Hygeia (American medical association)*, 8:570-71, June 1930.

Describes how a health project was carried out in one Negro school in a rural community of coastal Carolina. The writer's description of the general situation emphasizes: (1) The very great need for health education in this particular community of five colored schools within a radius of eight miles; (2) The bareness and meagerness of an education carried on in inadequate buildings and with little or no equipment.

163. **Nichols, Franklin O.** Preparation of Negro youth for marriage and parenthood. *Southern workman*, 59:253-56, June 1930.

Courses in social hygiene have been inaugurated in several institutions of higher learning for Negroes. The outline of materials taught follows: (1) An understanding of the monogamous family as a center for individual and social welfare; (2) the Negro family; its history; (3) An understanding of the biological, psychological, sociological, and ethical aspects of family life; (4) preparation of youth for the realities, responsibilities, and spirit of marriage and parenthood.

164. **Boyster, Lawrence T., and Hulvey, C. N.** A study of the ratio of weight-height-age in Negro children. Read before the American pediatric society, St. Louis, Mo., May 20, 1929. (Pub. in *American journal of diseases of children*.)

"A statistical study of over 8,000 measurements of Negro children in connection with similar measurements of white children. The study reveals the fact that the various ratios, height to weight, height to weight for age, height to age, etc., in Negro children differ materially from similar ratios in white children."

165. **Teaching Negroes how to play.** *Nation's schools*, 1:52, April 1928.

In addition to the program of agricultural training, the Booker T. Washington school on wheels teaches Negroes how to play. The school was built and equipped by 80,000 Negroes and donated by them to the cooperative agricultural extension service with headquarters at Tuskegee institute, Tuskegee, Ala. The service is supplied by the U. S. Department of agriculture in cooperation with the Alabama polytechnic institute.

166. **Two million dollars for Negro health and education in New Orleans.** *American city*, 48:110, July 1930. illus.

Announcement of the availability of \$2,000,000 for Dillard university for disseminating education and health to Negroes in that section. A striking incident connected with the raising of the fund was the oversubscription by the Negroes in the community during a period of depression.

167. **The White House conference on child health and protection.** Committee on the school child, Section III-C, Thomas D. Wood, chairman. Report of subcommittee on the Negro school child. Washington, D. C., The Conference, 1930. 77 p. ms. Charts, tables.

Reports (1) the status of public education for Negroes in the Southern states; (2) public health service and health education for Negro school children to-day; (3) program for the health and protection of American school children; and (4) private, semiprivate, state, and local health education enterprises. The study attempts to point out the weaknesses and shortcomings in the public schools for Negro children in the Southern states, to picture the program for health and protection of Negro children in the various states, to urge use of national health measures for both white and Negro children, and to set down logically organizations that may be of assistance in programs for health and protection of Negro school children.

SOCIAL AND ECONOMIC ASPECTS

168. **Bond, Horace M.** What lies behind lynching. *Nation*, 128 : 370-1, June 1930.

Mental poverty and its causes are given as the agencies responsible for a typical lynching. The causes are summed up as unequitable division of expenditures for education for Negroes and whites in states where education for whites is far below the standard of other states. The solution proposed is continued development of our theory of financing education.

169. **Brown, Forrest.** Goodwill tour in Virginia. *Southern workman*, 58 : 203-6, May 1929.

Using the artistic approach by means of the Hampton quartet, a goodwill tour of a number of Virginia colleges was made. In this manner it is hoped to develop a cooperative spirit, and influence the thinking of the growing generation.

170. **Bryant, Mrs. Bessie D.** The influence of education upon the Negro's standard of living. Master's thesis, 1930. Tulane university, New Orleans, La.

"Shows that, in general, a rise of the standard of living goes along with increase of opportunities for education."

171. **Caldwell, I. S.** A school that teaches a community, Keysville, Georgia. *Survey*, 59 : 764-65, March 15, 1928.

"The accomplishments of the Rosenwald fund usually come to us in statistical reports of schools built, rooms added, and dollars spent. Here is an account of the work of that fund in terms of a community re-made through its school and of opportunity for a teacher with vision."—Editor's note.

172. **Chamberlain, A. H.** Solving a serious social problem. *Overland news*, 88 : 261-62, September 1930.

Discussion—An appraisal of the work of Tuskegee Institute.

173. **Guggisberg, F. G., and Fraser, A. G.** The future of the Negro. London, Student Christian movement press, 1929.

The three sections of this treatise on education in Africa are: I. the development of the American Negro; II. the education of the African peoples; and III. Notes on West African education. One of the authors considers it one of the greatest challenges to an Englishman to-day to help these African races "now in the throes of the greatest change of life in their history." The future of the Negro (African or American) depends largely upon the gradualness of the transition which is made between a primitive culture and the culture of Western civilization.

174. **Halbert, Blanche.** Why America will have better homes. *Southern workman*, 58 : 216-23, May 1929.

A résumé of some of the achievements of the Better home campaign of 1928, with an indication of its educational value.

175. **Hubert, Benjamin F.** After seven years at Tuskegee. *Southern workman*, 57 : 348-50, September 1928.

The author says that the Booker T. Washington spirit—of courage, simplicity, cleanliness, and cooperation characterizes the institution and its graduates.

176. **Johnson, Charles S.** The social philosophy of Booker T. Washington. *Opportunity*, 6: 102-05, April 1928.

The author reviews in six points the philosophy of Washington: (1) He advocated conciliatory rather than aggressive tactics in race relations; (2) advocated ownership of land and homes and the development of business; (3) emphasized the dignity of work; (4) advocated beginning boldly at the beginnings with the elements of education; (5) was an objectivist; (6) refused to stress politics.

177. **Kerlin, Robert T.** America's race problem. *Southern workman*, 58: 489-92, November 1929.

The Negro renaissance—as the author terms the present state of development of the American Negro—serves to accentuate the problem rather than adjust it. The solution given is education—"education of the whites."

178. **McGee, Alice E.** The views of colored students and laymen respecting the duties and difficulties of a good citizen. Master's thesis, 1929. University of Chicago, Chicago, Ill. 45 p. ms.

"The study gives: (1) The opinions of 1,000 pupils in the colored high schools of St. Louis, respecting the duties and difficulties of citizenship; (2) a comparison with a study of representative citizens of the United States. Findings: There are some problems in citizenship that are common to all citizens and some that are common to specific groups. A need of differentiated objectives is suggested."

179. **McGraw, Myrtle B.** A comparative study of a group of Southern white and Negro infants. Doctor's degree, 1930. Teachers college, Columbia university, New York city.

"The study purports to minimize the effect of environmental factors involved by restricting the life age of the subjects to the period of infancy. Sixty colored babies and 68 white babies were selected at random from the infant population of Tallahassee, Fla., and studied. Data indicate that white babies are superior to Negro babies in terms of developmental achievement. The same type and approximately the same degree of superiority is evidenced on the part of the white subjects as that found among older groups, or even adults."

180. **Moton, Robert Russa.** Progress of Negro education in the South. *In* National education association. Addresses and proceedings, 1929. p. 107-11.

Traces rise of Negro education through northern philanthropy from immediately after the Civil War to the present. Views America as a laboratory, proving the possibility of the living together of two races of totally different types, and by proper education bringing out the best in each group.

181. **Reedy, Sidney J.** The educational significance of Negro magazines. Master's thesis, 1928. State university of Iowa, Iowa City. 119 p. ms. tables, appendix.

The contents of five Negro magazines selected as the five most representative—*The Crisis*, *Opportunity*, *The Messenger*, *The Southern workman*, and *The Journal of Negro history*—were analyzed for the year 1927, to ascertain the educational value, particularly to junior and senior high school students. The writer found that these magazines furnished sufficient material in "Vocation," "Worthy use of leisure," and "Citizenship," but failed to offer material with which the objectives "Health," "Command of fundamental processes," and "Worthy home membership" might be developed.

182. **Reid, Ira DeA.** The Negro population of Denver, Colo. New York, The National urban league, 1929. 46 p.

Among other problems, the major one facing the Negro in Denver is that of adequate employment. A program designed to raise the general level includes improvement along the following lines: (1) Industrial conditions; (2) housing; (3) health and sanitation; (4) Recreation; (5) education.

183. **Shores, Louis.** Public library service to Negroes. *Library journal*, 55: 150-54, February 15, 1930.

The results from a questionnaire sent to librarians of over 80 cities showed that there were five classes of cities: (1) Cities with no provision for library service to Negroes; (2) cities limiting Negro use of public library; (3) cities providing segregated library service to Negroes; (4) cities with special Negro branches, or branches used largely by Negroes, but with free use of all libraries; (5) cities granting full use of all libraries. There will be a need of trained Negro librarians in greater numbers in the future, but, at present, there are more library schools than opportunities warrant.

184. Washington, Forrester B. Headway in social work. *Southern workman*, 59 : 3-9, January 1930.

A discussion of the increased field for trained Negroes in social work. Mentions success of the Atlanta School of social work.

PHILANTHROPIC INTERESTS IN NEGRO EDUCATION

185. Brawley, Benjamin G. Doctor Dillard of the Jeanes fund. New York, Fleming H. Revell company, 1930. illus.

This biography of one of the foremost modern educators clearly shows why 'he subject was designated "Citizen of the world" by Dr. Wallace Buttrick. The author sums up the personal qualities of this "statesman of education," "apostle of racial good-will," as optimism, conservative liberalism, emphasis on fundamentals, sympathy, and an undefinable personal quality which through mellowness and tenderness bends all before its will, be it manifest in humor, humanism, tolerance, or broad perception.

186. Dillard, James H. A happy development. *Opportunity*, 8 : 14-16, January 1930.

The president of the Jeanes-Slater funds tells briefly the story of the development of the county training school.

187. Embree, Edwin R. How Negro schools have advanced under the Rosenwald fund. *Nation's schools*, 1 : 37-44, May 1928. illus., plans, map.

The program and achievements of the Rosenwald fund since the building of the first school in 1918 at Loachopoka, Lee County, Ala., tell a story of the development of Negro education. The three essential points in the program of Rosenwald schools are given as: First, cooperation between all the parties interested; second, adaptation of the school work to the practical needs of the people from whom the children come; and, third, careful planning of the school buildings.

188. ——— Julius Rosenwald fund. Reviews for the years 1928, 1929, 1930. Chicago, Julius Rosenwald fund, 1928-1930. 3 v.

Each report gives a résumé of the work of the year, and the new activities developing, including cooperation in pay clinics and other distribution of medical services to persons of moderate means; development of county library service, especially in the Southern states; the work of state agents for Negro schools and the Jeanes teachers, as well as the work of several other foundations contributing to the education of Negroes.

189. Favrot, Leo M. Negro education in the South. *In National education association. Addresses and proceedings, 1929.* p. 472-76.

A picture of Negro education showing progress and problems is presented by the author. An account of the services of philanthropy to Negro education in the South (the Jeanes-Slater funds, Rosenwald fund, and General education board) is given. Less encouraging elements in the picture of Negro education are also related.

190. General education board. Negro education. *In its Annual reports 1927-1928 to 1929-1930.* 3 v. New York.

Contains reviews of the board's activities in its various fields for the years covered, its contributions to Negro colleges and schools, its cooperation with other organizations, and its surveys and investigations in various fields of education.

191. Griffin, M. H. The Rosenwald building program. *State normal journal*, 2 : 32-33, March 1929.

The author presents a statistical summary, together with descriptive material and table, showing the number of Rosenwald schoolhouses built during the period 1912-1921. It also shows the amount contributed by Negroes, local white persons and public-school authorities. Aims for the next school year are also outlined.

192. Havins, T. E. The Negro goes to school. *Texas outlook*, 14 : 21, May 1930.

The purpose of the author is to set forth the work of certain philanthropic enterprises in giving better education to Negroes and to list four types of schools which are important in improvement of Negro education.

193. **John F. Slater fund.** Proceedings and reports for the years 1928-1930. 3 v. Charlottesville, Va.

The activities of the fund are given in each report, and include appropriations and disbursements; list of county training schools with number for each county address, superintendent, and principal of each; and the occasional papers of the fund. The 1929 report deals with the achievements of the Slater fund since it began working with the county training schools in 1911. These schools, according to the writer, are evidences of cooperation of many agents, one school receiving help from seven sources.

194. **Lee, Harold Fletcher.** Problems of education. In *Social problems of the Negro in America*. Master's thesis, 1930. University of Chicago, Chicago, Ill. ch. 3.

This is a report on the study of educational literature dealing with problems of Negro education. There are two tables; one showing the frequency of appearance of such topics and the other giving the amount of space devoted to the problems. Philanthropy heads the list in both tables with a frequency of 84 and 25 per cent of the total pages, while the Southern dual system of education is second with 59 frequencies and 17 per cent of the pages. The literature reviewed by the author devoted much space to a discussion of the inadequacy of the education of Negroes in fitting them for life's needs, especially from an economic viewpoint.

195. **Peabody, George F.** For Negro education. *Southern workman*, 59: 109-10, March 1930.

An open letter to persons making wills, and their lawyers, presenting a brief for the financial needs of education of Negroes.

196. **Rosenwald, Julius.** The trend away from perpetuities. *Atlantic monthly*, 146: 741-49, December 1930.

A brief mention is made of the bestowal of endowments to Negro colleges for immediate use rather than perpetuities.

197. **Ross, Mary.** The leaven and the loaf. *Survey*, 62: 171-75, May 1, 1929. illus.

The leaven—donations by the Julius Rosenwald fund—and the loaf—public county training and other rural schools for Negroes—are doing much to raise the level of community life in rural sections with large Negro populations. The author concludes: "They are climbing Jacob's ladder, and thanks to their own gentle will and the helping hands of others, they are far enough up it to see sunlight ahead."

RELIGIOUS EDUCATION

198. **Gillard, John T.** Negro education. *Commonweal*, 11: 419-20, February 12, 1930.

The work done by the Catholic church in education for Negroes is reviewed briefly.

199. **Stormont, Nancy L.** An experiment in Negro education. Being a story of a mission school. Master's thesis, 1929. New York university, New York city. 83 p. ms.

The purpose of the author is to tell, in conversational style, the present condition of educational work carried on by the Reformed Presbyterian (Covenantor) Church at Knox academy, Selma, Ala. She discusses the social and economic factors; religious educational factors; work of the school; and gives a brief history of early experiments in Negro education in several states. The hope is expressed that through this writing "some will realize more than ever how insufficient Negro education is in many parts of our country and that they will do all that they possibly can to further it in the church, the community, and the school."

THE FEDERAL GOVERNMENT AND NEGRO. EDUCATION

200. Federal aid to Howard university. *School and society*, 29: 249-50, February 23, 1929.

Deals with appropriations to Howard university authorized by law. The systematic support will serve to insure a fixed income to the institution.

201. Government recognizes Negro education. *Missionary review*, 53:953, December 1930.

Report of announcement of the creation of the new service with a specialist in the education of Negroes, with comment on the fact that the Government, after lagging behind churches for so many years, has at last awakened to the need of this group. (Reprint from *Christian advocate*.)

202. United States Government and Negro education. *School and society*, 32:421, September 27, 1930.

Announcement of the creation of the office of the specialist in the education of Negroes and appointment of incumbent.

AUTHOR AND SUBJECT INDEX

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