

Africo-American Presbyterian

"AND YE SHALL KNOW THE TRUTH, AND THE TRUTH SHALL MAKE YOU FREE."—John viii, 32.

VOL. XLIX.

CHARLOTTE, N. C., THURSDAY, AUGUST 4, 1927.

NO. 31.

EDUCATION OF THE NEGRO IN NORTH CAROLINA

By N. C. Newbold
Director Division Negro Education

(From the Educational Section of The Charlotte Observer, July 31.)

North Carolina has a public conscience. It is trying now, and has tried for years (not always successfully, nor fully perhaps), to be fair and just with all classes or groups of its people. By reason of certain facts in its history (and traditions) it has been difficult to deal justly in providing schools for Negroes. Like the Hebrews of old, the people of North Carolina wandered forty years in the wilderness—the wilderness of poverty and its attendant evils, ignorance and prejudice. The period from 1865 to 1900, and even later, was one of great trial, struggle and difficulty. It is next to impossible for a people who are poorly fed, thinly clad, and indifferently housed, to be more generously inclined to their more unfortunate neighbors—white or black.

Highly Spiritual

Happily, however, about the close of the last century, and later, there came a group of statesmen and educational prophets whose leadership was highly spiritual, as well as educational and material. They preached an educational crusade, and declared that education must be universal, and they made it clear that "universal" meant the black child in North Carolina as well as the white child. This movement gave impetus not only to education and spiritual growth, but to economic development as well. Out of it has come within the past decade—ten momentous years—the economic and financial independence of the State. Today, as one result of the fine leadership of Governors Bickett, Morrison and McLean, New York bankers buy our road and other permanent improvement bonds in 10 to 20 million dollar blocks at the low interest rate of 4 and 1/4 per cent for twenty to thirty years.

Economic and financial independence! Those are stirring words! As soon, therefore, as the North Carolina white man began to get upon firm ground economically, when it was no longer a death struggle for daily bread, he at once began to help his Negro neighbor improve his schools. Thus it happens that with the coming of better times, the white leaders of the State, educational, political, spiritual and industrial give their hearty support to the movement for better educational advantages for Negro children. As a prominent former justice of our Supreme Court stated, some time ago, there is a sort of "reflexed happiness" which comes to our white people when they have tried to do their duty in helping to provide schools for Negro children. There is a moral and spiritual quality involved which will no doubt bring honor and glory to North Carolina.

Accomplishments

What has been accomplished in North Carolina in behalf of Negro education?

1. Elementary schools. School-houses are at least a first requisite. Practically the entire system, rural and urban, is in process of being rebuilt. Within recent years 650 Rosenwald schools have been erected in country, village and small town districts. These have cost three and a third million dollars. The Negroes, themselves, and Mr. Rosenwald, have each contributed slightly more than a half million, while the amount from the public taxes is nearly two and a quarter millions. These schools provide rooms for 1,000 teachers and 81,000 children. This is nearly one-third of the total Negro school population.

Good buildings in towns and cities furnish rooms for another third of the Negro population, leaving about one-third who are still poorly or indifferently housed.

The number and quality of teachers are both much above even five years ago. The average number of pupils per teacher has been reduced to 32.2 in recent years in average daily attendance (enrollment 48.6). Three-fourths of the teachers now have standard State certificates, against one-fourth six years ago. Supervisors are employed in 40 counties, where about two-thirds of the State's total Negro population live. Two-thirds of the salaries of these supervisors come from public taxation—about \$25,000—the other from the Jeanes Fund.

2. High Schools. "The most remarkable high school development of recent times in the United States of America"—so wrote Basil Matthews, the English author, after a visit to North Carolina two years ago. The growth has been rapid. There were only 13 accredited high schools six years ago. Now there are 58. About an equal number of others are doing some high school work. Many of these will become accredited within the next three to five years.

School Enrollment

Enrollment in all Negro high schools exceeds 15,000, and approximately 1,500 graduated this year from standard schools. Half of this number will most likely enter higher institutions in September next. All of the teachers in these high schools (more than 50) have had a minimum of two years of college, many of them three and four years of college. A large percentage are full college graduates.

Sixty-five of the towns and cities where these high schools are located have good buildings, 13 are not so well provided, and 24 have poor buildings.

3. Normal Schools and Colleges. The State owns and operates five institutions of higher learning for Negroes, and there are seven private colleges. Two of the State schools are standard normal schools (two years above high school), one of the colleges is a standard four-year institution, another will become standard in 1928, and the other in 1929. The property value of these institutions is approximately two and one-half million dollars, and they receive from the State \$250,000 for maintenance annually.

Private colleges in the State are as follows:

Shaw University, Raleigh. Four-year Class A.

Johnson C. Smith University, Charlotte. Four-year Class A.

Livingstone College, Salisbury. Expected to be a Four-year Class A in 1928.

Kittrell College, Kittrell. Expected to be Four-year Class A in 1928.

Bricks Junior College, Bricks. Standard Junior College.

St. Augustine's Junior College, Raleigh. Standard Junior College.

Bennett College for Women, Greensboro. Expected to be Standard Junior College, 1928.

All these institutions, both public and private, must meet certain standards, the same as those set up for white colleges, in order to attain State rating. These requirements include equipment, number of students, annual guaranteed income, faculty, curriculum offerings and the like.

Outside the State

It is said by some observers that North Carolina has too many Negro colleges for a population of 800,000. However, the seven private colleges serve about a half million or more from outside the State. Four years ago there were only 850 attending Negro colleges in North Carolina. This year the number exceeds 1,300. Within three to five years college enrollment will undoubtedly climb to 2,500 or more; by 1940 to about 4,000 or 5,000.

In the United States the average number of college students for each 1,000 of population is 5.04, (in 10 Southern States only 3.14). Should we achieve this average only in 10 years, it would mean about 6,500 in our normal schools and colleges, when we consider our own Negro population and the half million our private colleges serve who live outside the State.

4. Teachers. The State's program for training Negro teachers is a scientifically balanced one. About eight out of ten teachers must work in the elementary schools,—that is in the ratio of about 8 to 2. In fact in the Negro schools at the present time the ratio is 9 to 1. In other words, of each ten teachers in the Negro public schools nine are teaching in the elementary schools and one in the high schools. Of 5,500 or more Negro teachers, in round numbers, 5,000 are elementary teachers and only 500 high school teachers. To meet this need the State owns and operates three institutions for the training of Negro teachers in the elementary schools.

Two Normal Schools

Two of these are standard two-year normal schools, graduates of which receive "B" certificates, and one four-year standard college whose graduates receive "A" certificates, and the B. S. degree in Education. One liberal arts college devotes its energies mainly to training high school teachers; and a fifth college, Agricultural and Technical, trains men for teaching vocational subjects in high schools and adult classes under the Smith-Hughes Fund in towns and cities.

In addition to teacher-training activities in its own institutions—the five just described—the State appropriates annually \$15,000 for teacher-training in seven private colleges and four private high schools. The State and the institutions agree upon the instructors. The State pays the salaries, organizes and supervises the courses of study offered. This cooperation is heartily entered into by representatives of the State and the responsible officials of the private institutions. This plan has been successfully operated over a period of six years—and it has proven to be one of the best undertakings of the State in the field of Negro education. Indeed, it has not been restricted to the fold of education alone, for the working together harmoniously of the State and these fine private institutions has given strength and tone to the whole matter of race relations in North Carolina. In a very real sense private colleges are a part, and a large part, of the State's program for Negro education.

Some of the private institutions are training teachers for the elementary schools, and some preparing high school teachers, thus helping to maintain what has been called above a balanced teacher-training program for the State.

Teacher-Training

Besides the work of its own normal schools and colleges, and cooperation with private institutions, the State is promoting two other definitely organized types of teacher-training for its Negro schools. These are:—Summer Schools, and Winter

Extension Courses. The summer schools are open from six to twelve weeks. They are conducted in State and private institutions, the private colleges opening their doors for this work in the same way, and on the same terms, that the State institutions do.

Teachers can earn from six to fifteen semester hours credit in summer schools, which raises the standard of their certificates and likewise means an increase in salary. Each year about 80 to 85 per cent of the Negro teachers attend summer schools—that is more than 4,000 of the 5,500 or more employed.

The winter extension courses are given by members of the faculties of normal schools and colleges, both public and private, to groups of teachers in the towns, cities and counties. It is possible for teachers taking these courses to earn three to six semester hours certificate credit. Nearly 2,000 teachers, the past year, have taken advantage of this opportunity to advance their certificate rating, and of course to increase their pay.

The certification plan in North Carolina requires 30 semester hours of approved study to raise a certificate from one grade to the next higher. This is the equivalent of one year in normal school or college. The courses of study offered in summer schools and winter extension courses are units of the regular normal school and college courses.

The salary increases come with the gain of each credit of seven and one-half semester hours, and do not have to wait for the full gain of 30 hours.

Definite Program

It will be seen, therefore, that the State of North Carolina is committed to a definite program for the training of its teachers, Negro as well as white,—definite in two respects, viz.: 1st. It provides opportunities at State expense for their training; 2nd. It offers them increased financial rewards for the better training which they receive.

Six years ago only 24 per cent of the Negro teachers in North Carolina held standard certificates. Now more than 70 per cent do. Thus in the brief space of 6 years 46 per cent, nearly half, of all the teachers, have been lifted above the lowest level of standardization—viz., at least graduation from an accredited high school plus six weeks of special professional training.

At the end of the last school year (1925-26), including college, normal school, and high school graduates with summer school credits, the State certified for the first time in its history a sufficient number of Negro teachers to fill the vacancies for the current year. The number of graduates, all types, with special professional training and granted standard certificates was 714. This means that within three to five years from now the unprepared Negro teacher will go out of business in North Carolina. Even now several counties in the State do not employ below the minimum State certification standard.

In this program there is an opportunity for both the pre-service and the in-service teachers to fit themselves for better service and increased pay, and these opportunities are available nearly every day in the year.

Negro Education

Emphasis has been placed upon the subject of teacher-training because of its significant importance. Horace Mann's statement, "As is the teacher, so is the school," is as true today as it was in his time.

5. Division of Negro Education. The Legislature of North Carolina in 1921, created a Division of Negro Education to be a unit in the State Department of Public Instruction. This Division includes 9 persons, 5

HOLBROOK STREET CHURCH, DANVILLE, VA.

By Miss E. V. Gunn.

Memorial Services for the late Dr. Carr.

The Memorial service for the late Dr. William E. Carr was held Sunday morning, July 17, at eleven o'clock. The program follows:

Scripture reading by Elder P. H. Doswell from II Timothy, fourth chapter.

Prayer, Deacon W. P. Pannell.

Music, by the choir, hymn 24. Remarks by Elder P. H. Doswell.

Solo, Miss E. V. Gunn. Remarks, Prof. J. T. Page.

Poem, Mrs. Lottie Clark. Trio, Messrs. Hazel, Bullock and Page.

Remarks, Mr. W. D. Ivey.

Music, by the choir.

Notices.

Selection by the choir.

Collection.

Remarks of Elder Doswell

The service this morning is to pay tribute to the late beloved pastor, Rev. Dr. William E. Carr, whose death last July came as a shock. While we sorrow most of all in that we shall see his face no more, yet mingled with our sorrow, there will be today a note of rejoicing and praise to God with deep thankfulness, for having given to us for so many years one who was a shining example of what a man filled with the Spirit of God can do for His kingdom on earth, and what an example such a man can be as a leader of men on the heavenly way.

We would also not forget that he has only gone from the Master's service—on earth to His greater and more splendid service in heaven.

I wish to say a few words speaking in behalf of the session. The session trusted him completely and had entire confidence in him as an executive and as a leader. He was easy to approach and as simple as a little child. He was one of the very few men I have ever known of whom it could truly be said he was meek in the best sense of the word—gentle, self-controlled, and forbearing under injury or annoyance. Today in this memorial service we would thank God for him, for his noble life, for his splendid work and achievements, for his wonderful influence, for his Christ-like example and for his valiant contending for the faith once delivered to the saints.

I like to think of Dr. Carr in those last, quiet days waiting for the call of the King to leave the earthly, and come to the heavenly home. When the call did come it found him ready and waiting and "so he passed over the river and all the trumpets sounded for him on the other side."

Remarks of Prof. J. T. Page

Twenty-six years after the cruel days of slavery, seven years after the Spanish-American War, when Benjamin Harrison was President of the United States, the late William E. Carr came to Danville to pastor Holbrook Street Presbyterian church. The oldest of you who are present today were then in your prime. Thirty-six years ago you were in the balmy days of your life. Suppose you could call back these thirty-six years. Suppose you could call back time in her flight and live over again these thirty-six years! No man can live over again the years that have passed, but all men may, if they will, out of the experience of the past, make the future years more fruitful years.

As a teacher the late William E. Carr helped a large number of boys and girls in this community. He was anxious to see them go forward in their studies, so much so until he was too easy on them. As a preacher he always endeavored to teach

something. He often said that preaching is teaching, and any man who failed to teach something in his sermons was a failure as a preacher.

The late Dr. Carr's arrangements of his sermons, his homiletics, if you please, were of a very high order. In arranging a sermon you have seen but few men who could equal or surpass him. He was not an eloquent preacher, yet he was always forceful and engaging. If he had been as eloquent as some of the men we have heard from Lincoln University, his Alma Mater, he would have been one of the greatest preachers of his age.

The late William E. Carr was not a lover of money. He would not accept the principalship of the Industrial High School. He left that job for some one else. Often when an effort was being put forth to raise a certain amount of money, and in many cases his own salary would be involved, he would divert the minds of the people thus making it more difficult for the officers to raise the amount sought. We have sometimes wondered if he didn't care too little for money.

The thing more than any other that endeared the late William E. Carr to the community was his pastoral work; his visiting the sick regardless of church affiliations. We have been with him in the sick chamber. We have knelt with him while he prayed to the Father that if it was in accordance with His will to bring the afflicted one back to health again. Persons who were not Presbyterians because of the late Rev. Carr's deep interest in them with their own afflictions have requested that he preach their funerals when they were dead.

The late William E. Carr was kind-hearted. He was quick to give his decision; then if he thought he had offended he was quick to come back and make things right. He possessed more of that child-like spirit than any other man we have ever seen.

Have the thirty-five years of labor here been spent in vain? Ask that host of boys and girls, that multitude of men and women who have been helped by him; see this beautiful church structure that has taken the place of the old structure.

The late William E. Carr has played well his part in the drama of life. Many of us have already passed the meridian of our career and our sun of day is now hovering over the dreary western hills of life. No man can live over again the years that have passed, but all may, if they will, out of the experience of the past, make the future years more fruitful years. The late William E. Carr has had his day. He has stepped from time to eternity to return never more. Watchman, what of the night.

The floral design sent by Mrs. Evelyn Carr, the wife of the late W. E. Carr, was beautiful. After the memorial service the flowers were sent to Providence Hospital for the Women's Ward.

Miss Martha E. Gunn, who has been in Cleveland, Ohio, with her brother, Dr. E. J. Gunn, attending Cleveland College, is at home on her vacation.

SITE FOR DUNBAR ATHLETIC FIELD.

Washington.—Purchase of land to be used for an athletic field for Dunbar High School has been approved by the Commissioners of the District of Columbia Government. An offer for sale of lot 836, square 554, containing 1,900 square feet, for \$11,235 made by Archibald S. and Martina B. Morse, has been accepted. A monster athletic field will be constructed upon this site.

(Continued on page 2)