HISTORY OF THE EDUCATION OF NEGRO TEACHERS IN THE STATE NORMAL SCHOOLS OF NORTH CAROLINA FROM 1877 TO 1943

by

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Approved:

Major Professor: A. D. Grubb

Minor Professor: _____

Chairman of the Graduate Committee: E. T. Henderson

Respectfully Dedicated

To

My Wife

PREFACE

The problem of this study has been to prepare a History of the Education of Negro Teachers in the North Carolina State Normal Schools for Negroes by a thorough study of the Biennial Reports of the Superintendent of Public Instruction to the Governor of the state, and other pertinent material from 1877 to 1943.

Histories of each of the teacher-training Institutions supported by the State that are now in existence have been given. In addition, attempts have been made to make comparisons of the Normal Schools for Negroes in North Carolina with those of similar standing in other states, and of the Negro teacher with the White teacher of this state.

It is hoped that this manuscript will provide students, teachers, and others interested in the education of the Negro teacher a history of what actually has been accomplished for these instructors in the State Normal Schools from the date of their establishment to the present time. It also is hoped that the reader may gain a clear idea of the progress made in the training of the Negro teacher compared with that of the White teacher.

The writer wishes to thank personally the many

persons who have assisted him in writing this manuscript. Without their aid the writing of this Thesis would have been impossible. The writer particularly wishes to express his thanks and appreciation to Dr. R. L. Hilldrup for the help given him in revising, rewording, and correcting mistakes made in the paper and for his assistance in gathering material used in the Thesis. He also wishes to acknowledge the advice of Dr. Hilldrup in the seminar courses taken under his guidance. The writer of this paper desires to express his thanks to N. C. Newbold, Director of Race Relations, in Raleigh, and to the various Normal Schools for material sent to him on this subject.

Lastly, but not least, the writer is ever grateful to his wife, Novella J. Brown, for her encouragement and for her assistance in proof reading and the typing of this Thesis. She and his two daughters, Nina Louise and Gwendolyn, have been sources of inspiration, and without this the writer might not have written this Thesis.

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GENERAL SURVEY OF THE NORTH CAROLINA SCHOOL SYSTEM

The general conditions of the public schools in North Carolina, as well as the normal and private institutions of the State, were in such a deplorable state of affairs, as a result of the Civil War, that it is hardly possible for us to realize in this age of modern consolidated schools how any progress was made at all.

Coupled with the evil effects of the War, were the handicaps of Reconstruction. Along side of this, were those elements of poverty, ignorance, prejudice between the North and the South, the Negro and the White, and a general demoralization of all concerned.

No less than the black clouds of the Civil War between the States, was the pall of ignorance hanging over the States. According to R. D. W. Connor:

> In 1870, there were in North Carolina 166,396 whites and 250,606 blacks over ten years of age who could not write their names.[1]

The Radicals, who wanted to establish social equality, and forbid the separation of Negro and White students in schools, established within the minds of the white race a deep seated prejudice of which it has never completely ridden itself.[2]

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1. R. D. W. Connor, North Carolina Rebuilding An Ancient Commonwealth, (The American Historial Society, Inc., Chicago), II, 1929, p. 382.
2. Ibid.

Political problems secured all the attention of the leaders. Moreover, there was even a movement on foot to close all the public schools immediately following the secession of North Carolina from the Union. The purpose of this was to convert the school appropriations into a war fund. Superintendent Calvin H. Wiley vigorously protested, first to the county school officials, and later to the Governor(Ellis) and his council.

Governor Ellis and his successors, Governors Clark and Vance were won over by the Superintendent's eloquent appeal to keep the schools open regardless of conditions or cost. Hence, the schools were kept open in spite of a depreciating currency, a diminishing school fund, and the fact that thousands of dollars invested in stocks and bonds were lost when they were repudiated and sold.[3] Wiley continued his work in spite of the handicaps, until it (superintendent's Office) was declared vacant by an ordinance of the Convention of 1865.

The period of Reconstruction was no better. In 1866, the Legislature abolished the offices of the state superintendent and the treasurer of the Literary Fund. Justices of County Courts were given the power to lay and collect taxes for common school support. Public schools were

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3. Ibid., pp. 383-4.
Note: Superintendent Wiley estimated 65,000 in school attendance in 1860-61; 52,000 in 1861-62; and fully 50,000 in 1863.

turned into subscription schools. The same year, a bill appropriating $75,000, from the state treasury for public schools, was defeated in the Senate.

However, the Legislature of 1866-67 passed two important acts which helped to save the complete destruction of the schools. One of these acts authorized towns and cities to establish public schools supported by taxation. All funds that could be spared from other purposes were to be used for their support, and a poll tax of not more than $2.00 could be collected on men over twenty one years of age. A provision was made to use this money first for primary grades, and if sufficient, for higher grades.[4] The second act which attempted to revive county machinery failed to achieve its purpose.

The new Constitution (1868), provided for a general and uniform system of education, with at least one school in each district, to be operated on a four-months basis. A State Board of Education was created, consisting of the governor, lieutenant governor, secretary of state, auditor, treasurer, superintendent of public works, and a superintendent of public instruction, and attorney-general. It was given the power to legislate, govern, and regulate the schools and the funds appropriated. The Constitution also provided for the establishment and maintenance of a

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4. Ibid., p. 385.

department of agriculture, mechanics, mining and normal instruction, in connection with the University of North Carolina.[5]

In 1868-69, a law was enacted providing $100,000 for public schools. This appropriation provided for a definite term, a general tax, and Negro education. This is the first definite mention of a provision for Negro education, and differed from the school law of 1839 in that respect.

Superintendent S. S. Ashley, a carpet-bagger from Massachusetts, became the first to serve as superintendent under the new system. He favored mixed schools and took more interest in Negro education than in any other phase of the work.[6] He pointed to the need of free public schools supported by public taxation, and the establishment of normal schools.

The chief handicap was the lack of funds. The legislative appropriation of $100,000 could not be paid, and the capitation tax, of which 75% was proportioned for schools could not be collected. In 1870, a tax which the legislators believed would produce a revenue of $100,000 for schools, actually brought in less than $23,000. Conditions were bad enough, but county officials added to

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5. Ibid., pp. 386-7.
6. Ibid.

the miseries by using the funds collected for other purposes. Moreover the Supreme Court, in 1870, declared the act of 1869 unconstitutional and void, and when the question of levying a tax came up for popular vote it was defeated.[7]

In 1870-71, the Legislature became too involved in the impeachment of Governor Holden to make any definite contributions in the advancement of education. It reduced the salary of the state superintendent from $2,400 to $1,500, and in 1871 Superintendent Ashley resigned. Governor Caldwell appointed Alexander Mc Iver, a professor in the State University, to fill the vacancy. In 1872, Mc Iver showed that only $155,000[8] had been spent for the public education of both races. Furthermore, out of a school population of 182,000 whites and 85,000 Negroes, only 34,000 whites, and 16,000 Negroes were enrolled.[9]

The prejudice of the whites, and the fear of social equality were justified by the "Civil Rights Bill," passed in 1874 in the United States Senate, but Congress adjourned before its passage in the House. This Bill provided that,

> All citizens and persons within jurisdiction of the United States shall be entitled to full and equal enjoyment of the advantages of the common schools and other institutions of learning and benevolence without distinction of race, color, or previous condition of servitude.[10]

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7. Ibid., p. 388.
8. Ibid., p. 389.
9. Ibid.
10. Ibid., p. 390.

Even though the bill did not become a law, it had its effect upon southern education. Progress was retarded, building contracts were delayed, teachers' contracts were suspended and state legislation was hindered.

In 1873-1874, an Educational Convention, called by the State Board of Education in Raleigh, launched a campaign for general improvement of the educational system. It became the chief Association in the movement, publicizing county associations and an educational journal.

Superintendent of public instruction Stephen D. Pool, a conservative elected in 1874, resigned after six months, charged with mishandling the funds appropriated by the Peabody Education Board.[11] Governor Brogden appointed John Pool, who held the post until January 1877 when John C. Scarborough was appointed by Governor Vance.

Scarborough's success in the training of Negro school teachers may be attributed in part to laws as provided in the constitution submitted by the Convention of 1875. The Legislature under this constitution established two normal schools, one for each race, with an appropriation of $2,000 for maintenance: the Fayetteville Normal School for the Negro race founded in 1877, with Robert Harris[12] as

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11. Ibid., p. 391.
12. Annual Report of The Superintendent of Public Instruction of North Carolina, (P. M. Hale and Edwards, Broughton and Co., printers, Raleigh, 1880), p. 42.

principal, and the University Normal School, for whites, with Major Jed Hotchkiss, of Staunton, Virginia, principal.[13] An act was also passed giving authority to townships of a certain population to levy taxes for graded school support, provided they received the support of a majority of qualified voters. In addition, the George Peabody Fund established in 1867, for education in destitute southern states, had contributed to North Carolina $87,600 by 1877.[14] This appropriation plus the $350,000, raised by taxation in 1877, was used for the establishment of schools, preparation of teachers, the state department of education, and the state teachers' associations.[15]

War and Reconstruction had hit the colleges as well as the public schools. Every college and the University in North Carolina were closed sometime during the period from 1862 to 1875.[16]

Superintendents Scarborough (1877-1884), Sidney M. Finger (1885-1892), Scarborough again from (1893 to 1896), were not very inspiring educational leaders. Hence, they were personally responsible for very little of what was accomplished during their administrations. Fortunately for education, however, outside official circles Walter Hines Page was an active leader, and Charles B. Aycock,

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13. Ibid., p. 18.
14. Connor, op. cit., p. 393.
15. Ibid.
16. Ibid., p. 394 ff.

Superintendent of Wayne County Schools, was preparing himself to become the "Educational Governor" of North Carolina. In addition, Kemp P. Battle[17] and George T. Winston defended higher education, while Charles D. Mc Iver and Edwin A. Alderman championed the idea of universal education for every boy and girl in North Carolina.

In the meantime, the committees on Education in the Senate and House of Representatives requested Scarborough, Superintendent of Public Instruction in 1881, to draft a bill which would more adequately meet the needs of both White and Negro races.

This bill, known as the Senate Bill number 459, provided for an increase in taxes for schools, an increase in poll tax, County Superintendents of Schools, County Teachers' Institutes for the improvement of teachers and four additional Normal Schools for each race.[18] It became a law in 1881.

Normal Schools established by this law for the Negroes were: (1) The Newbern Normal, (2) The Franklinton Normal, (3) The Plymouth Normal, (4) and The Salisbury Normal.

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17. Note: At this time (1880) Kemp P. Battle was Treasurer of the University Normal School, Chapel Hill. Later he became president of the school.

18. Biennial Report of the State Superintendent of Public Instruction of North Carolina, (Ashe and Gatling, State Printers, Raleigh, N. C., 1883-'84), pp. 4-5.

Normal Schools established by this law for the White race were: (1) Newton Normal, (2) Franklin Normal, (3) Elizabeth City Normal, (4) and The Wilson Normal.

In 1891, only four years after the North Carolina College of Agriculture and Mechanic Arts for the Whites was established at Raleigh, Mc Iver and Alderman became the leaders in securing the passage of an act which led to the establishment of The North Carolina Agriculture and Mechanic College for Negroes, and the North Carolina State Normal and Industrial College for white women, "to give them such education as shall fit them for teaching."[19] A fact worthy of mention is that, while progress was being made in establishment of schools for whites, the State was also mindful of its obligations to the colored race and established both of these schools at the same time (1891), and at the same place, Greensboro. It is also significant to note that the College for Negroes opened its doors only one year later (1893) than the College for the Whites (1892). John O'Crosby became president of the Negro institution, which now operates under the name of the Agricultural and Technical College for Negroes at Greensboro, and Mc Iver became president of the institution for white women assisted by Alderman. In addition, North Carolina, realizing that the need of trained Negro teachers was even greater in the

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19. Connor, op. cit., pp. 418-19.

public schools for that race, than for the whites, endeavored to more nearly equalize the opportunities for both races by the establishment of the Elizabeth City State Normal College for Negroes in 1892.[20]

In 1897, Charles H. Mebane became State Superintendent of Public Instruction. The offices of the county superintendents were reestablished, and an appropriation of $50,000 set aside to be used in subsidizing districts that voted local taxes.[21] In addition, appropriations were increased for teacher training in the Normal Schools.

Aycock became governor in 1900. He had endorsed the legislative action of 1899 providing an appropriation of $100,000 for schools, and during his governorship he championed universal education for every boy and girl, white and colored, in the state for four months of each year.

The election of 1902, resulted in a solid democratic delegation of public state officials. James Y. Joyner was nominated and appointed State Superintendent to succeed Thomas F. Toon after the latter's death.

After the election of Aycock as Governor, and the appointment of Joyner as Superintendent, an educational

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20. Report and Recommendations of The Commission To Study Public Schools and Colleges For Colored People In North Carolina, Bulletin, (State Capitol, Raleigh, N. C., Mar. 10, 1937), P. 39. Hereinafter referred to as Report on Public Schools and Colleges for Colored People.

21. Connor, op. cit., p. 449.

revival took place. As a result of Aycock's universal educational program, assisted by Joyner and Eugene C. Brooks, Negro education began to occupy an important position in our system of higher education. The most noteworthy achievement of this revival was the placing of Negro training institutions on a firm foundation alongside of White schools.

In 1903, the State Board of Education was empowered to consolidate the seven existing Negro Normal Schools into five. It was also given the power to improve the equipment as well as to raise the standards of the institutions. Charles L. Coon was elected to supervise the work. Shortly afterwards the State Normal Schools for Whites were established at Boone (1903), Cullowhee (1905), and Greenville (1907).

After 1900, a better sentiment toward the establishment of Negro education was in evidence. Aycock was an earnest advocate, and because of conditions arising out of economic and political factors, he took a definite stand in support of their education by public taxation.[22] Aycock's leadership was supported by Joyner, Brooks, A. T. Allen, Charles L. Coon, N. C. Newbold, and Judge Henry Groves Connor, a prominent member of the Legislature, who

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22. Biennial Report of the Superintendent of Public Instruction, (Raleigh, N. C.), 1934-36, Part I, Ch. II., pp. 77-78.

upheld the constitutional proceedure.

Negro educational improvement was brought about under the state supervision of four men, from 1900 to 1925, namely:

(a) Thomas F. Toon, who began the work, but died one year after entering office.

(b) James Y. Joyner, to whom a great deal of the progress made from 1902 to 1919 is due.

(c) Eugene C. Brooks from 1919 to 1923 when he became president of North Carolina State College.

(d) A. T. Allen from 1923 to 1928.

Each of these four men placed special emphasis on some particular field of the work. Joyner emphasized public taxation, increased terms, training of teachers and superintendents, state supervision, high schools, and increased state support. Brooks brought about reforms in the training and certification of teachers, formation of a salary schedule, and consolidation of schools on the county unit plan. It was also during his administration that the Legislature created the State Normal School at Durham, in 1923, for Negroes. The purpose of this institution is the education of Negro school teachers on the secondary grade level. A. T. Allen emphasized the increase brought about in the equalizing funds, better

facilities for the training of teachers, and an increased school term by constitutional amendment. It was during his term of office that the General Assembly chartered the Negro College at Durham (1925). This institution became the first liberal arts college for Negroes in North Carolina or in the South.[23]

The progress made in Negro education was brought about by a number of factors that should be mentioned with emphasis, in connection with the support of the leaders mentioned above. These factors are:

First: Charles L. Coon and N. C. Newbold, both rendered conspicuous service to the state as superintendents of the Negro State Normal Schools for a number of years.

Second: As a more wholesome sentiment toward Negro education progressed, a gradual increase in public support of not only elementary and high schools, but normal and industrial colleges as well took place. Better buildings and equipment were essential improvements.

Third: Supervisors were employed by more than one third of the counties for Negroes at a cost of more than $40,000 annually. Eighty per-cent of this amount came from public sources.

Fourth: The State of North Carolina has made gradual

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23. Report on Public Schools and Colleges for Colored People, p. 39.

increases in the support of the Negro Normals, and in 1921-23- and 1925, there was an appropriation of $1,713,000 for pernament improvements alone. In 1926 and 1927 the State Negro Normals had property valued at $2,716,500, and received from the State for maintenance $207,675.[24]

Fifth: A number of philanthropic agencies assisted North Carolina in the program of Negro education. The Julius Rosenwald Fund, The Anna T. Jeannes Fund, The John F. Slater Fund and The General Education Board of New York, contributed over a period of twenty years (1906 to 1928), $1,877,000.[25]

At the beginning, all of these institutions were composed of elementary schools, high schools, and feeble attempts in college courses, but as the State gradually increased appropriations for public schools, and as elementary schools began to assume the responsibility, these grades began to disappear from the Normal Schools and at Greensboro College. High school grades were gradually eliminated in the same manner. This was accomplished only through a long drawn out process that came to an end in 1936. All five of these state-owned institutions, ranging in age from sixty-six years (Fayetteville) to

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24. Connor, op. cit., pp. 655-656.
25. Ibid.

twenty years (Durham) operate now only on the four-year college level. Elizabeth City and Fayetteville eliminated all elementary and high school departments and began a four-year teachers training program in 1936. The first graduation class was in June of 1939. Winston-Salem began its four-year teacher training program in 1925. These three institutions train teachers primarily for elementary ~~and~~ school work, while the Agricultural and Technical College at Greensboro, and the North Carolina College for Negroes at Durham are limited to the training of high school teachers.

In 1941 and 1942, the enrollment in all five state-owned and supported schools for Negroes was 3406 compared with an enrollment of 80 in 1921 and 1922. In 1941 and 1942, there were 767 and 688 graduates of these institutions respectively, compared with a total of 4 graduates in 1922.[26]

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26. Enrollment In Negro Colleges, Circular NE 195-mimeographed. Received from N. C. Newbold, Director of Race Relations.

I

HISTORY OF THE FAYETTEVILLE NORMAL

The history of the Fayetteville Normal School dates back to the days when the Civil War clouds and the Period of Reconstruction were just cleared away. Educational opportunities for the colored race were meagre, and the restrictions by the State forbidding education of Negroes had just been lifted. Fayetteville Normal School was the first institution of its kind established in the State.[1] Robert Harris became the first principal in 1877,[2] when it was established and for three years he labored until death overtook him in 1880. He was succeeded by C. W. Chesnutt who held the post until he resigned in 1883. The School has been under the control of a Board of Managers since its establishment. The first board was composed of J. H. Myrover, J. D. Williams and W. C. Troy.

In 1880, the enrollment in all departments was 106. Of this number thirty-one were in the Junior, Middle and Senior classes, thirty-five were in the Preparatory Department and the others in the Practice School.[3] This

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1. Biennial Report of The Superintendent of Public Instruction of North Carolina, (Edwards, Broughton and Company, Raleigh, N. C., 1934-'36) Part I, p. 77. Hereinafter referred to as Biennial Report.
2. Annual Report of The Superintendent of Public Instruction of North Carolina, (P. M. Hale and Edwards, Broughton and Co., printers, Raleigh, N. C., 1880), p. 42.
3. Ibid., p. 39.

was a decided increase over the forty enrolled during the first term in 1877.

The School consisted of a three-year normal course of study, and among other subjects taught in the curriculum were Latin, Algebra, Rhetoric and Singing.[4] When students had finished the prescribed course of study, they were awarded certificates entitling them to teach in the public schools of the State.

In 1882-'83, the enrollment decreased, which is probably accounted for by the establishment of other Normal Schools by the Legislature of 1881. However, by the report of the Principal, E. E. Smith, in charge for the session of 1883-'84, the enrollment increased to 130 students which was more than at any other period in its history up to this time (1884).[5] The enrollment remained approximately 130 students each year until 1888.

From time to time the principal and the Local Board of Managers raised the course of study so that by 1887 courses were offered in English, History, Reading, Higher Analytical Arithmetic, Composition, Physiology, Hygiene, Grammar, Physics, Algebra, Latin, Geometry, Bookkeeping, Astronomy, Botany, Theory and Practice of Teaching, Chemistry,

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4. Ibid., p. 40.
5. Biennial Report, (1883-'84), pp. 81 and 168.

Psychology, Writing, Drawing, Music, and others.[6]

The Institution in 1887-'88, according to the principal's report, received only $2,000 for maintenance from all sources.[7] This sum of money was used chiefly in support of the School and in payment of the three instructors. Even as late as 1895-'96 the State of North Carolina was appropriating only $10,000 for all seven Normal Schools or approximately $1,500 each.[8] In spite of the lack of funds, buildings, and equipment the School continued to operate nine months as well as to maintain an enrollment of nearly 130 even as late as 1895. The former principal E. E. Smith resigned in 1888, because of an appointment as Minister to Liberia by President Cleveland. He was succeeded by G. H. Williams who held the position until Smith's return in 1895. The session of 1895-'96 saw an increase in enrollment to 154.[9]

By 1898, the State had increased its annual appropriation to $14,000,[10] thus giving Fayetteville an increase in funds for maintenance. The Local Board of Managers was increased to six including the principal of the School, and the School was divided into two departments with sixty students enrolled in the Preparatory, and eighty-three

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6. Biennial Report, (1887-'88), p. 43.
7. Ibid., pp. 44-47.
8. Biennial Report, (1894-'96), p. 63.
9. Ibid., p. 68.
10. Biennial Report, (1896-'98), Part I, p. 139.

students in the Normal Department.[11] With four teachers the Institution began turning out teachers who were employed by the State in the Public Schools.

According to C. H. Mebane, 1898, Superintendent of Public Instruction, the Normal Schools were not doing efficient work in the lower studies, and he advised the State Board of Examiners to set up a Course of Study for the Normals and that it be given the power to appoint a Local Board of Managers for each School. Furthermore, he advised the consolidation of all seven Normals into three, located at Elizabeth City, Fayetteville and Winston.[12] These thoughts seemed to gain the enthusiasm of leading educators, but it did not become a fact until 1903.

In the meantime, 1899-1900, there were 174 applications for admission, but due to the fact that sixty-three were under age (16) , and twenty-five others failed to pass entrance examination, only eighty-six were admitted.[13]

The School was moved several times before its permanent location was found. In 1902, it was moved to Ashley Heights and remained there four years, after which it moved back into a rented hall in Fayetteville for two years. Realizing the need of a permanently located institution,

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11. Ibid., p. 150.
12. Ibid., p. 16.
13. Biennial Report, (1898-1900), p. 180.

Dr. E. E. Smith, the Principal, and influential citizen of the town, both Colored and White, secured the purchase of forty acres of valuable land in 1907. The first building known as the Vance Building erected there at a cost of $10,000, was occupied in 1908. Smith and others endorsed a note for $3,000 to pay for the land, and after several renewals it was finally paid. This period of expansion was brought about under the administration of J. Y. Joyner, Superintendent of Public Instruction.

In the meantime, 1905, the State appropriated $14,000 for support of the three Normal Schools, and an equal amount for improvements. Then in 1907, an additional $20,000 was set aside for improvement.[14] Since there were only three Normal Schools at this time Fayetteville received a much larger sum for maintenance and general improvement than at any other time during its history to date. Then in 1906-'08, the purchase of twenty-six acres of land for $1,500 was sold for $2,500 thus making a profit of $1000 on the sale. This sum of money was applied on the purchase of the Bruner tract of land mentioned above. It consisted of forty acres of land (part wooded), one six-room house, and an apple and pear orchard, which cost $3,500. There was a cost of only $550 to the State.[15]

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14. Biennial Report, (1906-'08), Part I, p. 52.
15. Ibid., Part III, p. 63.

General improvements in buildings, grounds, and equipment were started about 1908, when a two-story brick dormitory was begun and completed in 1910 at a cost of approximately $10,000. The house was repaired and fitted to accommodate sixteen students, and the grounds were cleared and the trees pruned. Equipment consisting of desks, blackboards, and a piano costing $250 was purchased for the building which contained twenty-nine bedrooms, a basement, kitchen and a dining room. In addition a barn twenty-four feet by thirty-two feet was constructed with a storeroom, and the six-room building for boys was furnished. An indebtedness of $2,000 was almost paid by September 23, 1910.[16]

Part of this building expansion program may be explained by the fact that the General Building Fund of North Carolina appropriated $10,000 annually for three years for this purpose, the Slater Fund, donated $833 from 1908 to 1910, and the State appropriated a substantial increase for improvements as well as $7,000 for maintenance.[17] In 1910, the entire plant was valued at $28,000. It had seven instructors and 295 pupils enrolled.[18] The building expansion program did not stop here. For the next biennium, 1910-'12, the State appropriated $7,950

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16. Biennial Report, (1908-'10), Part III, p. 132.
17. Ibid., p. 138.
18. Ibid., Part I, p. 61.

for maintenance; the Slater Fund appropriated $1,650; and in addition, the State gave $500 for building improvements.[19] A laundry building twelve feet by eighteen feet was constructed and the basement of the main building was used as a practice school for fifty pupils.[20] In 1910-'11, a girl's dormitory was constructed of brick with thirty-eight rooms. There was that year an enrollment of 327 students with only six instructors, but by the next biennium (1912-'14), it had an enrollment of 356 students, and an increase to eight instructors. The dormitories for both boys and girls were filled to capacity.[21] The need of more buildings was urgent, as students continued to seek admission, but were turned down because of lack of room. The curriculm was enriched by courses in carpentry and blacksmithing. The boys were allowed to work under the supervision of an instructor in the agriculture and other industries near. Exhibits of carpentry, consisting chiefly of a pulpit, tables, chairs, desks, seats, and benches were displayed. Various prizes were offered for the best work which stimulated interest in efficiency and good workmanship. There were seven graduates in 1913-'14.

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19. Biennial Report (1910-'12), Part III, p. 104.
20. Ibid., p. 99.
21. Biennial Report (1912-'14), Part III, p. 104.

From 1906 to 1914 there was a twenty-eight per cent increase in enrollment in all three Normal Schools combined, but the annual maintenance fund remained $14,000 in spite of rising costs, and a decrease in the toval funds available including the Slater Fund which was reduced from $2,000 in 1905 to $900 in 1914.[22] Various appeals were made for an increase from the State from $20,000 for 1915 to $25,000 in 1916. A desperate struggle to keep the doors open for the increase in enrollment to nearly 400 by 1916 seemed almost impossible. In a plant valued at $33,250 in 1916, students had to be turned away because of crowded conditions, lack of an adequate water supply and a central heating plant as well as sufficient practice school accommodations. With all this equipment there was a possibility of turning out at least fifty graduates annually instead of twenty.[23]

The Legislature increased the appropriation for maintenance to $17,000 for all three Normal Schools in 1915, but even with that increase, it was not sufficient to meet the needs. Recommendations were made in 1916, to the General Assembly for an annual increase in maintenance from $17,000 to $30,000 for building improvement[24]

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22. Ibid., p. 119.
23. Biennial Report, (1914-'16), Part III, pp. 139-40.
24. Ibid., p. 155.

for the ensuing years of 1917 and 1918 respectively. Fayetteville, during this period from 1918-'19, needed $50,000 for maintenance, equipment, and improvements, and at least $31,000 in 1919-'20.[25] Actually, however, the Legislature appropriated $10,000 for building improvement in all three Normals for 1917, or $3,300 for Fayetteville, with the provision that fire-proof constructions were to be built. This could not be accomplished on the funds available. However, by 1919, the General Assembly appropriated $90,000 for building improvement; or $30,000 for Fayetteville. In addition the maintenance fund for Fayetteville was increased to $9,000.[26] Due to the War, prices of all materials as well as labor skyrocketed, and the building fund was held in reserve until after the War when it was used. This was the turning point in the History of the School. It was no longer operated on a "hand-to-mouth" basis. It grew and expanded to the point that it could adequately meet the needs of the students.

In May 1936, only four years after Dr. Smith died, the General Assembly granted the School, under the leadership of a Dr. Seabrook, permission to expand to a four-year course of study, to grant bachelor's degrees and

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25. Biennial Report (1916-'18), Part III, p. 100.
26. Biennial Report (1918-'20), Part III, p. 7.

to give qualified students grade "A" teachers' certificates in the Elementary Field of Study. The first four-year college class graduated in 1939, and the School now has an enrollment of more than 500 students with an estimated value exceeding $1,000,000. It has a state appropriation of approximately $35,000 annually, and in addition, revenues from other sources totaling $66,280, amounting to a capital outlay of nearly $101,000 annually.[27]

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27. Report and Recommendations of The Commission to Study Public Schools and Colleges for Colored People In North Carolina, Bulletin, State Capitol, Raleigh, March 10, 1937, p. 49.

HISTORY OF ELIZABETH CITY STATE NORMAL

On March 3, 1891, the General Assembly empowered the State Board of Education to establish the State Colored Normal School at Elizabeth City with an appropriation of $900. On January 4, 1892, the School opened its doors in the Rooks Turner Building on Body Road Street, for a term of five months, and an enrollment of sixty-nine students with two instructors: P. W. Moore and J. H. M. Butler.[1]

The entrance requirements were extremely low due to the fact that a majority of those seeking admission were students who had had no practical training, and most of whom were in the first seven grades of public school. They were required to be sixteen years of age, write legibly, read intelligently a fifth grade reader, spell ordinary words, be able to work fractions and to know something about English, History of the United States and geography.[2] Of course, they were to be students of a high moral standard and good character. When they entered, they were taught such subjects as cooking, sewing, household economy, and industrial arts.[3]

In 1894, the School moved to the Old Normal Building on Shannon Street, and in 1896, the first graduating class was composed of six students. In 1897, a number of pro-

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1. State Teachers College, Bulletin, Elizabeth City, 1891-1941, p. 6.
2. Biennial Report, (1900-'02), p. 69.
3. Biennial Report, (1902-'04), p. 537.

fessional courses were introduced into the curriculum for the purpose of fitting teachers whose duty was to impart knowledge and instruction to the youth of the public schools of the race. In 1900-01, according to a report of the principal, P. W. Moore, the school was in session thirty-eight weeks without any troubles so far as conduct was concerned. Then in 1902-'04 the enrollment greatly increased due to the fact that the seven Colored Normal Schools were consolidated into four, and to the increased efficiency of the management and work of the Institution brought about partly by the increased appropriation by the State from $17,000, when the School was established, for all Normal Schools to a sum of $29,000 in 1897.[4] With this increased appropriation an Industrial Department was added to the curriculum, which greatly enhanced the efficiency of the work and created interest among the students to take advantage of the opportunities for higher education afforded by the State.

In 1904-'06, the Elizabeth City Normal School appealed to the three cities in which Normal Schools were located for aid in construction of buildings and equipment. This appeal resulted in the purchase of eighteen acres of land,

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4. Biennial Report, (1904-'06), pp. 372-3.

one city lot, pledges, and an appropriation by the State Board, with a total value of $7,800. Out of this sum of money the State Board appropriated $1,000.[5] Charles L. Coon estimated the value of the site and the cash assets at $6,000.[6]

The School was growing rapidly, and soon outgrew the old parochial building on Shannon Street. Growth was also in evidence by the fact that Dr. Moore launched out into the professional field, giving lectures on practical methods of teaching and an opportunity for the student teachers to serve in the practice school. Moreover, by 1900, over 1500 students had been enrolled in the institution and the school curricula expanded to include two-years of Normal training. Further progress was made in 1907, when the General Assembly appropriated $12,000 for the present site of the School,[7] and for the construction of a brick building which was completed in 1910. The School up to this time owned no buildings at all, and because of lack of funds for equipment, and the lack of a dormitory this building remained idle for two years. In 1909, an appropriation of $15,000 was made for a dormitory, and in 1912 the School moved to its present location. The enrollment outgrew the facilities,

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5. Ibid., p. 40.
6. Ibid., p. 347.
7. State Teachers College, Bulletin, op. cit.

and for ten years persistent appeals were made to the General Assembly for increased appropriations for support and for buildings. In 1917 the State appropriation of $1,212 was made for permanent improvements and this amount with the $1,800 appropriated through the generosity of the General Education Board, was used in the construction of an Industrial Building.[8] The lack of equipment was still the greatest handicap, but this did not keep down the enrollment. In 1918, there were 550 students enrolled in all departments.[9]

In 1919, the General Assembly appropriated $90,000 for general improvement in all three Normals, and to Elizabeth City a maintenance fund of $11,000. The General Education Board made a conditional offer of $20,000 for the purpose of building a practice school in connection with the Normal School.[10] With the increased appropriations, the teaching staff was increased to twenty in order to take care of the 550 students enrolled.

In 1921, college work was begun in the Normal Department. Because of the failing health of Dr. P. W. Moore, the principal, Dr. John H. Bias became assistant principal in 1923, and later the president in 1928 when Dr. Moore was made president-emeritus. Dr. Moore was an earnest worker

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8. Biennial Report, (1916-'18), Part III, p. 116.
9. N. C. New Bold, Five North Carolina Negro Educators, University of North Carolina Press, Chapel Hill, 1939, p. 103.
10. Biennial Report, (1918-'20), Part III, p. 7.

but due to ill health he was forced to relinquish his duties, and in 1934 he died. He had served faithfully the Institution since its establishment and had seen it make progress under difficult conditions and in spite of handicaps.

In 1937, the State Board of Education granted the Normal School permission to expand its program from a two-year to a four-year course of study.

In 1939, by an act of the General Assembly the name of the Institution was changed to the Elizabeth City State Teachers College, and was given permission to grant degrees to the first four-year class.[11] On July 15, 1939, Dr. John H. Bias died, and was succeeded October 11, by Harold L. Trigg, who was elected to the presidency by the Board of Trustees, and assumed his duties November 18, 1939.

In 1941, the School celebrated its Fiftieth Anniversary with a plant of fourteen buildings; 113 acres of land; thirty-six instructors on the staff, and 465 students on the college grade level. In 1941-'42 the college served almost 2,000 students in all departments, including the grades and high school; had a staff of thirty-eight members; and owned a plant valued at $1,000,000.[12]

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11. Report and Recommendations of the Commission to Study Public Schools and Colleges For Colored People In North Carolina, op. cit., p. 40

12. Elizabeth City State Teachers College Catalogue For 1941-42, Elizabeth City, N. C. , p. 9.

HISTORY OF THE AGRICULTURAL AND MECHANICAL COLLEGE FOR THE COLORED RACE, GREENSBORO.

The Agricultural and Mechanical College for the Negroes was established by an Act of the General Assembly of North Carolina, ratified March 9, 1891. According to the Act the primary object of this institution is to give instruction in practical agriculture, the mechanic arts, and other related branches.[1]

A Board of Trustees, consisting of fifteen members, elected by the General Assembly for a term of six years, manages, cares for, and controls the College. This Board of Trustees, moreover, have the power to prescribe rules for the management, preservation, and regulation of the good order and morals at the College. Furthermore, the Trustees may elect the president, and as many other instructors, officers, or servants of the School as they feel are necessary. They are empowered to receive any funds from the State or by donations for the School, and are given the power to distribute such funds as they deem proper.

The faculty was composed of a president and twelve assistants in 1898, whose duties were to give such instruction as was best suited to the future needs of the

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1. Biennial Report of the Superintendent of Public Instruction of North Carolina, (Guy V. Barnes, printer, Raleigh, N. C.), 1898, Part II, p. 53.
Note: See also Bulletin of A. & T. College, Greensboro, N. C., 1932-'33, p. 16.

student in agriculture, mechanics, English and Domestic Science.

In the field of agriculture: Class-room instruction was supplemented by practice of the principles in the field, with the dairy, livestock, and the care of equipment.

In the field of mechanics: The student was given the essential instructions necessary to be able to combine knowledge with skill in machine shop practice, building, designing, and construction work. This department provided courses for agriculture students especially in connection with the care and use of farm machinery.

In the English department: The student was instructed in the ability to write English sentences clearly and correctly. English students were to become scholars in grammar, sentence structure, and good literature.

In mathematics: The student was to be instructed in the art of accuracy, and rapidity in computations, as well as a development of the analytical powers.

In History: The student was to gain the knowledge of ancient and modern history, as well as the history of North Carolina and of the United States. The course of instruction was very systematically laid out in the following order:

A. Preparatory Department-History of North Carolina.
B. Freshman Class-History of the United States.
C. Sophomores and Juniors-European and Oriental Civilization.
D. Juniors and Seniors-Ancient and Modern History.[2]

In the field of Domestic Science: Girls were to be taught neatness, gentleness, thoroughness, and were to be trained and instructed in the subjects dealing with the administration of the home. Carefully trained students in cooking and food economy with special emphasis on quality and cost, were essentials of this department.

While the Institution was not primarily established as a teacher-training school, it, nevertheless, saw an early need for trained instructors, and the Board of Trustees in 1897, established a Summer Normal for the purpose of training teachers who were deficient in their studies; placing special emphasis on every phase of common and high school education.[3] It is now considered by competent judges to be one of the best schools of the South for the training of Negro school teachers for teaching subjects on the secondary school level.

In 1900 a radical change was introduced into the

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2. Ibid., pp. 56-57.
3. Report and Recommendations of the Commission To Study Public Schools and Colleges For Colored People In North Carolina, State Capitol, Raleigh, March 10, 1937, P. 41.

organization of the College, in order to reduce expenses. Seven classes were reduced to four, and the Domestic Science Department was discontinued. Instruction was limited to boys only in the Mechanical Department. The boys were taught carpentry, blacksmithing, tinning, brick laying, plastering, shoe making, harness making, heating and ventilation, and repairing and plumbing. There were 400 acres of land under cultivation. As a result of the reorganization one half of the student enrollment was lost.

At the time of reorganization the Institution was $14,500 in debt. This was due to the failure of securing a special appropriation in 1899 and by the purchase of a $50,000 farm. By 1902 this indebtedness was reduced to only $1,000 on the farm,[4] and a new period of growth began. In 1901-'02 there were 116 enrolled and fifteen graduates. A movement to instruct school teachers in rural areas in the field of agriculture was recommended by James B. Dudley, president.

The table that follows gives figures to show the amount of the appropriations from the state to the Institution from 1891 to 1906,[5] for support and improvements.

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4. Biennial Report (1900-1902) Part III, p. 435.
5. Biennial Report (1904-'06) pp. 372-3-4-5.
Note: I have compiled the statistics from data given in the report.

TABLE 1

STATE APPROPRIATIONS FROM 1891 TO 1906 FOR SUPPORT--IMPROVEMENTS

Year	Support	Improvements
1891-1892	$5,000	.....
1893-1894	5,000	$10,000
1895-1896	10,000	.....
1897-1898	10,000	.....
1899-1900	10,000	.....
1901-1902	10,000	10,000
1903-1904	15,000	.....
1905-1906	15,000	7,500

The table is self explanatory. While State aid was far from being sufficient, in fifteen years it had increased three fold. The appropriation for improvements were neglected and the School had to continue as best it could with the original plant so far as State aid was concerned. However, in spite of the handicap the enrollment increased to 172 in 1906.[6] Then in 1906-'07 the State appropriated only $10,000 for support and $9,000 for improvements, and in 1908, when there were fourteen instructors with an increased enrollment of 297, the annual support remained the same. The value of the plant in 1908, was $127,575.[7] The next school term (1908-'09), $8,700 was appropriated for improvements.[8] The Agricultural and Mechanic College for the colored race barely existed throughout all these years on the appropriation from the State. However, the chief support for the College so far as apparatus and equipment are concerned is derived from the United States, under an Act of Congress, known as the "Morrill Act", passed August 20, 1890. This Act makes a yearly appropriation to each State and Territory for the endowment and support of colleges for the benefit of agriculture, the mechanic arts, the English language and other courses listed above.

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6. Ibid., p. 11
7. Biennial Report, (1906-'08), Part I, p. 52.
8. Biennial Report, (1908-'10), Part I, p. 61.

The city of Greensboro gave fourteen acres of land and $11,000 when the School was established for the construction of buildings. With this appropriation and the $10,000 appropriated by the General Assembly in 1893 the first building was erected known as Dudley Hall. This Hall was destroyed by fire in 1930, but was immediately rebuilt in 1931. It now is a three-story fire-proof modern building in every respect. It is used as an administration building and contains classrooms, assembly room, library, offices for the President, Dean of Science, Treasurer, Registrar, Bursar, and other divisions.[9] Other buildings are: North Dormitory with sufficient rooms for seventy students; South Dormitory containing rooms for ninety-two students; Morrison Hall accommodating 130 students; an auto mechanics building; Murphy Hall which is the dining room and has a seating capacity of 800 students; a Forge Shop and a new central heating and power plant building.

The Institution is now modern in every respect, thoroughly equipped and suited to the training of the student in agriculture or mechanics. In addition, it provides teacher-training in Industrial Arts for High Schools of North Carolina. It has been designated by

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9. Bulletin of A. and T. College 1932-'33, op. cit pp. 16-17.

the Vocational Education Board as the Teacher-Training Institution for teachers of trades and industries and the related subjects. The purpose of this department is to meet the growing demands for vocational teachers. It meets the requirements for the North Carolina class "A" certificates[10] in the Secondary teaching field.

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10. Ibid., pp. 51-6.

HISTORY OF WINSTON-SALEM TEACHERS COLLEGE

The same year (1892) that Simon Green Atkins moved his family to Winston-Salem an incorporated school was established there upon a barren hillside.[1] The need of the institution was emphasized by the fact that a great per cent of Negroes of Winston-Salem, as well as surrounding counties, were unable to read or write their names. Those teachers who were instructed to train the youth were themselves poorly equipped for the task. Only a small per cent were able to pass examinations entitling them to a first-grade certificate. The task of building an efficient systematic school organization was impossible without trained teachers, and no one seemed to sense the situation better than Atkins. In a report to the trustees of the College he said:

> It is impossible to have an effective public school system without providing for the training of teachers. The blind cannot lead the blind. Mere literary attainments are not sufficient to make the possessor a competent instructor. There must be added the ability to influence the young and to communicate knowledge. There must be a mastery of the best modes of conducting schools, of bringing out the possibilities, intellectual and moral of the pupil's nature.[2]

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1. The Winston-Salem Teachers College, Catalog, Winston-Salem, N. C., April 1941, p. 17.
2. N. C. Newbold, Five North Carolina Negro Educators, The University of North Carolina Press, Chapel Hill, 1939, p. 5.

Atkins was not the only leader in helping to establish the Normal School. H. E. Fries, W. A. Blair, A. H. Eller, and others contributed not only time but money, suggestions, advice, private property and work to the development of the Institution for a number of years. W. A. Blair, chosen as the first treasurer of the board of trustees, in 1893 for the College, gave the needed land, and the Board of Education added to the Depot Street School an assembly hall, a library and an office.

The College began in a one-room frame structure, as the Slater Industrial Academy (1892), with twenty-five pupils enrolled and one teacher,[3] but one year later (1893), it had already begun its period of expansion. This period of growth has not yet ceased and the School is now recognized as being a leader in the training of Negro school teachers for the elementary field level.

Just three years after the founding of the Institution (1895), Atkins became president; North Carolina recognized its emphasis on training of teachers; and in 1897 the Normal was issued a charter as the Slater Industrial and State Normal School.[4] The Act of 1895 provided an appropriation of not more than $1,000, annually, for the purpose of aiding the Slater Industrial School, and for the use of the buildings

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3. Winston-Salem Teachers College, Catalog, op. cit.
4. Ibid.

of the school for the Slater Normal School, on condition that trustees of the Slater Industrial School raise an equal sum.[5] The School, assisted by White and Negro citizens of the town, raised the amount and with this money, a new brick building was added to the campus. Students of the School made the brick used in the construction of the building.

A new period of growth began about 1898. Manual training and industrial arts were instituted into the curriculum and the total enrollment increased three times that of the first year in all departments. The total enrollment in all departments in 1898 was 263.[6] Interest in the Normal School began to manifest itself and that same year $5,000 was donated by R. J. Reynolds, for the purpose of establishing a nurse's school with the provision that the School raise a like sum.[7] The money was raised and the nurse's school was established. The need of dormitory facilities and an administration building hindered progress. Students were seeking admission but could not be taken care of because of lack of buildings, equipment and funds. The State was appropriating only $14,000[8] annually for all seven Normal Schools combined, and with the sum of $2,000 very little

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5. Ibid., p. 143.
6. Biennial Report of Superintendent of Public Instruction, Edwards and Broughton, Raleigh, 1900, p. 170.
7. Ibid.
8. Biennial Report, (1896-'98), Part I, p. 139.

building improvements could be made. However, after 1900, when Aycock became Governor, assisted by J. Y. Joyner, Superintendent of Public Instruction, the Winston-Salem Teachers College grew by leaps and bounds. Influential citizens of the city of Winston contributed $10,000 on land, buildings and equipment which could be used by the School. Students and teachers added their part by donating school furniture valued at $125. The State Board of Education contracted to pay $12,000 for the entire property. Up to 1906, $2,500 plus the interest was paid leaving an indebtedness of $9,500 on a plant worth $22,000.[9]

This period of expansion was partly due to the fact that the State had consolidated all the seven Normal Schools into three (1903), and the appropriations for all were distributed among the three consolidated schools giving each a larger share. Then in 1907, the General Assembly appropriated $20,000[10] for improvement in the three Normal Schools, and Winston-Salem received its share.

Growth of the School in enrollment over a period of twelve years indicates progress. In 1898, the enrollment in the Normal Department was 191 pupils with twelve teachers, while in 1910 there was an enrollment of 443 pupils with eleven teachers. The enrollment in the Normal Department

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9. Biennial Report, (1904-'06) Part I, p. 40.
10. Biennial Report, (1906-'08) Part I, p. 52.

increased from 1904 to 1910 three fold.[11] Of course, this period of growth presented many grave problems. The size of the classes increased tremendously, and gradually outgrew the size of the classrooms, as well as placing an added responsibility on the small teaching force.

Electric lights and a central heating plant were installed in 1910-'11, and four lots across the street were purchased. Another year of work was added to the course of study making it a ten-year course. Even these improvements did not take care of the need of additional land, buildings, and equipment to meet the growing enrollment.

The period between 1912 and 1920 brought about further improvements. The State made a more generous appropriation, and a girl's dormitory was constructed.[12] Eleven acres of land with a splendid building back of the College was secured for hospital purposes through the assistance of R. J. Reynolds.[13] A few years later the State appropriated $30,000 for additions and improvements, as well as equipment for a new administration and Recitation Hall. About the same time an

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11. Biennial Report, (1908-'10), Part. III, p. 127. Note: While students enrolled increased rapidly teachers employed remained the same.
12. Biennial Report, (1912-'14) Part III, p. 97.
13. Ibid.

option was taken on the proposed construction of a street back of the boy's quarters. The same period of growth brought about the purchase of the Episcopal Mission belonging to the Negroes, which completed the campus.

Numerous gifts were given toward the improvement, maintenance, and equipment of this institution. The General Education Board and the Rosenwald Fund made grants to be used in the building of dormitories, in the school room, for library equipment, and for a health center for the school. In addition, the Legislature in 1917 made an appropriation of $10,000 for the erection of a boy's industrial building with the provision that the School raise a like amount. The General Education Board of New York gave $5,000, and graduates and former students gave $4,000. The mayor and other influential citizens of the town and School began an intensive campaign for funds, and by their efforts the total sum was raised to $25,000.[14] Sidewalks and main entrances to the grounds were paved and a connection to the Southern Railway line were other valuable improvements.

Then in 1919 the General Assembly made an appropriation of $90,000 for the improvement and enlargement of the three Normal Schools, and for the Winston-Salem Normal

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14. Biennial Report, (1916-'18), Part III, p. 101.

$15,000 was appropriated for maintenance.[15]

In 1921 the General Assembly created the Division of Negro Education in the office of the Superintendent of Public Instruction for the purpose of giving better supervision to Negro Normal Schools.[16] This supervision was also extended to the public schools and a systematic course of instruction was to be followed throughout. Up to this time there was not a Negro institution granting a four-year college course of training. It is true that the gradual elimination of the lower grades and the addition of higher grades including courses in the normal teacher-training field were completed so that the first class graduated in 1920 in normal work. This however, only meant two years of college training; but when the General Assembly met in 1925 the institution was granted a new charter, and changed its name to the Winston-Salem Teachers College. Its powere were increased, and it was given the privilege of adding to its curriculm above the regular work, courses sufficient to include four years of regular college work. It became the first Negro institution to grant degrees for teaching in the elementary grades in

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15. Biennial Report, (1918'20), Part III, p. 7.
16. Biennial Report, (1920-'22), Part I, p. 34.

the United States.[17] The training given in the institution is limited entirely to the training of teachers, supervisors and principals for the elementary schools.

In 1925-'26, when the school adopted the four-year college level program it had an enrollment of 151 normal school students with $360,450 in capital assets. By the year 1936-'37, it had grown gradually to an enrollment of 518 with $672,434 in capital assets.[18]

Since the establishment of this Institution, covering a period of forty years, the growth has largely been due to Governors Vance, Jarvis, Aycock and Bickett. Among the superintendents who have done most for Negro teachers in the Normal Schools are: Brooks and Allen. Other influential leaders are: N. C. Newbold, director of the Division of Negro Education, H. C. Crosby, J. C. Price, Moses A. Hopkins, George F. Smith, Robert Harris and others.

Since 1935-'37 not very much expansion of the plant has been in evidence, but there are now fifty-five acres of land, eleven splendidly equipped brick buildings, the

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17. Winston-Salem Teachers College, Catalog, op. cit.
18. N. C. Newbold, op. cit., pp. 15-16.

president's home, and five cottages for instructors and workers; and it has an enrollment of over 500 students of college grade level. The entire plant is valued at approximately one million dollars.[19]

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19. Winston-Salem College, Catalog, op. cit., p. 17.

HISTORY OF THE NORTH CAROLINA COLLEGE FOR NEGROES AT DURHAM

The North Carolina College for Negroes was first established in 1910 as a National Religious Training School, but in 1915 it was sold and its name was changed to the National Training School.[1] Due to economic conditions arising from the War, the School fell behind in its income and the Institution was turned over to North Carolina. At the time the State assumed charge of the North Carolina College For Negroes in 1921, the total property value, including twenty-five acres of land, eight buildings, and equipment, was approximately $135,000, but there was a deficit of $40,000 including a contract for land purchases. When the State assumed responsibility in 1921, the name of the National Training School was changed to The Durham State Normal School.[2] In 1925, it was given a charter by the General Assembly, and in 1926 the North Carolina Legislature enacted a law which changed the name of the Institution to the North Carolina College For Negroes.

For some time, previous to the assumption of control

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1. Survey of Negro Colleges and Universities, Bulletin, 1928, no. 7, Prepared under the direction of Arthur J. Klein, United States Government Printing Office, Washington, 1929, p. 592.
2. Ibid.

by North Carolina, a movement had been started favoring the establishment of a liberal arts college for the purpose of training Negro high school teachers and principals. This Institution became the first liberal arts college for Negroes in North Carolina, or in the South.[3]

The North Carolina College For Negroes is governed by a White Board of Trustees composed of twelve members, appointed by the Governor for a term of four years. One-third of the members of the Board retire every two years. It is the duty of this Board to manage the affairs of the Institution, and the property of the College is held in the name of the Board.

In 1910, the School was divided into three departments, composed of Arts, Sciences, and Commerce.[4] However, it was soon found that these departments did not adequately meet the needs of the students, and under the new organization several courses were introduced into the curriculum giving further training in the liberal arts, with facilities being added for specialization in cultural,

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3. Report and Recommendations of the Commission to Study Public Schools and Colleges For Colored People In North Carolina, State Capitol, Raleigh, March 10, 1937, p. 39.

4. American Universities and Colleges, Edited by Clarence Stephen Marsh, American Council on Education, Washington, D. C., Fourth Edition, 1940, p. 672.

educational, commercial, and pre medical work. With this new enriched curriculum the enrollment increased from forty-seven in 1924-'25 to 101 the next session.[5] In 1926-'27, the enrollment was 215, of whom fifty-six were in college and 155 were in extension and summer courses. After two full years of work the School was recognized by the State as having training sufficient for fifty-six semester-hour credits. The failure to receive full recognition for two full years of work (sixty semester-hour credits) was due to the lack of books, laboratories, and equipment.[6]

In 1925-'26, the State appropriated $29,500, and in 1926-'27, $31,000 out of a total income of $40,345 for the School in the latter year. This sum of money appropriated by the State left about $9,345 derived chiefly from student fees in 1926-'27, which was a decrease of $4,915 under that of the previous year. The reason for this decrease was the fact that in 1926-'27 certain high school and normal school classes were dropped from the curriculum.[7] During the same year there was a decrease in

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5. Biennial Report, (1928-'30), Part 1, p. 47.
6. Survey of Negro Colleges, op. cit., p. 593.
7. Ibid.

the funds derived from the farm. Hence, the Institution was soon in desperate need of increased appropriations.

In 1928, the plant consisted of forty-three acres of land and nine buildings with a total value of $154,000. The Administration Building was erected in 1925 at a cost of $25,000. The men's dormitory was valued at $15,000, the women's dormitory at $10,000, a frame chapel at $7,000 and a dining room at $10,000. In addition there was a teachers' home, a stockhouse, and a barn. By this time the North Carolina College For Negroes was granting bachelor's degrees in science, art, and education.

During the 1927-'28 session there were thirteen members on the staff with ten different departments. These departments were composed of English, French, Latin, education and history, psychology and history, chemistry and zoology, physics and chemistry, mathematics, music, and commerce. There was assigned one instructor to each department except commerce, which had four instructors. Ten of the thirteen instructors held A. B. or B. S. degrees from reputable colleges or universities. Of these thirteen staff members six received a salary ranging from $1,000 to $1,500 annually and seven members received a salary from $1,600 to $2,400 per year. The

president received an annual salary of $4,000.[8] According to a survey made by a committee investigating the salary scale, there was little justification for the salaries paid the lower third of the faculty group. Moreover, during the same session, it was found that the class work was not evenly distributed among the faculty members. Student clock-hour loads per instructor ranged from 100 hours for one instructor to as many as 700 to 800 hours for others, and the hours per week for teaching ranged from five hours for one instructor, to thirty-one hours for others. Furthermore, the size of the classes was abnormal. During 1927-'28 there were forty classes ranging in size from five pupils enrolled in one class to as many as seventy to eighty in others. Thirty-two classes enrolled thirty students or less, while eighteen classes enrolled more than thirty students. In the next session the enrollment was 230, but by 1929-'30 the enrollment was only 195.[9]

In 1929-'30, during the years of depression, the college had a library of 1,900 volumes,[10] but by 1938-'39 the number had increased to 18,656 volumes and 130 current

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8. Ibid., pp. 597-8.
9. Biennial Report, (1928-'30), Part I, p. 47.
10. Survey of Negro Colleges and Universities, op. cit., p. 598.

periodicals. In addition the Libraries of Duke University and the University of North Carolina were available to the students.[11] The annual library expenditure grew from $125 in 1925-'26 to $3,000 in 1938-'39, for books and periodicals.

The School has been assisted from time to time in various ways. In 1929, the Julius Rosenwald Fund appropriated for the library $1, 750 and the General Education Board gave $45,000 for equipment and a dining hall.[12] In 1938-'39, a total sum of $338,000 in gifts and appropriations was set aside to be used for land, buildings and equipment. In addition, there was a fund of $2,000 for research, and a total income of $193,278 including the educational fund of $165,512 and the auxiliary fund of $27,765.

The plant consists of fifty-one acres of land valued at more than $154,000; buildings valued at $941,349; improvements at $52,000 and equipment valued at $68,000. There have been P. W. A. grants valued at $689,000 and W. P. A. grants valued at $150,000.[13] Moreover, in 1939, the General Assembly saw the need of professional and graduate courses for the training of Negro school teachers

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11. American Universities and Colleges, loc. cit.
12. Biennial Report (1928-'30), Part 1, p. 51.
13. American Universities and Colleges, loc. cit.

and a graduate department was added that year which had the power to grant master's degrees in literary and professional studies. With the addition of courses to enrich the curriculum the enrollment figure increased until, in 1939-'40, 501 enrolled as undergraduates in the regular session. Of this number, 175 were men and 326 were women. In the summer school session there was an enrollment of 368 with an extension class enrollment of 301.

There are eight administrative officers composed of the President, James E. Shepard; Dean of Undergraduate Instruction, A. Elder; Dean of Women, Ruth D. Rush; Dean of Men, J. T. Taylor; Registrar, Mrs. F. M. Eagleson; Librarian, M. A. Shepard; Bursar, S. A. Holloway; and Business Manager, C. C. Amey.

CHAPTER II

ADMINISTRATION

As a general rule the State Normal Schools were established by the Legislature, given a charter by the General Assembly with a small appropriation for maintenance. The Schools were opened under the supervision of a Local Board of Managers whose duties were to make rules for the governoring of and management of the institution in cooperation with the principal of the school and his assistants. It was from this group, acting as a hub of a wheel, that announcements, rules and regulations concerning the management radiated to those teachers in charge and to the general public. When problems of enrollment, curriculum, attendance, grade distribution, pupil-teacher load or any other phase of the organization were encountered, the Local Board of Managers were consulted and their advice adhered to by those in charge. This chapter deals with such problems and gives statistical data to show progress from early establishment to the present time.

The data contained herein indicates progress made by the State Normals for Negroes over different periods on which information and data from reliable sources are available. The information has been compiled chiefly

from the Biennial Reports of the State Superintendent of Public Instruction beginning with John C. Scarborough's administration in 1880[1], and continuing through the administrations of S. M. Finger, John C. Scarborough again, C. H. Mebane, J. Y. Joyner, E. C. Brooks, A. T. Allen, and Clyde A. Erwin in 1943.

In making a study of the progress of the Negro Normal Schools since establishment it seems that the best method of indicating their growth is by the use of Table 11.[2]

Table 11 is typical of the results found in the other Normal Schools. The record is far from being complete due to the fact that the Biennial Reports do not carry a complete report on all the different departments nor do they use a definite system of reporting this statistical data from each Normal School. However, according to the table there was a gradual increase in the total enrollment from the date of establishment down to 1919-'20 with the exception of two years--in 1899-1900, when the first three

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1. Note: This is the earliest report that we have available at East Carolina Teachers College, and has been received this Summer from our State Superintendent of Public Instruction, Dr. Clyde A. Erwin, Raleigh, N. C.

2. Statistics used in Table 11, have been compiled from the Biennial Reports covering years listed in the left hand column with Part Number and page given in the last column.

TABLE 11

ENROLLMENT AT FAYETTEVILLE NORMAL FROM 1879 TO 1920

Year	Prep. and Norm. Dept.	Per-cent of atten.	Total since est.	Sub. Jr.	Jr.	Middle	Sr.	Grad.	Total	Part no. and page no.
1879-80					18	14		9	106	39
1882-83					24	7		2	105	81
1886-87				25	21	10		14	126	42
1894-95			826					4	106	66-7
1895-96		94							154	68
1896-97	143	94							153	PI-150
1899-1900	DISCONTINUED FIRST THREE CLASSES								86	180
1902-03	126	70		* 57	41	16	12	8	126	541
1907-08			32	* 72	61	28	21		195	PIII-53
1908-09		70 OCCUPIED NEW BUILDING							45	PIII-131
1909-10									69	PIII-131
1910-11		ENROLLMENT from 1911-'12 to 1920:							327	PIII-98
		BELOW SEVENTH GRADE----					ABOVE SEVENTH GRADE			
1911-12									338	PIII-98
1912-13			284				97		381	PIII-5
1913-14			243				46		289	PIII-5
1914-15			238				68		306	PIII-5
1915-16			263				85		348	PIII-5
1916-17			303				120		423	PIII-5
1917-18			245				113		358	PIII-5
1918-19			245				104		349	PIII-5
1919-20			360				142		502	PIII-5-6

*Primary

classes of the practice school were discontinued, and in 1908-'09 when the first new building was occupied. However, a point worthy of notice is that in spite of the fact that administrative changes which began the elimination of the lower grades and the high school work temporarily caused a decrease in the enrollment, yet the total enrollment gradually increased. Then, too, as the lower grades were dropped the enrollment figures indicate progress being made in higher grades of study. This fact is true of all the Normal Schools.

A study of the enrollment further indicates progressiveness when an examination is made of the total enrollment given in each of the five state-supported institutions being discussed in this paper. The Table III gives statistical data bearing out the fact that from 1921-'22 to 1939-'40 the enrollment figures were on a continuous increase almost without a single exception.[3]

Figures in the section of Table III giving total enrollment of all five institutions combined, show a

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3. Statistics are compiled from the Biennial Reports, (1924-'26), Part I, p. 68; (1928-'30) Part I, p. 47; (1930-'32) Part I, p. 56; (1933-'36) Table No. 38, p. 83; Report and Recommendations of The Commission to Study Public Schools and Colleges For the Colored People In North Carolina, State Capitol, Raleigh, N. C., March 10, 1937, p. 42; and The Education of Negroes In North Carolina 1914-1925-1939, By the State Department of Public Instruction, Raleigh, N. C., directed by N. C. Newbold, (mimeographed), p. 7.

TABLE 111

ENROLLMENT FOR FIVE STATE SUPPORTED NEGRO NORMAL SCHOOLS IN THE NORMAL FIELD OF WORK FROM 1921 TO 1940

Year	Fayetteville	Winston-Salem	Elizabeth City	A. &. T.	Durham	Total
1921-22						52
1922-23						109
1923-24	5	35	35	39	23	137
1924-25	52	92	49	43	47	283
1925-26	61	151	49	65	101	427
1926-27	107	179	46	103	106	541
1927-28	184	181	85	157	198	805
1928-29	220	263	114	220	230	1,047
1929-30	304	310	196	275	195	1,280
1930-31						1,433
1931-32						1,178
1932-33						1,104
1933-34						1,207
1934-35						1,783
1935-36						2,133
1936-37						.....
1937-38						2,435
1938-39						.....
1939-40						2,935

gradual increase from fifty-two in 1921-'22 to 427 in 1925-'26. By 1927-'28 the total enrollment had almost doubled the year 1925-'26, and by 1929-'30 had increased three-fold. The increase in total enrollment figures continued to climb each year to a total of 2,935 in 1939-'40. These figures are more impressive when the fact is brought out that by 1937-'38, all of the classes below the regular college course of study had been eliminated.

Table IV indicates the progress in enrollment made from 1920-'21 to 1929-'30 of college grade students in the elementary field of study of the three chief normal teacher-training institutions located at Elizabeth City, Winston-Salem and Fayetteville.[4] Moreover, figures in this table are given on the period of expansion of the Normal Schools in equipment and curricula, before the schools were strictly limited to college work.

The chief reason for the slow development of the Normal School work so far as enrollment is concerned during the early years of their existence is that the greatest number of those students enrolled were in the

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4. Biennial Report, (1924-26) Part I, p. 68.
Biennial Report, (1928-30) Part I, p. 47.

TABLE IV

ENROLLMENT OF ELIZABETH CITY, FAYETTEVILLE AND WINSTON-SALEM OF STUDENTS ON THE COLLEGE LEVEL FROM 1920-'21 TO 1929-'30

Year	Enrollment
1920-21	38
1921-22	52
1922-23	81
1923-24	180
1924-25	243
1925-26	317
1926-27	307
1927-28	444
1928-29	597
1929-30	810

practice school. The reason for this is the fact that there were practically no Negro public schools before 1900 and very few students had the opportunity to attend school until the establishment of practice schools in connection with the Normals. Even as late as 1912-'13 to 1919-'20, the greatest per cent of the enrollment were in the seventh grade or below. Table V bears out this fact.[5]

The figures in Table V may be clearer to the reader if a summary is made of the totals of each department for all three schools combined.

Notice in Table VI that the total enrollment increased about 500 in one year and that the greatest per cent of increase was in the seventh grade or below.[6] The table also shows 496 pupils enrolled in the last two years of normal school work (above the seventh grade or Secondary Field) and about two-thirds of the total enrollment was in the practice school. It was during this period that the elimination of the lower grades began.

Table VII not only gives the enrollment for three selected periods, but also an idea of the work accomplished for these three periods so far as graduates are concerned

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5. Biennial Report, (1918-'20) Part III, pp. 5, 6, 495, 688.

6. Biennial Report, (1918-'20)Part III, p. 6.

TABLE V

ENROLLMENT IN THE ELEMENTARY TRAINING NORMAL SCHOOLS BY GRADES FROM 1912-TO 1920

Year	Fayetteville			Elizabeth City			Winston-Salem		
	7th. and below	Above 7th.	Total	7th. and below	Above 7th.	Total	7th. and below	Above 7th	Total
1912-13	284	97	381	278	115	393	258	77	335
1913-14	243	46	289	285	126	411	294	108	402
1914-15	238	68	306	236	162	398	297	150	447
1915-16	263	85	348	272	196	468	336	170	506
1916-17	303	120	423	309	164	473	342	176	518
1917-18	245	113	358	230	170	400	331	171	502
1918-19	245	104	349	200	114	314	348	162	510
1919-20	360	142	502	374	176	550	445	178	623

TABLE VI

SUMMARY OF THE ENROLLMENT IN THE THREE ELEMENTARY TRAINING NORMAL SCHOOLS FOR TWO YEARS

Name	Year	7th. and below	Above seventh	Total	Graduates
Fayetteville	1918-19	245	104	349	No data
Elizabeth City	1918-19	200	114	314	No data
Winston-Salem	1918-19	348	162	510	No data
Total		793	380	1,173	No data
Fayetteville	1919-20	360	142	502	6
Elizabeth City	1919-20	374	176	550	17
Winston-Salem	1919-20	445	178	623	23
Total		1,179	496	1,675	46

in both State Supported Negro Normals, and Private Negro Colleges. These figures are for those students of college grade level.[7] Table Vll also shows that in 1921-'22 and 1924-'25, State Supported Negro Normal Schools were far behind the Private Schools in the enrollment as well as the number of graduates, but by 1939-'40, they were far ahead of the Private Schools in both enrollment and the number of graduates.

The question has often been asked, How well do Negroes take advantage of the opportunities of higher education offered by the State? Do they attend regular? These questions are already partly answered by the fact that enrollment and graduates in the State Supported Schools in 1939-'40 were ahead of those of the Private Schools. However, these questions may be answered further by the use of Table Vlll giving the enrollment in all five State Supported Institutions for one selected year of recent date.[8] This table not only shows total enrollment, but gives the number of students registered

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7. Education of Negroes In North Carolina 1914-1925-1939, By the State Department of Public Instruction, Raleigh, N. C., mimeographed, p. 7. Received from N. C. Newbold, Director of the Division of Negro Education in North Carolina, Dated February 18, 1941.

8. Report and Recommendations of the Commission to Study Public Schools and Colleges for Colored People In North Carolina, State Capitol, Raleigh, N. C., 1937, p. 43.

Table VII

ENROLLMENT AND NUMBER OF GRADUATES OF COLLEGE GRADE LEVEL FOR PUBLIC AND PRIVATE SCHOOLS FOR THREE SELECTED PERIODS

Enrollment		1921-22	1924-25	1939-40
A. Public	1. Junior	38	150	.....
	2. Senior	80	101	2,935
B. Private	1. Junior	8*	23	182
	2. Senior	334*	417	1,695
Graduates		**1921-22**	**1924-25**	**1939-40**
A. Public	1. Junior	....	63	.....
	2. Senior	10	24	573
B. Private	1. Junior	....	..	59
	2. Senior	48	52	305

*These figures are for 1923-24.

Table VIII

ENROLLMENT DATA FOR FIVE STATE INSTITUTIONS (1937-'38)

Name of school	Regular session	Summer school	Extension
Fayetteville	663	929*	206
Elizabeth City	430	558	382
Winston-Salem	547	948	273
A. & T. Greensboro	404	1,011	396
N. C. College Durham	391	1,225	440
Total	2,435	**4,671	***1,697

*Figures are for 1938.

**This figure includes enrollment for first and second sessions accounted for separately.

***563 students enrolled for three semester hours only, while 1,134 enrolled for six semester hours.

for regular session, summer school session and extension classes. Notice also the increase in summer school enrollment over the regular session. This fact indicates that the teachers are returning to school during the summer to improve their scholarship. Furthermore, the average daily attendance was found to be between ninety and ninety-five per cent of the total enrollment in a number of cases. Additional evidence of how Negroes have taken advantage of the opportunities of higher learning afforded by the State may be gained from a mimeographed sheet received from N. C. Newbold, Director of Negro Education in Raleigh. Statistics given in this report show a comparison of the number enrolled in State Supported Institutions and Privately Supported Institutions for both two-year and four-year courses of study as well as the number of graduates from both. A copy of the statistical report is found in Table 1X.[9] Notice that in Table 1X in 1921-1922 there were only 118 enrolled in the public or normal schools for Negroes, but by 1941 and 1942 there were 3,406. This is a remarkable growth in a period of twenty years. It is more significant when we realize the conditions under which many of

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9. Enrollment In Negro Colleges, Mimeographed Sheet received from N. C. Newbold, N E 195.

TABLE IX

ENROLLMENT IN NEGRO COLLEGES

Year	PUBLIC		PRIVATE		TOTAL		GRAND TOTAL
	Two-year	Four-year	Two-year	Four-year	Two-year	Four-year	
1921-22	38	80	..	..	38	80	118
1924-25	212	39	23	417	235	456	691
1927-28	444	270	224	712	668	982	1650
1930-31	496	864	88	1183	584	2047	2631
1933-34	521	686	214	989	735	1675	2410
1936-37	850	1463	202	1519	1052	2982	4034
1939-40	...	2935	182	1695	182	4630	4812
1941-42	...	3406	199	1801	199	5207	5406
			GRADUATES				
1922	2	5	..	51	2	55	57
1925	63	24	..	52	63	76	139
1928	154	69	12	94	166	163	329
1931	227	86	26	177	253	263	516
1934	142	135	63	150	205	285	490
1937	417	172	60	213	477	385	862
1940	...	573	59	305	59	878	937
1941	...	767	67	350	67	1117	1184
1942	...	688	63	321	63	1009	1072

GRADUATE AND PROFESSIONAL STUDY

Enrolled in graduate courses:

1. In the colleges in Durham and Greensboro, 1939-40.... 35
2. In other universities, 1939-40..... 49
3. Summer sessions, 1940, at Durham and Greensboro..... 141
4. Summer sessions in other universities, 1940*..... 30
5. Colleges in Durham and Greensboro, 1940-41 69
6. In other universities, 1940-41..... 73
7. Summer Session, 1941, Durham..... 219
8. In N. C. College 1941-42..... 72

*Summer session in other universities 1941 (Not Immediately available.)

the students endeavored to attend school. Many sacrifices and self-denials were made in order that they might take advantage of the opportunities afforded them by the state. A great majority of these students taught school a part of each year on meagre salaries, and with their savings they attended one of the colleges for teacher training to improve their scholarship the balance of the year. It is also significant to mention the fact that in 1921-'22 there were only 118 enrolled in both public Normal and private Normal Negro Institutions, but by 1941-'42 there were 5,406. The table also shows a marked increase in the number of graduates over the twenty year period. In 1922 there were two two-year graduates and four four-year graduates, but by 1937 there were 417 two-year graduates and 172 four-year graduates. At this period the State Supported Schools were eliminating all courses below college grade, and in 1941-'42 there were 688 graduated in the four-year class alone. The total number of graduates from both State and Privately Supported Institutions jumped from fifty-seven in 1922 to 1,072 in 1942. These figures are more remarkable when it is remembered that in 1920 there were less than 100 students of college grade in the five State Supported Institutions, and in 1934-'35, before the high school departments were completely eliminated, there were over 2,000 of college grade

in the same five institutions. In 1936-'37 all high school work was eliminated entirely from the curriculum of these five State Supported Normal Schools. Moreover, according to the report, out of a total of 5,207 four-year students registered in 1941-'42, State Normals enrolled 3,406 compared with 1,801 for the Private Negro Institutions. These figures are of further importance when it is remembered that the State Normals had all eliminated the two-year normal course of study, while the Private Institutions were still maintaining two-year normal courses of study and were graduating those students that completed this course of study. Furthermore, out of 1,009 four-year graduates in 1942 public schools graduated 688 compared with 321 for the private schools. The most essential fact of significance is the tendency to place all the enrollment in all the colleges on a strictly four-year college course basis, as well as to encourage graduate and professional study.

These figures give an idea of the educational status of the graduates being graduated from Negro Institutions of higher learning, but in order to gain a clearer idea of the progress that has been made, a comparison of teacher educational status in early years of establishment

with recent statistics indicates progress from a different viewpoint.

Prior to 1906-'08 Negro school teachers were employed by the principal without any examination or proof of any nature to indicate their ability to teach. They were hired solely on the recommendations of those friends and influential citizens who happened to know both parties concerned. However, in 1907, John Duckett was employed by the State of North Carolina to take charge of the situation. That year, (1907), he gave a series of examinations to the teachers that had been employed by the State, but were then enrolled in the Elizabeth City, Fayetteville, and Winston-Salem Schools. Extracts of the examination questions and answers copied verbatum follow:[10]

English question:

1. Use the following words correctly in sentences: great; grate; awful; offal; alter and altar.

Answer:

1. The offal was at five o'clock.
2. The alter was draped in white.
3. She will altar her dress.

History questions;

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10. Biennial Report, (1906-'08) Part III, pp. 64-65.

1. Give date of Jefferson's administration and principal events.

Answer:

"Jefferson's administration was in the years 1776 and principal events were decliracation of indepandance and the great war between the English and Americans."

2. Name four Americans who fought in the Mexican War that afterwards became famous through their connection with the Civil War.

Answer:

"Four Americans that fought in the Mexican War that afterwards became famous in the Civil War were Washington, Lee, Greene and Abraham Lincoln."

3. Name the last Royall Governor of North Carolina.

Answer:

"Governor Charlie Reynolds."

4. Name two cabinet officers from North Carolina, and during what president's administrations did they hold cabinet positions?

Answer:

"Governor Charlie Reynolds in Mc Kinley's administration and Governor R. B. Glenn in Rooseveler's administration."

5. Who was the "War Governor" of North Carolina, and

how many times elected?

Answer:

"George Washington was the 'War Govenor' of North Carolina, and elected four times."

The results of this examination are already evident. The teachers in 1906-'08 were not prepared. Teachers at Winston-Salem and Fayetteville failed to pass the examination entitling them to a first grade certificate. Furthermore, while teachers at Winston-Salem were continued on probation those at Fayetteville were not recommended for reelection. However, those at Elizabeth City did pass the examinations of John Duckett,[11] and were licensed to teach. These figures are more significant when compared with those of 1881-'82. John Duckett gave an examination to teachers that year and found that seventy-five per cent stood better examinations than those of 1906-'08. The most probable cause of this was the fact that in 1881-'82 most colored teachers had been educated at Shaw University and St. Augustine Normal School. Moreover, the above schools were taught then by well qualified northern White teachers: for example, in Charleston, South Carolina, all the public schools had all white teachers, and in Raleigh's best colored

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11. Ibid.

graded school a White Northern woman was principal.[12] However in 1881 our Normal Schools were just being established, and it was not until 1924-'25 that one school was placed on a four-year collegiate program. Furthermore, the remaining colleges did not abolish the two-year program until about 1936-'37.

In spite of the poor results shown in the examination of 1907 the Normal Schools were improving their educational status of teachers rapidly, even though it was not realized until several years later. In 1917, there were 3,353 Negro teachers with an average training index of two and one-fourth years of high school study.[13] Moreover, by 1919-'20 two-thirds of the total number of Negro teachers had training below high school graduation;[14] and even as late as 1925, they had an index training of 395.9 or a little less than high school graduation.[15] These figures show that less than one-fifth of the total number of teachers had training of two or more years of college work.

Table X gives the educational status improvement of

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12. Ibid.

13. Report and Recommendations of the Commission to Study Public Schools and Colleges For Colored People In North Carolina, p. 31.

14. Biennial Report, (1930-'32) Part I, Ch. 11, p. 56.

15. Report and Recommendations.....Loc. cit.

TABLE X

EDUCATIONAL STATUS OF TEACHERS AND PRINCIPALS

A. Number

Year	High School Training				College					Total	
	2 yrs.	3 yrs.	4 yrs.	Total	1 yr.	2 yrs.	3 yrs.	4 yrs.	Total	No.	Index
1924-25	1,002	1,295	1,594	3,891	369	604	270	175	1,418	5,309	359.9
1929-30	431	587	1,250	2,268	1,063	740	1,160	720	3,683	5,951	525.7
1930-31	411	476	916	1,803	1,201	780	1,341	918	4,240	6,043	553.0
1931-32	391	424	660	1,475	1,246	815	1,583	1,003	4,647	6,122	570.5
1932-33	349	358	468	1,175	1,296	877	1,750	1,157	5,080	6,255	589.8
1933-34		597	318	915	1,316	954	2,003	1,348	5,621	6,536	605.5
1934-35		479	180	659	970	1,174	2,265	1,588	5,997	6,656	640.2
1935-36		430	108	538	647	1,156	2,504	1,945	6,252	6,790	662.5
1936-37		362	63	425	382	948	2,775	2,379	6,484	6,909	685.9

B. Percentage

1924-25	18.9	24.4	30.0	73.3	6.9	11.4	5.1	3.3	26.7	100.0
1929-30	7.2	9.9	21.0	38.1	17.9	12.4	19.5	12.1	61.9	100.0
1930-31	6.8	7.8	15.2	29.8	19.9	12.9	22.2	15.2	70.2	100.0
1931-32	6.4	6.9	10.8	24.1	20.4	13.3	25.8	16.4	75.9	100.0
1932-33	5.6	5.7	7.5	18.8	20.7	14.0	28.0	18.5	81.2	100.0
1933-34		9.1	4.9	14.0	20.1	14.6	30.7	20.6	86.0	100.0
1934-35		7.2	2.7	9.9	14.6	17.6	34.0	23.9	90.1	100.0
1935-36		6.3	1.6	7.9	9.5	17.0	36.9	28.7	92.1	100.0
1936-37		5.2	.9	6.1	5.5	13.7	40.2	34.5	93.9	100.0

Note: Notice the decrease in the lower brackets and the increases in the higher courses of study.

Negro teachers from 1924-'25 to 1936-'37 in number and percentage.[16] In 1930, the average index training of Negro teachers was 525.7 compared with 676.1 for the White teachers of our state. This is a difference of 150.4, or slightly more than one and one-half years of college education,[17] and in 1931-'32 more than half of the Negro teachers had two or more years of college training. However, the educational status of Negro teachers continued to grow as a result of the Normal School development and Negro teachers holding certificates secured by high school graduation or even two years of college training continued to diminish as is shown by Table XI.[18] The same teachers in 1924-'25 had an index training of 359.9, but by 1938-'39 it had increased to 733.5 and in 1940 to an index of 752.5 as compared with 785.7 for White teachers. This is a difference of less than one-third of a college year of education. These figures are remarkable, and when compared with progress made by White school teachers

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16. State School Facts, By the State Department of Public Instruction, Raleigh, N. C. Vol. X, No. 6, March 1938.

17. Report and Recommendations.....Loc. cit.

18. Education of Negroes In North Carolina 1914-1925-1939, By State Department of Public Instruction, Raleigh, mimeographed, Received from N. C. Newbold, Director of Negro Education, p. 4.

TABLE XI

TEACHERS EDUCATIONAL CERTIFICATE STATUS IMPROVEMENT

Scholarship	1914-15	1924-25	1938-39
A. High school graduates or less.....	No data	3,891	255
B. One and two years of college	No data	973	485
C. Three years of college	No data	270	2,399
D. Four years of college.....	No data	175	3,974
Total.....	3,291	5,309	7,113

are even more significant. In 1937-'38 the Negro school teachers made a gain of more than one-fourth of a college year, compared with a little more than one-tenth of a college year for White teachers of the same period. All these facts prove that the Negro teacher takes advantage of the training offered in the Normal Schools. Furthermore, they have raised their level of training faster in proportion than the Whites, in spite of the fact that requirements for teaching certificates for both Negroes and Whites are exactly the same, contrary to public opinion.

A great deal of this progress has been made under serious handicaps. The great majority of the Negro school teachers have attended school only by making great sacrifices and self-denials in their own personally earned school funds. In addition, they have been crowded into the classrooms at the Normal Schools in a greater proportion than their instructors could adequately care for. Evidence of this fact is shown in the statistics for 1909-'10, Table XII.[19] Even as late as 1918-'19 in the Fayetteville Normal, the oldest school of its kind in the State, there were twelve grades

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19. Biennial Report, (1908-'10), Part I, p. 61.

TABLE XII

COLLEGE PUPIL-TEACHER AVERAGE LOAD

Name of school	Teachers	Enrollment	Average load
1. A. & T. College	14	297	21 +
2. Fayetteville	7	295	42 +
3. Elizabeth City	7	320	45 +
4. Winston-Salem	12	443	36 +

being taught in only four rooms with as many as eighty-two enrolled in some grades.[20] It was a general rule, rather than an exception, for an instructor to have fifty to sixty students enrolled under his care and guidance. However, the students were taught the fundamental academic studies as well as domestic science, singing, music, carpentry, masonry, physical education, fundamental methods and practices to be used in teaching, art, drawing, natural science, and vocational agriculture. These courses are offered in the curriculum today. With the exception of the first few years of the establishment of the Schools, they have operated continually for eight to nine months with summer school sessions being held from six to twelve weeks each year.

Since the Legislature has made larger appropriations for building, maintenance, and general improvements, the State has launched out into the regular collegiate program and the Schools may be considered modern in every respect. They may be considered as being among the best Negro Normal Schools for the training of Negroes in the elementary and high school courses of study in the South. They have turned out graduates who have held important positions; and teachers whose college training compares

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20. Biennial Report, (1918-'20), Part III, p. 18.

favorably to that of the Whites.

The general public has changed its ideas concerning Negro Education from a selfish, antagonistic attitude, to one of helpfullness and a general desire to educate the Negro. The feeling has been developed that after all the Negro is here through no fault of his own and only by a thorough education of the race may better relations exist between both races. For this reason, in 1939, the General Assembly provided for additional courses leading to the Master's degree in certain literary and professional fields to be offered in the North Carolina College For Negroes, Durham, and in Agriculture and Technology in the Agricultural and Technical College of Greensboro.[21]

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21. Education of Negroes In North Carolina 1914-1925-1939, by State Department of Public Instruction, Raleigh, N. C. , mimeographed, p. 8.

CHAPTER 111

FINANCIAL REPORT

In giving a report on the finances of the State Normal Schools there are several factors to be taken under consideration. These factors include legislative appropriations for maintenance and general improvement as well as permanent building improvement, Philanthropic Agencies, expenditures per-pupil enrolled, instructional costs, teachers' salaries, and the value of plants and equipment. This chapter deals with these different factors and gives statistical data related to the general financial condition of the Negro Normal Schools of North Carolina.

When the first Negro Normal Schools were established they received a legislative appropriation of $500 each with the exception of Fayetteville Normal School which received an additional appropriation of $2,000 for maintenance.[1] Omitting the $2,000 appropriation of Fayetteville, the total amount appropriated in 1877-'78 to all the Colored Normal Schools was $4,000 compared with an equal amount for the University Normal School for Whites.[2] This sum of money was to be used

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1. Biennial Report, (1883-'84), p. 45.
2. Biennial Report, (1904-'06), p. 371.

for support, but there was no appropriation for improvements until several years later. The sum of money appropriated by the Legislature for Negro Normal Schools from 1887 to 1906 for support and improvement is given in Table XIII.[3] Notice that over a period of approximately thirty years the total amount appropriated for the Normal Schools was increased from $4,000 in 1887 to $29,000 in 1905-'06, but not a single appropriation for improvement was made except in the Agricultural and Mechanical College for Negroes in Greensboro. It must also be remembered that as the appropriations were increased, the increase was due to the establishment of other Normal Schools. This was especially true in 1881, when the four additional schools were established at New Bern, Franklinton, Plymouth and Salisbury. These four schools received an annual appropriation in 1887-'88 of $15,000[4] each, or an increase of $1,000 over that of 1881. This was an increase of $2,000 annually for all the Negro Normal Schools combined or a total of about $2,000 for support of each school annually, omitting in each case the Agricultural and Mechanic

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3. Ibid., pp. 371 ff.
4. Biennial Report, (1887-'88), p. XXXVII.

TABLE XIII

LEGISLATIVE APPROPRIATIONS FOR MAINTENANCE AND IMPROVEMENT FROM 1877 TO 1906

	COLORED NORMAL SCHOOLS			A. AND M. COLLEGE		
Year	Support	Improvement	Total	Support	Improvement	Total
1877-78	$ 4,000	....	$ 4,000			
1879-80	4,000	....	4,000			
1881-82	8,000	....	8,000			
1883-84	8,000	....	8,000			
1885-86	8,000	....	8,000			
1887-88	17,000	....	17,000			
1889-90	17,000	....	17,000			
1891-92	17,000	....	17,000	$ 5,000	....	$ 5,000
1893-94	17,000	....	17,000	5,000	$10,000	15,000
1895-96	21,000	....	21,000	10,000	.....	10,000
1897-98	29,000	....	29,000	10,000	.....	10,000
1899-1900	29,000	....	29,000	10,000	.....	10,000
1901-02	29,000	....	29,000	10,000	10,000	20,000
1903-04	29,000	....	29,000	15,000	.....	15,000
1905-06	29,000	....	29,000	15,000	7,500	22,500

Note: These firgure are all for two-year periods.

College for Negroes, which was not then thought of as being essentially a teacher training institution. Of course, these funds were inadequate for maintenance, not considering the need of an appropriation for general or permanent improvements of any kind. Moreover, the State was struggling to keep up the public schools at this time, and with public sentiment against establishment of Negro Normal training schools, it was a difficult task to get a larger appropriation from the Legislature. However, when Charles B. Aycock became the Governor of North Carolina, assisted by his personally appointed Superintendent of Public Instruction, J. Y. Joyner, larger appropriations were secured from the Legislature for both support and improvements. In 1907, the Negro Normal Schools received an appropriation of $20,000 for improvements for two years,[5] and in 1908, the value of the plants and the equipment of each school were as follows:[6]

1. Agricultural and Mechanic College .....$127,575.
2. Fayetteville State Normal School..... 13,500.
3. Elizabeth City State Normal School..... 19,000.
4. Winston-Salem State Normal School..... 25,000

Total value.....$185,075

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5. Biennial Report, (1906-'08), Part I, p. 52.
6. Ibid.

The four schools listed above had a total income of $56,945 in 1908, of which the State paid $20,988, or less than one-half the total.[7]

In the meantime (1897-'98), the Legislature appropriated $29,000 for support for two years, or $4,500 annually for the Negro Normal Schools, and an increase was made from $5,000 to $10,000 for the Agricultural and Mechanic College for Negroes. This appropriation for maintenance remained the same for the three Negro Normal Institutes until 1907 when it was increased to $15,200 annually. The appropriation for the Agricultural and Mechanic College was increased again in 1903-'04 to $15,000.

About 1908, the building expansion program was begun especially at Fayetteville Normal School and by the close of the 1910 session, the plant value had increased from $13,500 to $28,000.[8] Moreover, out of a total income of $60,233 in 1909-'10 for all five State Supported Institutions the State paid a total of $25,200.[9] While this sum of money paid by the State was still less than half, it did represent an increase over that of 1908.

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7. Ibid.
Note: Total income and State aid compiled from report. p. 52.
8. Biennial Report, (1908-'10), Part I, p. 61.
9. Ibid.

Table XlV gives the Legislative appropriations for buildings, maintenance, and general improvements for Winston-Salem, Fayetteville and Elizabeth City from 1906-'07 to 1919-'20.[10]

In addition to the Legislative appropriations given in Table XlV, the Legislature in 1917 made an appropriation of $10,000 out of the bond issue for improvement of the three Negro elementary training Normal Schools with the provision that fire-proof constructions should be built.[11] This was an average of $3,300 to each School. The Schools could not use the funds because they were inadequate to build constructions of a fire-proof type. For this reason this sum of money was held in reserve until 1919, when the General Assembly appropriated $90,000 for the improvement and enlargement of these three Schools.[12] Both of these sums of money were held in reserve because of high prices due to the war. In addition to

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10. Biennial Reports, (1906-'08) Part III, pp. 56-7; (1908-'10) Part III, pp. 136-7; (1910-'12) Part III, pp. 103-04; (1912-'14) Part III, pp. 106-07; (1914-'16) Part III, pp. 146-49; (1916-'18) Part III, pp. 112-16; and (1918-'20) Part III, pp. 8-10.

11. Biennial Report, (1918-'20) Part III, p. 7.

12. Ibid.

these appropriations the General Education Board made a conditional offer of $20,000 to the Elizabeth City Normal School for the purpose of constructing a practice school there.[13]

Table XIV covers the period from 1906 to 1920 and gives only the Legislative appropriations for these three Negro Normal Schools during this period, but there were other sources of income such as private donations, county and city appropriations and money contributed by Philanthropic Agencies. Due to the fact that the Biennial Reports began, with the 1920 to 1922 issue, placing State funds appropriated for all Negro education including public schools and Negro Colleges or any other expenditure into one general category it is impossible to trace from these reports, the exact Legislative appropriation to the Negro Normal Schools from 1920 to date.* However, in 1921, there was $75,000 Legislative appropriation annually for maintenance and $400,000 for building improvements of the three Normals, and in addition, $25,000 for summer schools was set aside. The same Legislature appropriated $145,000 to the Agricultural and Technical College for maintenance and improvements. Moreover, Negro educational progress was

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13. Ibid.

* Appropriations to each of these Normal Schools from the legislature may be obtained from the Laws of North Carolina and from other pertinent sources.

TABLE XIV

LEGISLATIVE APPROPRIATIONS FOR SUPPORT AND PERMANENT IMPROVEMENTS FROM 1906 TO 1920

	Winston-Salem			Fayetteville			Elizabeth City		
Year	State App. Support	Bldg. Fund	Total	State App.	Bldg. Fund	Total	State App.	Bldg. Fund	Total
1906-07	# 4,925	#	# 4,925	#2,550	# 500	#3,050	# 4,159.18	#	# 4,159.18
1907-08	4,100	7,569.86	11,669.86	3,550	7,666	11,216	3,357.88	3,334	6,691.88
1908-09	4,000	4,333	8,333	4,000	500	4,500	3,800	** 6,666	10,466
1909-10	5,034.61		5,034.61	3,000	*10,000	13,000	4,050		4,050
1910-11	3,900	3,333	7,233	3,900		3,900	4,025		4,025
1911-12	6,550		6,550	4,050	500	4,550	4,600	16,000	20,600
1912-13	5,500		5,500	5,080		5,080	5,548.33	200	5,748.33
1913-14	4,500	. 3,000	7,500	4,318.48		4,318.48			
1914-15	5,000	. 5,979.50	10,979.50	4,969.25		4,969.25	5,605		5,605
1915-16	6,000	17,239.64	23,239.64	5,993.15		5,993.15	5,600	3,333.34	8,933.34
1916-17	7,300	. 1,300	8,600	5,049.70	. 50	5,099.70	6,890.70	1,212.12	8,102.12
1917-18	7,300	voe. 200	7,500	5,365.44	50	6,915.44	8,538.96	. 150	8,688.96
1918-19				6,206		6,206	7,625		7,625
1919-20	9,500	#18,291.69 . 24,080	51,871.69	9,260		9,260	11,000		11,000

* Accumulated fund for three years.
** Accumulated fund for two years.
# General Fund.
. Special fund.

moving ahead, and from 1921-'23 the State made available for permanent improvements in all five Negro Normal Colleges a total sum of almost $2,000,000.[14] Furthermore, the General Education Board gave $125,000[15] for the equipment in these new buildings provided by the Legislature.

Financial aid to the Normal Schools by the State was very small before 1920, and the value of all five State Supported Institutions at that time was about $75,000 each, but by 1937-'38 the value exceeded $4,838,971, and with the General Assembly appropriation of $925,900 in 1938 they now have a property value of $5,779,071 or an average for each school exceeding $1,000,000.[16]

A revolution has also taken place during all of these years in Negro public high schools, and because of this development, college enrollments have increased tremendously, and additional buildings and equipment are now urgently needed. To get an idea of the vastness of the entire Negro educational program in the five Normal Schools Table XV shows maintenance funds from all sources for one year (1937-'38).[17]

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14. Biennial Report, (1934-'36) Part I, p. 82.; and Negro Year Book, directed by Monroe N. Work, Negro Year Book Company, Tuskegee Institute, Alabama, 1921-'22, p. 20.

15. Ibid.

16. Report and Recommendation of the Commission to Study Public Schools and Colleges for Colored People in North Carolina, State Capitol, Raleigh, N. C., March 10, 1937, p. 47.

17. Ibid., p. 49

TABLE XV

MAINTENANCE FUND FROM ALL SOURCES FOR FIVE NEGRO NORMAL SCHOOLS FOR 1937-'38

Name of Institution	State Appropriation	Other revenues	Total
1. A. & T. College	$ 60,997	$122,828*	$183,825
2. N. C. College for Negroes	44,455	46,500	90,955
3. Winston-Salem	48,033	67,605	115,638
4. Elizabeth City	28,565	62,405	90,970
5. Fayetteville	34,696	66,280	100,976
Total	$216,746	$365,618	$582,364

*Figure includes Federal Government Appropriation.

This huge program could not have been carried out successfully without the donations of private citizens, the appropriations made by various counties and cities, as well as Philanthropic Agencies. It is impossible to estimate the gifts given by Negro and White people all over the country, but Philanthropic Agencies composed of The General Education Board, The Julius Rosenwald Fund, The Slater Fund, The Jeannes Foundation, and the Phelps-Stokes Fund have made large contributions to the program for higher Negro education. In all, to Negro public schools and to Negro Normal Schools and colleges they have contributed almost $3,000,000.[18]

Another problem of interest in connection with the finances is that of teachers' salaries and the expenditure per pupil enrolled.

> As is well known, under section 4116 of the school law, the apportionment of the school fund in each county is practically placed absolutely under the control of the County Board of Education; the only restrictions laid upon the Board therein being, that the funds shall be apportioned among the schools of each township in such a way as to give equal length of term as nearly as possible, having due regard to the grade of work to be done, the qualifications of the teachers, etc. The constitution directs that in the distribution of the fund no discrimination shall be made in favor of either race.[19]

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18. Education of Negroes In North Carolina 1914-1925-1939, By the State Department of Public Instruction, Raleigh, N. C. , Directed by N. C. Newbold, Dated February 18, 1941, p. 9. (mimeographed).

19. Biennial Report, (1910-'12) Part I, p. 54.

The average salary for both Negro and White teachers in 1880 was $21.91 per month according to reports from seventy-three counties,[20] and in 1888, the per capita cost of instruction was $1.19 compared with $1.25 in 1860.[21] In 1881, the salary of county superintendents was $3.00 per day, for each day devoted exclusively to duties at his office.[22] Furthermore, teachers in the Normal Schools for Negroes were receiving from thirty dollars to fifty dollars per month as college instructors in 1883-'84.[23] Table XVI gives comparative statistics of the salaries for Negro and White school teachers, both men and women from 1886-to 1904.[24]

The average salary for all teachers, both Negroes and Whites, ranged from a little less than one dollar per day to a little over one dollar and one-half per day. These figures are appalling, and when the per capita expenditure is shown to be less than that, per day in the public schools, during the early years of establishment of the Negro Normal Schools, there should be no doubt left in the mind of the reader as to the reason why the public schools were not turning out

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20. Biennial Report, (1880), p. 7
21. Biennial Report (1887-'88), pp. XXXIII-XXXIV.
22. Biennial Report (1883-'84), p. 27.
23. Ibid., p. 101.
24. Biennial Report (1902-'04) pp. 187-88.

TABLE XVI

COMPARISON OF NEGRO AND WHITE TEACHERS SALARIES FROM 1886 TO 1904

YEAR	NEGROES		WHITES	
	Men	Women	Men	Women
1886	$ 24.69	$ 20.36	$ 26.23	$ 23.77
1887	24.10	19.60	25.10	23.30
1888	22.67	20.45	25.68	22.82
1890	22.72	20.36	25.80	22.95
1891	22.23	18.45	25.03	23.11
1892	23.33	20.14	26.20	25.72
1893	23.33	21.28	26.46	23.37
1894	23.08	19.27	25.53	23.08
1895	23.14	20.91	24.87	22.39
1896	26.70	20.96	24.75	21.64
1897	21.54	18.25	23.21	20.81
1898	21.64	19.85	24.66	22.96
1899	22.53	19.70	26.33	23.65
1900	21.14	19.82	26.18	23.41
1901	22.93	21.20	26.92	23.87
1902	23.09	21.29	28.60	24.97
1903	25.51	21.76	29.93	26.80
1904	22.94	21.59	31.09	27.00

students who were prepared to take their places in the Negro Normal Schools. Salaries explains sacrifices of teachers in attending Normal School. Even after 1900 when Aycock became the Governor, and when the expansion program was getting underway, Aycock declared with pride that North Carolina was then spending $1.84 per capita for each White child, and $1.25 for each Negro child. Figures were little better in the Normal Schools for Negroes. Not counting the amounts paid on new buildings at Fayetteville and Elizabeth City, and the debt at Winston-Salem, in 1906-'08, the per capita expense were as follows:[25]

1. Winston-Salem .....eight months-$23.93....one month.....$3.74.
2. Fayetteville.....eight months-$16.97....one month.....$2.12.
3. Elizabeth City.....eight months-$13.67....one month.....$1.70.

The report shows so much more for Winston-Salem than for the other Negro Normals that it seemed an injustice, and for this reason the services of the Business Agent (salary $600) and the superintendent of the farm (salary $500) at Winston-Salem were discontinued.

In the session of 1910-'11 at Winston-Salem there were six instructors employed including the principal with a monthly pay roll of $298.33 for salaries and $15

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25. Biennial Report (1906-'08), Part III, p. 62.

for a janitor.[26] This was an average of less than fifty dollars per month for college instructors, or very little better than that of 1883-'84. Table XVII gives the name and salary of each teacher for an eight months term at Elizabeth City Negro Normal School for the 1931-'14 session.[27] The figures in the table show that the salaries of teachers at the Negro Normal School ranged from thirty to sixty dollars per month and that the principal of the college earned about eighty-three dollars per month.

The general expenditures of salaries for teachers and per capita enrollment increased in the public schools with slight fluctuations annually from 1904 to 1926 as is shown in Table XVIII.[28]

Even though the salaries for Negro and White teachers had increased in 1926 almost three times as much as they were in 1904, yet, the percentage of the Negro salaries to that of the Whites decreased from seventy-one per cent in 1904 to fifty-seven per cent in

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26. Biennial Report, (1910-'12) Part III, p. 97.
27. Biennial Report, (1912-'14) Part III, pp. 116-17.
28. Biennial Reports, (1904-'06), p. 244; (1906-'08) Part II, pp. 69, 193; (1908-'10) Part II, pp. 62, 185; (1910-'12) Part II, pp. 43, 132; (1912-'14) Part II p. 139; (1914-'16) Part II, p. 232; (1916-'18) Part II, p. 235; (1918-'20) Part II, p. 203; (1920-'22) Part II, p. 157; (1922-'24) Part II, p. 198; (1924-'26) Part II, pp. 134-5.

TABLE XVII

ELIZABETH CITY TEACHERS AND SALARIES FOR 1913-1914

Name	Amount Received	Number of months
David C. Virgo	$ 480	8
George M. King	480	8
Eva J. Lewis	400	8
Mabel S. Jackson	360	8
Sadie B. Davis	360	8
Louise Walton	360	8
Willie B. Hollowan	240	8
Helen E. Lee	360	8
P. W. Moore (Principal)	1,000	12
Sarah E. Parker (secretary and bookkeeper)	240	8
F. O. Butler (matron)	240	8
Emma J. Vassor (head cook)	160	8

TABLE XVIII

NORTH CAROLINA AVERAGE MONTHLY SALARIES FROM 1904 TO 1926
WITH PERCENTAGE

Year	Whites	Negroes	Percentage
1904-05	$ 32.68	$ 23.10	71
1905-06	31.52	23.32	74
1906-07	33.60	25.40	75
1907-08	35.34	24.32	68
1908-09	34.80	24.70	70
1909-10	37.02	25.26	67
1910-11	42.43	24.74	57
1911-12	36.80	24.46	66
1912-13	43.85	25.99	55
1913-14	43.69	26.75	60
1914-15	45.60	26.21	57
1915-16	46.51	27.16	58
1916-17	47.16	27.73	57
1917-18	50.57	28.97	56
1918-19	62.00	37.18	58
1919-20	75.90	46.85	60
1920-21	96.60	56.47	58
1921-22	102.15	62.44	60
1922-23	107.14	63.94	59
1923-24	109.40	64.83	58
1924-25	112.85	66.82	58
1925-26	114.45	67.60	57

1926. From 1926 the Biennial Reports give the average annual salaries for both Negro and White school teachers. Table XlX gives the annual salaries for these teachers from 1924-'25 to 1939-'40.[29] As the table shows, the percentage of Negro school teachers' salaries in 1937-'38 is approximately the same as in 1904-'05, or nearly thirty-five years ago. However, in 1939-'40 the percentage was seventy-five per cent or four per cent more than in 1904-'05. The table shows a gradual downward movement in the salary scale to fifty-four per cent in 1924-'25 so far as Negro teachers are concerned, and then an upward trend up to about where they were in 1904-'05.

This is progress over the years in which salaries fell to a low ebb. Moreover, there is a movement on foot to gradually eliminate the differences existing between Negro and White school teachers with the same scholarship and certificate rating. In 1937-'38 salaries paid by North Carolina to Negro and White school teachers according to their certificate rating show some improvement over preceeding years. In 1933, the State assumed all the responsibility for salaries on State

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29. Biennial Report, (1934-'36) Part I, p. 51; (1936-'38) Part I, p. 52; (1938-'40) Part I p. 43.

TABLE XlX

AVERAGE ANNUAL SALARIES OF NEGRO AND WHITE TEACHERS FROM 1924 TO 1940

Year	White	Negro	Total	Percentage
1924-25	$ 835.11	$ 455.41	$ 760.17	54
1929-30	954.11	538.75	849.56	56
1930-31	944.68	556.39	847.59	58
1931-32	830.79	495.32	739.49	59
1932-33	803.40	482.78	715.35	59
1933-34	622.11	407.30	560.22	65
1934-35	620.93	415.31	561.29	66
1935-36	765.38	520.85	694.29	67
1936-37	820.44	570.59	748.03	69
1937-38	915.99	646.86	838.31	70
1938-39	935.66	672.68	859.56	72
1939-40	959.31	711.17	887.21	75

levels, and since that time the differentials have grown less considering scholarship of the teachers. In 1937-'38 North Carolina paid state teachers the following annual salaries:[30]

	WHITE	CERTIFICATE	NEGRO
1. Maximum	$990.00	A-8	$770.00
2. Mean	827.00	B-6	638.00
3. Minimum	660.00	C-2	504.00

The figures above show differentials existing, for the same type of certificate, as much as $220 per year. However, in 1939 North Carolina alloted $118,000 and in 1940, an appropriation of $258,000 for decreasing these differentials. It was further recommended by the State Budget Commission that the General Assembly of 1941-'42 appropriate $250,000, and in 1942-'43 an appropriation of $507,000 to reduce further this differential.[31] The Legislature this year cut out entirely the salary differential.

Briefly, comparing six White colleges with the five

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30. Report and Recommendations of The Commission To Study Schools and Colleges for Colored People In North Carolina, State Capitol, Raleigh, N. C., March 10, 1937, p. 38.

31. Education of Negroes In North Carolina 1914-1925-1939, By the State Department of Public Instruction, Raleigh, N. C., (mimeographed), p. 5.

Negro Colleges for the same periods, reveals interesting facts which should be recorded. Table XX shows these comparisons.[32] Figures for the six White Colleges include the University of North Carolina. At this Institution there is a more diversified curriculum calling for higher appropriations than for schools that do not have provisions made for training in so many different fields. For this reason, there would be a tendency toward a reduction in the salaries of administrators and instructors as well as the per capita cost and State appropriations, if this school was not included. The average enrollment per instructor for the White Colleges was fourteen and one-tenth compared with twenty-seven for the Negro Colleges. Furthermore, the growth of the average in Negro Colleges from fifteen in 1931-'32 to twenty-seven in 1938, almost doubled while the average for the White Colleges remained almost the same over a period of six years--thirteen and four-tenths to fourteen and one-tenth. Moreover, it is obvious to the reader, that it is impossible for a Negro instructor to teach twice the number of students as a White instructor, and still teach them as effectively or as successfully. The

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32. Report and Recommendations to Study Public Schools and Colleges For Colored People In North Carolina, Raleigh, N. C., March 10, 1937, p. 49.

TABLE XX

COMPARATIVE INFORMATION ABOUT ADMINISTRATION AND INSTRUCTION

	1931-32		1933-34		1935-36		1937-38	
	*White	**Negro	*White	**Negro	*White	**Negro	*White	**Negro
Avg. No. Employees:								
A.Admr.	7	3	8	4	8	3	9	4
B.Instruc.	127	20	126	17	142	21	156	25
Avg. Annual Salary								
A.Admr.	$2,671	$1,898	$1,894	$1,429	$2,291	$1,968	$2,460	$1,796
B.Instruc.	$2,151	$1,486	$1,619	$1,138	$1,872	$1,385	$2,154	$1,556
Avg. Enrollment	1,409	295	1,349	331	1,610	525	1,745	666
Avg. Enrollment per Instructor	13.4	15	14.5	20	14.4	26	14.1	27
Per Capita Cost per Year								
A.(1)Amount	362	217	311	165	360	169	402	192
(2)Percent	100	100	100	100	100	100	100	100
B.(1)Gen Receipts	$234	$127	$216	$107	$242	$113	$262	$119
(2)Percent	65	59	69	66	68	67	65	62
State Appropriation								
(1)Amount	$128	$90	$95	$56	$118	$56	$150	$73
(2)Percent	35	41	31	34	32	33	37	38

Note: *These figures represent the Composite Averages of the six WHITE PUBLIC COLLEGES.
**These figures represent the Composite Averages of the five Negro Public Colleges.

table also shows that the State appropriation per capita for White students was $150, compared with seventy-three dollars in 1937-'38 for the Negro. More than twice as much expended for Whites than for Negroes, will not purchase as high value of instruction for the Negroes as it does for the Whites. The fact is, that there ought to be a nearer equalization of expenditures per pupil enrolled, by an increase in appropriations for the Negroes, and a decrease in the per instructor average student load.[33]

Another interesting comparison to make is the training of Negro College instructors in the three Negro Elementary Teacher-training Institutions with three White Teacher-training Institutions of this State. In 1941-'42 there was not a single instructor with a Ph. D. degree in the three Negro Normal Schools, but according to the College bulletins for 1941-'42 and 1942-'43 there were thirty-four instructors in the White Teacher-training Institutions with Ph. D. degrees. The Negroes had sixty-five instructors with M. A. degrees and the Whites had 112 with that degree. The Negroes had twenty-four with the B. S. degree while the White Schools had fifty with that degree. This fact very probably has a bearing on the efficiency of the instructors as well as the quality of the teachers graduated from these schools.

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33. Ibid., p. 50.

CHAPTER IV

SOME COMPARISOSN OF NORTH CAROLINA STATE NORMAL SCHOOLS WITH OTHER STATE NORMAL SCHOOLS

The idea of establishing Normal Schools seems to have originated in Massachusetts as early as 1789 when it was vaguely expressed in an essay written in the Massachusetts Magazine. In 1812, Professor Denison Olenstead of Yale College advocated the establishment of a seminary for the purpose of training schoolmasters. James L. Kingsley as early as 1825 advocated establishment of an intermediate institution between the common schools and the University of Connecticut. It was the same year that William Russell advocated in his pamphlet, Suggestions On Education, support of Kingsley's plan. He attributed the lack of efficient public schools to the fact that teachers were not trained. Rev. Samuel R. Hall opened a seminary for training teachers in Concord, Vermont, in March, 1823. Later, when a Teachers' Seminary was organized in 1830 as a department of the Phillips Academy at Andover, Hall became the first principal, where he remained until 1837. At this time he took charge of a school in Plymouth, New Hampshire, and there he lectured on the need of educated teachers, urging the establishment of separate professional institutions in order to "Educate men for the business of teaching."[1]

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1. The Professional Preparation For American Public Schools, by William S. Learned, William C. Bagley and others, The Carnegie Foundation, New York, Bulletin no. 14, 1920, pp. 22-23.

Neither of these schools was very successful in the attraction of public interest, but in 1825, Walter R. Johnson, of Pennsylvania, offered suggestions for establishing seminaries similar to those in Prussia, providing for the training of teachers in the sciences and in art, with an instructor appointed to lecture on the methods of teaching. His idea was to include a study of the principles and theories of education, preparation for teaching, and practice in school teaching. The same year (1825) Philip Lindsey, who was president of the College of New Jersey, advocated in an address at Princeton, the establishment of seminaries purposely to train teachers for the profession, and John Mac Lean, a professor at Princeton, in 1828, urged the establishment of these institutions supported by the State.

These men represent the trend of thought but the idea of establishing Normal Schools gained headway only with Thomas H. Gallandet's plan in Connecticut in which he spoke of the advantages of such an institution, and that a practice school and library should be connected with the institution, but even then, it was not until 1850 that the first Normal School was established in New Britain, Connecticut. In Massachusetts, in 1824-'25,

James G. Carter undertook the task of establishing such a school and his efforts bore fruit when the first Normal School in the United States was established in 1839 at Lexington. He had made requests to the Legislature of Massachusetts for an appropriation in 1827, but was refused. He opened a private school in Lancaster the same year but failed.

After 1830, the idea began to flourish when news arrived in the United States that Prussia already had institutions for training teachers. William C. Woodbridge, Rev. Charles Brooks in Massachusetts, Dr. H. Julius from Prussia, and others, entered the work and canvassed Connecticut, Massachusetts, New Hampshire, Vermont, Rhode Island, New Jersey, and Pennsylvania urging the establishment of schools for training teachers.

Carter and Brooks worked feverishly for the establishment of the schools in Massachusetts. Carter, elected to the Legislature in 1835, and Brooks lecturing before the House of Representatives, secured a conditional offer by the Legislature to appropriate $10,000 to the Board of Education if they would raise a like sum. Edmund Dwight and Horace Mann played an important role in

helping to establish the first Normal School in Lexington with the support of Brooks and Carter. Two other schools were opened that same year at Barre and at Bridgewater.

The term of the Normal Schools was one year and the courses were about the same as those offered in the State Normal Schools of North Carolina. Later, the school term was extended gradually from one to two years, and so on, until the standard four-year course was provided and all the lower grades were eliminated.

Several Academies were begun in New York during the late 1830's, but an appropriation for the first State Normal School at Albany, New York did not pass the Legislature until 1843 when the Academies were discontinued. No other progress was then made in New York until 1862 when the State made an appropriation to the Oswego Normal School and adopted it as a State Institution. About 1860, Missouri established its first Normal School at St. Louis, aided by Horace Mann and Joseph Baldwin.[2]

All of these Normal Schools had their financial problems and poverty was the general rule rather than the exception. For this reason Normal Schools were slow

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2. Ibid., p. 34.

in getting started, and North Carolina was not so far behind in the establishment of its Normal Schools. The Negro Agricultural and Mechanic College was organized at Greensboro as early as 1866[3] although it was not chartered by the General Assembly until 1891. The Institution now known as the Fayetteville State Teachers College began as the Howard School founded in 1867 for colored children and later chartered by the Legislature as a Normal School for Negro Teachers in 1877.[4] Shaw University was organized in 1875 at Raleigh. Moreover, North Carolina was the first State to establish by an enactment of the Legislature a division of Negro Education in the State Department of Public Instruction. The Legislature appropriated $15,000 annually to assist and maintain this division.[5] Although some other states made an earlier start in normal school work, the chief progress made in the Negro Normal Schools has been since 1900 in all the States. The greatest amount of progress made in Negro education for any particular period has been since 1920, and since

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3. Negro Year Book, The Negro Year Book Company, Tuskegee, Alabama, directed by Monroe N. Work, 1921-1922, p. 274.

4. The Fayetteville State Teachers College, Catalog, Fayetteville, North Carolina, 1941-1942, p. 14.

5. Negro Year Book, op. cit., p. 20.

that date, North Carolina has led the Negro education movement.

In 1907-'08, North Carolina enrolled 694 in all the State Supported Normal Schools, White and Colored, compared with 1397 for West Virginia, 566 for South Carolina, 508 in Virginia, and only twenty-eight in Florida.[6] These figures include all the students who were pursuing teachers' training courses. Of all the states in the South Atlantic Division, North Carolina was surpassed only by West Virginia in the number of students who were preparing themselves to become future teachers. This fact is evidence that North Carolina was beginning to take the lead among the South Atlantic States so far as enrollment in teacher training courses was concerned.

There were in 1916 only eleven separate State Supported Negro Institutions in the United States for the training of Negro teachers. These schools were located in Alabama, Kansas, Maryland, New Jersey, North Carolina, Ohio, Virginia, and West Virginia. North Carolina had three Negro Institutions while Kansas had two, and each of the other states had one.

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6. Report of The Commissioner of Education For 1908, Washington Government Printing Office, 1909, II, p. 837.

Table XXl gives the total counted attendance in 1916 with number of teachers in each school of the states mentioned above.[7] The table also shows that North Carolina had more pupils enrolled per instructor than did any other school in any other state. This was the chief handicap of progress at Elizabeth City, Winston-Salem and Fayetteville. Another handicap was the lack of funds appropriated by the State. Table XXll gives the State appropriations and the value of the property in 1916 for eleven Negro teacher training institutions.[8] This table shows North Carolina to be the lowest state so far as appropriations are concerned, and that the value of the property for each school was also lower in North Carolina than any other state with Maryland as an exception. Of course, it was impossible for the Negro Institutions of North Carolina to compete with those in other states when the State appropriations were so much lower. This would cause a decrease in the per-capita expenditure of the students enrolled. A decrease in expenditures, a lack of sufficient equipment, and an excessive teacher load

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7. Negro Education A Study of the Private and Higher Schools For Colored People In The United States, Directed by Thomas Jesse Jones, Washington Government Printing Office, Bulletin, 1916, NO. 38, I, 1917, p. 117. Hereinafter referred to as Negro Education.

8. Ibid.

TABLE XXI

ENROLLMENT IN TEACHER TRAINING INSTITUTIONS WITH NUMBER OF INSTRUCTORS AND PUPIL-TEACHER LOAD IN 1916

States	Location of school	Enrollment	Instructors	Avg. load *
Alabama	Montgomery	714	31	23
Kansas	Topeka	82	14	6
	Quindaro	106	26	4
Maryland	Bowie	50	8	6
New Jersey	Bordentown	93	18	5
North Carolina	Elizabeth City	249	8	31
	Fayetteville	227	7	32
	Winston-Salem	165	10	16
Ohio	Wilberforce	231	29	8
West Virginia	Bluefield	148	12	12
Virginia	Petersburg	573	25	23

*Approximate average teacher load.

TABLE XXII

STATE APPROPRIATIONS AND VALUE OF PROPERTY OF THE NEGRO TEACHER TRAINING INSTITUTION IN 1916

State	School	State app.	Value of property
Alabama	Montgomery	$21,500	$70,000
Kansas	Topeka	15,830	131,395
	Quindaro	38,148	195,300
Maryland	Bowie	8,053	33,500
New Jersey	Bordentown	27,755	99,159
North Carolina	Elizabeth City	6,074	45,000
	Fayetteville	5,544	38,700
	Winston-Salem	5,258	51,700
Ohio	Wilberforce	77,000	436,893
Virginia	Petersburg	27,898	233,900
West Virginia	Bluefield	13,774	59,000

tend to make a decrease in efficiency. The table shows that Ohio spent $77,000 for one school that had a value of $436,893, while North Carolina spent less than $17,000 on all three Negro Normal Schools combined with a total value of $135,400.

Table XXlll shows the type of work being carried on in each of the eleven state supported schools in 1916 as well as the number of teachers and workers assigned to that particular type of work.[9] According to the number of teachers assigned to each department the greatest emphasis was placed on the academic course of study in every case except Ohio. Industrial training occupied second place in every state except two: Virginia and New Jersey. Agricultural training was omitted entirely in Alabama, Maryland, and West Virginia, and only Kansas, New Jersey, North Carolina, Ohio, and Virginia assigned one instructor each to the teaching of agriculture.

Another interesting comparison is the percentage of Negroes in the several states to the total population and the per capita expenditure for each based on average teachers' salaries for both White and Colored races. In 1916, Virginia, North Carolina, South Carolina, Georgia, Alabama, and Mississippi had an approximate average of

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9. Ibid., p. 311.

TABLE XXIII

TEACHERS AND WORKERS ASSIGNED TO THE VARIOUS TYPES OF WORK IN ELEVEN STATE SUPPORTED SCHOOLS IN 1916

Name of School	Kind of work and number of teachers			
	Academic	Industrial	Agricultural	Other work
Alabama, Montgomery State Normal.....	23	6	...	2
Kansas:				
Topeka Industrial...	7	4	1	2
Western University...	13	7	1	5
Maryland Normal.....	5	1	...	2
New Jersey Manual Training.....	7	4	1	6
North Carolina:				
Elizabeth City.....	5	1	...	2
Fayetteville.....	6	1	...	..
Winston-Salem.....	5	3	1	1
Ohio Normal.....	8	11	1	9
Virginia Normal.....	12	4	1	8
West Virginia, Bluefield Colored Institute.....	8	2	...	2

over fifty per cent Negroes of the total population,[10] and the per capita expenditure was far greater for the White child than for the Negro in states with a large Negro population except Kentucky. According to the figures the per capita expenditures for Negroes increased in the states where the percentage of Negro population is relatively small. Table XXlV gives the per capita expenditure for fifteen southern states for both Negroes and Whites according to teachers' salaries.[11] The table further shows that North Carolina spent less per capita for White children than any other state in the group, and that there were four other states that spent less than North Carolina for the education of Negroes per capita.

During the latter years of the war there was not very much progress made in the Negro Normal Schools so far as increase of teachers' salaries or appropriations for support and permanent improvements is concerned, but after the war the trend of progress is upward particularly in North Carolina.

In 1921-'22, there were 609 Negro students enrolled in Normal School courses in North Carolina and the greatest

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10. Negro Education, op. cit., Bulletin, 1916, No. 39, 1917, II, p. 8.
11. Ibid., p. 10.

TABLE XXlV

ANNUAL APPROPRIATIONS FOR TEACHERS' SALARIES IN 1916 IN SOUTHERN STATES AND PER CAPITA FOR WHITE AND COLORED CHILDREN

State	White	Negro
Alabama	$9.41	$1.78
Arkansas	12.95	4.59
Delaware	12.61	7.68
Florida	11.50	2.64
Georgia	9.58	1.76
Kentucky	8.13	8.53
Louisiana	13.73	1.31
Maryland	13.79	6.38
Mississippi	10.60	2.26
North Carolina	5.27	2.02
Oklahoma	14.21	9.96
South Carolina	10.00	1.44
Tennessee	8.27	4.83
Texas	10.08	5.74
Virginia	9.64	2.74

per cent of this number attended the summer school session. Only Tennessee and Virginia enrolled more than North Carolina as teacher training students. Table XXV shows the enrollment in the Negro Normal Schools of several states for the regular session, summer session and the total for the year 1921-'22, excluding duplicates.[12] This table further shows that there was a considerable decrease in the number of students enrolled in the regular classes particularly of North Carolina, Oklahoma, Pennsylvania, Tennessee, and Virginia, over the summer school session. The fact indicates that the teachers were returning during the summer from teaching to Normal School to improve their scholarship. This fact is especially true of North Carolina.

Another interesting comparison is the total value of all Negro State Normal School property, including library, apparatus, furniture, grounds, buildings and endowment funds of several states in 1921-'22 when the expansion program in North Carolina as well as other states was being accomplished. Table XXVI gives the

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12. Biennial Survey of Education 1920-'22, Bulletin, 1924, no. 14, Government Printing Office, Washington, 1925, II, p. 471.

TABLE XXV

ENROLLMENT IN NEGRO NORMAL SCHOOLS OF SEVERAL STATES FOR REGULAR SESSION, SUMMER SESSION AND TOTAL FOR THE YEAR 1921-'22, EXCLUDING DUPLICATES

	In Normal Courses		
State	Regular	Summer	Total
Alabama	197	...	197
Arkansas	18	...	18
Georgia	15	...	15
Kentucky	126	107	207
Maryland	105	100	205
North Carolina	43	566	609
Oklahoma	89	160	248
Pennsylvania	54	...	54
Tennessee	328	658	926
Virginia	184	533	707
West Virginia	31	...	31

total value of all Negro Normal School property by states.[13] This table shows that the total value of the Normal School property in 1921-'22 was almost twice as much in North Carolina as any other state. This fact is significant because again it shows that North Carolina was becoming a leader in Negro education, and that no other states mentioned, on which separate figures are available, had property valued nearly as high as in North Carolina. It is also significant to remember that none of the states mentioned had an endowment fund except Georgia which had a fund of $10,000.

In appropriations for Negro education in the Normal Schools from public funds in 1921-'22 North Carolina leads the list in expenditures for both increase of plant and for current expenses. Table XXVll gives the amount of appropriations from public funds for increase of plant and for current expenses in several states on which separate figures are available.[14] This table tends to show that the expansion program was well underway in North Carolina, and in no other state mentioned was Negro education receiving as much emphasis as in this state.

It is also interesting to compare the salaries of the principal of the Normal Schools, the teachers, and

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13. Ibid., p. 472.
14. Ibid., p. 473.

TABLE XXVI

TOTAL VALUE OF ALL NEGRO NORMAL SCHOOL PROPERTY, INCLUDING LIBRARY, GROUNDS, BUILDINGS, EQUIPMENT AND ENDOWMENT FUNDS FOR 1921-'22

States	Total value
Alabama	$290,500
Arkansas	155,492
Georgia	90,000
Kentucky	327,500
Maryland	353,000
North Carolina	826,691
Oklahoma	265,998
Pennsylvania	346,309
Tennessee	437,414
Virginia	484,165
West Virginia	485,000

TABLE XXVII

STATE NORMAL SCHOOL APPROPRIATIONS FROM PUBLIC FUNDS FOR INCREASE OF PLANT AND FOR CURRENT EXPENSES IN SEVERAL STATES FOR 1921-'22

State	From public funds	
	For increase of plant	For current expense
Alabama	....	$32,250
Arkansas	$6,000[1]	25,000
Georgia	13,000[1]	20,883[3]
Kentucky	....	25,000
Maryland	....	14,000
North Carolina	236,308	82,804[4]
Oklahoma	23,750	81,000
Pennsylvania	....	28,391[5]
Tennessee	75,000	56,393
Virginia	19,031[2]	72,813[6]
West Virginia	8,000	39,750

1. One school reported total receipts only.
2. From private benefactions.
3. Includes $5,883 from private benefactions.
4. Includes $412 from private benefactions.
5. Includes $115 from private benefactions.
6. Includes $7,500 from private benefactions.

the maintenance fund of North Carolina with other states for 1921-'22.[15] Table XXVlll makes such a comparison. The table shows that North Carolina spent more for principals' salaries and teachers' salaries than any other state, but that its maintenance fund was not as great as Virginia, West Virginia, Oklahoma, or Kentucky.

While North Carolina was spending more money for teachers' salaries in the Negro Normal Schools, yet the average annual salaries of Negro public school teachers was not nearly as great as in some other states. Table XXlX shows the average annual salaries of the states as a whole and for Negroes separately for 1927-'28.[16] The table shows that the average salaries of school teachers as a whole in North Carolina for 1927-'28 were eight from the top salary paid in states of large Negro populations, but for Negroes the state ranked fifth from the top salary paid. Delaware, Maryland, and Oklahoma led all the states so far as salaries were concerned. Mississippi paid the lowest salary to White teachers, while Georgia paid the lowest salary to Negro teachers.

During this period there were two outstanding tendencies regarding the training and certification of both Negro

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15. Ibid., p. 475
16. Biennial Survey of Education 1928-'30, Bulletin, 1931, no. 20, United States Government Printing Office, Washington, 1932, p. 608.

TABLE XXVIII

COMPARISON OF SALARIES OF PRINCIPAL, TEACHERS, AND MAINTENANCE FUND OF NEGRO NORMAL SCHOOLS IN SEVERAL STATES

States	Salaries		Maintenance
	Principal	Teachers	Fund
Alabama*	$4,440	$30,695	$2,750
Arkansas	2,040	17,450	4,390
Georgia	3,000	16,110	4,787
Kentucky	3,000	27,100	7,388
Maryland	1,600	3,519	2,000
North Carolina**	7,500	55,926	5,602
Oklahoma	3,300	44,926	7,910
Pennsylvania	3,555	15,614	4,431
Virginia	3,000	51,197	26,221
West Virginia	3,600	23,082	6,000

*Reported two schools.
**Reported three schools.
Note: All others reported one school each.

TABLE XXIX

AVERAGE ANNUAL SALARY OF TEACHERS IN FIFTEEN STATES FOR 1927-'28

States	Average salary for state	Average salary for Negroes
Alabama	$747	$345
Arkansas	680	412
Delaware	1,451	1,153
Florida	906	415
Georgia	647	268
Kentucky	851	...
Louisiana	980	494
Maryland	1,418	990
Mississippi	545	386
North Carolina	838	487
Oklahoma	963	827*
South Carolina	769	302
Tennessee	835	...
Texas	842	687
Virginia	822	472

*1925-'26.

and White school teachers in North Carolina as well as in most of the other states. One of these tendencies was the shifting of the authority for granting certificates from local and county officials to the State Department of Education. The other tendency was toward academic and professional training instead of teachers' examinations as a teacher.[17] There was also a tendency in North Carolin, California, Mississippi, Texas, Arkansas, Michigan, Georgia, Ohio, Indiana, and Nebraska, to establish Junior Colleges for training teachers in those states that did not already have them, and in those states that did have them, the tendency was to develop them into four-year teachers colleges.[18] In 1928, North Carolina had twelve Negro Institutions, five of which trained Negro teachers and were state supported. Alabama had five higher institutions for training Negroes in all fields, Georgia had nine, Louisiana had five, Tennessee and Texas had five and Mississippi and Oklahoma had six together. Out of a total of twenty-two public supported institutions for Negroes, North Carolina maintained five which were specially designated teacher-training

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17. Ibid., p. 789.
18. Ibid., pp. 798-99.

institutions.[19]

One of the weakest links in the Negro teacher-training institutions of these states was the lack of sufficient equipment. Before 1930 very few had adequate library facilities. Laboratories were not well equipped and for this reason little scientific training was given. In the Biological department the value of equipment in 1927-'28 varied from $100 to $900. In the Chemical department only one school had equipment valued at $2,300. There was almost a total lack of shop and musical equipment.[20]

Evidence that North Carolina was becoming a leader in Negro higher education may be gained from the fact that in the biennium of 1927-1929 the State made an expenditure of $882,500, of which $457,500 was for maintenance, and $25,000 for capital outlays.[21] By 1930, North Carolina began to rank among the best states so far as Negro educational facilities were concerned for teacher-training.

By 1935-'36 the salaries of teachers were generally

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19. Survey of Negro Colleges and Universities, Bulletin, 1928, no. 7, Directed by Arthur J. Klein, United States Government Printing Office, Washington, 1929, pp. 111-1V, 11-12.
20. Ibid., pp. 46-51.
21. Ibid., p. 484.

on the increase among the various states with few exceptions. Out of a total of eighteen states reporting, Delaware, Maryland, and Missouri, were paying an annual average salary to Negro teachers, principals, and supervisors exceeding $1,000. Mississippi paid the lowest salary to Negro teachers and Arkansas the lowest to White teachers. North Carolina decreased the average annual salary paid White teachers twenty-seven dollars below the year 1927-'28, but it made an increase of fifty-six dollars in the Negro teachers' salary for the same period. Table XXX gives the average annual salaries of teachers, principals and supervisors in eighteen states for 1935-'36.[22]

Recent studies have shown that among the Negroes of the United States there is a high illiteracy rate, large numbers of pupils in school who are over age, many children out of school, poor attendance, ineffective operation of the public schools, lack of guidance in vocational training and inadequate financial support from the various states. It is safe to say that at least twenty-five per cent of the population in North Carolina and other southern and border states is

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22. Biennial Survey of Education 1934-'36, Bulletin, 1937, no. 2, Government Printing Office, Washington, 1939, II, p. 103.

TABLE XXX

AVERAGE ANNUAL SALARIES OF TEACHERS, PRINCIPALS AND SUPERVISORS IN EIGHTEEN STATES IN 1935-'36

States	Salaries of teachers	
	White	Negro
Alabama	$709	$328
Arkansas	550	316
Delaware	1,538	1,664
District of Columbia	....	.....
Florida	1,030	493
Georgia	709	282
Kentucky	....	.....
Louisiana	931	403
Maryland	1,515	1,187
Mississippi	788	247
Missouri	1,031	1,332
North Carolina	811	543
Oklahoma	926	821
South Carolina	825	302
Tennessee	.....	.....
Texas	991	604
Virginia	901	520
West Virginia	....	.....

Negro, and that the average amount of money spent for Negro education in these states, when based on actual expenses of operation is extremely low when compared with that of the White. Actually, in 1935-'36 there was an average expenditure in ten southern states for Negro education of approximately seventeen dollars annually compared with about forty-nine dollars for White children. Furthermore, the average annual salary for sixteen border states in the South was $510 for Negroes compared with $833 for Whites, and the average pupil-teacher load was forty-one for Negroes compared with thirty-one for Whites.[23] Despite these handicaps, Negro education has moved forward. More money has been appropriated during recent years to the public schools, to the Negro Universities, Colleges, and Normal Schools than ever before. North Carolina and other states have increased appropriations to all of these schools, in addition to the fact that they have been aided tremendously by Philanthropic Agencies.

The average index training of Negro teachers has moved up close to that of White school teachers in

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23. American Universities and Colleges, Clarence Stephen Marsh, Editor, American Council on Education, Washington, D. C., Fourth Edition, 1940, pp. 15-16.

North Carolina, and the differential of salaries for Negro and White teachers is gradually being eliminated, and probably will be abolished this year. In 1941-'42 there were more Negro school teachers holding "A" certificates than ever before, and in 1942-'43, there were 6,190 compared with 5,806 the previous year. This is an increase of 384 in one year. In 1941-'42 there were twenty-three Negro teachers holding graduate certificates compared with forty-nine in 1942-'43. Negro teachers holding "B" certificates dropped from 874 in 1941-'42 to 556 in 1942-'43 and the number of holders of "C" certificates dropped from 112 in 1941-'42 to ninety-six in 1942-'43. Even though there was a scarcity of teachers in North Carolina, due to the War, there were only twenty War Permits issued in 1942-'43.[24] In 1940-'41 there were sixty-nine enrolled in graduate courses in Durham and Greensboro and seventy-three in other Universities.[25] Graduate and Professional Instruction is also offered in Kentucky, Maryland, Missouri, Oklahoma, Tennessee, Texas, Virginia, and West Virginia.

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24. News and Observer, Josephus Daniels, Editor, Raleigh, N. C., August 2, 1943, Vol. CLVll. No. 32, Article "Under the Dome", pp. 1-2.

25. Education of Negroes In North Carolina 1914-1925-1939, By the State Department of Public Instruction, Raleigh, 1941, p. 8. (mimeographed).

CHAPTER V

CONCLUSIONS

The preceding chapters in this study have contained detailed statements of the progress made in the Negro Normal Schools of North Carolina from their date of establishment to the present time. Changes in the enrollment, number of teachers involved, salaries of the teachers compared with the Whites, curricula, teacher personnel, appropriations from the State, Philanthropic Agencies, per capita expenditures, grade distribution, educational status of the teacher, value of plants and equipment, and comparisons of North Carolina State Normals with other State Normals have been made. In this chapter will be found a general summary and proposals for continued progress in the Negro Normal Schools.

The Negro Normal Schools of North Carolina began their work with only a charter and a very small Legislative appropriation. Today, they have grown to be five of the leading teacher-training Institutions of the Union valued at more than a million dollars each. However, if North Carolina wishes to undertake the task of training Negro teachers to be more efficient in the public schools, then it should recognize the need of a sufficient number of instructors to lower the pupil-teacher load and to expand the buildings and equipment

for the same by making appropriations accordingly. In addition, a definite vocational guidance program should be instituted, and a sufficient appropriation made to insure adequate equipment and instructors to accomplish the task with efficiency. The in-service training of teachers should be stimulated by the State and salaries of both Negro and White school teachers should not only be equalized for teachers of the same scholarship, but they should be raised to a level which will provide ample means for in-service growth and at the same time provide for a decent living commensurate with other professional work of equal standing.

Teachers in the Normal School faculties should be organized on the basis of professional rank and should be paid accordingly. They should have ample opportunity for development and promotion and should be allowed a salary large enough to attract the attention of the best qualified instructors. The problem of keeping teachers who are well trained in the profession would be ended if their salaries were commensurate with other types of professional occupation.

The A. B. degree is not sufficient for teachers of the public schools neither is the master's degree

sufficient training for college instructors. North Carolina should provide ample means for graduate study and should so expand the graduate department so as to provide the right type of training as well as the quantity. Provision should be made for Negro teachers to receive their Doctor's Degree in the Normal Schools without having to go to another state for this training.

Statistical data has been given to indicate the gradual changes and the growth of the various Negro Normal Schools through enrollment, state support, buildings and equipment from establishment to the present time. This data shows that the average index training of Negro teachers is almost equal to that of the White teacher now, and at the same rate of progress, in less than ten years their average index training will be above that of White teachers. If the salaries of the teachers is based on scholarship, that of the Negro teacher will be above that of the White teacher in a very few years at their present rate of increase in scholarship. There is a definite need of urging the White teachers to improve their training as much as possible.

When sufficient funds are set aside by the State

to pay a reasonable salary to all teachers, to provide sufficient library facilities, to provide adequate buildings and equipment, and to provide higher graduate training for Negroes as well as a sufficient number of well trained instructors; then North Carolina may justly feel proud of her educational system.

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