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## The Land-Grant Colleges for Negroes 1914-1945: A Study in Higher Education

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THE LAND-GRANT COLLEGES FOR  
NEGROES 1914-1945:  
A STUDY IN HIGHER EDUCATION

WASHINGTON

1949

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THE LAND-GRANT COLLEGES FOR NEGROES 1914-1945: A STUDY  
IN HIGHER EDUCATION  
The History of Education Series

- No. 1: Ellis Andrew Taylor, "A University for the Negroes of Texas: A Promise Unfulfilled"
- No. 2: Garvin H. White, "By Development of Higher Education for the Negro in the South for 1900 to 1914, with Special Reference to the Land-Grant Colleges"
- No. 3: A. Moorhead, Samuel Nelson Washington, "The Association of Negroes as Revealed in the Texas State"
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- No. 1. Willie Andrew Tarrow, "A University for the Negroes of Texas: A Promise Unfulfilled"
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- No. 4. R. D. Hearn, "The Development of Higher Education for Negroes, With Special Reference to the Denominational Schools"
- 
- No. 5. Samuel Nelson Washington, "The Land-Grant Colleges for Negroes 1914-1945: A Study in Higher Education."
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Approved By:

Advisory Committee

Date Signature Field Represented

7/26/49

[Redacted Signature]

Heston

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TABLE OF CONTENTS

Chapter	Page
I. Introduction .....	1
A. Statement of Problem .....	1
B. Basis of Study .....	2
C. Scope .....	2
<b>DEDICATION</b>	
<p>This thesis is dedicated to my wife, Mrs. Eddie P. Washington, and my dear little son Master Horace L. Washington who have been constant sources of encouragement throughout my study.</p>	
II. Legislative Background of the Morrill Act of 1862 .....	3
A. The Provision of the Act .....	3
B. Negro Colleges Established Under the Act .....	10
C. The Legislative Background of the Morrill Act of 1890 .....	10
1. Reason for the New Legislation .....	11
2. The Provision of the New Act .....	13
3. The Negro Colleges and the Second Morrill Act .....	13
D. Progress of Negro Colleges Under Difficult Conditions .....	16
III. The Land-Grant College and the Act and Code of Regulations for Negroes .....	17
A. Attitude of Whites toward Higher Education for Negroes .....	20



TABLE OF CONTENTS

Chapter	Page
I. Introduction .....	1
A. Statement of Problem .....	1
B. Definition of Terms .....	3
C. Scope .....	4
D. Source and Method .....	4
E. Hypothesis .....	6
II. The Historical Background and Development of Land-Grant Colleges After 1914 .....	7
A. The Legislative Background of the Mor- rill Act of 1862 .....	8
1. The Provision of the Act .....	9
2. Negro Colleges Established Under the Act .....	10
B. The Legislative Background of the Morrill Act of 1890 .....	10
1. Reason for the New Legislation .	13
2. The Provision of the New Act ...	13
3. The Negro Colleges and the Second Morrill Act .....	13
C. Progress of Negro Colleges Under Diffi- cult Conditions .....	15
III. The Land-Grant College and the Aims and Ends of Education for Negroes .....	17
A. Attitude of Whites toward Higher Educa- tion for Negroes .....	26



TABLE OF CONTENTS (Continued)

Chapter	Page
B. Opinion of Negroes Concerning Higher Education .....	29
C. Test of Experience .....	38
IV. Level of Training .....	45
A. Teachers' Training and Salaries .....	45
B. Student Enrollment and Degrees Issued .....	47
C. Value of Property .....	55
D. Number of Volumes in Library .....	59
V. Chief Support .....	65
A. Benefactors .....	65
B. United States and Municipal Aid .....	67
C. Tuition .....	69
D. Productive Sources .....	70
E. Amount from Other Sources .....	72
F. Total Income for Years .....	74
VI. Summary .....	76
Bibliography .....	81
Appendix .....	85

## CHAPTER I

### INTRODUCTION

The Negro land-grant colleges constitute one of the more important groups of colleges among the 90 or more institutions of collegiate rank for Negroes in the United States.<sup>1</sup> Seventeen in number, they are among the principal centers for Negro higher education in the fifteen Southern States, in Delaware, and West Virginia.

As in case of the white land-grant colleges these Negro institutions came into existence under the impetus of the original Morrill Act and the second Morrill Act. They are complementary to the white land-grant colleges and serve the Negro populations of the States in which they are located. Their primary purpose is to furnish theoretical and practical higher education, including agriculture, mechanic arts, home economics, English, mathematics, physical, natural, and economic science, to Negro youth in order to train them to engage in the pursuits and vocations of life. Their educational objectives, therefore, are in theory the same as the white land-grant institutions.

#### Statement of Problem

This study is part II of, "The Development of Higher Education for Negroes with Special Reference to the Land-Grant Colleges."

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<sup>1</sup>Arthur J. Klein, Survey of Land-Grant Colleges and Universities, Bulletin No. 9, Government Printing Office, Washington, 1930, p. 1 (Hereinafter cited as A. J. Klein, Bul. No. 9, 1930).



The original problem arose out of the general field of the development of American democracy as it expressed itself in the development of opportunities for all its people through a medium of education. C. B. White wrote on this problem and found that higher education for Negroes between 1890 and 1914 was inadequate.

Negro higher education has been singled out because of the fact that it has some special problems which have come out of the Negroes' abnormal relationship to American life. Negroes constitute a fourth of the population of the South, and it is in this section that three-fourths of the Negroes in America live. Here the Negro is among the multitudes of those who are ill-clothed, ill-housed, and ill-fed. He is a victim of a prevailing cultural lag and of an unsatisfactory economy. Higher educational institutions for Negroes are located largely in the South and thus are a part of the south, under a dual system of education based upon a tax structure inadequate to the efficient support of a single system of education even for white youth, the Negro must be taught the essentials of democratic living.

The educational inequalities and economic disadvantage of southern regions, together with the Negro's special handicaps within the area, make it impossible to consider adequately the higher education of Negroes apart from the complex of problems inherent in a dual society



and the Negro's segregated life.

It is increasingly evident that Negroes have developed along educational and cultural lines more rapidly than our social system has changed in adjustment to the situation. This disequilibrium appears in the occupational limitations placed on Negroes of ability and training; it is also apparent in the number of Negroes ready for graduate and professional training in areas in which inadequate provisions and sometimes no provision has been made for meeting their needs.

This paper will attempt to assemble and interpret such social, economic, and educational data as to indicate programs of higher education needed, and to indicate the nature of educational service now rendered to meet these needs.

#### Definition of Terms

Without any consideration of the technical meaning of the term "college" this writer construed college to mean any institution so named by the source of this study. Therefore, work done in these schools will be called "higher" education.

By the same token, any institution of higher learning which received the benefits of the Morrill Acts of 1862 and 1890 is herein called a land-grant college.

The term South has been used loosely to include those states and territories in the trans-Mississippi, the



was observed throughout this paper.

The following land-grant colleges are used in this study:

<u>Names of Colleges</u>	<u>State in which the Colleges are located</u>
1. State A. and M. Institute - - - - -	Alabama
2. A. M. and N. College - - - - -	Arkansas
3. Delaware State College - - - - -	Delaware
4. Florida A. M. and N. College for Negroes - - - - -	Florida
5. Georgia State College - - - - -	Georgia
6. Kentucky State College - - - - -	Kentucky
7. Southern University and A. and M. College - - - - -	Louisiana
8. Princess Anne College - - - - -	Maryland
9. Alcorn A. and M. College - - - - -	Mississippi
10. Lincoln University - - - - -	Missouri
11. A. and T. College of North Carolina -	North Carolina
12. Langston University - - - - -	Oklahoma
13. Colored Normal I. A. and M. College -	South Carolina
14. A. and I. State College - - - - -	Tennessee
15. Prairie View A. and M. College of Texas - - - - -	Texas
16. Virginia State College - - - - -	Virginia
17. West Virginia State College - - - - -	West Virginia

was observed throughout this paper. The South Atlantic States including Delaware.

### Hypothesis

Because of the glaring inequalities which exist in the distribution of both state and federal funds between schools of white and colored, the belief and fear that the education of the Negro to any extent industrially or academically, would ultimately endanger the social, economic, and political status quo and lead to serious consequences, and the difficulties of many educational leaders understanding the function of the liberal arts in the land-grant colleges, it is clear to this writer that higher education for Negroes is still somewhat inadequate. Further in higher education for Negroes would take place.

This study is broken down into six periods. Each period represents a National Survey of land-grant colleges. The periods are as follows: 1833; 1840; 1850; 1855; 1860; and 1865.

### Source and Method

The chief sources have been government publications and documents, and bulletins of the Statistics of Land-grant Colleges, from the Department of Interior. Other sources include general histories, special histories, articles in periodicals as well as miscellaneous sources.

The topical method was used and chronological order



deep South, the border states and the South Atlantic States including Delaware.

### Scope

The scope of this study is limited to the period from 1914-1945. This study begins with the year of 1914 for two reasons: (1) Carrie B. White's thesis gave the development of Higher Education for Negroes from 1890-1914. (2) This was the year that a national survey of land-grant colleges began, with the purpose of determining the adequacy of "higher education" for Negroes.

This study ends with the year of 1945, because this was the end of World War II and a new departure in higher education for Negroes would take place.

This study is broken down into six periods. Each period represents a National Survey of land-grant colleges. The periods are as follows: 1921; 1925; 1929; 1935; 1939; and 1945.

### Source and Method

The chief sources have been government publication and documents, and bulletins on the Statistics of Land-Grant Colleges, from the department of Interior. Other sources include general histories, special histories, articles in periodical as well as miscellaneous sources.

The topical method was used and chronological order

## CHAPTER II

## THE HISTORICAL DEVELOPMENT OF THE LAND-GRANT COLLEGES

Between 1861 and 1890 much interest was manifested in the educational life of the Negro.<sup>1</sup> The election of Abraham Lincoln and the presidential campaign attendant there to increased the Negroes' desire for freedom and knowledge. During the period of the Civil War the Negroes' new experiences, as travel and contact, made them eager to continue to learn.

After the Civil War the period of Reconstruction presented new problems to the whites and Negroes. The freedmen were often regarded as a menace to society and it was thought that the key to the vexing problem presented by the Negro was difficult and necessitated legislative action.<sup>2</sup> The Bureau of Refugees, Freedmen and abandoned land established by a Congressional Act of March, 1865 was a notable act for the Negro. Before the Bureau was dissolved in 1870, it had established 4,239 Negro schools, employed 9,307 teachers and spent \$3,521,936. Furthermore, during the Bureau's life it had provided instruction for 247,333 pupils. The Bureau, also in the eventual four and a half

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<sup>1</sup>John W. Davis, "The Negro Land-Grant College," Journal of Negro Education, Vol. II, No. 3, July, 1933, p. 312.

<sup>2</sup>Ibid., p. 314.



years, issued 15,500,000 rations to the starving gave medical aid to nearly a half million and spent more than \$5,000,000 on schools.<sup>5</sup>

The government's aid to the Negroes' educational pursuit did not cease with the decline of the services rendered by the Freedmen's Bureau. It helped the Negroes by another means, and that means was the establishment of land-grant colleges for Negroes. From the bounty of the federal government arose eventually seventeen Negro land-grant colleges provided by the Morrill Acts. The passing of the Morrill Act in 1862 marked another time when the federal government embarked on a policy of aiding education not only in the newer states but in the older ones as well.<sup>6</sup>

The agitation for this epoch making act had a long and controversial history. Its supporters were found for the most part in the East. Yet there were some sympathizers with the cause in the bleak west.

The final passage of the Morrill Act can be attributed to several underlying causes.<sup>7</sup> In the first place it seemed that the Morrill Act was designed in part to provide compensation to older states for the free homesteads for which the west had long clamored and at length obtained;

<sup>5</sup>Homer C. Hockett, and Arthur M. Schlesinger, Land of the Free, (Macmillan Company, New York, 1944) p. 338.

<sup>6</sup>Harvey Wish, Contemporary America, (Harper and Brothers, Publishers, New York, 1945) pp. 14-15.

<sup>7</sup>Curti Merle, The Growth of American Thought, (Harper and Brothers, Publishers, New York, 1943) p. 468.



and that it was further designed to aid the East by promoting more efficient agricultural methods. Thus to enable farmers to compete with those on the richer lands of the west and to provide industry with trained technicians. Another possible reason for the final enactment of the Morrill Acts were the growing spirit of democracy and nationalism.<sup>6</sup> The Morrill Act reflected the democratic and nationalistic principles for which the armies of the north and west were contending. The type of education visioned in it promised to be useful to the economic life on which the union was based and to help cement the east and west in common interest. Also the agricultural and industrial education provided for in these acts offered poor boys greater opportunities, and there by helped to equalize educational advantages in disparate regions of the county.<sup>7</sup>

Justin Morrill, one time small town, self-educated merchant, later a representative sponsored in Congress a bill, embodying the contributions of many others, which established the Land-Grant colleges.<sup>8</sup> The Morrill Act established in each state "at least one college where the leading subject shall be, without excluding other scientific and classical studies, in including military tactics, to teach such branches of learning as are related to agri-

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<sup>6</sup>Ibid., p. 468.

<sup>7</sup>Ibid.

<sup>8</sup>Edward C. Kirkland, A History of American Economic Life. (F. S. Crofts and Company, New York, 1941) p. 492.



culture and the mechanic arts. . . . In order to promote the liberal and practical education of the industrial classes in several pursuits and professions in life. To each state or territory to become a state was given 30,000 acres of public land for each senator and representative in Congress.<sup>9</sup> The land was of necessity located in the western states. The endowment varied. New York received 990,000 acres; Alabama actually obtained only 24,000 acres. These lands were to be sold by the states, and the money obtained was to be invested in securities yielding not less than five percent centum upon par value of said "stocks." The fund was not to be spent for building, although up to ten per cent might be used for the purchase of a site for experimental farm. Annual reports were to be made of experiments and improvements, and these were to be distributed to all land-grant colleges and to the Secretary of the Interior.<sup>10</sup>

The colleges established for Negroes under the first Morrill Act were called organic colleges. The first college established under this act was Alcorn A. and M. in 1871. In 1872, educational leaders saw the rise of South Carolina A. and M. and Virginia State A. and M., and finally under the act Kentucky State College was born.<sup>11</sup>

The first Morrill Act proved inefficient for the purpose for which it was designed. Under the first act the

<sup>9</sup>Ibid., p. 492.

<sup>10</sup>Ibid.

<sup>11</sup>Ibid., p. 493.



land-grant colleges established were inadequately supported.

In the conversion of acres into money the states were not always fortunate.<sup>10</sup> By the Morrill Act the colleges had to be established within five years and many states were thus in haste to sell their lands. Some of the states even sold their land at such low prices as to suggest scandal. Such land, too, came into competition with the land sale of railroads and with donations of the Homestead Act.<sup>11</sup> The prices land sold for varied greatly. Ohio's lands were sold for fifty cents while Ezra Cornell in New York took most of the state's grants at sixty cents an acre, sold the land gradually and turned over the surplus to the state land-grant institutions.<sup>12</sup> Some of the lands located in the white pine belt of Wisconsin were sold for more than sixteen dollars per acre. On the other hand some of the land in some states sold for twelve cents an acre. It is also developed that some control over the colleges was desirable. Therefore in 1889 Congress decreed that no state admitted to the union thereafter should sell the land for less than ten dollars an acre.<sup>13</sup> Then in 1890, with the beginning of the annual appropriation, Congress directed the secretary of Interior to see that the colleges were fulfilling their purpose before he approved the annual

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<sup>10</sup>Claudis D. Johnson, Government in the United States, Thomas-Crowell Company, New York, 1941) p. 663.

<sup>11</sup>Edward C. Kirkland, op. cit., p. 493.



allotment.<sup>14</sup>

The early history of these colleges was crammed with vicissitudes which showed the wisdom of the new legislation.<sup>15</sup> The inadequacy of their financial support was overcome by further appropriation on the part of the national government and by an even larger measure of support given by the individual states. Another difficulty was the elaboration of a curriculum. At first the new studies tended to assume a protective coloring. The course was a four-year one--leading to a bachelor's degree, and was freighted with a great many unprofessional studies--algebra, trigonometry, English, and other languages, logic, and some variety of history. The agricultural instruction was originally a one-professor job. He was the "agricultural chemist" inherited from earlier days and was expected to teach all there was to know about soil, fertilizer, feeding, and dairying. But the task of instruction soon exceeded one man's capacity, devolution set in. One subject after another split off, and all too often levies were made upon the ancient languages for nomenclature to describe them. "Rural Engineering" and "Farm Management" are understandable, but "Agrotechny" and "zootechny" must have been a little confusing even to those who professed them. A frequent criticism of the schools were that they were too theoretical, that they turned out very few "dirt farmers,"

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<sup>14</sup>Claudis Johnson, *op. cit.*, p. 664.

<sup>15</sup>Edward C. Kirkland, *op. cit.*, p. 493.



that Bachelors of agriculture exhibited an unwillingness for agricultural life. Gradually it was recognized that the diffusion of new knowledge to actual farmers must be accomplished by some other educational device. The agricultural college turned out the teachers, the demonstrators, the organizers, the research students.

During the consideration of the first Morrill Act of 1862, in the arguments of members of Congress, the fear was often expressed that the grants of public land for education would result in further demands on the government for more funds, not only for agriculture and mechanic arts education, but for other and less worthy educational projects.<sup>16</sup> These fears were justified, for Mr. Morrill himself, now a senator, introduced a new bill providing for additional funds for the further endowment and support of colleges of agriculture and mechanic arts which had been organized in most of the states under the provisions of the law of 1862.

He emphasized the national character of these schools and their value to the national welfare. He stated that they were national, not only because they were established and endowed by the federal government, but because from their very purpose and nature, certain to promote the general welfare. Mr. Morrill closed with the prophetic statement that "a great part of the legislative work accomplishes

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<sup>16</sup>Frederick B. Mumford, The Lend Grant College Movement, Bulletin No. 419 July, 1940. (University of Missouri, Columbia, Mo. 1940) p. 18.



its utmost purpose and is obsolete at the end of the year, but here is work that we may fondly hope will endure for ages." Because of his fiery speech the second Morrill Act was passed August 30, 1890.<sup>17</sup> The act made an annual appropriation for the land-grant colleges, beginning with \$15,000 for each State, and increasing this annually by \$1,000 to \$25,000, which latter amount then became the annual appropriation.<sup>18</sup> The Nelson Amendment of March 4, 1907, was an amendment to the agriculture appropriation bill. It increased the annual appropriation to each state for its land-grant colleges, and it extended the conditions for the use of the appropriations.<sup>19</sup>

The second Morrill Act of 1890 prohibited payment of any appropriation to any college where a distinction of race or color was made in the admission of students, but allowed through its provisions the establishment of separate colleges for white and colored students.<sup>20</sup>

The seventeen land-grant colleges for Negroes shared in the benefits of the second Morrill Act, without exception, from their establishment.

<sup>17</sup>Ibid.

<sup>18</sup>L. E. Blanch, Statistics of Land-Grant Colleges, Bulletin No. 34, 1922 (Department of Interior, Bureau of Education) Government Printing Press, Washington: 1923, p. 2. (Hereinafter cited as L. E. Blanch Bulletin No. 34).

<sup>19</sup>Ibid., p. 2.

<sup>20</sup>Arthur J. Klein, op. cit., p. 883.  
See table I. P. 14

TABLE 1

LAND-GRANT COLLEGES FOR NEGROES, WITH LOCATION AND DATES FOR ESTABLISHMENT<sup>+</sup>

School <sup>*</sup>	State	Date when State accepted terms for colleges under Morrill Act, 1890	Date when colleges opened	Date when colleges received funds under Act of 1862
State A. and M.	Ala.	Feb. 13, 1891	1875	
A. and M. Normal School	Ark.	Apr. 9, 1891	1872	
State A. and M.	Del.	Feb. 12, 1891	1891	
Florida A. and M.	Fla.	June 8, 1891	1887	
Georgia State A. and M.	Ga.	1890	1890	
Kentucky State	Ky.	Jan. 13, 1893	1880	1887
Princess Anne Academy	Md.	1892	1887	
Alcorn A. and M College	Miss.	1890	1871a	
Lincoln University	Mo.	Mar. 13, 1891	1866	
Negro Agr. and Teachers College	N. C.	Mar. 6, 1891	1894	
Colored Normal A. and M.	Okla.	Mar. 10, 1899	1897	
A. and M. State Normal for Negroes	S. C.	1896	1876	1872a
A. and M. State N. and I. College	Tenn.	Feb. 26, 1891	1913	
Prairie View N. and I. College	Texas	Mar. 14, 1891	1879	
Va. State College for Negroes	Va.	1891	1883 1920b	1872c
W. Va. St. Col.	W. Va.	Mar., 1891		

\* Number of schools established under other names.

a Alcorn University

b Claflin

c Hampton Normal and Industrial Institute

d In 1920 Virginia State began receiving funds.

<sup>+</sup>John W. Davis, The Journal of Negro Education, July no. 3, 1933



The historical background of the Negro land-grant college was different in many respects from that of the white, although their primary purpose was to furnish theoretical and practical higher education including agriculture, mechanic arts, home economics, English, mathematics, physical, natural, and economic sciences, to Negro youth in order to train them to engage in the pursuits and vocations of life.<sup>21</sup>

Some of the difficulties which made for uncertainty in the beginning of the land-grant colleges for Negroes were: (1) Driving Negroes to work during the slavery period added indignity not dignity to labor. It was therefore not easy to sell to children and grandchildren of slaves in 1890, a type of education which emphasized the practical art. (2) The Negro youth during the early days of the land-grant college was imbued with the idea that a collegiate education consisted of cultural instruction as embodied in the liberal arts and sciences and thus developed a prejudice against the practical type of agricultural and mechanic-arts education which was the principal objective of the curricula. (3) There were not enough high schools in the various states to support the agricultural, mechanic-arts, and home-economics curricula of the land-grant institutions. (4) Education of all sort suffered because of racial hate in Southern States. Many whites believed

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<sup>21</sup>John W. Davis, loc. cit., p. 316.

that the Negro was not educable.

Despite all these handicaps the Negro land-grant college expanded. An new spirit in these institutions accepted the challenge of such unfavorable conditions as:

(1) The inadequacy of 64 public and 216 private high schools for Negroes in the Southern States in 1916. (2) In 1916 the secondary enrollment of Negro pupils in the Southern State was only 24,189, of whom 11,527 were in private schools and 8,707 were in the public schools.<sup>22</sup> (3) In 1916 the total enrollment in land-grant colleges for Negroes was 4,875 students, and of these 2,525 were of elementary, 2,266 secondary and twelve of collegiate grade. These figures would seem to suggest that the land-grant colleges for Negroes in 1916 were largely land-grant high schools.

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<sup>22</sup>Ibid.



## CHAPTER III

## THE LAND-GRANT COLLEGE AND THE AIMS AND ENDS OF NEGRO EDUCATION

As stated in the introduction, the educational inequalities and economic disadvantage of southern regions, together with the Negro's special handicaps within the area, make it impossible to consider adequately the higher education of Negroes apart from the complex of problems inherent in a dual society and the Negro's segregated life.

It is increasingly evident that Negroes have developed along educational and cultural lines more rapidly than our social system has changed in adjustment to the situation. This disequilibrium appears in the occupational limitations placed on Negroes of ability and training; it is also apparent in the number of Negroes ready for graduate and professional training in areas in which inadequate provisions and sometimes no provisions have been made for meeting their needs.

In view of the glaring inequalities which exist in the distribution of both state and federal funds between schools of white and colored, the belief and fear that the education of Negroes to any extent industrially or academically, would ultimately endanger the social, economic, and political status quo and lead to serious consequences, and the difficulties of many educational leaders' understanding the function of the liberal arts in the land-grant colleges, makes it clear to this writer that higher educa-



tion for Negroes is still somewhat inadequate.

An important factor in the development of land-grant colleges for Negroes is to be found in the attitudes of the white toward the type of higher education Negroes should pursue. Attitudes derive in many ways, namely, application of Federal Legislation to Negro education, attitudes expressed in gifts by various philanthropic funds, and an evolving opinion of educators as to the kind of education Negroes should pursue.

The attitude of whites toward the higher education of Negroes is shown by the application of various Federal acts passed which granted funds for the development of research stations and extension service in which Negroes received little or no funds.

On May 8, 1914 the Smith-Lever Act was passed, which established co-operative agricultural extension work between the agricultural colleges and the United States Department of Agriculture by providing instructions and practical demonstrations in agriculture and home economics to persons not attending the colleges.<sup>1</sup> This work is carried on by field demonstrations, publications, bulletins, and otherwise in a manner approved by the secretary of agriculture and the colleges. Farmers and farm women, acting as volunteer leaders, conduct meetings, make reports and give demonstrations annually in over a million farms and homes. The act authorized funds in the amount of

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<sup>1</sup>Walter J. Greenleaf, Land-Grant Colleges, (Department of the Interior, Bureau of Education, Bulletin No. 13, Government Printing Office, Washington, 1929) p. 4.  
(Hereinafter cited as W.J. Greenleaf Bul. No. 13)



\$480,000 (\$10,000 for each state) for the first appropriation. Since July 1, 1922, the annual appropriations have amounted to \$4,480,000 with the exception of the original amount (\$480,000), the states are obligated to match the Federal funds. Supplementary Federal funds are also appropriated by Congress from year to year, and since 1923 the amount thus provided has been \$1,300,000 annually.

The Colored Extension service has not received the full benefits of this act, but has advanced in spite of the disproportionate funds allotted to them.

The year of 1925 is also outstanding in the history of the land-grant colleges for the passage of the Purnell Act, which was approved on February 24, 1925, and became effective July 1, 1925. By this act the agriculture experiment stations in each institution received \$20,000 the first year in addition to funds already received, increasing to \$60,000 on and after 1931.<sup>2</sup>

This act did not effect colored land-grant colleges because there were no experiment stations in any of them.

The Capper-Ketchan Act approved May 22, 1928, was of great benefit to the land grant colleges. It was an act to:

provide for the further development of agricultural extension work between the agricultural colleges in the several states receiving the benefits of the act entitled, "an act donating public lands to the several states and territories which may provide colleges for the benefit of agricul-

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<sup>2</sup>Walter J. Greenleaf, Bul. No. 13, p. 3



ture and the mechanic arts," approved July 2, 1862, and all acts supplementary thereto, and the United States Department of Agriculture.<sup>3</sup>

Other acts that provided additional funds for research experiment stations and co-operative extension work are as follows: Bankhead Jones funds (Act I), Smith-Lever funds, Clarke McNary funds, Bankhead Jones funds (Act II) Norris Doxey funds, and Bankhead Flannagan funds.

The Negro land-grant colleges do not participate in Federal aid for agriculture and home economics research.<sup>4</sup>

The justification for this discrimination appears to be realistic, in that it is based upon dearth of trained Negroes for research of character which the Federal Government subsidizes. The argument is that the Negro is not prepared to carry on research, therefore, funds can not be allotted for this purpose to Negro workers.<sup>4</sup>

This argument ignores the fact that doing or attempting to do is the most effective means of acquiring the ability to do. Therefore it is clear to this writer that the government has made a complete failure in providing for responsible Negro participation in educational activities supported by the Federal Government.

The intent of whites is further shown by an evolving opinion of educators as to the type of higher education Negroes should pursue.

The broad purpose of higher education is to help set

<sup>3</sup>Ibid., p. 5.

<sup>4</sup>Arthur J. Klein, "The Federal Government and Negro Education," Journal of Negro Education, Vol. 7, 1938. p. 466.



the goals for which society strives and to do its part to accelerate the movement toward those goals, by providing the best opportunity for development to its most capable men and women.

Any society which neglects to develop its most capable men and women, to the degree of that neglect fails to take advantage of the most important means of social progress.

In spite of increasingly clear evidence that many Negroes possess capabilities of a high order, the opportunities for the development of these capabilities are meager, especially in the Negro land-grant colleges of the south.

Edwin R. Embree, president of the Julius Rosenwald Fund, staunch champion of Negro education, says of the land-grant colleges: "These institutions are chiefly devoted to the preparation of teachers and to pretty sloppy courses in agriculture and mechanical arts."<sup>6</sup>

This is an example of educator's opinion of higher education for Negroes. Edwin R. Embree was president of this fund, yet he has done nothing to improve the situation. Most of the money spent by the Julius Rosenwald Fund went to private institutions.

To give a better understanding of the aims and objectives of the Rosenwald funds, it is explained thus:

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<sup>6</sup>Frank Horne, "The Industrial Schools of the South," Opportunity, May, 1935. Vol. 13, p. 136.

The Julius Rosenwald Fund is devoted to education and to the betterment of race relations. Since no single agency can begin to cover the whole of these large fields, the fund has selected a few definite and limited programs through which it is making its contributions; the improvement of rural education, especially in the south; the development of leadership among the Negroes and among southern whites, through fellowships; the promotion of facilities for Negroes in advanced education and health.<sup>6</sup>

The fellowships were intended to provide opportunities for advanced study or special experience to individuals who have already given evidence of exceptional ability.

During the period of 1933-35 the Rosenwald Fund granted fellowships to 62 Negroes covering study in such various fields as medicine, hospital management, x-ray training, bacteriology, anthropology, history, education, music, drama, art, and social studies.

During the period from 1936-38, fellowships were granted in zoological, biology, drama, creative writing, chemistry, American and English literature, mathematic, economics, and various other arts and science subjects.<sup>7</sup>

From 1938-40, 1942-44, the fellowships were largely the same as in previous years, with the addition of religion, journalism, minorities' rights and costume designing.

<sup>6</sup>Edwin R. Embree, Julius Rosenwald Fund, Chicago, 1938. p. 1.

<sup>7</sup>Edwin R. Embree, Julius Rosenwald Fund, Chicago, 1944. p. 1.



By far the predominant emphasis of all fellowships are in the arts and science field. Sociology ranks the highest with 7 fellowships, drama ranks second with 5 fellowships. Mathematics, chemistry, and psychology also rank high.

Almost completely absent from their program are fellowships that would benefit industrial education in land-grant colleges.

To further indicate the evolving opinion of whites as to the type of higher education Negroes should pursue is also shown by the action of the general education board.

Not until after World War I did higher education for Negroes begin to move forward. Prior to 1919 the board had not felt that large-scale contributions to the endowment of Negro colleges were warranted.<sup>6</sup> However, in administering the special sum given by Mr. Rockefeller for the purpose of raising teachers' salaries, the board gave particular consideration to the Negro institutions.

The board gave \$5,000,000 to eleven strategic institution for endowment. This money was exhausted by 1924. At this time the states were giving increased attention to the problem of teacher training, therefore the board gave grants for this purpose and also for maintenance and facilities and buildings.

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<sup>6</sup>General Education Board, Annual Report of the General Education Board, 1947, 1948. pp. 48-59.

The board dealt mostly with elementary and secondary education until 1928. Then it gave large support to higher education.

From 1930 to 1936 the critical financial position of scores of private Negro institutions with insufficient sources of support were given grants by the board. Meanwhile contributions were made to selected groups of colleges, namely, Dillard University, Meharry Medical College, Atlanta University and Fisk University. Of all the board's gifts to Negro schools and colleges to June 30, 1935, 70 per cent has gone to the private institution just named.<sup>9</sup>

These colleges are strategically located to render a regional service. Within this plan for selective concentration, a functional development is being encouraged in fine arts, particularly in music and dramatics, and also a scholarly analysis of indigenous cultural elements.

During 1939 thirty-eight fellowships including five renewals, were awarded and fourteen small increases and amendment were made to fellowships previously granted, calling for a total of \$75,374. The fellowships granted were in the following fields:

Education - - - -	3
Humanities - - - -	7
Medical Sciences - -	9
Natural Sciences - -	12
Social Sciences - - -	5
Vocational pursuits -	2
	<u>38</u>

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<sup>9</sup>Ibid., p. 54.



For a number of years the General Education Board has set aside annually a fund to be used for grants to summer school projects related to its current program.

The funds were used for workshop in all Negro institutions, including workshop for rural teachers and supervisors, workshop for science teachers, workshop on educational planning, workshop on community problems for rural teachers, etc.

In 1942, 52 awards were made to Negroes, requiring a total allocation of \$111,495.<sup>10</sup>

The following list shows the fields in which these were distributed:

Social Science	- - - - -	27
education, agriculture		
economic, rural economics		
agricultural education.		
Natural Sciences	- - - - -	6
Medical Science and Nursing	- - - - -	10
Humanities	- - - - -	7
Library Science	- - - - -	2

With 70 per cent of this organization's funds going to private institutions and large sums being spent for workshops, it is clear to this writer that the organization's funds were largely designed for teacher training. The money given by the General Education Board did not go

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<sup>10</sup> Ibid.

for vocational training that would be of benefit to land-grant colleges for Negroes.

To indicate the attitudes of whites in later years, Howard Odum, professor at the University of North Carolina, Chapel Hill, and representing enlightened Southern opinion concerning the higher education of Negroes, expressed his opinion in 1939 as follows:

Colleges with educational objectives that contemplate only the students' exposure to a collection of liberal arts courses, or colleges that offer vocational training which fits the student only to hold his own in a mal-adjusted economic system, have little or no contribution to make a region now recognized as presenting a most acute problem.<sup>11</sup>

Mr. Odum's statement is typical of the Negro land-grant colleges in the south. They were designed primarily for agriculture, mechanic arts and home economics, but have developed largely into teacher-training institutions, with limited vocational training.

Newton Edwards, editor of Equal Educational opportunities for you, expressed his opinion while writing this books in 1939 as follows:

For good or ill young migrants enter into the economic, social, and political life of the countries in which

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<sup>11</sup>Ina Corrine Brown, Socio-Economic Approach to Educational Problems, (National Survey of Higher Education For Negroes, Vol. 1 No 6, Government Printing Office, Washington, 1939) p. 3.



they spend their mature years; wherever they go they carry with them their cultural heritage, their knowledge or ignorance, their occupational adjustability or lack of it, and their ability or inability to participate wisely in the determination of social policy. No state and no region that is concerned with its own safety and its own welfare can be indifferent to the educational opportunities afforded youth in those states and regions from which it will draw in large proportions its future citizens.<sup>12</sup>

This statement also applies to the Negro land-grant colleges of the south. Negroes are now moving to all sections of the United States. They carry with them their knowledge or ignorance, therefore poorly educated Negro migrants would throw a reflection on the south, and endanger the safety of the nation. The National Resources Committee in expressing its views said the following in 1939:

Perhaps the most serious indictment that can be brought against the American school system is the failure to provide equality of educational opportunity. In a country of such vast extent and of great regional differences in economic and cultural patterns, absolute equality of educational opportunity is not expected. But the existing differences in opportunity are not slight; they are so great as to constitute a threat to the whole fabric of American democratic institution. . . . If the American

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<sup>12</sup>Ibid., p. 30.

educational system is to be made to serve the interests and needs of the people, some means must be found to extend its advantages more uniformly to the children of the nation.<sup>13</sup>

To indicate the inequality that existed between white and Negro land-grant colleges:

A survey was made in 1935-36 and it was found that, of the \$17,755,638 which went to the 34 land-grant colleges in 17 Southern States, the Negro institutions received only \$923,971 or 5 per cent of the total.

This proportion is to be appraised in the light of the fact that Negroes constitute one-fourth of the total population aged 18 to 21, inclusive in these states.<sup>14</sup>

It has been pointed out in the foregoing outline how the attitudes of whites effect the development of higher education for Negroes. The application of the various Federal Acts granting funds for research stations and extension service in which Negro land-grant colleges received little or no funds, clearly indicates the type of education that they wanted the Negro to pursue.

They justified their discrimination upon the dearth of trained Negroes for research of character which the Federal Government subsidizes.

<sup>13</sup>Ibid., p. 36.

<sup>14</sup>Doxey A. Wilkerson, Special Problems of Negro Education (Government Printing Press, Washington, 1939) p. 78.



The gifts granted by the various philanthropic funds were mostly for courses that would be of very little benefit to land-grant colleges for Negroes.

In later years white educators took a different view on the situation. Most of them agreed that for the of the south and the nation as a whole, equal educational opportunities should be extended to all its people.

While the whites were expressing their views, and applying Federal acts that would have tremendous effect upon the higher education that Negroes would pursue, the Negro educators, too expressed their views as to the type of education their race should pursue.

In the early part of the twentieth century while Negroes were generally divided on the question of the type of education best suited for them, two Negro educators stood out; Booker T. Washington and W. E. B. DuBois. They were very different in personalities and background, outlook and aim, but both were impressive organic products of the highly dramatic white Negro situation in the United States.<sup>15</sup>

Washington impressed millions with his belief. He did not favor migration as a solution to the problem of Negroes in the south. He said to his race, "cast down your buckets where you are." In other words he thought that Negroes must work out their salvation in the South.

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<sup>15</sup>Louis Lomax, A Nation of Nations (Harper and Brothers Publishers, New York, 1959) pp. 192-204.

He said that it was in the south that the Negro was given a man's chance in the commercial world. He saw to that the need of the Negro was a foundation in things economic, so he came forward with the cold advocacy of industrial education of Negroes in those arts and crafts in which they must have greater efficiency if they were to compete with the white men.

On the other hand, DuBois was opposed to Washington's plan. He was among the first to oppose segregation of Negroes. He urged young Negroes to take full advantage of their rights as American rights under the constitution, to dodge Jim Crow, to seek political, economic and social equality with their white fellow citizens, to absorb as much education as they could in spite of color bars, and to pursue opportunities in fields that interested them. He stood firmly against training Negroes wholly in the industrial skills.<sup>10</sup>

Today many educators have asked the question: What has become of this controversy as to college and industrial education for Negroes? Has it been duly settled, and if it has how has it been settled? Has it been transmitted into a new program, and if so, what is that program? In other words, what is the present norm of Negro education, represented at once by Howard University, Fisk, and Atlanta on one hand and by Hampton Institute, Tuskegee, and the land-grant colleges on the other.

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<sup>10</sup>Ibid., p. 204.



In order to discover the attitudes of Negroes toward the land-grant colleges and industrial education, the specialist in charge of land-grant college statistics of the Bureau of Education visited each of the 17 schools to study their work and possibilities in 1920. His report was to the effect that considerable progress had been made during the preceding five years, which progress was much more marked in some states than in others. In spite of this progress, however, it seemed very evident that there was something fundamentally wrong with these institutions.<sup>17</sup>

The report enumerated the following as reasons for the existing condition of affairs:

(a) A prejudice of certain groups of individuals against State-supported higher education for both whites and Negroes.

(b) A strong preference on the part of the part of the older colored educational leaders, many of whom were ministers, for the classical and humanistic college courses of study, and an equal preference by Negro parents for the higher professions of ministry, law and medicine, and for the classical education recommended by the colored leaders as a necessary prerequisite.

Negro opinion as to the type of higher education that should be pursued is further shown by the various

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<sup>17</sup>L. E. Blanch, Bulletin No. 34, 1922, op. cit., p. 13.

conferences of Presidents of land-grant colleges. The conference held on November 19-20, 1920 recommended and adopted standardize curricula of high school and college grade in agriculture and home economics. Standards of equipment, preparation of teachers, and finances were also adopted.<sup>10</sup>

The conference further recommended that the masses of Negro children should be reached with efficient elementary schools.

The proper development of the elementary and high schools will remove the menace of ignorance from the south, and will furnish suitable material for agricultural and mechanical colleges.

As rapidly as conditions will permit, the agricultural and mechanical colleges should confine their efforts to work of college grade.

The agricultural and mechanical colleges should train their students to work successfully in the different trades and industries in which Negro men and women earn their livelihood.<sup>11</sup>

That the agricultural and mechanical colleges should stimulate their students with a desire and determination to to own land and operate their own farms; and that good

<sup>10</sup>Lloyd E. Blough, Statistics of Land-Grant Colleges Department of Interior, Bureau of Education, Bulletin No. 6, Government Printing office Washington, 1924) p. 7.

<sup>11</sup>R. S. Wilkinson, "Education in Negro Land Grant Colleges," Land-Grant College Education (Department of Interior, Bureau of Education, Bulletin No. 27, Government Printing Office, Washington, 1925) p. 86.



citizens, both white and Negro, should do all in their power to make it easy for worthy Negroes to acquire homes in the country.

The sixth conference on education in the Negro land-grant colleges was held May 10, 11, and 12, 1926, at Washington, D. C. The purpose of the conference was to study the methods of agricultural education through special demonstrations, to find the basis of a sound program of education in trades and industries, to improve methods of internal administration, and to encourage higher educational standards.<sup>80</sup>

These earlier opinions expressed by the presidents of land-grant colleges were at a time when many of the goals and values which have greatest emphasis in American life was considered by many of the dominant group to be inappropriate goals and values for a minority group.

Dr. W. E. B. DuBois, professor of sociology, Atlanta University, returned with a new statement. This was the year of 1932, and the great depression had brought a keen awareness on the part of Negroes, of the need for better educational opportunities. DuBois stated that: The Negro college has done great work, and given splendid leadership; without these colleges the American Negro would scarcely have attained his present position.<sup>81</sup>

<sup>80</sup>Walter J. Greenleaf, Bulletin No. 37, 1927, op. cit., p. 63.

<sup>81</sup>W. E. B. DuBois, "Education and Work," Journal of Negro Education, Vol. I. 1932. p. 62.



On the other hand, there could not have been the slightest doubt but that the Negro college, its teachers, students and graduates had not yet comprehended the age in which they lived; the tremendous organization of industry, commerce, capital and credit which today forms a super-organization dominating and ruling the universe, subordinating to its ends; government, democracy, religion, education, and social philosophy; and for the purpose of forcing into the places of power in this organization American black men either to guide or help reform it, either to increase its efficiency or make its machine to improve our well being rather than the merciless mechanism which enslaves us; for this the Negro college has today neither intelligent nor comprehension.

Kelley Miller, Dean of Howard, in expressing his views toward industrial education stated in 1933 that: the rise of technocracy sounded the death knell of industrial education which had been proclaimed as the salvation of the Negro race. He further states that Henry Ford proved the inutility of hand-training as preparation for factory work. Then came World War I, which radically modified all educational programs and placed the educational world on the edge of uncertainty from which it has not yet recovered. Educational statesmanship is still floundering in quest of a definite goal, aim, and objective if hopely they might find it.<sup>22</sup>

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<sup>22</sup>Kelley Miller, "Past, Present and Future of the Negro College," Journal of Negro Education, Vol. II 1933. p. 414.



Frank Horne, principal of the Fort Valley Normal and Industrial School, Fort Valley, Georgia, stated in 1935 that:

As factors in training Negro youth to earn a livelihood in industrial America of today, the industrial schools of the South, except in a few rare instances, could practically all be scrapped without appreciable loss to anyone. Excepting possibly Tuskegee and Hampton Institutes, the above statement applies to the various "agricultural colleges, teachers and agricultural colleges, normal and industrial or high industrial schools or institutes and county training schools that dot the southern states."<sup>25</sup>

Industrial education was emphasized in 1915, but the trend has turned in the opposite direction. Where industrial courses are kept up we find printing taught on a primitive press without linotypes; a class in auto mechanics is conducted with a wrench, a screw driver, and an antedeluvian motor car. Too much farming is done in books, and too many meals are served on paper. Such industrial schools do not fit their graduates for better jobs because they are entirely unacquainted with modern methods.

The conference of the Presidents of Land-Grant colleges held in 1935, recommend that:

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<sup>25</sup>Frank Horne, "The Industrial School in the South," Opportunity, May, 1935. Vol. 13, pp. 136-139.

In our educational program greater stress should be placed upon practical use of the power of the Negro consumer.

There is a grave need for a national survey of occupational opportunities for Negroes.

Occupational status should be emphasized for the purpose of helping Negroes to hold present jobs.<sup>24</sup>

Without endangering any program involved in teaching pure economics, we would emphasize the necessity of teaching this subject in terms of life situations among Negroes.

In the interest of an ever-rising social mind in America, it is necessary that Negroes be taught the fundamentals of citizenship.

The graduate and professional training of Negroes is urgently necessary.

We should endeavor to secure equitable share of federal and state funds.

Ira DeA.Reid, member of the council on Education stated in 1940 that:

Social Life in the Negro group is a struggle for higher status--individual and racial. It is a highly artificial and limited situation, of course, but one that is imposed upon the group by the dominant white majority. Nearly all Negro education is directed toward the "white-collar" occupations--and, largely because these occupations are the jobs of leadership and of greatest remuneration within the Negro group, they are the jobs in which Negroes will face a minimum amount of competition

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<sup>24</sup>Recommendations of the President of Land-Grant Colleges for Negroes, School and Society. Vol. 43 No. 1,109, March 28, 1936. p. 443.



from white workers; they are jobs that more nearly insure the recognition of individual ability.<sup>28</sup>

The conference of the Presidents of Negro land-grant colleges that met in 1940 set the following aims: adult education, rural education, job education, home life, social and economic trends and cultural growth.<sup>29</sup>

The land-grant college as an agency of public service could not logically escape the challenge of adult education. Large numbers of this group are illiterate, and their formal schooling facilities have been inadequate.

The land-grant college without excluding other needs, were especially designed to serve the exigencies of those individual who comprise our agricultural and industrial population. The mechanization of farming, recent federal programs, and scientific methods have done much to the emphasis from making a living in rural areas to enjoying living in these sections--mainly, a problem of adult consideration. The land-grant college, as a primary service agency should share the leadership in this changed relationship of emphasis. It should help rural communities to discover and recognize social and economic conditions for what they are and help the people of these com-

<sup>28</sup>Ira DeA. Reid, In a Minor Key (American Council on Education, Washington, D. C. 1940) p. 61.

<sup>29</sup>Findings of the Conference of Presidents of Negro Land-Grant Colleges, School and Society Vol. 52. July 6, 1940. p. 12.

munities to develop ways and means for a self-help program in meeting rural community needs.<sup>27</sup>

The normal current of life, accentuated by the recent economic depression emphasize a widened approach to vocational preparation. Displacement of Negroes by machines and the force of social necessity are well-established facts, generally obvious, especially in cities. Negro land-grant colleges should contribute to the solution of these and related problems by acquainting prospective and existing job-holders realistically with the abilities demanded by the job in question and with the techniques of acquiring, holding and advancing in them.

The home is the primary institution of society. Through it the child gets his first impression of social and individual responsibility. Techniques for homemaking possessed by the adult based upon a memory of individual, personal childhood experiences will not suffice for the present day. Homemaking must be regarded as an occupation, even if it must be a part-time one. Our colleges must prepare for it as serious as they would any other important career in life.<sup>28</sup>

Recent social and economic changes have widespread general effects upon the population at large and the Negro population in particular. Maladjustments in human relationships and in those activities designed for the earning of a living maladjustments ascribable to mechanization of

<sup>27</sup>Ibid., p. 12.

<sup>28</sup>Ibid., p. 13.



agriculture and of industry, to a rapid rate of urbanization, to mass production and to related factors--become the immediate concern of land-grant colleges seeking to meet the crying needs of the population they serve.

Changing one's personality from crudeness to gentility, from the brutal to the humane, from self-indulgence to self-restraint, from selfishness to altruism, from a restricted view of life and of man to a broad humanitarianism are the evidences of cultural growth. The land-grant colleges can play an important role in obtaining this.<sup>50</sup>

Ambrose Caliver, specialist in higher education, stated in 1943 that: The kind and amount of education needed by any individual or group in a democracy at any given time is determined by their capacities, their interests, their abilities, disabilities, and their goals.<sup>50</sup> From this general point of view, the higher educational needs of Negroes are the same as those of any other race. He further states that this is true in terms of goals of Negroes must be the same as those of all other Americans; namely, freedom, equality, and justice for all, in every sphere of activity. Whatever amount and kind of education is required to achieve those goals should be accessible to Negroes on equal terms with other Americans. With reference to the question of capacity, it has long since been demonstrated, both by intelligence test and experience,

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<sup>50</sup>Ibid., p. 13.

<sup>50</sup>Ambrose Caliver, A Summary: National Survey of Higher Education for Negroes, (Government Office, Washington, 1943) p. 2.



that (1) Negroes are capable of making comparable achievements in and of benefiting fully from whatever educational opportunities are available; and (2) racial differences are primarily a function of experience and environment rather than biological inheritance.

The evolving attitudes of Negroes have been shown in this phase of the outline. Negro patrons, ministers, and educators have been opposed to the theoretical and practical education that typifies the land-grant college. These colleges have drifted mainly into teacher training institutions, with meager efforts in agriculture, mechanic arts, and home economics. The disproportionate distribution of federal and state funds between white and Negro land-grant colleges contributes to the inadequacy of these colleges.

The test of experience will show the various major fields that students enrolled, and the amount of federal and state aid received.

The efficacy of the educational program of an institution of higher learning is reflected in the enrollments in the various major divisions. A survey made in 1928 shows that of the total collegiate enrollments amounting to 3,671 students for the 17 colleges, 338 or 9.1 per cent were enrolled in the major division of agriculture; 225, or 6 per cent, in mechanic arts; 457, or 12 per cent, in home economic; 786, or 21.1 per cent in education; 1,921, or 52.1 per cent in arts and science; and 26, or 0.7 per cent, in nursing. The figures indicate



that arts and science is the principal major division in which are found the largest enrollments and in which are concentrated the educational efforts of the colleges.<sup>51</sup>

In technical divisions, such as agriculture, mechanic arts, and home economics that typify the land-grant type of education, students enrolled for the group of colleges as a whole represent from 6 to 12 per cent of the total enrollment, an extremely small proportion.

An examination of the enrollments in agriculture reveals that seven of the colleges had no students registered in this field of work in 1928. In the remaining 10 institutions, one had as high as 71 students registered in agriculture; a second 62 students; a third, 47 students; a fourth, 40 students; and a fifth, 37 students. The number of agricultural students in the 5 other colleges were less than 25. Two colleges reported as low as 11 and 9 students in agriculture.<sup>52</sup>

It is obvious that in view of the small number of students the need exists for stimulation of the work in this field, a similar situation is found in the record of enrollments in mechanic arts division. Only 10 of the colleges had students pursuing such curricula in 1928, the highest mechanic arts enrollment in any single institution being 68. There were 3 colleges with from 25 to 30

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<sup>51</sup>Arthur J. Klein, Bulletin N. 9, 1930, *op. cit.*, p. 883.

<sup>52</sup>*Ibid.*, p. 883.



students enrolled in mechanic arts, one with from 20 to 25 students, two with 15 to 20 students, one with 10 to 15 students, one with 5 to 10 students and one with fewer than 5 students. A necessity exists for complete appraisal of the mechanic arts program for the purpose of upbuilding and improving them.

A survey made in 1935 shows that teacher training was the only department found in all land-grant colleges for Negroes. Sixteen had departments of agriculture; thirteen of home economics; twelve of mechanical art;<sup>53</sup> twelve of arts and science; four of commerce and business; two of nursing; one of fine arts; one of physical education. Sixteen of the 17 schools maintain secondary schools providing a wider variety of practical, vocational, and industrial arts courses; fifteen have courses in carpentry, wood-working and cabinet-making; thirteen in auto mechanics; thirteen in agriculture; twelve in brick masonry plastering; nine in home economics; nine in tailoring; eight in printing and linotype operating; seven in applied electricity; six in plumbing; six in stationary engineering; five in blacksmithing, welding, and iron work; five in painting; five in architectural and mechanical drawing; two in furniture repairing; one in broom and mattress making; one in laundry and drycleaning; and one in wagon and carriage building.

Surely here is an array of subjects to delight the

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<sup>53</sup>Frank Horne, loc cit., p. 138.



heart of the proponents of industrial training. The truth of the matter is that the graduates of these institutions are not thinking about entering the industrial world but are attracted in droves by the questionable security of the teaching profession--teachers of agriculture, teachers of trades, teachers of home economics. One is reminded of the classic Jibe--"he who knows does; he who knows not teaches."

Students have generally come to look upon the industrial courses as designed for those who are incompetent to meet the exacting demands of the liberal curriculum. For the most part, the students dabble about under incompetent instructors, with obsolete equipment and vague objectives. In teaching agriculture, it is the rare school indeed whose records display an efficient economically managed farm run by the "agriculturist."<sup>54</sup>

The inadequacy of the Negro land-grant college is seen in distribution of Federal and State funds.

There were \$82,079,517 paid to land-grant colleges in seventeen states from 1927 to 1938. Negroes contributed 23.1 per cent of the population. On the basis of that population, the Negro colleges in those states should have received \$19,680,381 of this sum. They actually received \$3,358,709. In other words they were deprived of \$16,321,672; this sum being diverted to white schools.<sup>55</sup>

<sup>54</sup>Ibid., p. 139.

<sup>55</sup>Leon A. Ranson, "Legal Status of Negro Education under Separate School Systems," Journal of Negro Education, Vol. 8, 1939. p. 396.

In marked contrast with the varied educational programs afforded by the white land-grant colleges are the much more restricted programs of the Negro institutions. Completely absent from their programs are curriculums, in forestry, architecture, engineering, dentistry, pharmacy, medicine, law, library science and journalism.

Limited financial support is one of the main causes for this limitation in higher education for Negroes. However, regardless of factors contributing to the present situation, it is clear that, in scope of their programs of resident instruction, considering educational levels as well as the variety of curriculum fields, the Negro land-grant colleges of the South afford opportunities for higher education which are less comprehensive than those afforded by land-grant colleges for white students in the same states.<sup>50</sup>

The survey made in 1928 by A. J. Klein shows that of the total of 281 college teachers in the institutions, 27 or 10 per cent held graduate degrees, 233 or 83 per cent held first degrees and 22 or 8 per cent held no degrees.

The education department in land-grant colleges held the best qualified teachers. The survey made in 1928 shows that there were 25 teachers in agriculture in 18 of the colleges, and only two of these held graduate degrees.

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<sup>50</sup>Doxey A. Wilkerson, op. cit., pp. 73-74.



## CHAPTER IV

## LEVEL OF TRAINING

Large and comprehensive programs of college curricula in agriculture, home economics, mechanic arts, education, and arts and sciences can only be effectively prosecuted with an adequate and well-trained teaching staff. The generally accepted standard for the four-year college is a minimum of eight full time college instructors.<sup>1</sup>

In order to meet the norms set up for the modern college, not only must an adequate staff be provided, but also a properly qualified staff. While the qualification of faculties of Negro land-grant colleges have undergone an improvement during the past few years, there still is a considerable proportion of teachers who are not sufficiently trained for the work they are attempting to perform. The survey made in 1929 by A. J. Klein shows that of the total of 381 college teachers in the institutions, 99 or 26 per cent held graduate degrees, 232 or 61 per cent held first degrees and 52 or 13 per cent held no degrees.

The education department in land-grant colleges held the best qualified teachers. The survey made in 1929 shows that there were 68 teachers in agriculture in 15 of the colleges, and only two of them held graduate degrees.

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<sup>1</sup>Arthur J. Klein, Bulletin No. 9, 1930, *op. cit.*, p. 883.

There were fifty-four others who held bachelor's degrees.

Since preparation for the teaching of agriculture requires scientific training of the highest order, it is evident that instructors without any degree or holding only a bachelor's degree are not in position to give instruction of a collegiate grade in this subject matter field.<sup>2</sup>

Qualifications of the teaching staff in mechanic arts were also below the standards required for the modern college. Of the 26 teachers in nine institutions three had graduate degrees, 21 had bachelor's degrees and five held no degrees.

The training of the home economics teaching staffs in 16 Negro land-grant colleges offering curricula in this field is generally inadequate. With a total of 47 home economics teachers, only 5 held graduate degrees and 27, bachelor's degrees.

Teachers of English were well trained in most instances. There was a total of 46 English teachers in the 17 colleges. Of this number 15 had graduate degrees, 44 bachelor's degrees, and only two held no degrees. This marked the trend of the education of liberal arts in the land-grant colleges for Negroes.

The foregoing review pointed out that the agricultural and mechanic arts departments in land-grant colleges for Negroes were the weakest ones, although the

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<sup>2</sup>Ibid., p. 384.



colleges were established primarily for work in these departments.

Another survey was made in 1939 by Ambrose Caliver and it showed the distribution of the teaching fields of staff members in 25 colleges and universities for Negroes, according to sex and degrees.

The fields that had the highest percentage of teachers holding the doctorate were the biological sciences (32.6 per cent), the physical sciences (22.2 per cent), education (17.7 per cent) and the social sciences (17.5 per cent). The fields with the highest percentage of teachers holding no degree, are: mechanic arts, 34.1 per cent, and nursing 20 per cent.<sup>3</sup>

Approximately two-thirds (67.2 per cent) of the teachers in the colleges studied are men. About an equal proportion of men and women teachers held the master's degree, but a much larger proportion of men hold the doctorate.<sup>4</sup>

There was a relatively small number of persons holding the doctorate degree in 1939. This deficiency may be attributed mainly to three causes. (1) Negro college graduates were largely residents of states in which there was no opportunity for Negroes to do work toward the doctorate degree. Training facilities were not immediately

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<sup>3</sup>Ambrose Caliver, op. cit., p. 23.

<sup>4</sup>Ibid., p. 16.

available, and relatively few Negro students were able to leave their state to secure such training. (2) Until 1930 there had been little demand among most of the institutions for teachers holding doctoral degrees. (3) The salaries paid in most institutions were too low to attract those teachers who had attained the doctorate degree.<sup>6</sup>

The salaries paid to faculty members constitute an important index of the educational quality of an institution because the kind of faculty members an institution can attract and hold depends in large part upon the salaries the institution can offer. In general the faculties which rank high on objective measures of faculty competence are found in those institutions which pay the better salaries are better able to finance their advanced training, to devote time to their personal research interests, to participate in national learned societies, and to build up their personal libraries.

Between 1914 and 1922, there was a large difference between salaries of teachers, instructors, and professors in white and those in Negro land-grant college. In other words, the salaries paid in the Negro land-grant colleges were not large enough to attract sufficient number of teachers, nor were they able to hold the best ones in so large a proportion as they should have been.

The figures on the next page, compiled by the United States Bureau of Education in December, 1922, show

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<sup>6</sup>Ibid., p. 17.



the averages of 73 colleges and universities as compared with the averages at colored land-grant colleges.<sup>6</sup>

SALARIES IN INSTITUTION FOR WHITE STUDENTS  
COMPARED WITH THOSE IN COLORED  
INSTITUTIONS

Institutions	Pres-ident	Deans or Directors	Pro-fessors	Associate Profes-sors	Assistant Profes-sors	Instruc-tors
Averages of 73 colleges and universities	\$3,482	\$4,250	\$3,392	\$2,800	\$2,300	\$1,800
Colored land-grant College Averages	\$3,000	\$1,800	\$1,500	\$1,400	\$1,200	\$1,000

The median salaries as reported by the 17 Negro land-grant colleges for the year ended June 30, 1928 was as follows: The presidents' salaries ranged from \$2,400 in Alabama to \$4,500 in West Virginia, Kentucky and Florida. Louisiana and Delaware's presidents' salaries were \$3,000 per year and the other land-grant colleges ranged from \$3,200 to \$4,000.<sup>7</sup> The dean's salary ranged from \$1,200 for South Carolina, to \$2,500 for West Virginia, Virginia,

<sup>6</sup>R. S. Wilkinson, *op. cit.*, p. 88.

<sup>7</sup>See Table 17 Appendix.

and Texas. The professors' salaries ranged from \$900 in Oklahoma to \$2,500 in West Virginia. Missouri and Texas ranked next to the best paying states with \$2,400 and \$2,160, respectively.

The other states paid between \$1,000 and \$2,000.

The instructors' salaries ranged from \$900 in Kentucky and Oklahoma to \$1,900 in West Virginia. Louisiana paid their instructors \$970. The other land-grant colleges ranged from \$1,100 to \$1,560.

There were no reports of the salaries of teachers during the depression era. No general survey of salaries paid to teachers in land-grant colleges was made in 1941, but to indicate the trend of salaries paid to teachers for that year, Prairie View A. and M. College was taken as an example.

During 1941-42 the directors and professors in the agriculture department received an annual salary of \$1,980;<sup>2</sup> the director of graduate courses and professor of agricultural education received \$2,800 on a 12 month's basis, and the other professors in the agriculture department received from \$1,350 to \$1,800.<sup>3</sup>

In the Education Department, during the same year, the professor and director received an annual salary of

<sup>2</sup>These salaries are for nine months unless otherwise indicated.

<sup>3</sup>Twelfth Biennial Appropriation Budget of State of Texas, 48th Legislature, 1943-45.



\$1,800, the associate professors received \$1,080, the associate professor and head of practice school received \$1,200 and the assistant professor received \$950. The other departments' salaries followed this same trend. On a whole the salaries ranged from \$750 for assistant professors to \$2,900 for director of graduate courses.<sup>10</sup>

During the war years, when much emphasis was being placed on the equalization of salaries, a new departure in the salaries paid professors and instructors took place.

A survey of the salaries paid to all teachers in Negro land-grant colleges in 1945 was made by Dr. W. R. Banks, principal Emeritus of Prairie Vie A. and M. College.

It revealed that salaries paid all instructors and professors were practically the same in all Negro land-grant colleges.

The salaries paid professors for 1945 ranged from \$2,841.00 for Arkansas to \$5,000 for Tennessee.<sup>11</sup> Virginia, North Carolina, West Virginia, Oklahoma, Kentucky, Delaware, and Maryland, paid their professors \$4500. Missouri paid \$4,400, Louisiana and Georgia, paid \$4,000, while Florida paid \$3,750. The lower paying states were

<sup>10</sup> Ibid.

<sup>11</sup> Salary Schedules of the 17 land-grant colleges, compiled by Dr. W. R. Banks, Principal Emeritus, Prairie View College, Prairie View, Texas, 1945.

Texas, Alabama, Mississippi, and South Carolina, paying \$3,300. The salaries paid to associate professors ranged from \$2,336.00 in Arkansas to \$4,000 in Tennessee, Virginia, North Carolina, West Virginia, Oklahoma, and North Carolina.

Kentucky, Delaware, Maryland, and Missouri paid their associate professors \$3,600 in 1945. Georgia paid \$3,500, Louisiana, \$3,200; and Florida, \$3,000. Texas, Alabama, and Mississippi paid \$2,700. South Carolina paid \$2,400; and Arkansas, \$2,336.

The salary paid assistant professor ranged from \$1,800 in South Carolina to \$3,400 in North Carolina. The Salaries paid instructor for this same period ranged from \$1,575 in South Carolina to \$2,500 in West Virginia, Oklahoma, and Kentucky.<sup>12</sup>

It has been shown that there was a vast difference in the salaries paid in 1928 and those paid in 1945. The latter indicate the enlightened attitude of the white toward the place of the Negro in American democracy. With the advance in salary, teachers will now be able to further their education and help eliminate the inadequacy of land-grant colleges.

As previously stated, the efficacy of the educational program of an institution of higher learning is reflected in the enrollments in the various major divisions.

No better test of whether specific aims and objec-

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<sup>12</sup> Ibid.,



tives are being attained can be found than in the number of students actually pursuing courses of study in particular subject-matter fields. Considering the present status of the Negro land-grant colleges with their numerous collegiate curricula, a large part of which are paper offerings, it is incumbent upon the institutions to appraise carefully their enrollments.

The emphasis being placed on teacher training by the Negro land-grant colleges is exemplified by the enrollments in the division of education.

In 1910-11 the total number of students enrolled in all land-grant colleges for Negroes were 8,138 in 1915-16, it increased to 10,613 and by 1920-21, it had increased to 11,527.<sup>13</sup> In 1921 the students were enrolled in the following courses: agriculture, carpentry, machine shop, blacksmithing, shoemaking, broommaking, wheelwrighting, bricklaying, painting, printing, harnessmaking, tailoring, plastering, sewing, cooking, laundering, nursing, and millinery. Sewing had the largest number enrolled, which was 2,102; cooking was second with 1,912. The others ranged from 28 in printing to 1,173 in laundering.<sup>14</sup>

In 1925 there was a gradual increase in the enrollment of these colleges. The total number of students increased from 11,527 in 1921 to 14,871 in 1925.<sup>15</sup> The

<sup>13</sup> L. E. Blanch, Bulletin No. 34, *op. cit.*, p.16.

<sup>14</sup> See table 18 in appendix.

<sup>15</sup> Walter J. Greenleaf, Bulletin No. 44, *op. cit.*, p. 66.

largest number was in the general education field, having 1,002 students. With 267 graduates (including certificates and degrees) the smallest amount appeared in nursing with 24 students and 7 graduates. Agriculture had 198 students with 49 graduates (including certificates, there were 195 students in the mechanic arts division with 25 graduates and 534 students enrolled in home economics with 67 graduates.<sup>16</sup>

During the school year of 1928-29 there were 1,740 men and 2,478 women enrolled in college classes in addition to 3,822 high-school students, and 1,495 elementary students.<sup>17</sup> The summer session enrolled 1,032 men and 6,134 women. Altogether there were 5,475 men and 11,774 women who were resident students in the Negro land-grant colleges. General education enrolled 2,343 students with 437 graduates, agricultural classes enrolled 446 students with 61 graduates, there were 190 enrolled in the mechanic arts department with 17 graduates and 652 in home economics with 60 graduates.<sup>18</sup>

An international depression took place in 1929 and a slight decrease in college enrollment was noted for the year of 1935-36. During this year there were 4,789 undergraduate men and 6,506 undergraduate women in all land-

<sup>16</sup>See table 22 in appendix.

<sup>17</sup>See table 16a in appendix.

<sup>18</sup>Ibid.



grant colleges.<sup>19</sup> In 1938-39 there was a slight increase in the enrollment. There were 5,365 men and 5,987 women enrolled in these colleges. This enrollment remained largely the same until the school year of 1943-44. This period was in the midst of World War II and the enrollment of men dropped to 2,087, while the women increased to 7,904. The decrease remained throughout 1944-45.

During the years from 1936 to 1945 more students were enrolled in education than any other course. Home economics was second with over 1,000 enrolled each year from 1943-1945. Agriculture stood third with an enrollment of 895 in 1937-38, then a drop to 895 in 1937-38, then a drop to 187 in 1943-44. This drop was very probably due to the Selective Service Act, which placed many young men in service. Commerce and engineering had large numbers enrolled, ranging as high as 1,110 in commerce by 1945, and 532 in engineering. The report showed that not any students were enrolled in library science or medicine in any of the land-grant colleges between 1936-45. One was enrolled in dentistry in 1945. A total of 19 were enrolled in architecture over the nine year period, and 49 were enrolled in pharmacy. Other low enrollment courses include journalism, fine arts, law, music, and nursing.<sup>20</sup>

It is clear to this writer that the emphasis placed upon liberal arts education has had the effect of retarding

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<sup>19</sup>Federal Security Agency, Statistics of Land-Grant Colleges and Universities. Bulletin No. 14, Government Printing Office, Washington, 1946, p. 8 (Hereinafter cited as Federal Security Agency).

<sup>20</sup>Ibid., p. 8.

the development of technical and practical education in the fields of agriculture, mechanic arts, and home economics. It has also resulted in the failure of the Negro land-grant college to comply to the fullest extent with terms of the Morrill Acts.

Prior to 1910 very few of the land-grant colleges had made any great progress in physical plant and equipment. As late as that year it was very evident that the best equipped of these institutions were those under private and denominational control.<sup>21</sup>

Since 1910 there has been a comparatively rapid development of some of the land-grant colleges. Others have remained practically as they were. In order to give an idea of the average progress along this line, Georgia State College at Savannah was given, as an example. It had not received adequate state support for its physical plant and equipment in 1910. On the other hand several land-grant colleges have been better supported. For example, the state agricultural and mechanical college at Orangeburg, South Carolina indicates the trend for several institutions of this type, as shown in the following table:

	1910	1923
Value of building	\$85,000	\$535,300
Value of equipment	15,000	100,000
Finance income	35,754	152,000
Number on faculty	24	63

<sup>21</sup>R. S. Wilkinson, op. cit., p. 79.



These figures show the excellent support that was given by the state of South Carolina in behalf of agricultural and technical education.

Reports between the years of 1910 and 1920 seems to indicate that there had been a very gradual improvement in the physical plants and equipment of these colleges. This improvement in most institutions was very slow and markedly inadequate to their needs.<sup>22</sup>

After 1920 most land-grant colleges gradually increased in the value of property.

In 1920 the value of property for the land-grant colleges ranged from \$73,433.00 for Delaware to \$5,613,-686.15 for Virginia.<sup>23</sup> Texas, Mississippi, South Carolina, and Louisiana were next with property valued at \$604,319.77; \$626,575.00; \$24,782.19 and \$884,638.75, respectively. Virginia's property was valued high because she received \$3,916,719.45 from other endowments and also received more from Federal land grant than any other Negro college with the exception of Missouri, Georgia was next to the lowest, having \$99,836.00 worth of property with Maryland following.

The value of property includes the following: The value of books and pamphlets, scientific apparatus, machinery and furniture, livestock, ground, including farm, buildings, including dormitories, aid from federal

<sup>22</sup>Ibid., p. 80.

<sup>23</sup>L. E. Blanch, Bulletin, No. 34, 1921, *op. cit.*, p. 59.

land-grants and other endowment.<sup>24</sup> The total value of all property for Negro land-grant colleges was \$10,913,002.96.

In 1924 there was an increase in the value of property in most land-grant colleges. Over the three years period Alabama's property increased from \$213,840.00 to \$485,800; Delaware increased from \$73,433.00 to \$156,236 which more than doubled its value.<sup>25</sup> Texas had a slight increase from \$604,319.77 to \$671,042. Virginia did not receive any heavy endowment from other sources, therefore her property value decreased considerably, thereby causing the total value to decrease to \$8,516,698.<sup>26</sup>

During the five year span between 1924 and 1929 the total value of property in Negro land-grant colleges increased considerably but some colleges decreased in value, such as Alabama. In 1924 her property was valued at \$485,800 and in 1929 it decreased to \$424,300. Arkansas also decreased from \$240,577 to \$136,146. There were notable increases in the states of Texas, West Virginia, South Carolina and North Carolina, each having property valued at over \$1,000,000.<sup>27</sup>

The colleges in most instances have ample land for both campus and farm purposes. The total area of land owned by the 17 colleges amounts to 5,638 acres of which

<sup>24</sup>Ibid., p. 59

<sup>25</sup>Walter J. Greenleaf, Bulletin No. 26. 1925, op. cit., p. 49.

<sup>26</sup>See table 23 in appendix.

<sup>27</sup>See table 22 a in appendix.



2,903 acres were utilized for campus and 2,735 acres for farms.

In 1935-36 the value of property in land-grant colleges made a great increase. Statistics show that the total value of property for all land-grant colleges were \$15,776,194.<sup>28</sup> Prairie View State College had the greatest value in buildings and grounds, which was \$1,204,802, while Delaware State had the smallest value which was \$458,049. The others ranged from \$552,000 for Georgia State College to \$1,117,180 for Virginia State College.

Negro A. and T. of North Carolina had the greatest value in library furniture and fixture, which was \$496,434, while Georgia State College had the smallest value which was \$48,000. The other land-grant colleges' value in library furniture and fixture ranged from \$55,264 in Delaware State to \$377,706 in Prairie View State College.<sup>29</sup> There was a great increase in the value of property during the war year, but statistic on the amount of increase was not available.

The library of the Negro college has passed a period of unique growth and development, the seeds of which were rooted in the same barren soil which gave birth to the institutions themselves.<sup>30</sup> The background of slavery

<sup>28</sup>Ambrose Caliver, Statistics of the Education of Negroes, 1935-36, (Department of Interior, Bulletin No. 13, Government Printing Office, Washington, 1939) p. 59 (Hereinafter cited as, Ambrose Caliver Bulletin No. 13).

<sup>29</sup>Ibid., p. 59.

<sup>30</sup>James A. Hulbert, "The Negro College Library," Journal of Negro Education, Vol. 12, 1943. p. 623.

and reconstruction, with its many factors leading to cultural repression, naturally set up many obstacles for the founding of schools and libraries.

Foremost among the early problems of Negro education was the depressing one of literacy; there could be no great need for numerous books with wide spread inability of Negroes to read and write. Simple readers and elementary textbooks were the order of the day; even so called colleges were engaged in the rudiments of instruction. Development of Negro institutions of learning with the attendant growth of libraries constitutes an amazing chapter in the history of American education.

When the library first began it was very unimpressive. Books in not a few instances were collections of cast-off theological books. New England friends were constantly shipping old books to the schools, many of which were practically worthless.

Library methods were simple and crude; expediency was the offspring of bare necessity.

The greatest impetus to general library development and doubtless the most important single factor in the improvement of libraries within Negro institutions of higher learning was the work of Hampton Institute on Library School. The activities of its director, Miss Florence R. Curtis, was greatly responsible for the arousing of Negro educators from their indifferences regarding libraries.<sup>51</sup>

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<sup>51</sup>ibid., p. 624.



Statistics of land-grant colleges indicate the gradual progress that has been made in improving libraries. The reports show that in 1912-13 the total number of bound volumes in the land-grant colleges were 72,409, by 1917-18 it had increased to 75,424 and in 1922-23 the amount stood at 44,550, but this figure doesn't include Hampton Institute, which had 44,612 volumes in 1921.<sup>52</sup>

In 1921 statistics show that the number of bound volume in the land-grant colleges ranged from 100 in Delaware to 44,612 in Virginia. Those with the lowest amount of volumes include Arkansas, Oklahoma, Maryland, and Georgia, having 150, 250, 580, and 700, respectively.<sup>53</sup> The other state colleges had over 1,000 volumes each, with Alabama second having 10,000 volumes.<sup>54</sup>

The number of pamphlets for this same period ranged from zero for Texas and Maryland to 19,800 in Virginia. Others having less than 1,000 pamphlets include Oklahoma, Arkansas, Kentucky, Louisiana, Georgia, Tennessee, and Delaware.<sup>54</sup>

In 1925 there was no notably progress made in the number of volumes in the various libraries. The total amount of volumes stood at 44,085. This drop was due to the change from Hampton, Virginia, to Ettricks, Virginia.

In 1928 the total number of bound volumes in the land-grant colleges had increased from 44,085 in 1925 to 74,318 by 1928. The year of 1929 saw a marked increase

<sup>52</sup>W. J. Greenleaf, Bulletin No. 19, op. cit., p. 39.

<sup>53</sup>See table 19 in appendix.

<sup>54</sup>W. J. Greenleaf, Bulletin No. 13, op. cit., p. 6.



over the previous year. The number of volumes increased from 74,318 in 1928 to 89,342 in 1929.<sup>33</sup> West Virginia led with 14, 106 volumes. Delaware was the lowest with 210 volumes. Virginia, Texas, Missouri, and South Carolina made a great increase over previous years.

In spite of the growth of libraries in Negro colleges, it was found that in view of the size of enrollments, the libraries were outstandingly weak. A survey in 1930 drove home the crying needs for larger book collections, better book selection, reorganization of the methods of library budget-making, and the employment of trained personnel.<sup>34</sup>

One of the most influencing factors in the growth of libraries, was the rating of Negro high schools and colleges begun by the Southern Association of Colleges and Secondary Schools in 1930. The rating of the association laid special emphasis on library standards. There were few, if any, of the Negro colleges which did not make efforts to attain the minimum standards.

It was from this date that Negro institutions faced their first real challenge for improving library facilities.

In 1942 twenty-five institutions had received a class "A" rating, having met the minimum requirements for library facilities--as set by the association. Various studies have indicated that such progress is real, in spite of continued shortcomings in service. Lyell's study indicated

<sup>33</sup>See table 22 in appendix.

<sup>34</sup>James A. Hulbert, *op. cit.*, p. 626.



a median increase of 71.14 per cent in the growth of book collection in Negro land-grant colleges for the period of 1928-29-30-40. In the same report it was pointed out that in 1941 thirty-three out of the thirty-eight larger institutions had met and exceeded the association's minimum standard of 12,000 volumes.<sup>87</sup>

In 1940-41 at Virginia State College 63,860 volumes were issued from the circulation department; use of reserved books swelled it to 131,631. At Fisk University a total of 48,849 books were loaned out and 34,783 reserved books issued for the same period. Howard University reported 165,965 volumes issued for home use, which total was increased to the large sum of 231,539 by adding reserved books.<sup>88</sup>

In spite of the rapid growth, there are still problems to be faced. Chief among them is the need for some well defined library program, formulating out of the individual institutional requirements. These requirements arise out of such things as the curriculum, student levels of intelligence, student background, and the multiplicity of activities on the college campus.

One tremendous handicap to the growth of Negro college librarianship is the lack of a strong professional consciousness.

Whatever the problems of the Negro college library may be, educators must realize that they are the problems

<sup>87</sup> Ibid., p. 627.

<sup>88</sup> Ibid., p. 628.

of Negro education. In no instance will library problems be apart from college problems. If the library is deficient the institution is certain to be weak.<sup>50</sup>

There are at least a dozen permanent funds, in addition to several emergency funds, through which the land-grant colleges have received, and are now receiving, subsidies from the Federal Government.

Further support has been received from private gifts, tuition, profitable sources, and miscellaneous sources.

These funds have increased greatly in recent years but have been inadequate when considering the increase in student enrollment.

In 1914-15 the total amount received from private gifts by all Negro land-grant colleges amounted to \$271,000. By 1921 it increased to \$441,801.33. During this year only two colleges reported receiving funds from private gifts, namely, Virginia State and Florida A. and M. Florida A. and M. received \$200 for maintenance. Virginia State received \$180,473.42 for maintenance, and \$261,327.91 for permanent improvements and endowments.<sup>51</sup>

In 1928 there was a great decrease in the amount of money that land-grant colleges received from private gifts. The total amount received was \$16,000.<sup>52</sup> Only six colleges reported receiving any funds from gifts, Delaware, Florida,

<sup>50</sup>See table 21 in appendix.

<sup>51</sup>See table 22 in appendix.

<sup>52</sup>Ibid., p. 628.



## CHAPTER V

## CHIEF SUPPORT

There are at least a dozen permanent funds, in addition to several emergency funds, through which the land-grant colleges have received, and are now receiving subsidies from the Federal Government.

Further support has been received from private gifts, tuition, productive sources, and miscellaneous sources.

These funds have increased greatly in recent years but have been inadequate when considering the increase in student enrollment.

In 1914-15 the total amount received from private gifts by all Negro land-grant colleges amounted to \$321,666. By 1921 it increased to \$544,991.33. During this year only two colleges reported receiving funds from private gifts, namely; Virginia State and Florida A. and M. Florida A. and M. received \$500 for maintenance. Virginia State received \$190,473.41 for maintenance, and \$354,017.92 for permanent improvements and endowments.<sup>1</sup>

In 1925 there was a great decrease in the amount of money that land-grant colleges received from private gifts. The total amount received was \$15,559.<sup>2</sup> Only six colleges reported receiving any funds from gifts. Delaware, Florida,

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<sup>1</sup>See table 21 in appendix.

<sup>2</sup>See table 23a in appendix.

and Louisiana received \$235, \$4,000, and \$300, respectively. Private gifts for colleges in these states were for current expenses. South Carolina, Texas, and Virginia received their gifts for permanent improvement and endowment. The amount was \$8,100, \$1,100, and \$1,824, respectively.

In 1929 there was a great increase in the amount received from private gifts.<sup>5</sup> The total amount received by all Negro land-grant colleges for this year was \$313,280. Virginia received the largest amount which was \$122,000, while Florida received the smallest amount which was \$250. Delaware, Georgia, Kentucky, Mississippi, Missouri, North Carolina, Tennessee, and West Virginia did not report receiving any funds from private gifts.<sup>6</sup>

In 1935-36 the total amount received from private gifts for all Negro land-grant colleges was \$87,967. Tennessee received the highest which was \$25,500 and Arkansas received the lowest which was \$244. Mississippi, North Carolina, and Oklahoma did not report receiving gifts from private sources for that year.<sup>7</sup>

There were no reports for the year of 1939-40, but in 1945, there was a large decrease in money received from private gifts. During that year the total amount received was \$45,945. The amount ranged from \$800 in Tennessee to

<sup>5</sup>See chart 21a in appendix.

<sup>6</sup>Ibid.

<sup>7</sup>Ambrose Caliver, Bulletin No. 13, op. cit., p. 13.



\$20,006 in Virginia.<sup>6</sup>

The trends of philanthropic funds in recent years indicate that money contributed by these organizations is on the decline.

Federal and State aid has been one of the main avenues of support of the land-grant colleges for Negroes, although unequally distributed.

A survey made in 1914 reveals that the total amount of Federal aid received by all Negro land-grant colleges was \$281,030, and the total State aid received was \$369,987.<sup>7</sup>

In 1921 the Negro land-grant colleges received \$290,176.76 from Federal funds. The amount ranged from \$3,125.00 for Missouri to \$43,988.99 for Mississippi. Oklahoma and Kentucky were in the lower brackets, receiving \$5,052.95 and \$8,505.50, respectively. The other land-grant colleges ranged from \$10,000 for Maryland to \$33,905.82 for South Carolina.<sup>8</sup>

The State funds received for the same period ranged from \$2,000 in Virginia to \$144,185.00 for Texas. Other states that set aside sums of money were West Virginia, \$69,400; Oklahoma \$75,757.55; and South Carolina, \$63,015.21.

<sup>6</sup>Federal Security Agency, *op. cit.*, p. 32.

<sup>7</sup>L. E. Blanch, Bulletin No. 34, 1921, *op. cit.*, p. 52.

<sup>8</sup>See table 21 in appendix.

Only the state of Alabama set aside money for endowment grant by state, the amount was \$15,000.00. Kentucky, Maryland, North Carolina, Oklahoma, Texas, and Virginia, set aside \$266,582.46 for permanent improvement. This amount ranged from \$5,000 in Maryland to \$136,282.46 in West Virginia.

During the school year of 1924-25, the total Federal Aid received by all land-grant colleges was \$280,295.<sup>9</sup> For the land-grant and Morrill-Nelson funds, Mississippi received the highest amount which was \$39,592.27 and Oklahoma received the lowest which was \$5,000. The others ranged from \$8,505 in Kentucky to \$30,754.00 in South Carolina.<sup>10</sup>

In 1929 the total Federal funds granted to land-grant colleges were \$339,313. South Carolina received the largest amount which was \$63,254 and Missouri received the lowest which was \$4,025.<sup>11</sup>

As for State funds, Mississippi received the largest amount which was \$265,000 and Delaware received the lowest which was \$22,500.

In the survey of 1935-36, income from public sources is all that were mentioned. This income amounted to \$2,193,530 for all Negro land-grant colleges. Mississippi received the largest amount of this money which was

<sup>9</sup>See table 23a in appendix.

<sup>10</sup>Ibid.

<sup>11</sup>See table 21a in appendix.

<sup>12</sup>Ambrose Caliver, Bulletin No. 13, 1938, op. cit., p. 59.



\$283,497, while North Carolina received the least which was \$37,995. The others ranged from \$89,529 for Arkansas to \$220,485 for Tennessee.<sup>12</sup>

In 1945 the total amount received from the Federal government by all Negro land-grant colleges was \$535,171. Louisiana received the highest which was \$62,039, while Missouri received the lowest which was \$7,075. The others ranged from \$9,667 for Oklahoma to \$53,228 for Mississippi.

The total amount received from state funds for this same period was \$3,600,634. Most of the colleges received over \$100,000 for this year. Florida, Louisiana, Missouri, Tennessee, and Virginia received over \$300,000 each.

This trend shows that there has been a great increase in Federal and State funds to Negro land-grant colleges, but they are still inadequate when compared with the amount received by white land-grant colleges in the same state.<sup>13</sup>

Tuition has also been an important source of income for Negro land-grant colleges. In 1921 the total amount received by all land-grant colleges were \$466,459.25 (including board and lodging). Texas led in this category with \$133,418.87, while Arkansas only reported \$1,242.55. The other land-grant colleges ranged from \$5,803.69, in Alabama to 47,822.00 in North Carolina.<sup>14</sup>

<sup>12</sup>Ambrose Caliver, Bulletin No. 13, 1938, *op. cit.*, p. 59.

<sup>13</sup>Federal Security Agency, *op. cit.*, p. 32.

<sup>14</sup>See table 21 in appendix.

In 1925 the total amount received for tuition was \$119,296, not including board and lodging. The amount ranged from \$600 in Florida to \$48,788 in Texas. Delaware, Georgia and Missouri did not report receiving any funds from tuition. The other land-grant colleges received from \$783 in Maryland to \$19,684 in North Carolina.<sup>15</sup>

In 1929 there was an increase in tuition over the previous four-year period. The total amount for all land-grant colleges in 1929 were \$199,449. Texas received the highest amount which was \$40,928, while Delaware received the lowest which was \$780. The others received from \$2,677 in Georgia to \$25,837 in North Carolina.<sup>16</sup>

The total amount paid for tuition in all Negro land-grant colleges for the year of 1935-36 was \$350,527. Texas again received the highest amount which was \$69,122; Arkansas received the lowest which was \$981. The other colleges ranged from \$6,941 for Georgia to \$38,583 for Virginia.<sup>17</sup>

There was no report for the year of 1940 but in 1945 the total amount for tuition increased considerably over previous years. The total amount received for this year was \$851,867. Virginia led for this year with \$146,806, while Delaware was at the bottom with \$4,802.<sup>18</sup>

<sup>15</sup>See table 23a in appendix.

<sup>16</sup>See table 21a in appendix.

<sup>17</sup>Ambrose Caliver, Bulletin No.13, *op. cit.*, p. 59.

<sup>18</sup>Federal Security Agency, *op. cit.*, p. 54.



The total amount received from productive sources for all Negro land-grant colleges in 1921 was \$61,941.67. Texas had the largest amount which was \$19,703.49, while Louisiana had the smallest which was \$415.37. Arkansas and West Virginia were in the lower brackets with \$548.72 and \$924.69,<sup>10</sup> respectively. Georgia, Mississippi, North Carolina, South Carolina, and Virginia did not report any earnings for this year. The other land-grant colleges ranged from \$1,360.00 for Maryland to \$11,495.00 for North Carolina.<sup>20</sup>

There was an increase in departmental earning in 1925. The total amount of departmental earning for this year in all Negro land-grant colleges was \$94,373. This amount ranged from \$35.00 for South Carolina to \$42,596 for Texas. Mississippi and Virginia did not report any departmental earning for this year. The other land-grant colleges' departmental earning ranged from \$173 in Arkansas to \$12,654 in North Carolina.<sup>21</sup>

During the four years period from 1925 to 1929, there was a great increase in the total earnings of all land-grant colleges for Negroes. In 1929 Texas continued to lead all other colleges with an earning of \$185,055; South Carolina was again at the bottom with an earning of

<sup>10</sup>See table 21 in appendix.

<sup>20</sup>Ibid.

<sup>21</sup>See table 23a in appendix.

\$700.00. The others ranged from \$3,413 in Maryland to \$27,825 in Tennessee.<sup>22</sup>

The amount received from productive source in 1935-36 for all land-grant colleges was \$1,240,257. Texas led with \$228,205, while South Carolina was at the bottom with \$12,856. The others ranged from \$19,181 in Georgia to \$198,401 in Virginia.<sup>23</sup>

Funds from other source have been of great assistance to the Negro land-grant college. The total amount of funds from other sources for all Negro land-grant colleges in 1921 was \$84,655.80. Alabama received the highest amount from this fund which was \$44,503.32, and Oklahoma received the smallest amount which was \$903.39. The other land-grant colleges ranged from \$1,824.13 for Tennessee to \$14,471.70 for Texas. Arkansas, Delaware, Florida, Georgia, Louisiana, Maryland, Missouri, and North Carolina did not report any fund from other sources for this year.<sup>24</sup>

In the year of 1925 there was a great decrease in the amount of money received from other sources. The total amount received from other sources by all Negro land-grant colleges for the year of 1925 was \$29,288.<sup>25</sup> This amount ranged from \$241 for Florida to \$15,679 for Texas. Arkansas, Florida, Georgia, Kentucky, Maryland, Missouri, North Caro-

<sup>22</sup>See table 21a in appendix.

<sup>23</sup>Ambrose Caliver Bulletin No. 13, op. cit., p. 59

<sup>24</sup>See table 21 in appendix.

<sup>25</sup>See table 23a in appendix.



lina, South Carolina, and West Virginia did not report any funds from other sources for this year.

In 1929 there was a slight increase in the funds from other sources. The total amount for all Negro land-grant colleges for this year was \$71,634. Kentucky reported receiving the most which was \$50,000. North Carolina received the least amount which was \$325.00. Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Missouri, Maryland, South Carolina, Tennessee, and Virginia did not report receiving any funds from other sources.<sup>26</sup>

In 1935-36 there was a great increase in the amount of money received from other sources. The total amount for all Negro land-grant colleges was \$405,617. Virginia led with \$255,386, while Kentucky had the least with \$193. Delaware, North Carolina, and Oklahoma did not report receiving any funds from other sources.<sup>27</sup>

There were no bulletins on the amount of money received for 1939-40 from other sources.

In 1945 the total amount received by all Negro land-grant colleges was \$262,293. Georgia, Louisiana and Missouri did not report receiving funds from other sources. The other colleges ranged from \$68 in Mississippi to \$63,525 in Prairie View.<sup>28</sup>

The total income from all sources for all Negro

<sup>26</sup>See table 21a in appendix.

<sup>27</sup>Federal Security Agency, *op. cit.*, p. 32.

<sup>28</sup>Ambrose Caliver, Bulletin No. 13, *op. cit.*, p. 59.

land-grant colleges in the year of 1921 was \$2,611,046.65. It ranged from \$24,777.66 for Georgia to \$812,039.82 for Virginia. The total amount of funds received by Arkansas, Delaware, and Maryland was small, with \$40,763.78, \$42,127.99 and \$48,888.00 respectively.<sup>80</sup>

In 1925 the total income for all Negro land-grant colleges from all sources was \$2,331,038.31. This was a slight decrease over 1921. The total amount ranged from \$39,400.00 in Maryland to \$429,286.00 for Texas. The others ranged from \$45,066.66 in Georgia to \$237,721.00 for West Virginia.<sup>80</sup>

In 1929 there was a large increase in the total amount of money from all sources for the Negro land-grant colleges. The total amount received for this year was \$4,129,234. Of this amount Texas received the highest, which was \$585,726, while Maryland received the lowest, which was \$42,768. The others ranged from \$60,135 in Delaware to \$476,621 for Virginia.<sup>81</sup>

There were no reports for the period of 1935-40, but there was a tremendous increase in the total amount of funds received by all Negro land-grant colleges in 1945. The total amount received for this period was \$13,763,298.<sup>82</sup>

This trend in granting large sums of money to Negro

<sup>80</sup>See table 21 in appendix.

<sup>80</sup>See table 23a in appendix.

<sup>81</sup>See table 21a in appendix.

<sup>82</sup>Federal Security Agency, *op. cit.*, p. 32.



land-grant colleges indicate the enlightened attitudes of whites toward the equalization of educational opportunities to Negroes.

Despite this great improvement, it has been shown that the Negro land-grant colleges are still somewhat inadequate.

It was pointed out that the problem arose out of the general field of the development of American democracy as it expressed itself in the development of opportunities for all its people through a policy of education.

Negro higher education was singled out because of the fact that it had some special problems which came out of the Negroes' unusual relationship to American life. It was found that Negroes constituted a fourth of the population of the north and that it was in this section that three-fourths of the Negroes in America lived.

Higher educational institutions for Negroes were located largely in the south and thus are a part of the South. Under a dual system of education based upon a dual structure inadequate to the educational support of a single system of education even for white youth, the Negro must be taught the essentials of American living.

In the historical background of the land-grant colleges, it was stated that, after the Civil War the period of Reconstruction presented new problems to the white and Negroes. The Freedmen were often regarded as a menace to society and it was thought that the key to the existing problem presented by the Negro was education and reeducation.

## CHAPTER V

## SUMMARY

This study was on, "The Land-Grant College Negroes, 1914-1945: A Study in Higher Education.

It was pointed out that the problem arose out of the general field of the development of American democracy as it expressed itself in the development of opportunities for all its people through a medium of education.

Negro higher education was singled out because of the fact that it had some special problems which came out of the Negroes' abnormal relationship to American life. It was found that Negroes constituted a fourth of the population of the south and that it was in this section that three-fourths of the Negroes in America live.

Higher educational institutions for Negroes are located largely in the south and thus are a part of the south. Under a dual system of education based upon a tax structure inadequate to the efficient support of a single system of education even for white youth, the Negro must be taught the essentials of democratic living.

In the historical background of the land-grant colleges, it was stated that, after the Civil War the period of Reconstruction presented new problems to the whites and Negroes. The freedmen were often regarded as a menace to society and it was thought that the key to the vexing problem presented by the Negro was difficult and necessitated



legislative action. The Bureau of Refugees, Freedmen, and abandoned land was established in 1865, and much help was given to Negroes. By 1870 it had established 4,239 Negro schools, and employed 9,307 teachers and spent \$3,521,936.

The government helped the Negroes by another means and that means was the establishment of the land-grant colleges. From the bounty of the federal government arose eventually seventeen Negro land-grant colleges provided by the Morrill Acts.

The colleges established under the first Morrill Act were called organic colleges. Only four colleges were established under that act. The first Morrill Act proved insufficient for the purpose for which it was designed. A second Morrill Act was passed in 1890, which prohibited the unequal distribution of federal funds.

It was pointed out in the study that the Negro land-grant colleges were different in many respects from that of the whites, although their primary purpose was to furnish theoretical and practical higher education, including agriculture, mechanic arts, home economics, English, mathematics, physical, natural, and economic sciences, to Negro youth in order to train them to engage in the pursuits and vocations of life.

Some of the difficulties which made for uncertainty in the beginning of the land-grant colleges for Negroes were: (1) Driving Negroes to work during slavery added indignity, not dignity to labor. And (2) The Negro youth



during the early days of the land-grant colleges was imbued with the idea that a collegiate education consisted of cultural instruction as embodied in the liberal arts and sciences and thus developed a prejudice against the practical type of agricultural and mechanic art education which was the principal objective of the curricula.

It was pointed out how the attitudes of whites effected the development of higher education for Negroes. The application of the various Federal Acts in which the Negro land-grant colleges received a disproportionate share of the funds, clearly indicated the type of education that they wanted the Negro to pursue.

It was shown that the various philanthropic funds gave money and fellowships to courses that would not encourage the type of education for which the land-grant colleges were designed.

An evolving attitude existed in the minds of the whites as to the type of education Negroes should pursue. In the early part of the twentieth century they thought that many of the goals and values which had greatest emphasis in American life were inappropriate goals and values for a minority group. In later years enlightened white educators took a different view on the situation. Most of them agreed that there should be equal educational opportunities for all American youth.

While the whites were expressing their views, and applying federal acts that would have tremendous effect upon the higher education that Negroes would pursue, the



Negro educators too expressed their views as to the type of education their race should pursue.

It was shown that most educators, as well as the student favor the professional type of education. Therefore most of the land-grant colleges placed their greatest emphasis on teacher training, rather than practical type of education for which they were primarily designed.

To further indicate their weakness in the agricultural and mechanic arts departments, a survey was made by Arthur J. Klein, and it was found that the greater amount of teachers were in the arts and science departments. It was also shown that the lowest trained teachers were in the mechanic arts and agriculture departments.

The value of property gradually increased throughout this period, with Texas taking the lead. The increase was great but inadequate when compared with the value of white land-grant colleges' property in the same state.

The number of volume in the libraries showed a great increase over the earlier periods. In spite of this growth, it was found that in view of the size of enrollments, the libraries were outstandingly weak.

When concerning the chief benefactors for land-grant colleges, private gifts were fairly heavy in the early part of the century, but showed a decline in later years. This decline was due to the exhaustion of funds by the large philanthropic organizations, such as the Rosenwald funds and the General Education Board.

Tuition has been an important phase of support for

Negro land-grant colleges. Texas led in tuition for the greater number of years. Several colleges reported low income from tuition. There has been a steady increase in the support from tuition in recent years.

Income from productive sources has shown an increase over earlier periods. Prairie View also led in this area of support.

Funds from other sources played an important part in the support of Negro land-grant colleges. Alabama, Texas, and Kentucky led in this category.

Generally speaking, funds from all sources showed a great increase, but inadequate when compared with the increase in enrollment.

U. S. DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION, LAND-GRANT COLLEGES AND UNIVERSITIES, (Bulletin No. 14, Govt. Printing Office, Washington, 1943)

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48th Legislature 1943-1945.

APPENDIX



APPENDIX

Negroes at Normal, Ala., and the Kentucky State Industrial College at Frankfort, Ky., are included in the survey.

## TEACHER TRAINING

The training of teachers is an important phase of the work of the negro land-grant colleges. All institutions offer work in education, the number of courses varying from 1 in Arkansas to 23 in Virginia. Observation or student teaching is provided in all of the colleges, and last year 122 men and 373 women student teachers received credit for this work. Over 2,000 training-school pupils, ranging in number from 12 in Maryland to 634 in Virginia, are available for practice purposes in 15 institutions. Student teaching is done in schools which are maintained by the colleges except in Delaware and North Carolina, where the public schools are used. Georgia, Kentucky, Oklahoma, South Carolina, and Virginia utilize both the public schools and their own. With the exception of colleges in Tennessee and Texas, a total of 38 full-time and 28 part-time critic and demonstration teachers are employed in the colleges. In order to graduate, prospective teachers are required to have the minimum number of semester-hour credits in subjects in education indicated as follows: 40 in Georgia; 33 in Delaware; 30 in Maryland; 27 in Louisiana; 24 in Oklahoma; 20 in Alabama, Virginia, and West Virginia; 18 in North Carolina, South Carolina, and Tennessee; 16 in Arkansas; 15 in Missouri; 12 in Florida and Kentucky; 6 in Texas; and 2 in Mississippi.

## SALARIES

Median salaries as reported by the 17 negro land-grant colleges for the year ended June 30, 1928, are summarized below:

Negro land-grant college located in—	President		Deans	Professors	Associate professors	Assistant professors	Instructors
	Cash	Perquisite					
Alabama.....	\$2,400	.....	\$1,350	\$1,100	.....	.....	\$1,500
Arkansas.....	3,251	800	1,770	1,387	\$1,375	.....	1,305
Delaware.....	3,000	.....	.....	.....	.....	.....	1,500
Florida.....	4,500	300	1,920	1,450	.....	\$1,050	1,080
Georgia.....	3,600	300	1,560	1,620	1,500	.....	1,300
Kentucky.....	4,500	600	2,280	1,400	1,300	1,100	900
Louisiana.....	3,000	1,000	2,000	1,600	.....	1,377	970
Maryland.....	1,200	.....	.....	1,500	1,200	.....	.....
Mississippi.....	3,000	500	.....	1,400	.....	1,125	1,100
Missouri.....	4,000	1,000	2,400	2,400	.....	1,860	1,420
North Carolina.....	3,900	.....	.....	1,750	1,600	.....	1,645
Oklahoma.....	4,000	.....	2,000	900	900	900	900
South Carolina.....	3,500	300	1,200	1,700	1,500	1,400	1,300
Tennessee.....	4,000	900	1,920	1,620	.....	.....	1,200
Texas.....	3,200	500	2,300	2,100	1,200	1,500	1,120
Virginia.....	3,600	600	2,500	1,800	1,450	.....	1,250
West Virginia.....	4,500	.....	2,500	2,500	2,100	.....	1,900
Median.....	3,600	300	2,000	1,620	1,412	1,250	1,300

<sup>1</sup> Part salary.



## STATISTICS OF LAND-GRANT COLLEGES, 1921.

TABLE 18.—Enrollments by courses and by grades in land-grant colleges for the colored race—Number of degrees conferred.

1	Institutions. (For full names see Table 7.)	Enrollment by courses.																			Enrollments by grades.							Grand total enrollment.		Number of degrees conferred.
		Agriculture.	Carpentry.	Machine shop.	Blacksmithing.	Shoemaking.	Broommaking.	Whoolwrighting.	Bricklaying.	Painting.	Harnessmaking.	Tailoring.	Plastering.	Sewing.	Cooking.	Laundring.	Nursing.	Millinery.	Grades.			Collegiate.								
																			One to six.	Seven to eight.	Nine to twelve.	Freshman.	Sophomore.	Junior.	Senior.	Men.	Women.			
10	Alabama.....	9	20	10	10	10	10	10	2	3	14	65	45	5	24	171	66	71	5	93	94	95	96	47	85	177	19 L. I.			
76	Arkansas.....	6	62	65	65	65	65	65	16	16	14	132	132	132	132	132	132	132	132	132	132	132	132	132	132	284	102	386		
6	Delaware.....	4	4	4	4	4	4	4	3	3	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
94	Florida.....	13	13	13	13	13	13	13	9	9	9	145	145	145	145	145	145	145	145	145	145	145	145	145	145	145	145	145	145	
25	Georgia.....	25	11	11	11	11	11	11	27	6	29	109	109	109	109	109	109	109	109	109	109	109	109	109	109	109	109	109	109	
22	Kentucky.....	22	22	22	22	22	22	22	22	22	187	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	
12	Louisiana.....	12	12	12	12	12	12	12	30	8	30	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	
17	Maryland.....	17	17	17	17	17	17	17	5	5	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	
178	Mississippi.....	178	178	178	178	178	178	178	25	25	110	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	
53	Missouri.....	53	21	21	21	21	21	21	18	18	64	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	
87	North Carolina.....	87	56	42	72	9	25	25	38	38	47	303	303	303	303	303	303	303	303	303	303	303	303	303	303	303	303	303	303	
43	Oklahoma.....	43	135	45	45	45	45	45	20	20	29	52	216	316	316	316	316	316	316	316	316	316	316	316	316	316	316	316	316	
14	South Carolina.....	14	41	25	17	20	20	20	6	6	47	6	232	316	316	316	316	316	316	316	316	316	316	316	316	316	316	316	316	
16	Tennessee.....	16	10	22	2	2	2	2	6	6	23	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	
14	Texas.....	14	14	14	14	14	14	14	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	
130	Virginia.....	130	28	24	9	11	11	11	7	7	29	11	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77	
9	West Virginia.....	9	40	40	40	40	40	40	14	14	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	
847	Total.....	847	280	265	254	258	258	258	175	85	309	1,66	2,102	1,812	1,172	1,303	200	1,042	1,431	2,811	605	265	48	43	4,030	8,867	118			

LAND-GRANT COLLEGES AND UNIVERSITIES

TABLE 18. ENROLLMENT BY COURSES; GRADUATES—Year ended June 30, 1929

Negro land-grant institutions located in—	Secondary										Collegiate										Total <sup>1</sup>					
	Vocational					Total <sup>1</sup>					General		Normal		Agriculture		Mechanic arts		Home economies		Nursing		Students		Graduates	
	Academic	Agriculture	Home economies	Nursing	Trades	Students	Graduates	Military education	Students	Graduates	Students	Graduates	Students	Graduates	Students	Graduates	Students	Graduates	Students	Graduates	Students	Graduates	Men	Women	Certificates	Degrees
Alabama.....	276	5	35	—	71	111	15	—	—	—	—	—	—	—	—	—	—	—	—	—	—	16	11	—	—	
Kansas.....	147	15	13	—	4	208	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	29	45	—	—	
Delaware.....	203	—	—	—	—	147	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	13	25	—	—	
Florida.....	—	—	—	—	—	228	46	174	—	—	—	—	—	—	—	—	—	—	—	—	—	56	81	17	8	
Georgia.....	—	14	37	—	153	257	61	—	—	—	—	—	—	—	—	—	—	—	—	—	—	48	43	5	5	
Kentucky.....	—	12	50	—	30	92	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	65	46	—	6	
Louisiana.....	141	12	21	—	29	203	40	—	—	—	—	—	—	—	—	—	—	—	—	—	—	56	137	24	14	
Maryland.....	136	—	—	—	—	136	72	134	—	—	—	—	—	—	—	—	—	—	—	—	—	20	7	—	—	
Mississippi.....	184	78	111	14	65	452	96	—	—	—	—	—	—	—	—	—	—	—	—	—	—	109	55	—	—	
Missouri.....	74	87	—	—	—	161	33	—	—	—	—	—	—	—	—	—	—	—	—	—	—	87	105	25	13	
North Carolina.....	41	16	—	—	104	161	36	321	—	—	—	—	—	—	—	—	—	—	—	—	—	207	42	—	—	
Oklahoma.....	—	36	92	—	20	148	16	158	—	—	—	—	—	—	—	—	—	—	—	—	—	183	123	—	—	
South Carolina.....	—	121	210	—	65	405	99	—	—	—	—	—	—	—	—	—	—	—	—	—	—	142	334	—	—	
Tennessee.....	156	12	80	—	35	283	44	—	—	—	—	—	—	—	—	—	—	—	—	—	—	214	302	29	45	
Texas.....	196	—	—	—	—	196	173	313	—	—	—	—	—	—	—	—	—	—	—	—	—	201	584	224	79	
Virginia.....	296	14	—	—	56	366	86	—	—	—	—	—	—	—	—	—	—	—	—	—	—	131	303	51	27	
West Virginia.....	188	—	—	—	—	188	21	—	—	—	—	—	—	—	—	—	—	—	—	—	—	222	275	7	44	
Total.....	2,010	422	718	14	658	3,822	690	1,080	2,343	437	798	212	446	61	190	17	682	69	34	8	1,769	2,456	470	334		

<sup>1</sup> Includes certificates and degrees.

<sup>2</sup> Excluding duplicates.



TABLE 19.—Students in preparatory departments, summer schools, and military instruction—Libraries—Acres of land—Continued.

## INSTITUTIONS FOR COLORED STUDENTS.

Institutions. (For full names see Table 7.)	Students enrolled in—					Library.		Acres of land in farm and grounds.	
	Preparatory department.		Summer school in 1920.		Military instruction.	Bound volumes.	Pamphlets.	Total.	Under cultivation.
	Men.	Women.	Men.	Women.					
1	2	3	4	5	6	7	8	9	10
Alabama.....	141	167				10,000	3,000	182	90
Arkansas.....						150	205	20	
Delaware.....	20	17	5	53	54	100	800	210	200
Florida.....	125	209	20	217	95	4,500	3,000	230	150
Georgia.....	183	65			223	700	600	86	51
Kentucky.....	68	150	15	100	100	2,001	500	300	158
Louisiana.....	150	180	23	96		1,513	600	500	240
Maryland.....						580	1,600	117	85
Mississippi.....	149	88				1,000		1,000	300
Missouri.....	186	215	21	77		4,000	1,000	83	35
North Carolina.....	266		30	335	310	3,000	61,000	103	85
Oklahoma.....	178	239	87	462		250	125	319	267
South Carolina.....	272	315	15	235		2,500	3,000	130	90
Tennessee.....	345	303	59	592	0	1,750	775	170	100
Texas.....	226	350	229	394		1,222		1,435	300
Virginia.....	139	77	98	442	627	44,612	19,800	1,006	620
West Virginia.....	110	124	20	314	0	4,000	10,000	83	45
Total.....	2,658	2,499	622	3,317	1,409	81,878	106,005	5,994	2,806
Grand total....	3,792	3,183	16,006	22,817	36,966	5,072,826	1,879,030	55,745	24,618

## STATISTICS OF LAND-GRANT COLLEGES, 1921.

TABLE 21.—Income for instruction and administration, year ended June 30, 1921—Continued.  
INSTITUTIONS FOR COLORED STUDENTS.

Institutions, (For full names see Table 7.)	State funds from—				Institutional funds from—						Total.	Federal Smith- Hughes funds.	
	Endow- ment granted by the State.	Mill tax levy and appro- priations for—		United States funds (land-grant and Morrill- Nelson funds).	College en- dowment.	Tuition fees, board and lodging.	Depart- mental earnings.	Private gifts for—		Miscella- neous.			
		Maintenance.	Permanent improve- ments.					Mainte- nance.	Permanent improve- ments and endowment.				
1	2	3	4	5	6	7	8	9	10	11	12	13	
Alabama.....	\$15,000.00												
Arkansas.....													
Delaware.....													
Florida.....													
Georgia.....													
Kentucky.....													
Louisiana.....													
Mississippi.....													
Missouri.....													
North Carolina.....													
Oklahoma.....													
South Carolina.....													
Tennessee.....													
Texas.....													
Virginia.....													
West Virginia.....													
Total.....	15,000.00	659,424.23	299,582.46	290,176.76	230,815.15	466,459.25	61,941.67	190,973.41	354,017.92	84,655.80	2,611,046.65	21,658.44	
Grand total.....	169,098.19	28,999,321.79	5,170,449.15	3,858,322.24	2,206,433.16	12,996,229.37	4,378,656.23	583,872.68	3,874,083.05	4,365,268.20	96,596,969.56	439,224.16	

<sup>22</sup> Includes \$3,235 Smith-Hughes.

<sup>23</sup> Includes \$5,633.05 Smith-Hughes.

<sup>24</sup> Includes \$18,481 Federal Board for Rehabilitation men.

<sup>25</sup> Summer school.



## LAND-GRANT COLLEGES AND UNIVERSITIES

TABLE 21.—RECAPITULATION OF RECEIPTS AND EXPENDITURES—Year ended June 30, 1929

Negro land-grant institution located in—	Total receipts						Total expenditures						
	2	3	4	5	6	7	8	9		10	11	12	13
	Federal funds	State funds	Private gifts	Institutional funds	Earnings	Miscellaneous receipts	Grand total receipts	Salaries and wages	Materials, supplies, etc.	Equipment	Lands, buildings, and land improvements	Grand total expenditures	
Alabama.....	821,660	865,445	\$250	\$10,356	\$14,174		\$111,855	\$31,463	\$37,352	49,463	\$2,434	574,872	
Arkansas.....	14,140	68,016		10,000	30,994		108,141	10,000	37,892	1,892	2,434	89,999	
Delaware.....	10,500	22,500	620	1,373	24,246		46,649	35,829	35,829	19,492	47,429	128,409	
Florida.....	26,822	228,846	250	16,591	60,431	887	342,440	94,258	168,031	1,092		253,410	
Georgia.....	10,667	51,280		9,250	18,686		93,865	36,573	46,450	10,948		103,971	
Kentucky.....	7,260	105,401		6,182	16,658	50,000	275,401	66,950	23,568	5,746	184,146	280,410	
Louisiana.....	22,264	117,500	28,552	2,733	34,802	4,500	210,351	58,263	68,975	7,029	26,446	160,713	
Maryland.....	10,000	23,120		6,235	3,413		42,768	28,208	13,780	1,001		42,989	
Mississippi.....	41,392	265,000	100,000	65,972	47,039		519,403	66,900	82,282	6,000	300,000	453,182	
Missouri.....	4,025	137,565		8,824	31,388		181,797	92,281	88,698	9,659		190,638	
North Carolina.....	18,835	72,665		30,298	40,481	325	162,634	96,622	37,621	2,335	5,985	162,163	
Oklahoma.....	6,300	182,800	25,000	16,250	31,183		261,333	87,333	87,549	142	110,000	265,624	
South Carolina.....	63,254	118,321	1,000	20,927	700	6,400	309,702	112,634	36,126	17,327	3,000	379,690	
Tennessee.....	12,000	117,000		39,733	87,825		236,558	65,200	36,029	16,010	41,800	342,039	
Texas.....	20,107	253,241	35,999	104,642	183,635	6,022	583,726	269,394	230,497	46,000	84,866	668,787	
Virginia.....	32,683	260,374	122,000	33,219	28,345		476,621	122,337	48,082	11,726	270,724	452,870	
West Virginia.....	11,354	215,000		17,000			247,854	143,836	121,229	22,350	42,500	326,915	
Total.....	339,313	2,376,463	313,280	373,685	654,919	71,634	4,126,214	1,415,628	1,245,461	188,487	1,119,932	3,968,908	
Per cent.....	8.2	57.6	7.6	9.0	15.9	1.7	100	33.7	31.4	4.7	28.2	100	

## LAND-GRANT COLLEGES, 1925

66

Table 22.—ENROLLMENT BY COURSES AND DEGREES—Student enrollment by courses and baccalaureate degrees conferred in institutions exclusively for colored students, year ended June 30, 1925

Institutions (for full name see Table 17)	Secondary										Collegiate										Total	Military drill				
	Vocational					Total		General		Normal		Agriculture		Mechanic arts		Home economics		Nursing		Total						
	Agriculture	Trades	Home economics	Nursing	Students, excluding duplicates	Graduates (certificates)	Students	Graduates	Students	Graduates	Students	Graduates	Students	Graduates	Students	Graduates	Students	Graduates	Students	Graduates			Men	Women	Certificates	Degrees
	2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			23	24	25	
Alabama.....	117	52	65	0	117	26	12	0	0	2	0	0	0	0	8	1	0	0	0	4	8	0	0	0	0	
Arkansas.....	340	45	161	0	340	32	10	0	0	8	0	0	0	0	3	0	0	0	0	11	10	2	0	0	0	
Delaware.....	108	23	17	0	108	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Florida.....	174	48	91	7	174	24	39	4	0	3	16	0	0	0	0	0	0	0	0	30	9	3	4	132	0	
Georgia.....	294	10	118	0	294	54	18	2	4	0	0	0	0	0	0	0	0	0	0	16	6	3	2	250	0	
Kentucky.....	454	19	64	0	454	36	0	0	113	35	1	0	0	0	0	0	0	0	0	31	117	12	0	0	64	
Louisiana.....	267	20	118	0	267	58	32	10	27	7	10	3	0	0	18	11	0	0	0	22	56	26	5	0	0	
Maryland.....	137	43	78	0	137	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Mississippi.....	216	62	141	0	216	54	66	8	0	0	0	0	0	0	2	0	0	0	0	58	8	24	13	0	0	
Missouri.....	213	84	84	8	213	37	46	2	60	68	5	0	0	0	5	0	0	0	0	59	74	65	5	142	0	
North Carolina.....	297	79	340	0	340	58	7	0	0	22	8	15	0	0	0	0	0	0	0	44	0	0	14	0	0	
Oklahoma.....	351	62	55	1	351	37	44	1	150	45	9	4	8	0	10	2	0	0	0	61	143	47	5	247	0	
South Carolina.....	196	155	25	0	196	57	112	1	97	57	13	12	27	13	54	25	0	0	0	154	163	22	97	0	0	
Tennessee.....	334	15	125	211	334	59	94	12	153	69	8	3	105	1	147	17	0	0	0	84	153	56	6	0	0	
Texas.....	496	0	76	18	496	267	206	0	0	54	6	5	24	4	34	7	0	0	0	169	249	180	45	310	0	
Virginia.....	537	21	62	429	0	620	117	86	3	269	52	7	3	0	21	3	0	0	0	41	289	61	3	0	0	
West Virginia.....	281	35	129	131	32	285	45	149	16	83	13	0	6	1	32	1	0	0	0	118	127	13	18	0	0	
Total.....	4,857	726	1,870	2,194	1,111	5,037	1,022	1,092	896	343	106	49	106	25	334	67	24	7	888	1,412	600	217	1,262	0	0	

1 Includes certificates and degrees.





LAND-GRANT COLLEGES, 1924

Table 23.—PROPERTY—Value; number of acres; books in libraries; in institutions exclusively for colored students, year ended June 30, 1924

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Institution (for full name see Table 15)	Basis of inventory	Value of library books	Apparatus, machinery, furniture	Value of livestock	Campus and grounds	Buildings, including dormitories	Endowment by Federal grants	Other endowments	Other property	Total value of property	Acres in campus and farms	Acres under cultivation	Bound volumes in library
Alabama.....	Appraisal.....	\$10,000	\$31,000	\$1,500	\$183,000	\$280,300	.....	.....	.....	\$485,800	187	90	10,000
Arkansas.....	Cost.....	2,500	5,000	1,000	20,000	129,875	.....	.....	.....	240,577	48	30	4,400
Delaware.....	Appraisal.....	3,501	15,631	2,535	31,000	107,049	.....	.....	.....	156,238	200	180	.....
Florida.....	Cost.....	1,000	31,100	3,500	25,000	109,000	.....	.....	.....	172,701	250	150	5,650
Georgia.....	Appraisal.....	.....	1,000	1,000	250,000	150,000	.....	.....	.....	403,000	125	60	600
Kentucky.....	do.....	280	650	5,660	37,500	100,000	20,922	.....	.....	264,902	300	128	900
Louisiana.....	do.....	2,000	9,000	40,000	500,000	370,000	.....	.....	.....	921,500	500	100	3,000
Maryland.....	do.....	400	84,000	1,900	11,000	85,000	.....	.....	.....	132,360	117	85	768
Massachusetts.....	do.....	1,280	64,500	5,000	10,000	270,780	211,575	.....	.....	565,105	900	300	1,000
Missouri.....	do.....	4,200	4,500	1,000	80,000	464,580	.....	.....	.....	554,200	98	88	4,000
North Carolina.....	do.....	6,000	100,000	3,000	50,000	600,000	.....	.....	.....	1,039,000	125	75	3,200
Oklahoma.....	Cost.....	1,600	80,000	5,800	10,000	450,000	.....	.....	.....	817,600	320	195	6,000
South Carolina.....	Appraisal.....	3,000	120,027	8,669	70,300	450,000	85,900	.....	.....	607,921	170	105	3,300
Tennessee.....	Cost.....	3,600	50,233	1,557	50,023	400,300	.....	.....	.....	494,921	170	105	2,300
Texas.....	Appraisal.....	.....	125,633	20,000	55,289	470,170	.....	.....	.....	671,042	1,400	600	5,000
Virginia.....	do.....	5,660	124,208	6,659	72,765	469,865	172,156	.....	.....	879,513	108	70	4,670
West Virginia.....	Cost.....	6,500	46,000	75,000	75,000	225,387	.....	.....	.....	347,487	83	33	4,000
Total.....	.....	62,361	837,999	109,775	1,546,782	5,376,225	600,563	68,166	40,836	8,516,698	5,071	2,274	50,574

1 Includes value of books.



LAND-GRANT COLLEGES, 1925

Table 23.—INCOME—For instruction, administration, and permanent improvements in institutions exclusively for colored students, year ended June 30, 1925

Institutions (for full name see Table 17)	Federal funds		State funds from mill tax levy and appropriations for—		Private gifts			Institutional funds from—				Other sources	Total income
	Land-grant and Morrill-Nelson funds	Smith-Hughes funds for training vocational teachers	Current expenses	Permanent improvements	Current expenses	Improvement and endowment	Tuition and fees, less refunds	Board and lodging charges	Departmental earnings	Veterans' Bureau for rehabilitation of soldiers			
1	2	3	4	5	6	7	8	9	10	11	12	13	
Alabama.....	\$10,850.00	\$5,270	\$15,000	0	0	0	\$1,918	\$12,633	\$1,783	0	\$963	\$57,417.00	
Arkansas.....	13,636.36	552	68,728	0	0	0	2,864	189	173	\$3,975	0	90,127.36	
Delaware.....	10,000.00	0	16,775	0	\$235	0	0	15,419	10,020	0	241	62,000.00	
Florida.....	25,000.00	1,036	21,060	\$21,858	4,000	0	600	27,940	3,000	0	0	103,394.00	
Georgia.....	16,666.66	0	1,000	25,000	0	0	0	0	2,400	0	0	45,066.66	
Kentucky.....	8,505.50	2,796	40,874	0	0	0	1,910	22,114	987	1,323	0	78,509.50	
Louisiana.....	20,170.50	2,498	49,887	0	300	0	783	27,317	7,383	677	444	109,256.50	
Maryland.....	10,000.00	0	18,120	0	0	0	3,440	6,280	0	0	1,569	34,400.00	
Mississippi.....	39,392.27	4,236	39,132	0	0	0	0	29,795	1,037	0	0	114,413.27	
Missouri.....	3,125.00	0	103,350	0	0	0	4,901	34,141	1,893	0	0	147,410.00	
North Carolina.....	16,500.00	0	60,699	41,046	0	0	19,684	36,442	12,554	2,136	0	188,462.00	
Oklahoma.....	3,700.00	2,603	30,897	0	0	0	2,450	37,500	635	3,338	0	142,082.00	
South Carolina.....	12,000.00	3,950	106,000	1,000	0	\$8,100	8,401	44,538	621	4,702	750	102,437.00	
Tennessee.....	12,500.00	5,270	183,457	0	0	1,100	48,788	108,951	8,278	0	0	128,214.00	
Texas.....	26,995.02	5,226	34,875	61,213	0	1,824	18,372	22,069	42,368	8,945	15,679	429,286.00	
Virginia.....	10,000.00	4,450	40,000	150,000	0	0	1,786	35,020	865	0	6,323	176,869.02	
West Virginia.....	280,296.31	40,196	940,581	300,117	4,535	11,024	119,266	460,458	94,373	21,758	29,288	297,721.00	
Total.....												+ 2,331,038.31	

1 Only fees pertaining to instruction, including laboratory; athletic, social, and health fees are not included.

2 Interest on bank deposits.

3 Includes \$25,116 from State for agricultural and home economics extension.

## LAND-GRANT COLLEGES, 1925

Table 24.—PROPERTY—In institutions exclusively for colored students, year ended June 30, 1925

Institutions (for full name see Table 17)	Value of property										Acres of land		Bound volumes in libraries
	1	2	3	4	5	6	7	8	9	10	11	12	
	Basis of inventory	Value of library books	Apparatus, machinery, and furniture	Livestock	Campus and grounds	Buildings and dormitories	Endowment from Federal land-grants	Other property	Total value of property	Campus and farms	Under cultivation		
Alabama.....	Appraisal.	\$5,600	\$31,000	\$1,400	\$183,000	\$167,275	0	0	\$587,775	183	70	5,000	
Arkansas.....	Cost.	3,000	3,000	2,400	30,000	120,875	0	0	170,275	182	144	2,000	
Delaware.....	Appraisal.	13,735	13,735	7,438	31,000	102,627	0	0	149,579	200	180	180	
Florida.....	do.	3,500	7,500	2,858	26,000	160,000	0	1 \$1,000	180,858	200	122	2,351	
Georgia.....	do.	1,000	500	1,500	250,000	150,000	0	0	401,000	125	60	600	
Kentucky.....	do.	250	400	3,000	33,000	251,500	\$30,922	0	305,672	300	160	180	
Louisiana.....	do.	2,000	9,500	5,000	500,000	370,000	0	0	886,500	200	200	2,000	
Maryland.....	do.	423	34,000	2,100	11,000	85,000	0	0	132,523	149	85	782	
Mississippi.....	do.	1,803	75,000	6,300	10,000	263,980	211,375	0	665,555	491	370	1,200	
Missouri.....	do.	4,600	5,000	1,300	80,000	462,500	0	0	553,303	98	58	1,400	
North Carolina.....	do.	6,500	102,000	3,300	50,000	600,000	0	0	761,800	130	75	3,000	
Oklahoma.....	Cost.	2,000	82,500	5,000	16,000	218,000	0	0	323,500	320	200	2,700	
South Carolina.....	do.	2,800	135,300	4,215	75,200	340,000	95,900	0	868,234	140	85	3,000	
Tennessee.....	do.	3,000	3,000	3,000	50,000	400,000	0	0	469,000	170	100	1,200	
Texas.....	do.	2,225	161,455	7,942	58,000	583,888	0	0	808,588	1,435	300	6,000	
Virginia.....	Appraisal.	6,340	121,343	5,437	72,765	495,465	172,156	34,762	870,268	108	70	6,172	
West Virginia.....	do.	6,000	24,684	1,000	74,000	213,337	0	0	320,031	83	45	6,000	
Total.....		52,038	811,537	58,938	1,558,015	5,107,387	500,553	35,762	8,134,260	5,241	2,354	44,685	

1 Listed as endowments.