

UNITED STATES DEPARTMENT OF THE INTERIOR

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OFFICE OF EDUCATION

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A BACKGROUND STUDY OF NEGRO COLLEGE STUDENTS

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D.C., June 1933.

SIR: This manuscript is another fundamental study. It is an effort to find out the social backgrounds of college freshmen in 33 colleges for Negro youth located in 17 States. A carefully prepared questionnaire was sent out to some 95 colleges requesting cooperation. Forty-two presidents expressed their willingness to cooperate. The colleges which did cooperate are listed in table 1 of this study. There were 2,176 examination forms returned.

The tabulations and the explanations of them are given in three parts: Part I is a discussion from a more or less personal angle; part II approached the topic from the schools previously attended; and part III from the point of view of the parents of these children and the educational opportunities enjoyed by their parents, and their brothers and sisters. It was found that "the typical Negro college freshman is 20 years of age, has a mean psychological score of 76; and comes from a family of four children, of which one has already graduated from college. His father and mother have, respectively, 8 and 9 years of schooling. During his high-school career he read 21 books voluntarily; engaged in three hobbies or interests; belonged to three organizations; and held two offices. He comes from a home having a monthly income of \$95. The home he comes from contains 5 or 6 rooms and is occupied by 4 or 5 persons. His parents have 96 books in their home and take two magazines."

I am quite sure that this is a most suggestive study on a topic comparatively neglected. I respectfully recommend that it be printed as a bulletin of this Office.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

A BACKGROUND STUDY OF NEGRO COLLEGE STUDENTS

INTRODUCTION

GROWTH OF EDUCATION

In ancient times education was primarily an individual matter and consisted of the simple procedure of passing on to the child the limited number of knowledges and skills necessary for successful participation in primitive adult life. With the development of modern civilization and its consequent multiplicity of things and the increased intricacy of life in general the chasm between childhood and adult life became widened and more difficult to span. As a result of this expansion and growth of civilization education changed in the following five important aspects: (1) It became a necessity for successful living and participation in society; (2) it was desired and demanded by ever increasing numbers; (3) the period for its acquirement became longer; (4) its field of activity became broader and its processes became more intricate; (5) and finally, its organization and administration became unwieldy, rigid, and mechanistic.

Meanwhile, there grew up in many places an erroneous conception of "mass" education and a slavish worship of the "system" with concomitant evils of student mortality, school and social maladjustments, miseducation, vocational misfits, and failures. Fields of knowledge were shut up into "watertight compartments" called subjects, the mastery of which was considered the end of education rather than means for the development of students. The child's education was divided into levels (primary, grammar, high-school, college, graduate, and professional) which were more or less lacking in definite objectives and coordination. In an effort to train the children uniformly and symmetrically sight was lost of the individual and his varying capacities.

The development of experimental psychology furnished the principles and techniques and the coming of the World War set the stage for a thorough reorganization and revamping of educational theory and practice along lines which gave recognition to the fact of individual differences. Out of this reorganization emerged personnel work through which education hopes to lift itself out of the conditions just described.

PERSONNEL WORK

Personnel work is one of the more progressive innovations in American education, and it offers both the remedy and preventive for many of the ailments with which our educational systems are afflicted. Its primary and ultimate aim is to focus all the available knowledge and devices in the various fields of human endeavor and all the factors in the life of an individual on the task of developing a growing, wholesome, and functioning personality, satisfying to itself and useful to society.

PERSONNEL RESEARCH

Characterized by experimentation and the spirit of the scientific method at every stage, personnel work naturally divides itself into two parts, namely, personnel research and personnel administration or service.

The research phase of personnel assumes the task of collecting all possible information about students and other facts which may throw light on the consideration of them, and of presenting them in understandable, usable, and convincing form. Limitations of time, money, techniques, and specialists make it impossible to gather all the information known to be desirable in the consideration of any given personnel problem. However, there are certain data which seem fundamental to effective work in this field and it is to the task of collecting them that practical personnel research has addressed itself. These data consist of facts about the background of individuals; their socio-economic status; school experience; interests; temperaments; extracurriculum activities; community and family relationships; personal habits; physical and mental health; and intelligence.

How few facts are known about students along these lines is manifest to every teacher and administrator. The impor-

tance of knowing them is emphasized by the realization that one's whole personality is called into action in every experience, and that the extent and nature of one's response to any given stimulus is conditioned by his whole life span: his past; his present physical, intellectual, and social environment; and the aspirations and ambitions he has for the future. The more that is known, therefore, of the various phases of one's life the better may he be guided and aided in the furtherance of his rightful purposes.

PERSONNEL SERVICE

Personnel service or administration is that phase of personnel work that puts to use the information received through personnel research. When properly conceived and administered, personnel service, in building up its techniques and devices, utilizes, among other things, both the materials and methods of psychology, ethics, psychiatry, medicine, social sciences, biology, and physical culture and hygiene.

Personnel research supplies the fuel while personnel service furnishes the machinery for the operation of personnel work. Unless the effort expended in gathering information by means of scientific research eventuates in an effectively functioning personnel program, it is futile.

Personnel work has already played a large part in bringing about a fundamental change in our conception of education. Instead of something static, education is now thought of as dynamic; in the place of a vacuum to be filled, the child's mind is an important part of his personality for which the most we can do is to help it habituate itself to change and growth. Accordingly, education becomes a cumulative, growing, expanding, habituating process, beginning at birth and continuing as long as life lasts.

SPHERE OF PERSONNEL WORK

The phases of school and college procedure which come under personnel work are: (1) Induction of students, including their recruiting and selection, admission, registration, classification, and orientation; (2) student counseling, which consists of educational guidance, vocational guidance, counseling about personal problems, scholastic adjustments, and disciplinary matters; (3) health service, comprising physical

examination at entrance, follow-up and corrective service, medical care, and mental hygiene service; (4) extracurriculum activities, having to do with the provision of and student participation in extracurriculum activities, and finding and supervising part-time employment for students; (5) student accounting, embracing the gathering and presenting of an accurate, comprehensive, and cumulative body of important facts necessary for the guidance of students' education; and (6) placement and follow-up of graduates.

PREVIOUS STUDY

It was with a view to making a contribution to the subject of student personnel that an investigation in this field was begun at Fisk University in 1926 and was continued until 1929. The purpose of the study was, on the one hand, to validate the admission, orientation, and advisory procedures at Fisk University, and on the other to improve some of the techniques employed in student personnel research and administration in general, and to show the possible value of a similar investigation on a more comprehensive scale. The special problem consisted of a study of the relations between certain background factors of Negro college students and their subsequent careers in college. The subjects comprised 450 entering students of Fisk during the years 1926, 1927, and 1928. As an aid in the construction and refinement of the background questionnaire, cooperation was received from the presidents of 50 Negro institutions who had the blank filled out by their entering students. In addition, personnel forms of 80 of the leading institutions of the country were studied, and the tentative drafts of the questionnaire were submitted to a number of authorities in the field for their criticisms and suggestions. This study has been published¹ and reference will be made to it frequently throughout the present report.

THE PRESENT STUDY

THE PROBLEM AND PURPOSE

The present study is an extension of the smaller study referred to above. It is essentially a problem in personnel research, and is a national survey of the social, economic,

¹ Calver, Ambrose. A Personnel Study of Negro College Students. Teachers College, Columbia University, New York City. (Contributions to Education, No. 484) 1931.

cultural, academic, and intellectual background of Negro college students. A description and analysis of these background factors will be made; many of them will be correlated with each other, especially in relation to certain personal characteristics, kind of school attended, and parental occupation; and an interpretation will be made of some of their educational and social implications.

The purpose of this study is to establish criteria and reveal trends with which local schools may compare their own student bodies; and to furnish a body of information which will be helpful in establishing and conducting a personnel program and to serve as one of the guides in further reorganizing educational theory and practice.

THE DATA AND THEIR SOURCES

The data consist of facts concerning background factors and the psychological scores of 1,880 Negro college freshmen. These data were obtained from 33 colleges for Negro youth, located in the following 16 States and the District of Columbia:² Alabama, Arkansas, Delaware,² Florida, Georgia, Kansas,² Kentucky, Louisiana, Maryland,² Mississippi, North Carolina, Pennsylvania, Tennessee, Texas, Virginia, and West Virginia. The students represented in the schools come from practically every State in the Union.

THE PROCEDURE

In November 1930 the United States Commissioner of Education wrote to the presidents of 95 Negro colleges explaining the nature of the contemplated study and requesting their cooperation (see appendix I). Forty-two presidents expressed willingness to participate. On the basis of the previous study³ and with the cooperation of the staff of the Office of Education a personnel questionnaire was constructed (see appendix II) and sent to the Negro colleges the presidents of which had responded to the Commissioner's letter. These 42 colleges had an enrollment of approximately 5,000 freshmen. One form was sent for each student. A letter from the Assistant Commissioner of Education was sent (see appendix III) explaining how to administer the

² "Border" States.

³ Caliver, Ambrose. *Op. cit.*

questionnaire. The letters and questionnaires were sent directly to the instructors whom the presidents of the colleges delegated to supervise the work.

In addition to the background questionnaire the 1930 edition of the American Council on Education psychological examination for high-school graduates and college freshmen was administered to each student. These examinations were furnished by the American Council on Education and were sent out with the other forms. In addition to the letter of instruction from the Assistant Commissioner, the manual of instructions accompanying the examination was sent to each instructor having charge of the work. Each school was requested to score the examination and a score sheet was included for recording the scores in the five tests of the examination and the gross scores. All schools except one scored the examinations before returning them.

In most cases the person having charge of this study in the colleges was the head of the department of education or the dean. It is believed that these persons were sufficiently familiar with objective testing and modern educational procedures to have administered the tests and questionnaires in a manner to insure reliability. Since each examination was returned, together with the score sheets and the questionnaires, any apparent errors could be checked and corrected, or thrown out.

Hollerith cards were then punched for each student represented and tabulations made by running them through the tabulating machine. These tables were then subjected to statistical treatment and prepared for the report.

The names of the schools and the number of students participating in the study are shown in table 1.

NEED OF THE STUDY

There is in evidence the dawn of a new era in Negro education. With the growing popularization of secondary education, with the consequent increase of applicants to college, and the decrease in available funds, there comes the necessity of a more critical evaluation of education on all levels, and particularly on the collegiate level. This has required greater attention to the wise use of the funds that are available and resulted in a growing realization of the need of more

objective and comparable facts about Negro students—their nature, characteristics, capacities, achievements, interests, and ambitions.

It is the purpose of this study to supply this need to some extent, and to furnish additional information which may be of value not only to college administrators and teachers, but to elementary- and high-school people as well. It should also prove helpful to officials of private- and public-school systems, to social workers, and to parents and students themselves.

TABLE 1.—Names and addresses of schools and number of students participating in study

Institutions	Location	Number of questionnaires returned	Number of examinations returned
1	2	3	4
Agricultural and Technical College ¹	Greensboro, N.C.....	44	58
Alcorn Agricultural and Mechanical College ¹	Alcorn, Miss.....	59	59
Arkansas State College.....	Pine Bluff, Ark.....	42	35
Bennett College for Women.....	Greensboro, N.C.....	54	54
Bethune-Cookman College ¹	Daytona Beach, Fla.....	41	39
Brick Junior College.....	Brick, N.C.....	41	41
Coppin Normal School.....	Baltimore, Md.....	41	42
Fisk University.....	Nashville, Tenn.....	94	95
Florida Agricultural and Mechanical College.....	Tallahassee, Fla.....	94	95
Georgia Normal and Agricultural College.....	Albany, Ga.....	24	.....
Houston Junior College.....	Houston, Tex.....	100	96
Howard University College of Liberal Arts ¹	Washington, D.C.....	182	.....
Howard University Dental College ²	do.....	.....	7
Howard University Medical College ²	do.....	.....	54
Kentucky State Industrial College.....	Frankfort, Ky.....	61	72
Kittrell College.....	Kittrell, N.C.....	9	9
Knoxville College.....	Knoxville, Tenn.....	105	104
Lincoln University.....	Lincoln University, Pa.....	76	79
Meharry Medical College ²	Nashville, Tenn.....	.....	53
Miner Teachers College.....	Washington, D.C.....	129	121
Morehouse College.....	Atlanta, Ga.....	21	62
Morgan College.....	Baltimore, Md.....	78	78
Phillander Smith College.....	Little Rock, Ark.....	18	18
Shaw University.....	Raleigh, N.C.....	70	69
Speiman College.....	Atlanta, Ga.....	28	43
State Agricultural and Mechanical Institute.....	Normal, Ala.....	48	44
State College for Colored Youth.....	Dover, Del.....	31	31
State Normal School ¹	Fayetteville, N.C.....	166	165
State Teachers College.....	Montgomery, Ala.....	87	65
Storer College.....	Harpers Ferry, W.Va.....	14	14
Straight College.....	New Orleans, La.....	36	.....
Tennessee Agricultural and Industrial State College.....	Nashville, Tenn.....	144	.....
Virginia State College.....	Ettick, Va.....	165	139
Virginia Union University ¹	Richmond, Va.....	105	105
Western University.....	Quindaro, Kans.....	31	31
West Virginia State College ¹	Institute, W.Va.....	128	191
Total.....		2,369	2,168

¹ Used only random sampling from these colleges.

² Professional schools.

In approaching the psychological and administrative aspects of student personnel in terms of the family and environmental background, it is believed that the sociological implications of the present study will have almost as much significance as its educational bearings.

Although this is a study of a large group of students its main justification is that it will assist in better understanding the individual. The mass is studied in order to identify those students who deviate from the average, either above or below. In both cases they need special treatment, which they usually fail to get because they are engulfed by or buried under the mass.

Persons of superior minds and talents are too rare to be lost, yet hundreds are annually sacrificed through the deadening uniformity and the utter disregard or cruel treatment of some of our school systems. A scientifically and wisely administered personnel program will aid greatly in saving some of these superior intellects who border on genius, but many of whom are "born to blush unseen."

Such a personnel program will also help to salvage and to adjust those individuals who seem to be inferior, and guide them into channels and activities in which they can succeed. Furthermore, it will tend to level upward the whole mass and thus assure a better society.

If colleges and schools could be persuaded to enter into a cooperative personnel program, in which a large span of a child's development would be revealed, and which would show the direction and tendencies of his growth, and reflect periodically the state of his knowledge, skills, appreciations, and ideals in relation to his personality, it would represent a forward step in the direction of a larger and more satisfying education for our youth.

If the present study makes any contribution to the attainment of this goal it will have justified the time and effort expended and will have fulfilled its purpose.

PART I: DESCRIPTIONS OF, AND RELATIONSHIPS BETWEEN CERTAIN PERSONAL CHARAC- TERISTICS AND FACTORS

Part I will concern itself with a description of certain general facts having to do with more or less personal factors and characteristics of students. The topics to be discussed are: A. School and college relations; B. Age and intelligence of students; C. Scholastic and vocational interests and activities; D. Extracurriculum interests and activities; E. Time lost from school; F. Brothers and sisters and their education; and G. Information about parents.

It is of special interest to administrators of Negro colleges to have a general picture of the students who come to them: Where they come from; the kinds of schools they have attended; the proportions who come from various kinds of schools and different parts of the country; what influenced their choice of a college; their average age and intelligence; and the differences in these respects between boys and girls. It is also of value to know what are the scholastic, extra-scholastic, and vocational interests of students; and the possible influence of the education of brothers and sisters in conditioning them for education on a college level. These and other similar questions will be answered in this part of the study.

A. SCHOOL AND COLLEGE RELATIONS

KIND OF HIGH SCHOOL ATTENDED

The kind and geographical location of the high schools from which the students of this study graduated are shown in figure 1. This information was secured from 716 men and 1,064 women. Nearly three fourths of the students come from Southern high schools, the percent being 73.

These facts have important implications both for the secondary school and the college. First, they indicate that nearly three fourths of the Negro college students are coming from public schools of the Southern and "Border" States,

which suggests the need of a better understanding and closer cooperation between the college and the public high school. And, secondly, they indicate the direct responsibility which private colleges still have for the high-school preparation of their students. A recent study¹ shows that 69 percent of the Negro public high-school teachers are graduates of private colleges.

If then, the quality of education being received by Negro high-school students is inferior, as is claimed by most colleges,

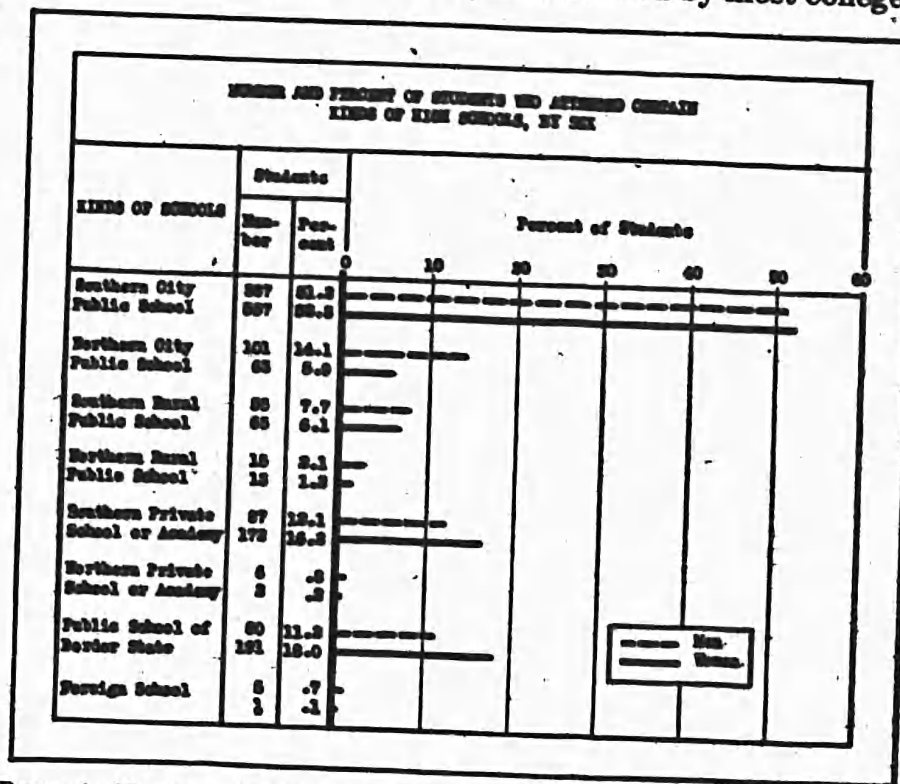


FIGURE 1.—Number and percent of students who attended certain kinds of high schools, by sex.

and especially private colleges, they must share some of the responsibility.

The facts revealed in figure 1 are also of special significance in relation to the scholastic aptitude of the students investigated, which will be discussed later.

It will be noted that the percentages of men and women coming from Southern public schools are practically equal, but in the case of students from Northern public schools the

¹ United States. Office of Education. National Survey of Secondary Education. Washington, Government Printing Office, 1932. (Bulletin, 1932, no. 17. Secondary Education for Negroes. Ambrose Caliver. Monograph no. 7.)

percent of men is almost three times that of women. Women surpass the men in their attendance at Southern private schools and public schools of the "Border" States by 4.1 and 6.8 percents, respectively.

KIND OF COLLEGE ATTENDING

Although private colleges represent 52 percent of the total number participating in the study, they have only 41 percent of the students. Public State colleges and normal schools

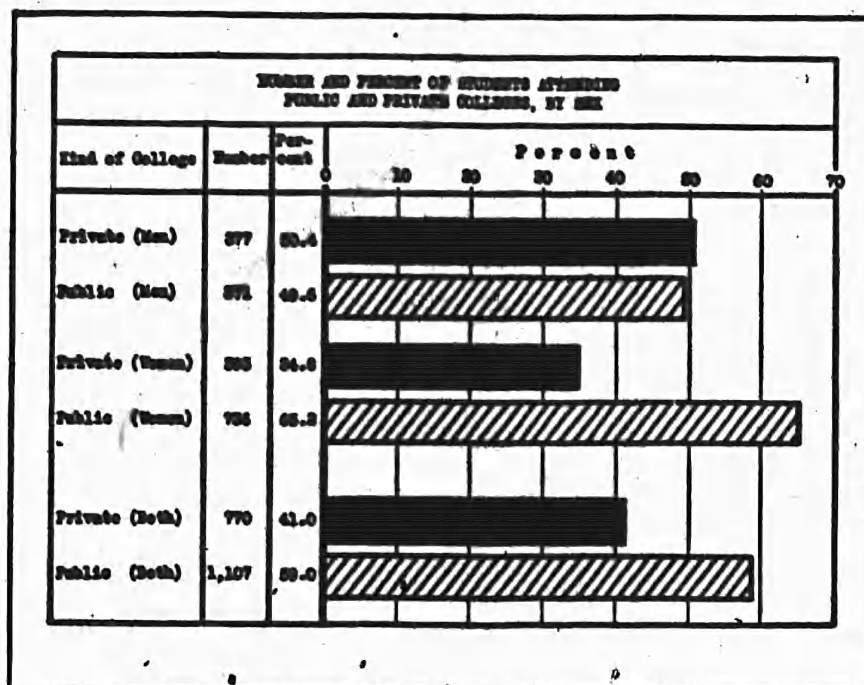


FIGURE 2.—Number and percent of students attending public and private colleges, by sex.

and city colleges and normal schools furnished 59 percent, as shown by figure 2.

Contrary to the findings concerning high-school attendance, a larger percent of the men than the women attend private colleges, their respective percentages being 50 and 35.

With the constant improvement of State colleges for Negroes and the gradual growth of city training schools an even larger proportion of students may be expected to enroll in public schools and colleges than at present. In fact there is evidence that there has been a tremendous change in the proportion of Negro students enrolled in public colleges and teacher-training schools during the past 5 years. In 1927

it was found that 75 percent of the students enrolled in 79 colleges were in private colleges.³ (Seventy-two percent were private colleges and 28 percent public.) Certainly such a tendency should be a strong argument for an increase in the facilities and improvement in the quality of education offered at these public institutions.

Some idea of the educational task confronting these schools may be gained by reference to the third topic discussed in part II, under Intelligence and Kind of College Attending.

INFLUENCE TO ATTEND COLLEGE

The motivating factors which influence students to attend college should be of special significance to both administrators and teachers. Table 2 gives the number, and percent of students who mentioned certain factors as influencing them to attend a certain college. A list of possible factors was given and each student was asked to check the item which most strongly influenced him to come to that particular college in preference to others. It is conceded that there is an element of subjectivity in these data. Because of the subtleness with which such factors operate, one's opinion or memory regarding them may not always be accurate. However, since the individual concerned knows more than anyone else about the matter, his judgment must be accepted for what it is worth.

TABLE 2.—Number and percent of students who mentioned certain factors as influencing them to choose the particular college, by sex

Reason	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Vocational or professional reasons.....	170	24	274	26	444	25
Superior quality of work offered.....	150	21	214	21	364	21
Less expensive.....	120	17	136	13	256	15
Convenience to home.....	88	8	122	12	190	10
Influence of relatives or friends.....	53	8	80	8	133	8
To please parents.....	35	5	71	7	107	6
Influence of high-school teachers.....	43	6	43	4	86	5
Scholarship granted.....	28	4	50	5	78	4
Other influences.....	22	3	24	2	46	3
Visit of college representative.....	13	2	21	2	34	2
Desire to be with friends.....	7	1	8	1	15	1
Total.....	700		1,063		1,763	

³ United States. Bureau of Education. Survey of Negro Colleges and Universities. Prepared in the division of higher education, Arthur J. Klein, Chief. Washington, Government Printing Office, 1929. 964 p. (Bulletin, 1928, no. 7.)

It will be noted that "vocational interests" and "superior quality of work" rank highest in percent of students mentioning them, their respective percentages being 25 and 21. It would be of interest to know what relation exists between the percent of students of a given college or special group of colleges who named vocational interests and superior quality of work as the most strongly influencing factors and the vocational offerings and accreditation of those schools. While this information is not reported here, the data given should be of value to colleges in working out the materials and objectives of their programs of studies and in setting and maintaining standards of work.

Another aid which the information contained in this table should give to college executives has to do with their recruiting procedures. Much time and money might be saved by giving more attention to those factors which most greatly influence the student in choosing a college and less to the ones which apparently have a negligible influence.

DRAWING POWER OF COLLEGE

The sphere of influence of colleges has definite relations to the extent of and methods used in recruiting students. Our data show that approximately 30 percent of the students are drawn from sources more than 200 miles from the colleges they attend, while nearly a third come from a radius of 10 miles or less. A fifth of the students come from distances of 100 to 200 miles.

The drawing power of a college as revealed by the percent of its students coming from various distances, among other things, is determined by their background factors and the strength of the appeal which the college makes in terms of these factors. Therefore, a detailed study by each college of its student body for the purpose of ascertaining the relation of its appeal and recruiting procedures to the distances from which students come should yield valuable information.

B. SCHOLASTIC APTITUDE OF STUDENTS

In order to ascertain the scholastic aptitude of the students under investigation, the American Council on Education Psychological Examination was administered. The scores made by students on this test according to age, sex, and kind of college attending are shown in figure 3 and tables 3 and 4.

AGE AND SCHOLASTIC APTITUDE

That the younger students are decidedly superior to the older ones in scholastic aptitude as revealed by the psychological scores is evidenced in figure 3. This figure shows the total group median, the number of students in each age group, their median scores, their ranges, and the percent who received a score above the total group median. Each bar shows the median of the age group it represents and the class interval in which the highest and lowest scores fall.³

The mean ages of the men and women are, respectively, 20.21 and 19.34, the difference being slightly more than 11 months. The group of students studied seems to be sufficiently representative to warrant the conclusion that the typical Negro student entering college is about 20 years of age. Gerberich found in his study of 10,000 Iowa seniors the median age of boys to be 18.2 and that for girls, 17.9. For both combined the median age was 18.⁴

TABLE 3.—Mean psychological scores according to sex

	Men	Women	Total
Mean and P.E.	69.7±1.55	71.6±1.86	70.61±.86
Number of cases.....	568	870	1,438

TABLE 4.—Median scores made by students on different parts of psychological examination, by sex

Part of examination	Men	Women	Total
1	2	3	4
Completion.....	17.26	12.02	14.22
Artificial language.....	16.29	12.17	17.41
Analogies.....	12.54	11.73	12.08
Arithmetic.....	14.55	8.89	10.37
Opposites.....	12.74	10.05	11.59
Number of cases.....	568	870	1,438

The contrast between the scores of each group with those of the groups which immediately precede and succeed it is in most cases pronounced, and the difference between the scores

³ Midpoint of class interval used because scores were punched on Hollerith cards in terms of class intervals instead of absolute scores.

⁴ Gerberich, J. R. A Personnel Study of 10,000 Iowa High-School Seniors. University of Iowa studies in education. Vol. V, no. 2. University of Iowa, Iowa City, Iowa. 1930.

however, is evidenced by the fact that approximately a third reached or exceeded the total group median. This is also shown by the fact that the scores of a few students in the 21 and 23 age groups fell in the higher class limits. Seven students in each of the 21 and 23 age groups reached or exceeded the median of the 14 age group, while 5 and 2 students of the 22 and 24 age groups, respectively, reached or exceeded the 14 age median of 135.

Contrariwise, not all of the accelerated students are intellectually bright, for, as the figure reveals, in every case some have scores which fall in the lowest class interval.

While the data presented here are valuable in suggesting to a student of a given age what his chances of exhibiting a certain degree of scholastic aptitude are, the variations noted should induce caution in prescribing for students on the basis of age alone, for allowance should always be made for individual cases. However, it is believed that the evidence in hand is sufficiently conclusive to be of use to college officials.

SEX AND SCHOLASTIC APTITUDE

Do Negro college men show a higher degree of scholastic aptitude than women? If so, how great is the difference and what is its statistical significance? Also, what educational and social implications are involved? The first three questions may be answered by reference to table 3. The discussion in the succeeding section on high-school failures will attempt to throw some light on the question of educational and social implications.

Gross scores.—Table 3 shows the gross psychological scores made by men and women in terms of the means and probable errors. The small probable errors are particularly to be noted, as they indicate a high degree of reliability of the obtained means. If the sample which we have used of the 5,000 freshmen students enrolled in more than 100 Negro colleges in 1930 is random, it shows that the mean of the men would probably not vary more than 4.65; the mean of the women would probably not vary more than 3.18; and that of the group as a whole not more than 2.58.

The difference between the means of men and women is 9.1. Is this a significant difference or is it due merely to chance? In order to answer this question the critical ratio

between the averages of the men and women was found. According to authorities⁵ if a critical ratio is three or more the difference between the obtained averages of the two groups under consideration is real and significant. The probable error of the difference of the means of men and women in the present study is 1.87, and the critical ratio is 4.86. The difference is, therefore, significant, and it may tentatively be concluded that Negro college freshman men have a higher degree of scholastic aptitude than women as measured by the American Council on Education psychological examination.

Individual test scores.—To test further our hypothesis concerning this matter, however, the examination was analyzed in order to ascertain the relative standing of men and women in scores made on each component part of the examination. Table 4 gives the results of this analysis. It is seen that in every case except one, the artificial language test, the men surpass the women.

These findings are not in agreement with those of the previous personnel study referred to.⁶ In that study the women surpass the men in the psychological scores on the American Council test, the respective means being $88.90 \pm .2$ and 69.96 ± 3 . There were 76 men and 114 women included in this study. It is believed that that particular group of students was representative of those who enter Fisk University as freshmen, but that students in the present study are more representative of the typical Negro freshman for the country at large.

The findings here reported do not indicate that Negro men in general have a superior intellect to Negro women, but the apparent superiority of the group in question may be explained by the fact that the 563 men are probably a more highly selected group than is true of the 870 women. This theory is borne out by the findings of a previous study.⁷

The hypothesis of greater selectivity of men than of women students is also supported by the Iowa student personnel study.⁸

⁵ McGaughey, J. R. *The Fiscal Administration of City School Systems*. New York, The Macmillan Co., 1924, pp. 8-10.

⁶ Caliver, Ambrose. *Op. cit.*

⁷ Caliver, Ambrose. *Secondary Education for Negroes*. *Op. cit.*

⁸ Gerberich, J. R. *Op. cit.*, p. 29.

Intelligence of students and kind of college.—For purposes of comparison the scores made by students in the various colleges are shown in figure 4. Since the information furnished by the schools participating in the study was considered confidential, the names of the colleges are not

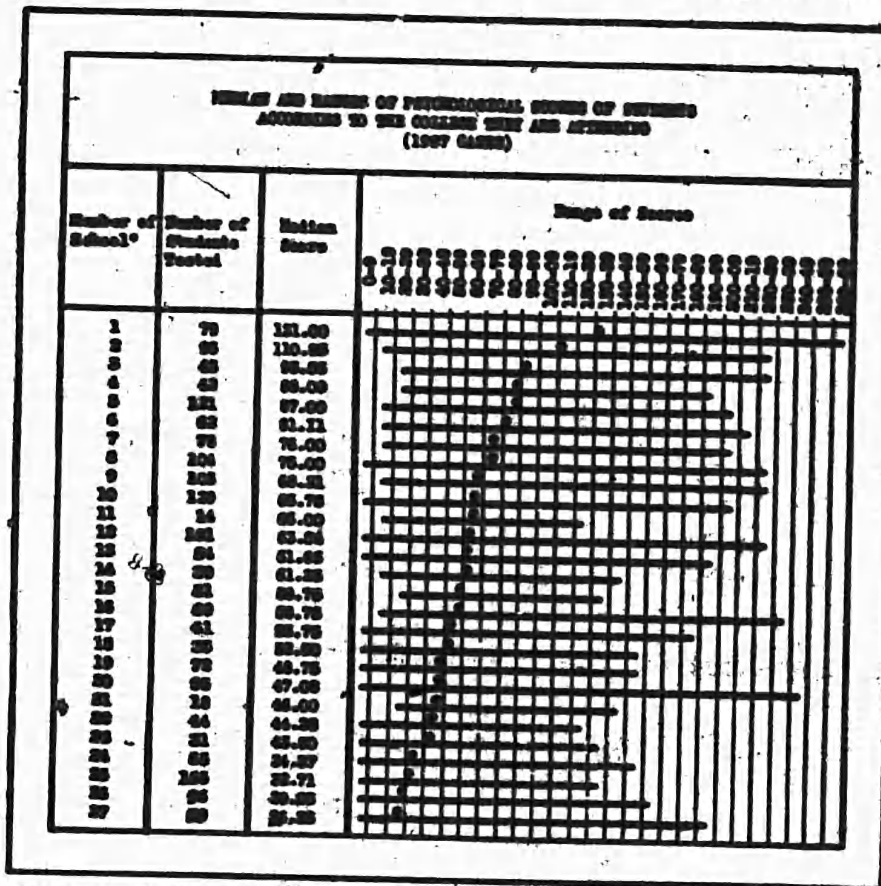


FIGURE 4.—Median and ranges of psychological scores of students according to the college they are attending (1,927 cases).

* Any president desiring the number assigned to his college will be furnished it upon request.

given here, but they are designated by numbers. The horizontal line represents the range of the scores made by students and the dot represents the median. The extreme overlapping of the ranges, despite the constant decrease in medians, is particularly to be noted.

EDUCATION OF PARENTS AND INTELLIGENCE OF STUDENTS

What relation is there between the education of parents and the intelligence of their children as shown by their psychological scores? Do the more intelligent children

tend to have parents who have attained a higher educational level than those who are less intelligent? Figure 5 attempts to answer these questions. Here are shown the median years of schooling attained by the parents of students who are represented in each intelligence level.

The education of both mothers and fathers fluctuates considerably as the intelligence of their children increases from a lower to a higher level, but a definite upward trend for both is noticeable.

The education of the fathers of children whose scores fall below 100 shows considerable fluctuation. However, it begins a definite upward trend at the 100 mark, the median of each intelligence level exceeding the one just preceding except in the 180 to 199 group, where there is a slight drop of 0.15. The education of mothers also shows great fluctuations until the 100 mark is reached. It will be noted that mothers consistently maintain a higher educational level than the fathers of all children until the intelligence level represented by scores of 160 to 179 is reached; here the education of fathers exceeds that of mothers, as it does for the two succeeding groups.

Another way to determine if the educational level of parents actually increases as the intelligence scores of students increase is by ascertaining the median years of schooling of the parents of students whose psychological scores fell below the group median of 65.08, and the median years of schooling of the parents of students whose psychological scores fell on and above the group median. It was found that the fathers of 579 students whose scores were below the group median had 7.71 median years of schooling; and the mothers of 586 of the corresponding group of students had 7.99 median years of schooling. The fathers of 713 students who reached or exceeded the group median in psychological scores had a median schooling of 9.36 years, and the mothers of 737 students belonging to the same intelligence level had a median schooling of 10.01 years.

- Our data seem to show that there is a definite relationship between the amount of schooling possessed by parents and the scholastic aptitude of their children.

C. SCHOLASTIC AND VOCATIONAL INTERESTS AND ACTIVITIES

The influence of college admission requirements is indicated by the facts shown in table 5. The subjects claiming the highest enrollments are, in order of their rank: English, history, algebra, plane geometry, Latin, chemistry, and civics. These subjects are as a general rule required by all the Negro institutions. Although music, physical education, home economics, and industrial arts rank relatively low in the percent of students taking them, their respective ranks being 9, 12, 15, and 23, they rank high in the number of units taken by their registrants. The median number of units taken by students in these subjects are: Physical education, 3.04; music, 2.23; home economics, 1.89; industrial arts, 1.65.

HIGH-SCHOOL FAILURES

How well are our American schools succeeding in accomplishing the task they have set for themselves? What kind of work is done by students in the subjects they take? A partial answer to these questions will be found in figures 6 and 7, which show the extent that men and women students failed in high-school subjects before they finally succeeded in reaching college. Of the 1,880 students under investigation, 507, or 27 percent, failed in some subject during their high-school careers, according to replies given by the students themselves. Thirty-two percent of the men failed as against 24 percent of the women. The greatest relative number of those failing was in mathematics, the percent being 33. The percents of failing students reporting failures in the other subject fields follow in rank order: Languages, 25; English, 18; science, 12; social science, 9; other, 2.

TABLE 5.—Number and percent of students taking a given amount of work in high-school subjects in terms of medians according to rank

Subject	Median number of units	Students		Rank of	
		Number	Percent	Column 2	Column 4
1	2	3	4	5	6
English.....	2.42	1,654	88	1	1
Physical education.....	2.04	879	47	2	12
Music.....	2.28	964	51	3	9
History.....	2.12	1,565	88	4	3
Home economics.....	1.89	671	36	5	15
Industrial or manual arts.....	1.65	265	14	6	28
Latin.....	1.58	1,297	69	7	5
Modern languages.....	1.46	705	37	8	14
Art.....	1.21	403	21	9	20
General mathematics.....	1.20	802	43	10	13
Algebra.....	1.17	1,527	81	11	3
Others.....	.98	134	7	12	28.5
Mechanical drawing.....	.92	220	12	13	25
Stenography.....	.90	78	4	14	31
Geography.....	.87	492	26	15	19
Agriculture.....	.85	246	13	16	24
Physiology and hygiene.....	.82	503	27	17.5	18
Commercial law.....	.82	82	5	17.5	30
Biology.....	.78	1,069	68	19	8
Chemistry.....	.77	1,139	60	20	6
Plane geometry.....	.75	1,472	78	22	4
Physics.....	.75	937	50	22	10
General science.....	.75	908	48	22	11
Typing.....	.72	193	10	24.5	27
Bookkeeping.....	.72	124	6	24.5	28.5
Economics.....	.71	571	30	25	16
Civics.....	.70	1,123	60	27.5	7
Commercial arithmetic.....	.70	211	11	27.5	26
Trigonometry.....	.65	329	17	29	21
Sociology.....	.64	262	15	30	22
Solid geometry.....	.65	514	27	31	17

Failures by sex.—Figure 6 gives the percent of the total group of 1,880 students who failed in given subject fields, by sex, and figure 7 shows the percent of the total number of students who failed according to subject fields.

It is seen from figure 7 that in every case the men have a relatively greater number of failures than the women. This difference is pronounced in English, languages, and mathematics, and is somewhat marked in science. In the percent of failing students who failed in given subjects, figure 6 shows that men again exceed the women in most instances. Although a smaller percent of all the women (1,129) failed in mathematics, science, and social science, than the corresponding percent of men, they lead the men slightly in mathematics when their percentage of failures is computed on the basis of the total women who failed (266), as shown in figure 6. This fact can hardly be explained

on the basis of a difference in the intelligence of these particular failing students, for the difference in intelligence of men and women who failed in mathematics is very slight,

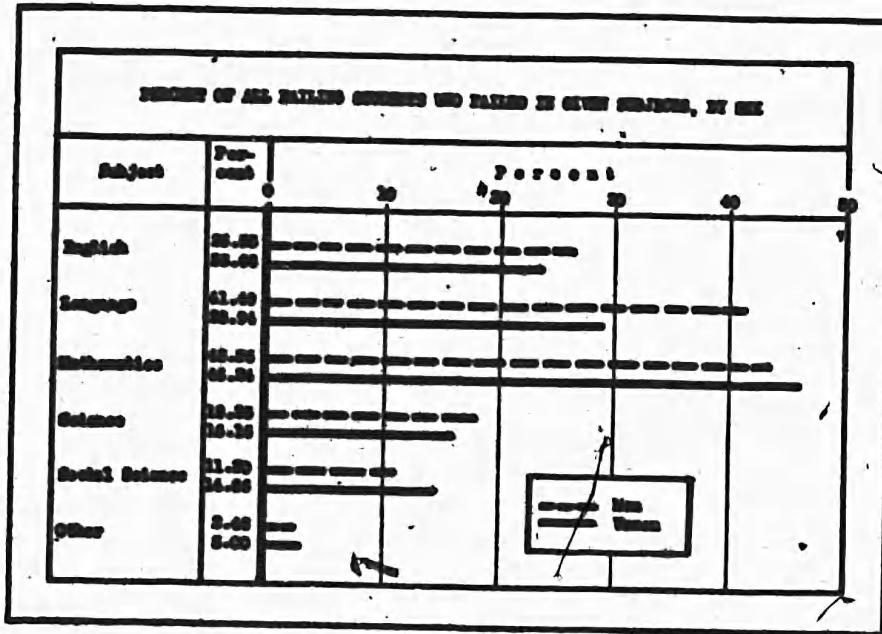


FIGURE 6.—Percent of all failing students who failed in given subjects, by sex.

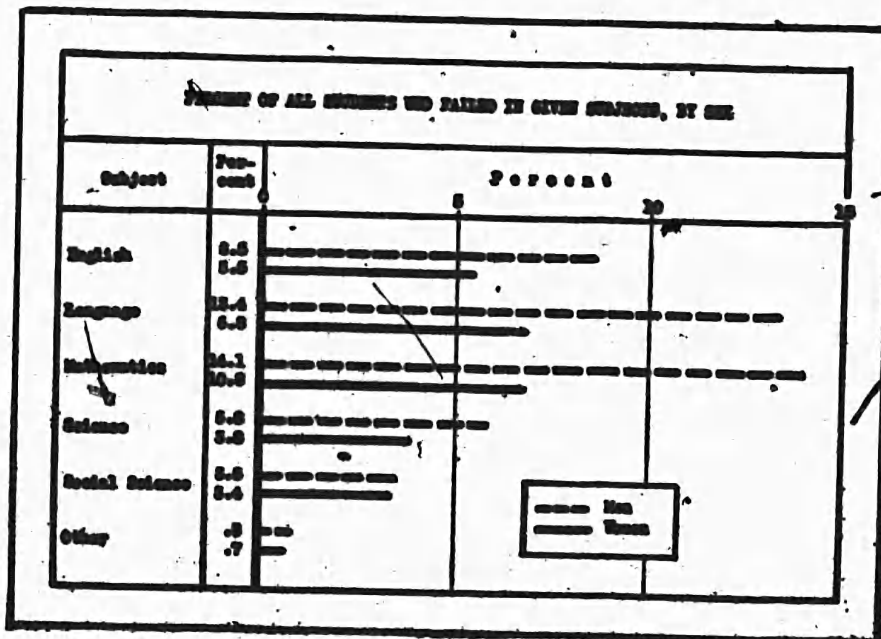


FIGURE 7.—Percent of all students who failed in given subjects, by sex.

the scores being 73 and 69.28, respectively, while the corresponding scores for science are 87.05 and 51. For social

science the scores of the failing men and women are respectively, 65 and 46.25.

Failures in relation to intelligence.—Did a larger percent of students with low intelligence who entered college fail in high-school subjects than was true of those of higher intelligence? Table 6 furnishes data on this question. Contrary to findings concerning high-school failures and the intelligence of students in general, column 18 shows that instead of decreasing the average number of high-school failures of students entering college belonging to the various intelligence levels remains nearly constant as the psychological score increases.⁹ Also, by observing columns 2 to 12 it is seen that of those who did fail in the various subjects as large a percentage of the intellectually superior students failed as was true of the supposedly inferior ones. In fact, column 18 indicates that with the exception of students in the lowest psychological group the students who belong to the three highest psychological groups have the greatest average number of failures.

Another way to analyze the situation is to compare the median psychological score of students who failed with the corresponding score of those who did not report failures. By reference to the last two columns in table 7 it is seen that the median score of the failing students is only 7.06 lower than that of the nonfailing students.

The scholastic aptitude of students who failed in the various subjects is shown in table 7. There is a marked difference between the scholastic aptitude of men and women who failed in the various subject fields, the men taking the lead in every case. The amount by which the psychological scores of men who failed in the various subject fields is greater than those of women who failed in the same subject fields is as follows: English, 32.15; languages, 15; mathematics, 3.72; science, 36.50; social science, 18.75; other, 60. The difference between the scores made by all failing men and women is 8.95. All these differences except one are greater than the difference between the median scores made by the total group of men and women, which was 7.62.

⁹ Some persons believe this situation is caused by the selective character of the failure students.

TABLE 6.—Number of students who failed and percent of failing students represented by a given subject according to psychological scores¹

Number of students	Scores	Subjects failed in														Total students failed	Total failures	Average failures
		English		Languages		Mathematics		Sciences		Social sciences		Other						
		Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
38	0-9	9	45			10	50	4	80	3	15				20	51	34	1.70
80	10-19	10	40	10	40	6	24	4	16	4	16				28	51	35	1.40
119	20-29	14	31	18	36	20	44	6	13	7	16	1		4	45	38	64	1.43
146	30-39	7	28	7	28	14	45	6	19	3	10	1		3	33	28	38	1.23
156	40-49	9	29	11	37	14	34	10	34	8	19				41	28	53	1.36
123	50-59	7	17	14	34	14	34	8	19	5	12	1		2	41	34	49	1.19
119	60-69	6	17	10	25	11	26	1	4	3	12				24	20	32	1.33
111	70-79	4	20	9	45	10	50	3	15	3	10	1		5	20	18	29	1.45
99	80-89	8	26	10	31	15	47	7	23	4	13	2		6	33	32	46	1.43
65	90-99	10	38	6	23	13	50	6	23	3	11				26	40	38	1.45
121	100-119	8	24	15	45	16	48	10	30	3	6				34	28	51	1.54
99	120-139	5	20	5	20	9	53	2	12	3	12				17	17	23	1.35
60	140-159	1	6	6	33	8	44	3	17	2	11	1		6	18	30	21	1.16
36	160-179	2	18	4	25	9	81	2	27			1		9	11	30	19	1.72
26	180-199	1	11	5	56	5	56	1	11	1	11	1		11	9	25	14	1.55
31	200 on	3	33	5	56	6	67	1	11						9	20	15	1.08
4,433	Total	104	26	133	33	180	44	75	19	49	12	10	2	404	28	632		1.53

¹ Students whose psychological scores are unknown are not included.

TABLE 7.—Median psychological scores of students who failed in certain subjects, compared with the scores of nonfailing students

	Eng-lish	Lan-guages	Mathe-matics	Sci-ences	Social sciences	Other	All failing students	Non-failing students
1	2	3	4	5	6	7	8	9
Men	75.0	76.0	72.0	87.5	65.0	115.0	65.0	71.00
Number of cases	58	78	87	35	21	4	197	306
Women	42.95	61.0	69.28	51.0	48.25	55.0	56.05	64.04
Number of cases	49	57	93	39	28	6	207	603
Both	54.28	68.5	71.0	59.37	49.37	70.5	59.51	66.57
Total cases	104	133	180	75	49	10	404	1,029

¹ Too few cases to yield reliable median.

Of the failing students who had a psychological score of 100 or more 59 percent were men, yet the men constituted only 48 percent of the total students who made a score as high as 100.

An important question which arises in the consideration of these facts is, Why do these men with such relatively high scholastic aptitude fail in larger proportion than do the women, whose scholastic aptitude is much lower?

Among the many reasons that may be advanced, the following two stand out prominently: First, there is a lack of adjustment between the school and the interests of boys and young men; second, the school program is better adapted to certain characteristics possessed only by girls.

Another reason which may be advanced is that a larger proportion of the men have to work, which prevents their meeting the full requirements of the courses they take. Also it may be suggested that men devote more time to those extracurriculum activities which require a great amount of time and expenditure of energy than do women, thus, again causing them to neglect their studies. In addition it is probable that many of these failing men belong to the modern group of students who decry high grades, and who would rather be mediocre than be dubbed "grinds." Such students do not deliberately plan to fail, but because of the narrow scholastic margin which they have, the slightest misfortune or handicap changes a low average into a failure. Another explanation which may be offered is that many men are intellectually lazy and indifferent about their intellectual advancement.

The general problem of failure is one which should challenge the attention of school and college administrators and teachers, as well as parents and students themselves. Because of factors which cannot be controlled some failures are inevitable. But that so large a percentage of pupils fail indicates a maladjustment which should be given more serious consideration than it is receiving.

Many of the students reporting here are to be commended because of their fortitude in spite of the frequent ill effects of failure. Failure, like success, is cumulative. Constant failure produces the opposite of success—shattered morale, unsocial attitudes, introverted personality. It is likely to plant the seeds of discontent and mental and social disorder.

In view of these possibilities, therefore, it behooves school people to look well to their program, and so adjust the means that a larger proportion of the students may attain the ends.

A closer relation between the objectives of teachers and pupils should be sought. The successful attainment of the ends of education should be assured to a larger number through self-motivating agencies. Personnel information about students should be placed at the disposal of pupils and teachers so that the task to be performed and the pupil's ability may not be incompatible; so that the stage may be set for success rather than failure.

ANTICIPATED COLLEGE MAJOR

In order to ascertain the academic interest of students they were asked to indicate the subject in which they planned to major. Column 5 of table 8 shows the results of this inquiry. It is seen that the largest percent plan to major in education. The two subjects next following are English and home economics. The rank of all subjects mentioned in the percent of students anticipating majoring in them is shown in column 7.

TABLE 8.—Number, percent, and median psychological scores of students who anticipate majoring in various college subjects, and rank of subjects

Subject	Median	Number of cases		Percentage both men and women are of total	Rank of column 2	Rank of column 5
		Men	Women			
1	2	3	4	5	6	7
Agriculture.....	43.88	48	1	3	19	11
Ancient language.....	70.0	8	11	1	6	16
Art.....	55.0	4	8	1	16	19
Biology.....	70.50	75	32	7	12	5
Business administration.....	70.71	40	19	4	11	9
Chemistry.....	83.0	95	24	8	5	4
Economics.....	38.65	5	18	2	20	14
Education.....	87.71	30	180	15	15	1
Engineering.....	71.66	21		1	10	15
English.....	75.0	25	113	10	7	2
History.....	65.62	36	51	6	13	7
Home economics.....	44.44		136	9	18	3
Mathematics.....	85.71	31	57	6	4	6
Modern language.....	102.5	10	36	3	2	12
Music.....	72.66	7	48	4	9	10
Political science.....	105.0	11		1	1	20
Psychology.....	65.0	3	11	1	14	17.5
Religion.....	45.0	12	3	1	14	17.5
Sociology.....	97.5	6	26	2	3	13
Miscellaneous.....	74.28	47	37	6	8	8

Academic interest and intelligence.—Column 2 of table 8 gives the median psychological scores of students who an-

ticipate majoring in the various subjects, and column 6 shows the rank of these subjects. Observe that students naming political science rank first with a median of 105. This median is probably not as reliable as the others, as there are only 11 cases. The medians of the students expressing a preference for other majors may be seen in the table. It is significant to note that education, which ranked first in the percent of students naming it as a major is fifteenth in the median psychological score made by students choosing it, the median being only 57.71.

CHOICE OF A CAREER

Because of the close relation which frequently exists between students' vocational and academic interests, their choice of careers and the reasons for such choices will be next considered.

Table 9 reveals the factors mentioned by students as influencing their choice of a career. Contrary to the general belief that our students are dominated by the desire to make money above everything else, the students in the present study named "belief in your own ability" and "desire to serve" as the two factors which most strongly influenced them, the respective percentages mentioning them being 44 and 36. The adage "like father like son" does not hold in reference to this group of students, for only 27, or 2 percent, named their father's or mother's occupation as an influence in their own choice. A comparison of the data in the present study with similar data on the same students in the senior year should yield some valuable information.

In view of our interest here in personnel work, one feature about this table is of particular significance, namely, that only 18, or 1 percent, of the students said that they had chosen their life work because of the aid received from a vocational guidance course or book. The obvious reason for this is that the schools do not provide such help as shown by Bullock in his study of occupational choice of Negro high-school boys.¹⁰ The facts presented here unmistakably point to the need of personnel work, especially as it relates to educational and vocational guidance.

¹⁰ Bullock, R. W. A Study of Occupational Choice of Negro High-School Boys. *Crisis* 27: 301-308, September 1920.

TABLE 9.—Number and percent of students who mentioned certain factors which influenced their choice of a career, by sex

Influencing factor	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Belief in ability in field.....	333	48	433	41	766	44
Desire to serve.....	223	33	408	39	631	36
Desire to make money.....	59	8	69	7	128	7
Teachers.....	9	1	41	4	50	3
Advice of relatives or friends.....	14	2	30	3	44	3
Success of friends.....	12	2	30	3	42	3
Other influences.....	12	2	16	2	28	2
Father's or mother's occupation.....	15	2	12	1	27	2
Vocational guidance course or book.....	3		15	1	18	1
Things you read.....	7	1	6	1	13	1
Number of cases.....	696		1,045		1,741	

D. EXTRACURRICULUM INTERESTS AND ACTIVITIES

Interests and activities of students outside the classroom as potent educational agencies are rapidly becoming a subject of serious concern on the part of school people. These activities usually fall into three categories: Intellectual, social, and economic, under which headings this topic will be discussed.

INTELLECTUAL INTERESTS AND ACTIVITIES

The intellectual interests and activities of students outside of classrooms will be shown, their use of the high-school and public library, and the books and magazines read.

Use of library and intelligence of students.—Table 10 shows the median psychological scores of students who used the high-school and public library with a given frequency. The median scores of those who used the school library rise as the frequency of use increases. The greatest difference between men and women is found in the group who do not use the library at all, the difference between the median scores being 45 in favor of the men. There is a differential of 3.76 between the men and women who used the library infrequently, in favor of the women, while for those who used it regularly, the men surpass the women with a differential of 9.3.

NEGRO COLLEGE STUDENTS

TABLE 10.—Median psychological scores of students according to the frequency with which they used the school and public library

	Not at all			Infrequently			Regularly		
	Men	Women	Both	Men	Women	Both	Men	Women	Both
1	2	3	4	5	6	7	8	9	10
High-school library.....	75	80	88.3	63	68.75	68.75	73.57	64.37	67.44
Number of cases.....	9	15	27	116	179	295	394	601	696
Public library.....	68.33	60	60.5	75	68.33	68.33	72.43	68.43	68.05
Number of cases.....	55	60	125	153	170	223	269	498	767

Evidence of a probable lack of public-library facilities is seen in table 11, which shows to what extent students use the public libraries. Data not shown here reveal that 71 percent of the students used the high-school library regularly as compared with 62 percent who used the public library regularly. Those who did not use the high-school library at all represented only 2 percent of the group answering, while the corresponding percent for public-library users was 11. It is likely that the percent who use the public library not at all would decrease if library facilities were available and conveniently situated in the neighborhood.

Books read during high-school career.—While access to a library is an important factor its extent and manner of use are of far greater importance. In order to determine the extent of students' literary background and to judge of their interests they were asked to indicate the number of books they voluntarily read outside of their regular course requirements during their high-school careers. Table 12 shows the data from this inquiry. Only 17 percent read 50 or more books during their entire 4 years in high school, while 28 percent read fewer than 10 books. The median for the total group is 21. Again, these low percentages may possibly be attributed to inadequate library facilities.

That the more intelligent students tend to read a larger number of books is indicated by figure 8. While some fluctuation may be noted, the general tendency is for the students who read the greatest number of books to fall in the higher intelligence ranges.

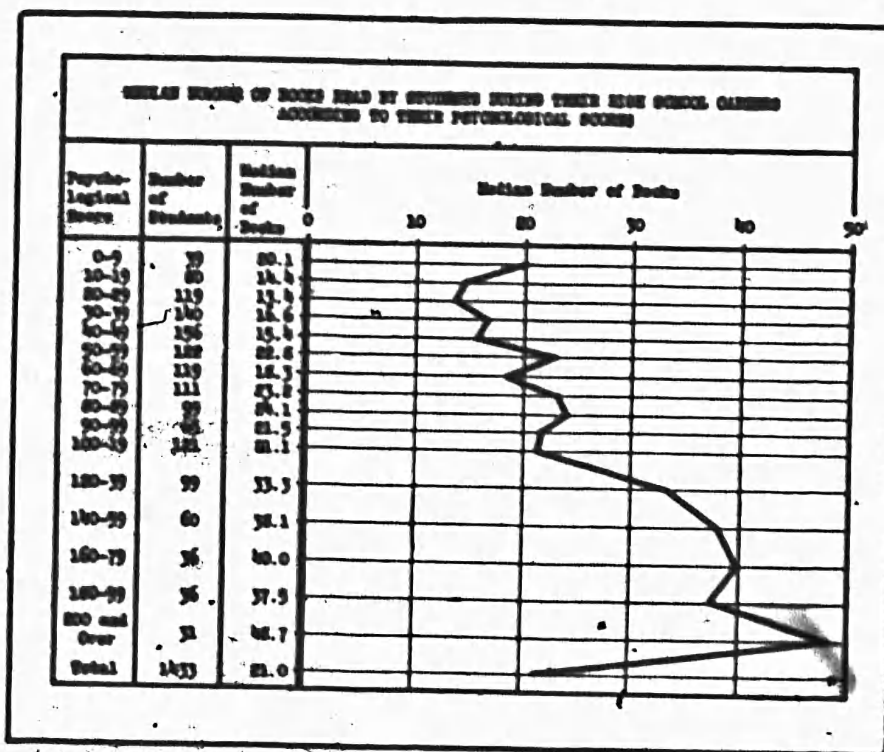


FIGURE 8.—Median number of books read by students during their high-school careers according to their psychological scores.

Read graph thus: Students whose psychological scores fell in the class interval 0-9 read an average of 20.06 books during their high-school careers. Those whose scores fell in the 10-19 class interval read an average of 14.4, while those whose scores reached as high as 200 or more read an average of 48.7 books.

TABLE 11.—Number and percent of students who used the public library with a given frequency, by sex

	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
Not at all.....	71	11	95	10	166	11
Infrequently.....	206	32	230	24	436	29
Regularly.....	357	56	622	66	979	62
Number of cases.....	633		947		1,680	

TABLE 12.—Number and percent of students who voluntarily read a given number of books while in high school, by sex

Number of books	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
1-9.....	171	26	272	30	443	28
10-19.....	120	18	197	21	317	20
20-29.....	122	19	166	17	278	18
30-39.....	82	13	104	11	186	12
40-49.....	31	5	45	5	76	5
50 or more.....	124	19	148	16	272	17
Total.....	660	41	922	59	1,572	100
Median.....		22.79		19.59		21

Magazines read during high-school career.—Another index of the intellectual interests of students is the number and kind of magazines they read. Table 13 shows the number and percent of students who read certain kinds of magazines during their high-school careers. Magazines whose reading matter is largely current events rank first with 74 percent of the students reading them. The Literary Digest has the largest number of frequencies. Others included Time, Pathfinder, etc. The popular and fiction group of journals claimed the next largest number of readers, the percent being 38. In this group are included such magazines as the American, Cosmopolitan, Photoplay, Colliers, and Liberty. Magazines having to do with the home and women's interests came next with 24 percent of the students reading them. Comprising this group were such magazines as Good Housekeeping, Woman's Home Companion, Pictorial Review, and Ladies Home Journal. A miscellaneous group which also included juvenile magazines claimed 21 percent of the readers. The scientific and mechanical group consisting of the National Geographic, Popular Mechanics, Science and Invention, and Scientific Monthly were read by 19 percent of the students. Only 246, or 15 percent of the 1,632 students replying, said they read magazines dealing with Negro life. In this group were such journals as The Crisis, Opportunity, Southern Workman, and Journal of Negro History. Literary magazines and those purporting to deal with public opinion are fourth and third from the bottom,

their respective percentages being 13 and 5. In these two groups are the Atlantic Monthly, Harpers, Scribners, Mentor, Outlook, The Nation, and Forum. Humorous and physical-culture and outdoor journals are at the bottom of the list with 3 and 2 percent, respectively.

TABLE 13.—Number and percent of students who read certain kinds of magazines during their high-school career, in rank order, by sex

Magazines read	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Current events.....	409	72	740	75	1,210	74
Popular and fiction.....	263	41	300	37	623	38
Women's and home magazines.....	15	2	381	39	396	24
Miscellaneous and juvenile.....	158	24	180	18	338	21
Scientific and mechanical.....	224	35	80	8	304	19
Negro.....	86	13	160	16	246	15
Literary.....	92	14	114	12	206	13
Public opinion.....	39	6	40	4	79	5
Humor.....	24	4	25	3	49	3
Physical culture and outdoor.....	16	1	21	2	37	2
Number of cases.....	647		985		1,632	

It will be of interest to know what influence the college career will have in changing the reading tastes of these students. In view of the increasing importance of a wholesome, progressive, and constructive public opinion in our democratic life, the schools have a vital mission to perform in creating and directing the literary interest of its students. And it is the business of the college to know what those interests have been in elementary and high school and to utilize the information for further education and guidance.

That a larger percent of the more intelligent students tend to read magazines is shown in table 14. The column giving the composite ranks shows that the group of students whose psychological scores reached or exceeded the total group median (65.08), with one exception, ranked highest in the percent who read magazines. Those who made scores of 200 or more, and between 140 and 159 ranked first and second, respectively, while those whose scores fell between 160 and 179, and 180 and 199 ranked third and fourth. In column 8 will be noted the tendency for a larger percent of the students with high scores than is true of those with lower scores to read literary magazines.

NEGRO COLLEGE STUDENTS

TABLE 14.—Percent of students who read certain kinds of magazines according to their psychological scores, and rank

Score	Kinds of magazines read										Total number of cases	Composite rank	
	Popular and fiction	Current events	Women's magazines	Scientific and mechanical	Negro opinion	Public opinion	Literary	Humor	Physical culture and outdoor	Miscellaneous and juvenile			
1	3	3	4	5	6	7	8	9	10	11	13	13	13
0-9: Percent.....	21	54	26	8	15	3	5	8	3	8	84	14	
Rank.....	16	16	3	15	3	11	16	15.5	4.5	15			
10-19: Percent.....	21	60	23	4	10	3	6	14	3	19	62	15	
Rank.....	16	13	1	16	12	13	15	14	7	10			
20-29: Percent.....	26	55	20	15	10	3	8	12	3	4	93	16	
Rank.....	14	15	13	9	12	12	14	13	2	16			
30-39: Percent.....	30	63	21	13	16	6	10	10	1	21	121	12	
Rank.....	12	10	11	13	1	6	12	6	16	8			
40-49: Percent.....	23	71	24	15	15	3	9	13	3	15	131	13	
Rank.....	13	7	8	10	4	10	13	13	4.5	13			
50-59: Percent.....	33	65	25	14	12	7	16	16	2	18	105	11	
Rank.....	8	11	5	12	10	5	5	10	14	11			
60-69: Percent.....	36	73	21	16	14	5	13	13	3	14	111	6	
Rank.....	7	4	10	8	5	7	9	9	6	14			
70-79: Percent.....	33	71	25	25	14	8	14	14	3	16	104	5	
Rank.....	9	5	6	4	7	4	8	8	9	12			
80-89: Percent.....	32	69	25	14	13	2	16	14	4	20	83	10	
Rank.....	10	8	4	11	9	14	6	4	13	9			

90-99:	Percent.....	30	76	14	26	9	11	17	.....	12	24	68	.....
	Rank.....	11	3	16	3	14	3	4	15.5	13	2.5	.....	7
100-110:	Percent.....	40	71	23	21	7	4	11	3	2	21	111	.....
	Rank.....	6	6	9	7	16	8	11	6	10	7	.....	9
120-130:	Percent.....	45	69	17	23	14	1	15	2	2	24	87	.....
	Rank.....	4	9	14	6	6	15	7	11	8	2.5	.....	8
140-150:	Percent.....	40	80	20	27	13	3	20	5	2	23	57	.....
	Rank.....	6	1	13	2	8	9	3	3	11	6	.....	3
160-170:	Percent.....	61	75	17	25	8	11	19	0	.....	23	35	.....
	Rank.....	1	3	15	5	15	1	3	2	16	2	.....	3
180-190:	Percent.....	50	56	25	28	11	.....	23	3	.....	22	33	.....
	Rank.....	3	14	7	1	11	10	1	7	.....	6	.....	4
200 on:	Percent.....	58	61	26	10	16	10	13	6	13	39	30	.....
	Rank.....	2	12	3	14	2	3	10	1	1	1	.....	1
	Total.....	437	971	483	247	131	64	134	36	30	233	1,270	.....
	Percent of total.....	38	76	38	19	14	6	14	3	2	21	.....	.....

SOCIAL INTERESTS AND ACTIVITIES

The four extracurriculum activities which will be discussed here as bearing on the social aspects of the students' lives are: Membership in organizations, offices held, hobby interests, and travel experience.

Organization membership.—Table 15 gives the number and percent of students who were members of certain kinds of organizations during their high-school careers. The kinds of organizations are listed in the order of rank according to the percent of students claiming membership in them.

TABLE 15.—Number and percent of students who belonged to certain kinds of school and community organizations during their high-school career, in rank order and by sex

Kind of organization	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Religious and civic.....	345	58	570	60	915	59
Literary and dramatic.....	273	46	458	48	731	47
Athletic and outdoor sports.....	291	49	338	36	629	41
Music and arts.....	158	26	321	34	479	31
Miscellaneous.....	113	19	175	19	288	19
Social.....	80	13	105	11	184	13
Mechanical and scientific.....	68	11	73	8	141	9
Number of cases.....	600	-----	945	-----	1,545	-----

Offices held.—As in the case of magazines read and membership in organizations, the men and women hold offices in relatively the same proportion as shown by table 16. It is significant that so many of the students held one or more offices during their high-school careers. The number is 1,149, or 61 percent, of the total group. This probably is an indication of the recognition of the principle of democracy in the schools, and a desire to give everyone a chance to experience whatever honor may be attached to holding office.

Hobby interests.—That athletic interests are by far the most dominant extraclassroom interest of Negro students is indicated in table 17. The various activities for which students expressed first, second, and third preference are listed. Of the

1,382 students who expressed first preference for some particular hobby, 38 percent named athletics. Of the 1,264 students naming a second choice, 22 percent listed athletics. A third preference for some activity was noted by 1,139 students, 14 percent of these chose athletics.

TABLE 16.—Number and percent of students who held a given number of offices during their high-school career, by sex

	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Number of offices held:						
1.....	213	45	327	49	540	47
2.....	139	29	194	29	333	29
3.....	73	15	101	15	174	15
4.....	26	5	30	4	56	5
5.....	13	3	12	2	25	2
6.....	4	1	7	1	11	1
7.....	4	1	3	.4	7	1
8.....	3	1			3	.3
Total.....	475	41	674	59	1,149	100
Median.....	2.15		2.05		2.11	

Reading is next in order of preference with percentages of 22, 18, and 11 listing it as first, second, and third choice, respectively.

The invectives of frivolity and capriciousness which are frequently hurled at modern youth are not borne out by data in this table. In general, those hobbies of a more serious and purposive nature have the largest percent of students giving them as first choice—note, for example, the small percent expressing first preference for movies and dancing. It is also interesting to note, in this connection, that scientific and mechanical construction ranked third in the first preferences of the men.

TABLE 17.—Number and percent of students who claimed interest in certain kinds of hobbies while in high school, by sex

Hobby	First preference		Second preference		Third preference	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Athletics:						
Men.....	301	53	121	23	60	14
Women.....	224	28	154	21	94	14
Total.....	525	38	275	22	163	14
Reading:						
Men.....	83	15	97	18	54	11
Women.....	215	28	129	17	73	11
Total.....	298	22	226	18	127	11
Playing musical instrument:						
Men.....	36	6	47	9	30	8
Women.....	107	13	49	7	40	6
Total.....	143	10	96	8	70	7
Painting and drawing:						
Men.....	15	3	27	5	19	4
Women.....	32	4	37	4	21	3
Total.....	47	3	64	4	40	4
Singing:						
Men.....	29	5	45	9	33	7
Women.....	83	10	78	11	48	7
Total.....	112	8	123	10	81	7
School paper:						
Men.....	12	2	25	5	33	7
Women.....	25	3	43	6	39	6
Total.....	37	3	68	6	72	6
Movies:						
Men.....	6	1	44	8	60	12
Women.....	26	3	89	12	89	12
Total.....	32	2	133	11	149	12
Dancing:						
Men.....	11	2	40	8	78	16
Women.....	39	5	86	12	134	20
Total.....	50	4	126	10	212	19
Scientific or mechanical construction:						
Men.....	48	8	39	7	39	8
Women.....	1	1	5	1	0	1
Total.....	49	4	44	3	39	4
Dramatics:						
Men.....	27	5	40	8	60	12
Women.....	62	8	79	11	117	18
Total.....	89	6	119	9	177	16
Grand total.....	1,382		1,264		1,139	

Explanation: 38 percent of the 1,382 students naming a first preference designated athletics; 53 percent of all men mentioning a first preference named athletics as against 23 percent for the corresponding number of women.

The data presented in the section just preceding have important implications. First, although extraclassroom interests are rapidly finding a place in the enriched curriculums and programs of our modern schools, an analysis of the detailed data here reveals the inadequacy of extracurriculum activities provided by Negro schools. Probably a more even distribution of interests would be expressed if there were a wider variety of activities from which to choose.

This hypothesis is substantiated by findings in a previous study.¹¹

Secondly, these data, together with those presented in part II concerning this matter, point unmistakably to the value of larger schools in providing more varied and enriched offerings.

Travel experience.—The students comprising the present study have had rather wide travel experience according to the data at hand. Seventy-one percent have visited large cities for a period of 1 week to 3 months, while 77 percent have visited rural towns, villages, and farms. Ninety students, or 5 percent, said they had visited one or more foreign countries.

Travel is generally considered to be an important factor in one's educational development and in the prevention or eradication of provincialism. According to the evidence here presented these students should have advanced far along the road of cultural growth.

WORK FOR SELF-SUPPORT

The problem of part-time employment of students has been a matter of great concern to many colleges for some time. The constant rise in the cost of education with a corresponding increase in the share of this cost which students are expected to bear, and the changes in our economic life have caused the problem of the working student to take on serious proportions. The problem is particularly accentuated in Negro colleges.

Self-support in high school.—Figure 9 and table 18 furnish information on this matter as it relates to the group under consideration. More than half of the students said they earned part of or all their support while in high school, the percent being 52. One third of the girls worked as against three fourths of the boys, their respective percentages being 36 and 76. Figure 9 shows the percent of girls and boys who earned a given amount of their support. Note the degree to which the percent of women who did not earn any of their support exceeds the corresponding percent of men. The percent of men exceeds that of women markedly in each of the other items.

In order to ascertain what kind of vocational experiences the students had they were asked to designate the kind of

¹¹ Calver, Ambrose. *Secondary education for Negroes*. Op. cit.

work they did for self-support while in high school. The answers shown in table 18 indicate that 61 percent performed

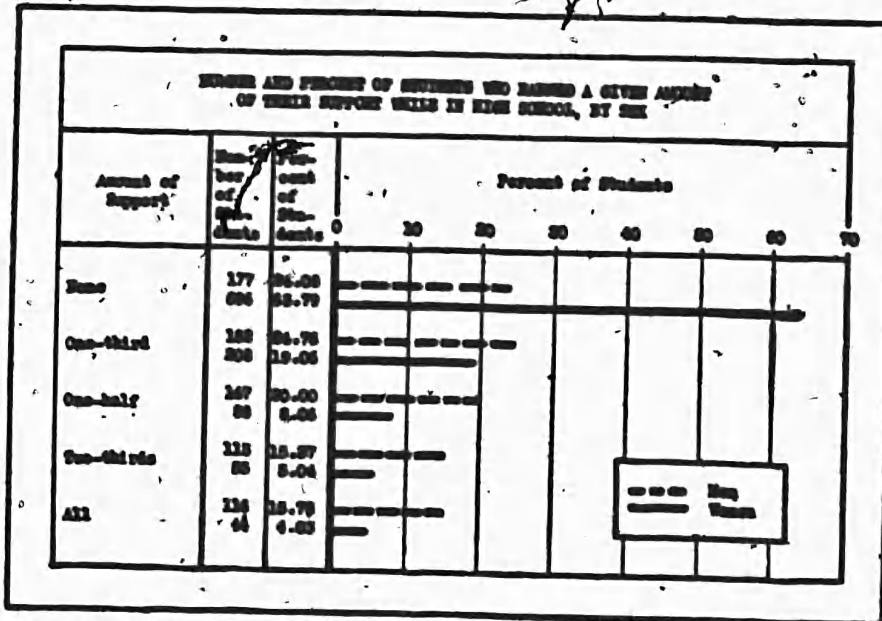


FIGURE 9.—Number and percent of students who earned a given amount of their support while in high school, by sex.

personal and domestic service and 33 percent worked at unskilled jobs.

TABLE 18.—Number and percent of students who did certain kinds of work for their support while in high school and during their freshman year in college

Occupation	High school			Total, both years in college
	Men	Women	Total	
1	2	3	4	5
Professional:				
Number.....	12	7	19	11
Percent.....	2	2	2	3
Clerical:				
Number.....	20	34	54	28
Percent.....	4	9	6	6
Skilled:				
Number.....	80	45	125	46
Percent.....	15	12	14	7
Business:				
Number.....	67	14	81	20
Percent.....	12	4	9	3
Unskilled and miscellaneous:				
Number.....	245	58	301	141
Percent.....	45	15	33	22
Personal and domestic:				
Number.....	208	202	406	301
Percent.....	55	78	64	61
Number cases.....	548	375	923	688

Self-support in college.—Sixty percent of the students expect to earn part of or all their support while in college as against 52 percent who earned part of or all their support in high school. Figure 10 is an analysis of the details concerning this group of students.

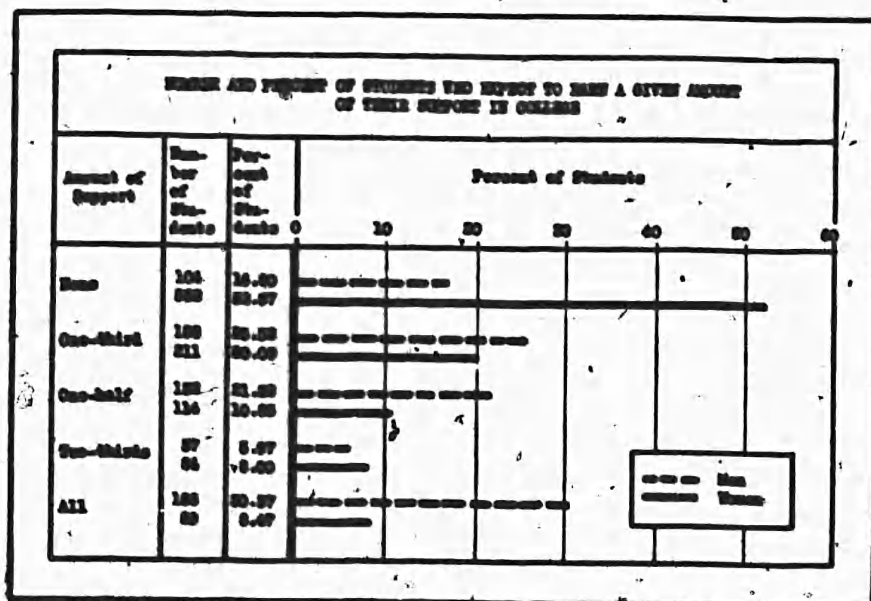


FIGURE 10.—Number and percent of students who expect to earn a given amount of their support in college.

Seven hundred and fifty-three, or 45 percent, of the students were working at the time the study was made. The percent who were working a given amount of time are: 1 to 12 hours a week, 54; 13 to 19 hours a week, 13; and 20 hours or more, 32. The median number of hours per week which all students worked for their support is 11.

The kind of work performed by these students was predominantly personal and domestic service, the percent being 61. The unskilled and miscellaneous group of occupations claimed the next largest number, the percent being 22. Skilled, clerical, and business occupations follow with the respective percentages: 7, 6, and 3.

Assuming that the majority of students who earn part of or all their support while in college do so from necessity, the implications which the foregoing data have for a program of personnel research and service are unequivocal. They suggest, first of all, a need of larger funds for the aid of

worthy students who are not able to support themselves. Potentially superior students frequently are handicapped and are unable to develop to their maximum possibilities because of the necessity of working for their self-support. In consequence, society suffers a great loss. The problem is particularly acute among the men. The extent to which they failed in their high-school careers may partially be attributable to the heavy schedule of manual work which they carried.

The second thing suggested by these facts is the need of a wider field from which to select occupations at which students may earn their support. At present their opportunities are largely restricted to personal and domestic service and unskilled occupations. A broadening of this base of occupational experience will contribute much toward the later vocational guidance and adjustment of students.

E. TIME LOST FROM SCHOOL

It is believed that uninterrupted attendance upon school is one of the essentials for academic success. The extent to which students were able to meet this criterion is shown in table 19. The students who lost one month or more from school constituted 40 percent of the total replying. Doubtless many of these students incurred deficiencies during these absences which may later be the causes of serious maladjustments. An analysis, therefore, should be made of the causes of absences and the phases of the given body of knowledge to which the student failed to be exposed under the guidance of the teacher.

TABLE 19.—Number and percent of students who lost a given amount of time from school during their high-school career, by sex

Time lost	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
None.....	387	55	649	63	1,036	60
1 month.....	87	12	157	15	244	14
2 months.....	46	7	81	8	127	7
Half a session.....	40	6	54	5	94	5
1 year.....	78	11	56	5	132	8
2 years or more.....	65	9	43	4	108	6
Number of cases.....	701		1,040		1,741	

F. BROTHERS AND SISTERS AND THEIR EDUCATION

College graduation of brothers and sisters and scholastic aptitude of students.—Is there a tendency for high scholastic aptitude of students to be associated with college graduation of their brothers and sisters? Our data seem to answer this question in the affirmative. Assuming that those who did not answer the question very probably had no brothers or sisters who had graduated from college, the following are the average scores made by the various groups: Those not answering, 63.21; none, 66.78; one, 79.58; three, 74.16. If those having no brothers or sisters who graduated from college are compared with the total group of those who had one or more brothers or sisters who are college graduates, the respective scores are 66.78 and 75.55, a difference of 8.77 in favor of those with brothers and sisters who were college graduates.

There are two possible explanations for this difference: First, the brothers and sisters with college graduation—who are probably older—have exerted an intellectual influence on their younger brothers and sisters, which resulted in greater familiarity with scholastic matters, and, hence, a higher score on the psychological examination. The second inference that may be drawn is that the college graduation of brothers and sisters indicates a high intelligence of the parents, which is transmitted to the children. Whatever the cause, the evidence seems to be conclusive that college graduation of brothers and sisters and high scholastic aptitude of students are closely associated.

G. INFORMATION ABOUT PARENTS

The relationship of students to parents is a vital factor in their school and post-school success. In order to ascertain facts concerning the domestic relations in the home and to see to what extent they varied from the normal relations, students were asked to indicate whether or not they had a stepfather, stepmother, foster parents, or parents who were separated.

Relation of parents to students.—Table 20 furnishes data on these questions. There were 445 of the students who replied in the affirmative to this inquiry. That is, 24 percent had some parental relation other than the normal. It is

It is significant to note that of the 445 belonging to this group 33 percent said their parents were separated, which is 8 percent of the total 1,880 students.

Important facts such as these should not be overlooked in an attempt to administer personnel service to a student body. Also their sociological bearing in relation to the responsibility of society to assure to itself a balanced proportion of members who have the benefit of a normal family background is of importance alike to educators, social workers, and statesmen.

Parents who are deceased.—Some of the difficulties encountered by Negro students pursuing a college education are indicated by the fact that the fathers of 27 percent of the students interrogated are deceased. Students whose mothers are deceased constitute 16 percent of the group.

TABLE 20.—Number and percent of students who have stepparents, foster parents, and whose parents are separated

Relation of parents	Number	Percent
Stepfather.....	104	23
Stepmother.....	124	28
Foster parents.....	63	14
Parents separated.....	149	33
Other (guardian).....	5	1
Number of cases.....	445	.....

PART II: RELATIONSHIP BETWEEN KIND OF SCHOOL ATTENDED AND CERTAIN OTHER FACTORS, INTERESTS, AND ACTIVITIES

Next to the home the school is probably the most important factor in shaping the life of an individual. The kinds of schools one attends are a great determinant of character and subsequent success in life. The kinds of teachers one has, the nature and scope of the curriculum, the general organization and administration of the school, and the methods, devices, and points of view used in teaching furnish much of the material as well as supply the mold by which personalities are made. And these materials and molds are frequently predetermined by the location of the school.

To ascertain the relationship between the kinds and location of schools attended and certain other background factors, interests, and activities will be the concern of this part of the report. Some of the topics to be treated are: number and percent of students attending the different kinds of schools and colleges, intelligence of students, scholastic and vocational interests and activities, and extracurriculum interests and activities.

A. COLLEGE AND SCHOOL ATTENDANCE

COLLEGE ATTENDANCE

Table 21 shows the percent of students who are attending private and public colleges, according to the kind of high school from which they were graduated. A total of 41 percent are attending private institutions and 59 percent are attending public institutions. The percentages of students graduating from each kind of high school who are attending private and public colleges, respectively, are shown in columns 2 and 3. In the percent of students who go to private colleges, the northern private schools lead with 62 percent. The lowest ranking schools in the relative number of their

graduates who go to private colleges are those in the southern rural areas, with a percent of 14.

The rank order changes in the percent of the graduates of different kinds of high schools who attend public colleges as seen from column 3. In this matter the southern rural schools are first. The rank order of the others are: public schools of "Border" States, southern city public schools, northern city public schools, southern private schools, northern rural schools, and northern private schools.

TABLE 21.—Percent of students attending public and private colleges and who named certain factors which influenced them to attend college, according to kind of high school attended

Kind of high school attended	Kind of college attending		Students naming influences											Number	
	Private	Public	Percent												
			Convenience to home	To please parents	Influence of relatives or friends	Less expensive	Influence of high-school teachers	Visit of college representative	Superior quality of work offered	Vocational or professional reasons	Scholarship granted	Desire to be with friends	Other		
1	3	3	5	6	7	8	9	10	11	12	13	14	15	16	16
Southern city public school.....	40	66	13	5	6	14	6	3	23	23	23	5	1	843	
Northern city public school.....	55	45	8	10	16	16	3	1	18	21	21	2	1	158	
Southern rural public school.....	14	88	12	8	11	11	4	4	17	38	38	6	2	107	
Northern rural public school.....	57	43	4	12	12	15	8	4	23	15	23	2	2	20	
Southern private school or academy.....	56	44	6	8	13	10	6	1	34	22	22	5	2	245	
Northern private school or academy.....	62	38	8	14	29	14	3	1	14	14	14	4	1	7	
Public school of "Border" States.....	37	63	8	3	4	20	3	1	14	37	37	4	1	269	
Foreign school.....	100	0	8	8	17	4	7	3	33	33	17	3	1	6	
Other.....	18	82	11	4	9	23	7	3	21	17	17	1	1	92	
Total.....	41	59	10	6	8	15	5	2	21	25	25	4	3	1,743	

INFLUENCES TO ATTEND COLLEGE

Columns 5 to 15 in table 21 show the percent of students from the different kinds of colleges who named certain factors which influenced them to attend a particular college. If the northern private and the foreign schools which have only 7 and 6 cases, respectively, are disregarded in this connection it is observed that the southern city and southern rural schools lead in the percent of students who named convenience to home as the factor most strongly influencing them to attend the college in which they were enrolled. The matter of expense is of most concern to students from public schools of the "Border" States, northern private, and northern city public schools according to our data. The influence of the high-school teacher and visits from college representatives seem to be negligible factors in each of the groups of schools.

The southern private, northern rural, and southern city public are the three highest ranking groups of schools in the percent of students who named superior quality of work offered as the factor most influencing them to attend a certain college. In the percent of students naming vocational and professional influences, the southern rural schools, schools of the "Border" States, and southern city public schools are the three highest.

ELEMENTARY AND HIGH-SCHOOL ATTENDANCE

The kinds of elementary and high schools attended by the students under investigation are shown in table 22. Column 4 and the extreme bottom line give a comparison of the percents of the total group who attended the various kinds of elementary and high schools. Note the close agreement in practically every case except two, namely, southern rural public and southern private schools.

High school attended according to elementary school attended.—Table 22 also shows the extent to which students who attended a certain kind of elementary school attended the same kind of high school or one of a different kind. Although there is indicated a general tendency for students to attend the same kind of high school as the elementary school attended, certain sections of the table show a definite shift in several instances.

A special feature of this table to be noted is the type of change made from elementary to high school. Some outstanding shifts are: 11 percent of the students who attended southern city public elementary schools changed to southern private high schools; students who changed from northern city public elementary schools to southern city public high schools represented 12 percent; southern rural public elementary schools sent 33 percent of their students to southern city public high schools and 23 percent to southern private high schools. This is the most marked change taking place in any of the groups, and probably indicates a lack of availability of public high-school facilities in the southern rural areas and a desire on the part of pupils and parents to secure better educational opportunities.

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TABLE 22.—Number and percent of students who attended certain kinds of elementary schools, by sex, and number and percent of pupils attending a certain kind of high school according to kind of elementary school attended

Kind of elementary school attended	By sex			By kind of high school attended								Total replying
	Men	Women	Total	Southern city public school	North-ern city public school	Southern rural public school	North-ern rural public school	Southern private school or academy	North-ern private school or academy	Public school of "Border" State	Foreign school	
1	3	3	4	5	6	7	8	9	10	11	12	13
Southern city public school:												
Number	204	567	931	723	18	13	4	98	2	12		900
Percent	61	62	51	84	2	1	4	11	.2	1		61
Northern city public school:												
Number	109	64	173	20	129	1	2	10	4	4		170
Percent	16	6	10	13	76	.6	1	6	2	2		9
Southern rural public school:												
Number	112	183	295	89	6	191	4	64		9		273
Percent	16	17	16	33	2	37	1	23		3		15
Northern rural public school:												
Number	9	17	26	1	4		15	1		3		24
Percent	1	2	1	4	17		63	4		13		1
Southern private school or academy:												
Number	42	81	123	28	1	2		77		3		111
Percent	6	7	7	26	1	2		66		3		6
Northern private school or academy:												
Number	3	1	3		1				2			3
Percent	.2		.1		33				67			.1
Public school of "Border" State:												
Number	74	178	247	2	3	1				240		246
Percent	10	16	14	1	1	4				98		14

Foreign school:	8	2	10	1	2	1	10	1	10	6	10
Number	1	.1	1	10	20	1	10	1	10	60	1
Percent	-----										
Total:	720	1,088	1,808	894	164	118	26	250	8	271	1,737
Number	40	60	100	51.5	9.4	6.8	1.5	14.4	.6	15.6	100
Percent	-----										

NOTE: Table may be read as follows: Of the total students who attended southern city public elementary schools and continued into high school, 84 percent attended southern city public high schools; 2 percent northern city public high schools; 1 percent southern rural public high schools; and so on through column 12. A diagonal line drawn from the top of column 5 to the bottom of column 12 will pass through the percentages representing the students who attended the same kind of elementary and high schools.

Other notable changes are found among pupils of the northern elementary school; the southern private elementary school; and the northern private elementary school. There

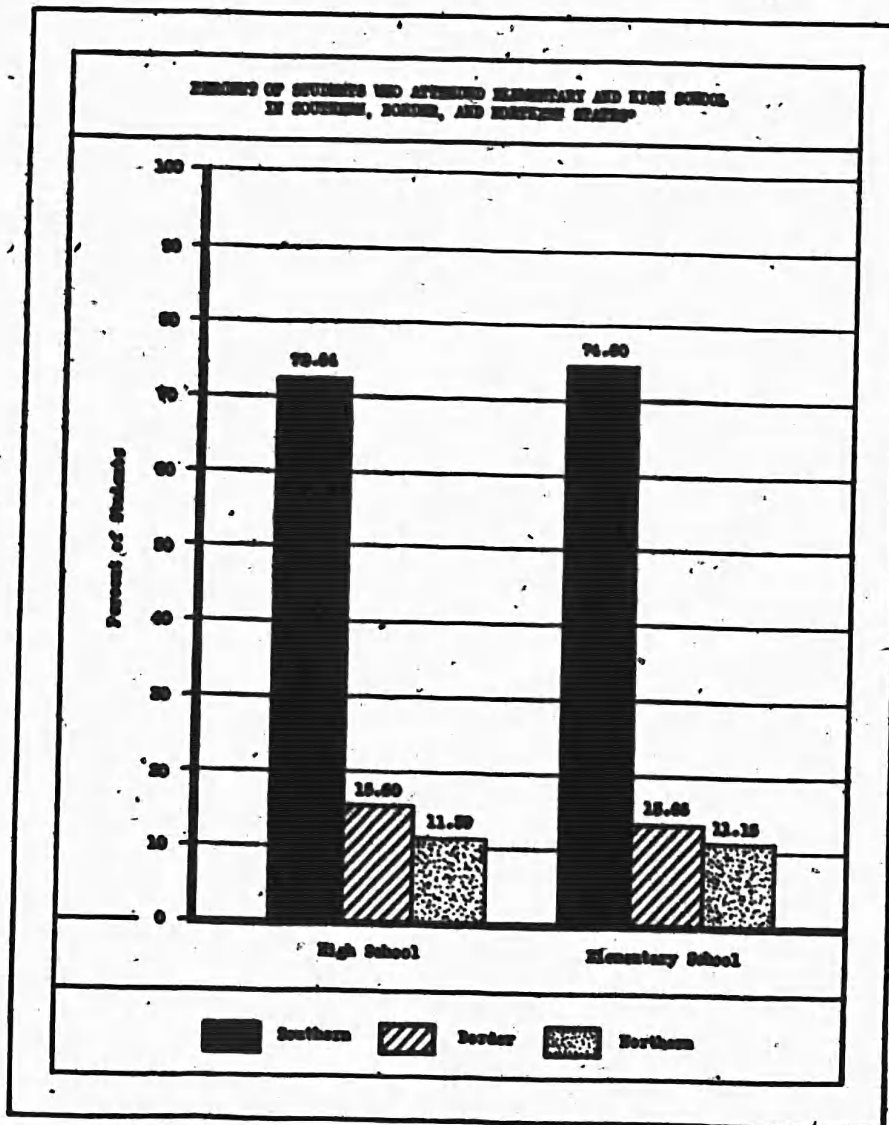


FIGURE 11.—Percent of students who attended elementary and high school in the Southern, Border, and Northern States.

*Percent of students attending foreign schools not included.

are very few changes made by the students in the "Border" States.

Figure 11 shows the relative percentages of students who come from Southern, Northern, and "Border" States, and

figure 12 indicates the trend of students who come from public and private schools and colleges. As they progress from elementary school to college those attending private institutions increase and those attending public institutions decrease.

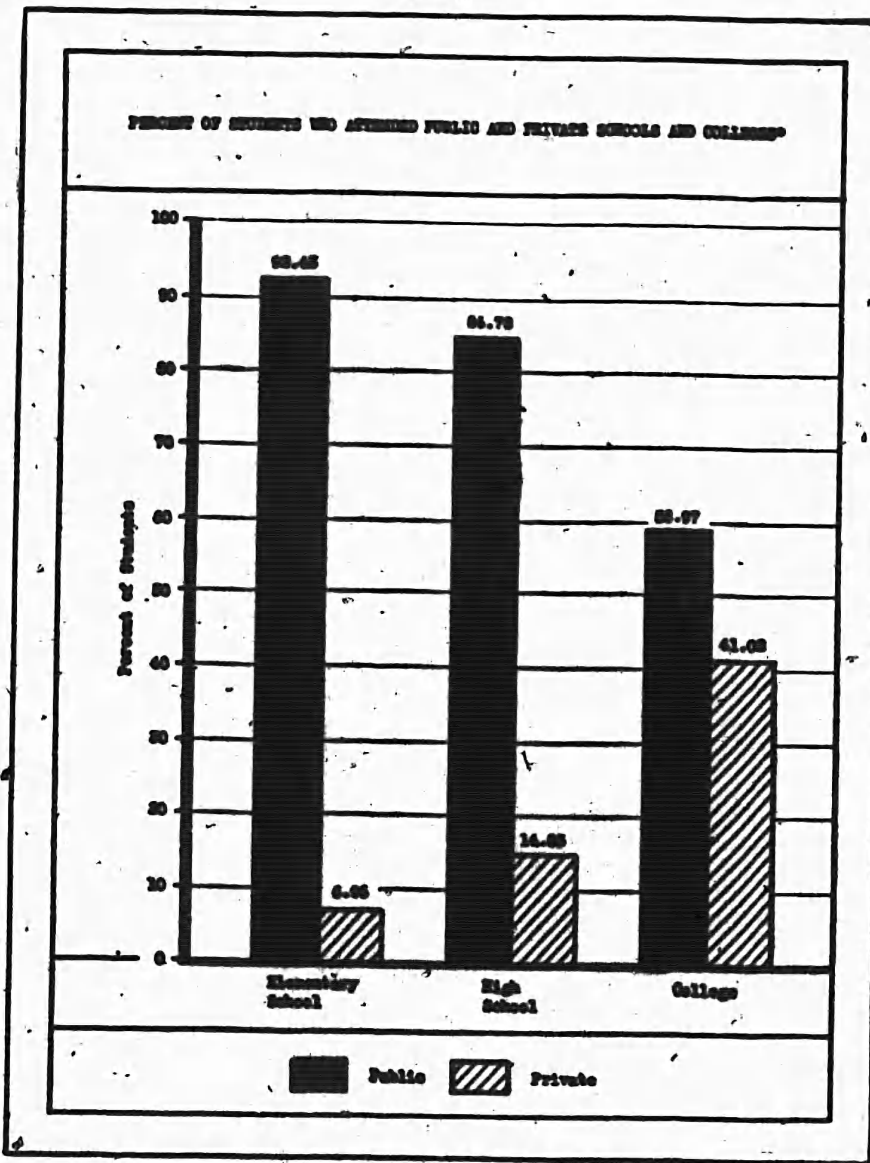


FIGURE 12.—Percent of students who attended public and private schools and colleges.
 *Percent of students attending foreign schools not included.

Number of schools attended.—In the section just preceding mention was made of the changes from one kind of elementary school to another kind of high school. Of equal importance

are the changes within a given educational level. It is generally believed that students are frequently handicapped by having to change schools a number of times. Table 23 gives the data concerning the number of elementary schools attended by the subjects of this study. Of the 1,670 who replied to this question, more than half had attended more than one elementary school. Nearly 7 percent had attended four or more. Two students each claimed to have attended eight and nine schools, respectively.

Of the 1,816 students who replied to the question concerning the number of high schools attended 28 percent had attended more than one. Those who attended two amounted to 24 percent; the percent of those who attended three or more was 4.

TABLE 23.—Number and percent of students who attended a given number of elementary schools, by sex

Sex	Number of elementary schools attended									Number of cases
	1	2	3	4	5	6	7	8	9	
	2	3	4	5	6	7	8	9	10	11
Men:										
Number.....	323	218	75	28	11	5	3	2	1	606
Percent.....	48	33	11	4	2	1	0.45	0.30	0.15	
Women:										
Number.....	488	323	132	38	19	1	2		1	1,004
Percent.....	49	32	13	4	2	.09	.19		.09	
Total:										
Number.....	811	541	207	66	30	6	5	2	2	1,670
Percent.....	49	32	12	4	2	.35	.29	.11	.11	

B. SCHOLASTIC APTITUDE OF STUDENTS

What influence has environment on the degree of intelligence one exhibits? What relation have the background factors of a student, to the scores made on psychological examinations? And what variations do we find in responses on psychological tests of students who come from different kinds of schools?

Figure 13 furnishes data which throw some light on these questions. The kinds of schools are ranked according to the psychological scores made by the students attending them. It will be observed that each kind of school maintains its same relative position for both elementary and high schools.

Although the median scores tend downward in proceeding from the northern city public schools across the graph to southern rural public schools, the range in each case is rather wide and the overlapping is considerable. In each of the other groups the scores of a certain percent of the students exceed the median of the students from the northern city public schools. These individuals should be identified and subjected to special treatment in order that they may not be relegated to the dead level of mediocrity typified by many student bodies.

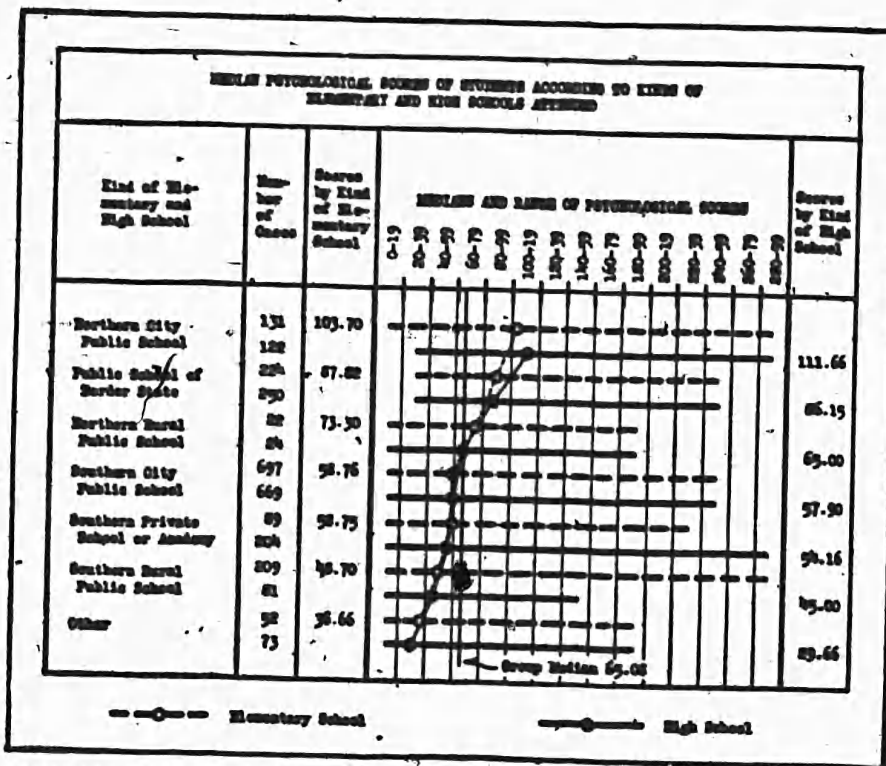


FIGURE 13.—Median psychological scores of students according to kind of elementary and high schools attended.

Another way to analyze the situation is to compare the kinds of schools in terms of the scores made by students on the various parts of the psychological examination. Table 24 shows the results of this analysis. Observe that the rank of kinds of schools changes only slightly from what it was for the gross psychological scores shown in figure 13. The composite rank of the kinds of schools is as follows: Northern city

public school, 1; "Border" State public school, 2; northern rural public school, 3; southern private school, 4; northern private school, 5; southern city public school, 6; and southern rural public school, 7.

The one outstanding fact revealed by these data is the increase in the median scores made by students observed in proceeding from the unimproved schools of the southern rural areas to the city schools of the North.

A recent study¹ showed that there were marked differences between secondary schools for Negroes in the various States. In most criteria applied it was found that the schools in the urban centers surpassed those in the rural areas, and that those in the "Border" States surpassed those in the South. Other studies present data which are conclusive and unequivocal in their proof of fundamental differences between groups of students from different schools and locations.²

TABLE 24.—Median scores made on various parts of psychological examination according to kind of high school attended

Kind of school	Tests					Total number of cases
	Completion	Artificial language	Analogies	Arithmetic	Opposites	
1	2	3	4	5	6	7
Southern city public school.....	12.52	16.24	10.26	9.61	9.26	669
Northern city public school.....	27.24	36.90	17.11	18.97	25.83	122
Southern rural public school.....	8.43	10.20	8.26	8.61	7.60	81
Northern rural public school.....	13.33	18.57	12.63	9.95	14.00	24
Southern private school or academy.....	10.39	17.94	11.28	10.52	11.95	204
Northern private school or academy.....	17.50	21.66	7.00	7.00	15.00	7
Public school of "Border State".....	20.83	21.79	16.86	11.08	20.68	25
Other.....	7.60	7.44	7.44	7.44	7.91	25
Total.....	14.05	17.41	12.08	10.34	11.80	1,433

The scores made by students according to the colleges they are attending, discussed in part I, also attest to the possible relationship between the kinds and location of pre-

¹ Caliver, Ambrose. Secondary Education for Negroes. Op. cit.

² Book, W. F. The Intelligence of High-School Seniors. Ch. XII. New York, The Macmillan Co., 1922.

paratory schools attended and other background factors and the scholastic aptitude of students.

That there are decided differences between the abilities of groups of students coming from different kinds of schools and different sections of the country—or even different parts of a State—is gradually beginning to be recognized and given consideration in the formulation of educational policies and educational practices.

These data suggest the lack of wisdom in having a rigidly uniform system of college admissions whose major criterion is the accumulation of a given number of high-school units in certain subjects. A more logical and educationally fruitful procedure, according to the present, as well as other studies, would be to give considerable weight to other factors, such as the background of students and their demonstrated scholastic aptitude as evidenced by psychological tests.

C. SCHOLASTIC AND VOCATIONAL INTERESTS AND ACTIVITIES

AMOUNT OF HIGH-SCHOOL WORK TAKEN

That college entrance requirements in the colleges studied are rather uniform is evidenced by data shown in table 25. There is close agreement in most cases between the different kinds of schools in the number of units of various subjects offered by their students for college entrance. The differences are seldom more than one half unit, and in many cases the variations do not exceed one tenth of a unit.

Attention was called, in the section just preceding, to the necessity for colleges to give consideration to factors other than acquirement of high-school units for college entrance. For, as it was shown there, uniformity in unit requirement is not a guaranty of uniformity in scholastic aptitude of students.

TABLE 25.—Median number units in given subjects taken by students, according to kind of high school attended.

Subject	Kind of school								Kind of school attended unknown
	Southern city public school	Northern city public school	Southern rural public school	Northern rural public school	Southern private school or academy	Northern private school or academy	Public school of "Border State"	Foreign school	
1	2	3	4	5	6	7	8	9	10
English	2.36	2.45	2.36	2.80	2.39	2.80	2.66	2.37	2.29
Latin	1.87	1.72	1.33	1.70	1.61	2.00	1.64	2.00	1.41
Modern language	1.37	1.72	1.45	1.42	1.30	1.72	1.50	2.20	1.28
General mathematics	1.17	1.28	1.28	.75	1.27	1.00	1.25	2.25	1.12
Algebra	1.31	.90	1.07	1.10	1.28	.80	.87	2.37	1.28
Plane geometry	.73	.78	.76	.72	.76	.75	.73	2.28	.76
Solid geometry	.55	.55	.66	.40	.61	.75	.43	.....	.56
Trigonometry	.64	.43	2.30	.66	.89	.....	.26	1.55	1.59
History	2.18	1.91	2.70	2.30	2.08	2.00	1.86	2.00	2.22
Civics	.77	.63	.79	.78	.74	.68	.21	.....	.81
Sociology	.66	.44	.75	.75	.61	.....	.52	.....	.78
Economics	.79	.54	.97	.45	.73	.37	.69	.....	1.00
Biology	.78	.78	.78	.73	.76	.81	.79	1.80	.81
Physiology and hygiene	.80	.77	.84	.70	.67	.62	.86	1.80	1.71
Physics	.75	.77	.76	.78	.72	.75	.75	.....	.75
Chemistry	.77	.75	.76	.71	.77	.75	.77	.75	.78
Geography	.86	.75	.92	1.00	.96	.....	.81	2.00	.96
General science	.75	.72	.75	.76	.76	.73	.73	.....	.77
Agriculture	.81	1.00	1.64	2.23	.76	.....	.25	1.80	.77
Stenography	.85	.81	1.00	1.60	1.25	.....	1.00	.....	.63
Typing	.69	.72	.67	.83	.79	.74	.73	.....	.75
Bookkeeping	.63	1.16	.80	1.60	.67	1.60	.80	.....	.69
Commercial arithmetic	.67	.68	.71	.80	.78	1.00	.73	.....	.79
Commercial law	1.50	.43	.....	.....	1.80	.....	.43	.....	2.00
Physical education	2.22	2.25	1.66	2.40	2.32	.....	2.23	.....	2.11
Music	1.90	1.83	1.92	2.25	2.43	2.60	2.33	.....	2.05
Art	.91	1.70	.88	1.00	1.00	1.00	1.43	.....	.87
Mechanical drawing	.90	.93	.89	2.00	1.16	1.00	.87	.....	.68
Industrial or manual arts	1.68	1.42	1.12	.....	1.80	.....	1.77	.....	2.00
Home economics	2.32	1.50	1.52	2.00	.84	.....	1.36	.....	2.45
Others	.94	.87	1.12	.....	.80	.....	.77	.....	.68

NOTE.—Medians in *italic* considered unreliable on account of small number of cases involved.

INFLUENCES IN CHOICE OF CAREER

The factors which influenced students in their choice of a career represented by the kind of high school attended are shown in table 26. In factors number 1, 2, 3, and 4, namely, desire to make money, success of friends, advice of friends or relatives, and teachers, the northern rural public schools lead with the largest percent of their students naming them. In factor number 5, desire to serve, there is seen the definite influence of the kind of school attended. Students from southern private and northern private schools stood highest in the percent of their students naming it, their respective percentages being 47 and 50. It is interesting to note that

in the northern city public schools, where perhaps less stress is placed on service, a relatively small number of the students named it as an influencing factor, the percent being 28.

"Belief in your ability" was named by 55 percent of the students from the northern city public schools, giving it first ranking place. Public schools of the "Border" States are second in the number of their students mentioning this influence, and city public schools of the Southern States are third. This gives city public schools of all sections a distinct lead in the percent of students naming this important factor as an influence in their choice of a career.

TABLE 26.—Number and percent of students who named certain factors which influenced their choice of occupation, according to kind of high school attended

Kind of high school attended	Influencing factors										Number of cases
	Desire to make money	Success of friends	Advice of relatives or friends	Teachers	Desire to serve	Things you read	Belief in your ability in field	Father's or mother's occupation	Vocational guidance course or book	Other	
	1	2	3	4	5	6	7	8	9	10	
Southern city public school:											
Number.....	67	16	21	27	288	9	380	9	9	12	638
Percent.....	8	2	3	3	34	1	45	1	1	1	
Northern city public school:											
Number.....	10	3	4	5	43		94	3		2	154
Percent.....	6	2	3	3	28		55	2		1	
Southern rural public school:											
Number.....	12	1	4	4	45		45		5		116
Percent.....	10	1	3	3	39		39		4		
Northern rural public school:											
Number.....	4	1	3	1	8		6			1	24
Percent.....	17	4	13	4	33		25			4	
Southern private school or academy:											
Number.....	3	5	5	5	115	2	91	3		5	244
Percent.....	3	2	2	2	47	1	37	3		2	
Northern private school or academy:											
Number.....		1			4		3				8
Percent.....		13			50		38				
Public school of "Border" State:											
Number.....	17	2	6	3	98	1	126	2	3	5	263
Percent.....	6	1	2	1	37	.3	48	1	1	2	
Foreign school:											
Number.....					1		2			1	4
Percent.....					25		50			25	
Other:											
Number.....	10	3	1	5	33	1	29	5	1	2	90
Percent.....	11	3	1	6	37	1	33	6	1	2	
Total:											
Number.....	128	32	44	50	635	13	706	37	18	28	1741
Percent.....	7	2	3	3	36	1	44	2	1	2	

In view of the modern practices in educational and vocational guidance found in northern city schools it is surprising to find no students from these schools mentioning factor 9. This situation deserves further study.

D. EXTRACURRICULUM INTERESTS AND ACTIVITIES

INTELLECTUAL INTERESTS

The relationship between students' extracurriculum interests and activities as represented by the kinds and location of schools attended will be the concern of this section of the study. The topics to be treated are: Intellectual interests, including use of high school and public libraries, and number of books read; and social interests and activities, comprising membership in organizations, offices held, hobbies engaged in, prizes and honors won, and cultural experiences.

Use of libraries.—That students of northern private, foreign, and northern city public schools lead all others in the use of the public library is evidenced by the data shown in figure 14. It is also shown that students of foreign and northern private schools or academies lead in the percent of students who use the school library.

These data on the use of the public library support the inference drawn in part I that the large percent of pupils reporting infrequent and no use of the public library indicated a probable lack of public-library facilities.

The fact that southern rural and northern rural and southern urban communities are lacking in public-library facilities needs no proof to those who are at all familiar with the situation. And the fact that the use of the public library by students increases with the increase in facilities indicates that availability and use are closely associated.

With the changing philosophy and practice in modern education and the growing emphasis being placed upon collateral and independent reading by students, it becomes increasingly necessary that schools and communities be provided with up-to-date library facilities.

Books read during high-school career.—In order to ascertain the differences between schools in the extent to which students actually showed intellectual activity, students who claimed to have read a given number of books were classified according to the kind of high school they attended.

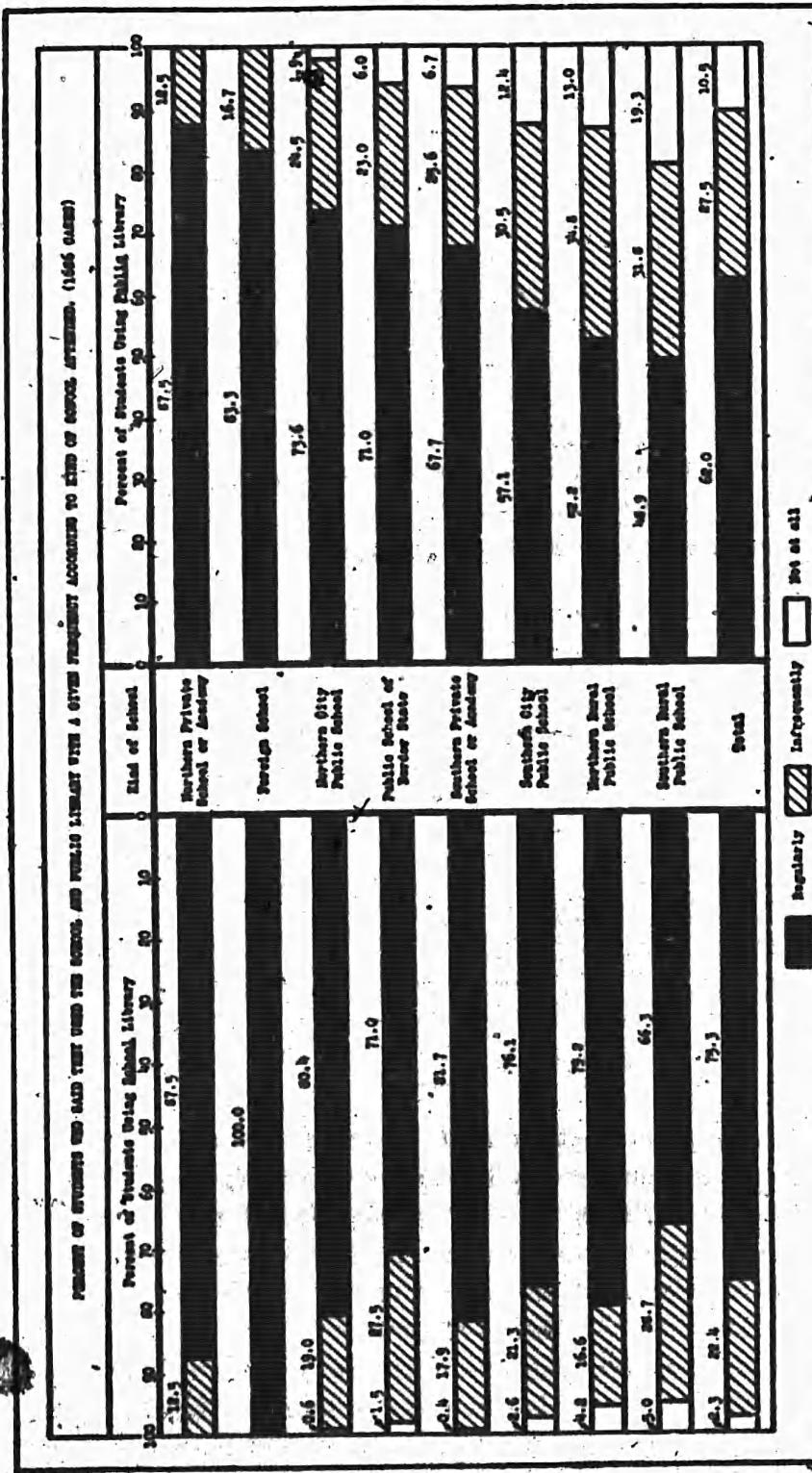


FIGURE 14.-Percent of students who said they used the school and public libraries with a given frequency, according to kind of school attended (1,686 cases).

Table 27 shows the median number of books read by students according to this classification.

It will be observed that the groups of schools do not maintain the same relative rank which they held in the percent of students who used the libraries, except in the case of foreign schools. In number of books read, students from foreign schools rank first.

Nearly 50 percent of the total group of 1,573 students replying voluntarily read fewer than 20 books during their entire high-school career, while only 17 percent voluntarily read as many as 50 or more.

SOCIAL INTERESTS AND ACTIVITIES

The extent to which students from the various kinds of high schools participated in certain types of extracurriculum activities is given in tables 28 and 29.

TABLE 27.—Number and percent of students who read a given median number of books according to kind of high school attended

Kind of high school attended	Number	Percent	Median number of books
1	2	3	4
Southern city public school.....	748	48	19.44
Northern city public school.....	153	10	20.84
Southern rural public school.....	96	6	13.00
Northern rural public school.....	25	2	23.12
Southern private school or academy.....	223	14	22.91
Northern private school or academy.....	7	.4	17.50
Public school of "Border" State.....	243	15	25.87
Foreign school.....	4	.3	39.95
Other school.....	74	5	13.84
Total.....	1,573		20.91

Membership and offices held in organizations.—Table 28 shows that the public city schools of the North and those of the "Border" States rank first and second in the median number of organizations of which their students are members. They also lead, in reverse order, in the median number of offices held by their students.

These data concerning the northern schools in particular indicate that they probably have a more extensive extracurriculum program, or, that participation of Negro students in such activities is not restricted as has been generally believed.

TABLE 28.—Median number of organizations of which students were members and median number of offices held while in high school

Kind of school	Organizations		Offices	
	Number of cases	Median	Number of cases	Median
1	2	3	4	5
Southern city public school.....	819	2.72	582	1.1
Northern city public school.....	152	3.30	102	1.17
Southern rural public school.....	110	2.42	79	.98
Northern rural public school.....	24	2.8	16	.88
Southern private school or academy.....	223	3.03	164	1.08
Northern private school or academy.....	7	2.83	2	1.5
Public school of "Border" State.....	249	3.13	160	1.21
Foreign school.....	6	1.5	2	1.0
Other.....	81	2.18	53	.98
Total.....	1,671	2.79	1,180	1.1

¹ Too few cases to yield reliable median.

TABLE 29.—Median number of hobbies in which students engaged while in high school, and median number of cultural experiences had according to kind of high school attended

Kind of high school attended	Median number of hobbies	Number of cases	Median number of experiences	Number of cases
1	2	3	4	5
Southern city public school.....	3.4	804	6.27	806
Northern city public school.....	3.30	157	9.0	162
Southern rural public school.....	3.25	106	4.87	111
Northern rural public school.....	3.25	23	6.75	26
Southern private school or academy.....	3.27	287	6.58	242
Northern private school or academy.....	3.0	8	11.25	8
Public school of "Border" State.....	3.48	254	7.51	269
Foreign school.....	2.25	3	5.5	6
Other school.....	3.32	81	5.91	75
Total.....	3.38	1,673	6.7	1,785

Hobbies engaged in and other cultural experiences.—The median number of hobbies in which students engaged during their high-school careers as represented by the kind of school attended is shown in table 29. The differences between the various kinds of schools in this matter are negligible.

In order to get a measure of the types of things with which students had come into contact that might have some cultural influence they were asked to check certain things which they had seen, heard, or experienced. The check list in-

cluded the following 18 items: Symphony orchestra, oratorio, grand opera, ocean, art museum, historical or natural museum, zoo, building of skyscraper, mining operations, operation of steel mill, shipyard, stockyard, cotton field, railroad shops, large commercial office, extensive orchard cultivation, Yellowstone National Park, others.

No attempt was made to evaluate these items. But in order to obtain some measure of the extensiveness of their experiences the number of items checked by each student was computed, and the median number of experiences had by the entire group of students coming from each kind of school was found. Table 29 shows the results of this inquiry. Students from the northern private schools rank first and are followed by those from the northern public city schools, their respective medians being 11.25 and 9. Students from schools in the "Border States" are third, with a median of 7.51.

Prizes and honors won.—Prizes and honors won by individuals are frequently the beginning of self-confidence and are the factors which often give motive power and direction to one's life. It is of interest, therefore, to inquire into the possible influence of the kind of school attended in making such accomplishments possible for its students. Table 30 is an approach to this question. It shows the percent of students coming from each kind of school who won certain kinds of prizes and honors.

TABLE 30.—Percent of students who won certain prizes and honors in high school, according to kind of school attended

Kind of school attended	Sports		Music and arts		Literary and dramatic		Religious and civic		Scientific and mechanical		Number of—	
	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Cases	Rank
1	2	3	4	5	6	7	8	9	10	11	12	13
Southern city public school.....	22	4	10	3	87	1	22	4	6	4	496	1
Northern city public school.....	48	1	11	2	50	5	16	6	1	7	90	5.5
Southern rural public school.....	12	7	4	6	54	4	44	1	12	1	50	3
Northern rural public school.....	36	2	14	1	43	7	21	5	7	3	14	3
Southern private school or academy.....	18	5	9	4	59	3	25	3	3	5	123	4
Public school of "Border" State.....	33	3	3	7	60	2	11	7	3	6	134	7
Other.....	16	6	7	5	47	6	36	2	9	2	45	5.5
Total.....	26		9		71		22		5		892	

Students were asked to list the prizes or honors won during their high-school careers. These replies were classified into the various fields of activity in which they naturally fell. As a result of this classification five groups of prizes and honors were listed as follows: Sports, music and art, literary and dramatic, religious and civic, and scientific and mechanical.

Of the 898 students replying to this inquiry, 71 percent received prizes and honors as a result of literary and dramatic achievement; 25 percent in sports; 22 percent in religious and civic activity; 8 percent in music and art; and .5 percent in science and mechanics.

Observation of the details of the table shows considerable variation between the kinds of schools in the percent of their students receiving types of prizes and honors. In the field of sports students from the northern city public schools lead with a percentage of 48 and are followed by northern rural students, whose percentage is 36. In music and art the same students lead, but their rank order is reversed.

In literary and dramatic contests students from the southern city public schools lead. Further details may be observed by reference to the table.

The composite rank of the different kinds of schools in terms of the percent of their students who won prizes and honors in the various fields of activity are: Southern city public, 1; northern rural public, 2; southern rural public, 3; southern private, 4; northern city public, and unknown, 5.5; "Border" States public, 7.

PART III. RELATIONSHIP BETWEEN PARENTAL OCCUPATIONS AND CERTAIN OTHER INTERESTS, ACTIVITIES, AND FACTORS

Occupational status is generally conceded to be one of the strongest factors in determining the social, economic, and cultural level of a people. Also many occupational studies show that occupational classes represent significant differences in intelligence or native ability.¹

Although there are many elements at work tending to prevent as strong a cleavage in certain instances between the occupational levels of Negroes as is true of the white race in America, nevertheless many differences may be found among Negroes engaged in different occupations. While differences in intelligence are found, they are not always in favor of the same occupational group, however, as is the case among whites. For example, according to a recent investigation² as well as the present study, it was found that contrary to the findings among whites, the clerical group³ surpassed the professional group in the psychological

¹ Book, W. F. Op. cit. Ch. X.

Army mental tests. Washington, D.C., Nov. 22, 1918, p. 23.

Pressley, S. L. and Ralston, Ruth. The Relation of Occupation to Intelligence as It Appears in the School Children of a Community. *Journal of Applied Psychology*, 3:366-373, December 1919.

² Calliver, Ambrose. A Personnel Study of Negro College Students. Op. cit.

³ The occupational groups were formed by the following combinations: (1) Professional—Dentist, lawyer, minister, musician, physician, school teacher, trained nurse; (2) Clerical—Postman, railway mail clerk, secretary; (3) Skilled—Barber, beauty culturist, carpenter, miner, skilled worker in factory, skilled mechanic; (4) Business—Banker, contractor, insurance agent, insurance executive, merchant, undertaker; (5) Unskilled—Laborers; (6) Personal and domestic service—Butler, chauffeur, cook, laundry worker, maid, porter; (7) Farming; (8) Miscellaneous—Housekeeper (at home), other. In this study the "clerical group" is principally comprised of persons employed in the postal and railway mail service. In explanation of the apparent superiority of this group over other occupational groups, the following observation should be made: A large number of Negroes who have partially or fully prepared themselves for professional occupations, having found difficulty in entering upon or succeeding in their chosen line of work, passed the Civil Service examination and entered the postal or railway mail service. This tends to raise the general educational level of this class of workers to a relatively higher status than would be expected, as shown in section H following. Moreover, there is a high degree of stability attached to the occupation, which automatically reacts favorably on the general economic and social status of the individuals thus employed, as revealed in section B of this chapter. The education, therefore, and general social status of persons engaged in postal and railway mail service is approximately equal to that of professional workers, the large majority of whom are teachers.

scores made by students whose parents belong to the respective occupational classes.

The purpose of this part of the study is to inquire into the relationships existing between occupational status of parents and certain other background factors operating in the life of Negro students. The topics with which part III will be concerned are: School and college attendance, economic status, intelligence of students, scholastic and vocational interests and activities; extracurriculum interests and activities; brothers and sisters and their education; work for self-support; and education of parents. All these subjects will be treated in terms of the effect which the parental occupation has on them.

A. COLLEGE AND SCHOOL ATTENDANCE

COLLEGE ATTENDANCE

The proportion in which each occupational group is represented in the Negro colleges of the country may be inferred from data shown in table 31. If the miscellaneous occupations are excluded it is seen that the unskilled and farming groups lead in the percent of the total 1,877 students who are attending college, the percent for each being 15. The next in order is the skilled group, and the professional group ranks fourth.

Influences to attend a certain college.—In part I there was a general discussion of the factors which students named as influencing them to attend the college of their choice, and in part II the subject was treated in terms of the apparent influence of the kinds and location of schools attended. Here we shall attack the question with a view to ascertaining the possible relation the parent's occupation has to the factors influencing students to attend a given college.

TABLE 31.—Number and percent of students attending certain kind of college, according to occupation of father

Father's occupation	Kind of college attending		Total
	Private	Public	
1	2	3	4
Professional:			
Number.....	127	127	254
Percent.....	50	50	14
Clerical:			
Number.....	31	48	79
Percent.....	30	61	4
Skilled:			
Number.....	102	170	272
Percent.....	37	63	14
Business:			
Number.....	50	69	119
Percent.....	46	54	7
Unskilled:			
Number.....	113	176	289
Percent.....	30	61	15
Personal and domestic:			
Number.....	60	111	171
Percent.....	42	38	10
Farming:			
Number.....	91	108	199
Percent.....	31	60	15
Miscellaneous:			
Number.....	167	208	375
Percent.....	45	55	20
Total:			
Number.....	770	1,107	1,877
Percent.....	41	59	100

In table 32 is shown the percent of students belonging to each occupational class who named certain factors which influenced them to attend the particular college in which they were enrolled. The most important fact revealed by this table is the predominance held by "superior quality of work" and "vocational and professional reasons" as influencing factors named by the students in each occupational class. More than a fourth of the students in each of five classes named "vocational and professional" influences, while "superior quality of work" was named by another fourth in three cases and by practically a fifth in each of the others. In this connection it is interesting to note that the clerical group far surpasses all others in the percent of their students who named "superior quality of work" as the factor most strongly influencing them to attend the colleges of their choice, 29 percent having named this factor. The business and the professional classes follow, with 25 percent of students

in each group naming "superior quality of work" as an influencing factor.

More students of the personal and domestic service class than of any others named "vocational and professional" influences. The nearest competitors in this regard are students whose parents are engaged in the skilled occupations, the percentage being 27. Detailed comparison of the different occupational groups in the percent of students naming certain factors may be made by further reference to the table.

TABLE 32.—Number and percent of students who indicated certain factors which influenced them to attend a certain college, according to parent's occupation

Influencing factors	Father's occupation								Total
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Miscellaneous	
1	2	3	4	5	6	7	8	9	10
Convenience to home:									
Number.....	21	8	18	17	33	20	28	34	179
Percent.....	9	11	7	14	12	11	11	10	10
To please parents:									
Number.....	29	4	19	5	12	6	10	22	107
Percent.....	12	5	7	4	4	3	4	6	6
Influence of relatives or friends:									
Number.....	18	4	16	12	19	20	20	24	133
Percent.....	8	5	6	10	7	11	8	7	8
Less expensive:									
Number.....	24	4	44	13	49	24	43	55	286
Percent.....	10	5	17	11	18	13	17	16	15
Influence of high-school teachers:									
Number.....	6	6	16	8	14	5	21	10	86
Percent.....	3	8	6	7	5	3	8	3	5
Visit of college representative:									
Number.....	1	3	4	3	8	4	4	7	34
Percent.....	4	4	2	3	3	2	2	2	3
Superior quality of work offered:									
Number.....	59	22	50	30	49	33	48	73	364
Percent.....	25	29	20	25	18	15	19	21	21
Vocational or professional reasons:									
Number.....	59	17	68	27	69	37	64	88	444
Percent.....	25	23	27	23	29	20	25	28	25
Scholarship granted:									
Number.....	11	4	15	1	15	7	12	14	79
Percent.....	5	5	6	1	5	4	5	4	5
Desire to be with friends:									
Number.....			1	2	1	3	5	4	15
Percent.....			3	2	3	1	2	1	9
Other:									
Number.....	8	3	5	1	4	7	4	14	46
Percent.....	3	4	2	1	1	4	2	4	3
Total.....	295	75	256	119	273	180	259	345	1,743

ELEMENTARY- AND HIGH-SCHOOL ATTENDANCE

Number of schools attended.—Table 33 presents facts relating to the number of different elementary and high schools attended by students according to the occupation of their parents. As stated in a corresponding section in part II the frequent change of school often has a more or less deleterious effect on pupils. In order to obtain a measure of extent of change by means of which the different occupational levels could be compared the percent of students belonging to each occupational class who said that they had attended a given number of elementary and high schools was computed. The results of this calculation are shown in the table.

TABLE 33.—Percent of students who attended certain number of high and elementary schools according to father's occupation

Number of schools	Father's occupation								Total
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Miscellaneous	
1	2	3	4	5	6	7	8	9	10
High schools:									
1..... percent.....	66	87	73	68	78	77	65	75	72
2..... do.....	27	10	23	29	19	19	31	23	24
3..... do.....	5	1	4	2	3	3	5	2	3
4 or more..... do.....	2	1	—	—	—	1	—	1	1
Number of cases.....	246	77	262	123	277	188	280	263	1,816
Rank.....	8	1	6	5	2	4	7	3	—
Elementary schools:									
1..... percent.....	40	54	48	56	53	46	46	52	49
2..... do.....	32	25	33	27	32	31	40	32	33
3..... do.....	16	16	13	13	10	17	9	11	12
4 or more..... do.....	12	6	6	4	6	7	6	5	7
Number of cases.....	232	69	252	119	299	167	243	329	1,670
Rank.....	8	3	6	1	4	7	5	2	—
Composite rank.....	8	1	6.5	3.5	3.5	5	6.3	2	—

That one single measure might be obtained which would make it easy to compare the occupational groups they were ranked on the basis of the percent of students who had attended 1, 2, 3, and 4 or more schools. The ranking was done by the following procedure: The highest percentage of students signifying attendance upon one school only was ranked 1 as representing the highest degree of desirability, the next highest percentage was ranked 2, and so on, until all

who had attended one school only were ranked. In ranking those who attended more than one school the opposite procedure was employed, namely, that occupational group which had the smallest percent of its students attending 2, 3, or 4 or more schools was considered to possess the highest position of desirability, and consequently was ranked 1; the group whose percentage was next above the lowest was ranked 2, and so on, until each occupational group was ranked in each item, representing the number of schools attended.

From this procedure the following rankings were obtained for the number of high schools attended by the students in each occupational class (the smaller numbers representing fewer schools attended, and hence a greater degree of desirability): Clerical, 1; unskilled, 2; miscellaneous, 3; personal and domestic service, 4; business, 5; skilled, 6; farming, 7; and professional, 8.

The rankings for the fewest elementary schools attended are: Business, 1; miscellaneous, 2; clerical, 3; unskilled, 4; farming, 5; skilled, 6; personal and domestic service, 7; and professional, 8.

Only two groups maintain the same relative positions for both elementary and high schools attended, namely, the professional and business groups; both of which are rather low in the scale, their respective ranks being 8 and 6.

In order to obtain a composite rank for both elementary and high-school attendance combined the composite ranks of each were added and the sums were reranked. On this basis the clerical group is first, followed by the miscellaneous group. The others in their rank order are: Business, 3.5; unskilled, 3.5; personal and domestic service, 5; farming, 6.5; skilled, 6.5; and professional, 8.

The accuracy of these rankings was checked by combining the individual ranks of the four items under each kind of school and then reranking the summation of these individual ranks. The relative positions of the groups remain the same except for the fact that the business and unskilled groups both compete for third place and the skilled and farming groups compete for sixth place, which meant that the two former groups were both assigned the rank of 3.5 and the two latter, 6.5.

Kinds of schools attended.—It was shown in part II that the kind of school attended appeared to have very definite relationship to the achievements and certain other factors of students. The extent to which the children belonging to the different occupational classes are represented in the various kinds of elementary and high schools is shown in table 34.

The feature of greatest import, perhaps, to be noted in this table is the change in the percent of students belonging to certain occupational groups who attend a particular kind of elementary school and the same kind of high school.

For purposes of comparison in cases where the percent of students in a given occupational group who attend a given kind of high school is more than the percent attending the same kind of elementary school the change will be designated "positive"; and if relatively fewer students attend a particular kind of high school than attended the same kind of elementary school the change will be designated "negative."

On the basis of this procedure it will be observed that the greatest negative change takes place in the southern rural public schools. In every occupational group the change is negative and in most cases of considerable magnitude. The differentials in percents of students belonging to various occupational classes who attend both public elementary and high school in the southern rural communities range from -2.17 to -26.34. The personal and domestic service group is at the low extreme with only 2.74 percent of the students attending southern rural public high schools as against 4.91 percent who are attending the same kind of elementary school. The group having the highest differential is the farmers, 47.10 percent of whose students attended southern rural public elementary schools but who dropped to a low 20.76 percent who attended the same kind of high school. For all groups combined there is a negative differential of 9.58 percent.

The only other negative change is found in the northern city public schools. This change, however, is quite negligible, amounting to only 0.30 percent for all occupational groups combined. The greatest negative change in this group of schools takes place in the professional class, 11.57 percent of whose students attend city elementary public schools in the North as against 7.81 percent who attend city

TABLE 34.—Percent of students who attended certain kinds of high and elementary schools according to father's occupation

Father's occupation	Kind of school												Number of cases					
	Southern city pub. No school		Northern city sub. No school		Southern rural public school		Northern rural public school		Southern private school or academy		Northern private school or academy		Public school of border State		Foreign school		High school	Elementary school
	High school	Elementary school	High school	Elementary school	High school	Elementary school	High school	Elementary school	High school	Elementary school	High school	Elementary school	High school	Elementary school	High school	Elementary school		
Professional.....	+02.20	+01.65	-7.81	+11.67	-4.11	+11.67	+2.46	2.01	+20.16	+1.08	+1.23	0.41	+11.93	+10.74	1.20	1.20	940	243
Clerical.....	+44.30	+40.35	+11.29	+10.28	-4.76	+17.09	+2.20	1.52	+4.86	2.95	.....	.....	+34.17	+32.46	1.20	1.20	79	77
Skilled.....	+55.28	+51.14	+23.12	0.97	-4.56	+15.52	+1.03	0.82	+14.03	0.26	.....	.....	+0.61	7.23	0.76	0.76	200	202
Business.....	+01.60	+07.80	-0.83	0.91	-0.50	+15.52	+1.03	0.82	+10.04	4.13	.....	.....	+0.53	6.28	0.81	2.47	122	131
Unskilled.....	+03.72	+00.71	+7.68	0.76	-0.09	+12.14	+1.09	1.07	+10.44	0.03	.....	.....	-14.15	+14.28	.....	.....	278	269
Personal and domestic.....	+41.15	+23.80	+4.61	2.17	-21.76	+7.10	-1.58	2.88	+11.72	0.28	.....	.....	+10.28	+18.08	.....	.....	183	183
Farming.....	-41.15	+23.80	+4.61	2.17	-21.76	+7.10	-1.58	2.88	+11.72	0.28	.....	.....	+10.28	+18.08	.....	.....	200	276
Miscellaneous.....	-48.88	+53.67	-4.44	+11.17	-3.88	+6.91	+1.94	1.26	+11.67	0.17	.....	.....	+23.38	+21.26	.....	.....	300	267
Total.....	+51.60	+51.49	-0.26	0.96	-0.73	+10.81	+1.97	1.43	+14.89	0.80	+0.44	0.16	+15.44	+11.66	.....	.....	561,781	1,908

1 Changes in foreign schools disregarded.

NOTE.—Read table thus: 51.65 percent of the students whose parents belong to the professional group attended elementary public schools in Southern cities, while 42.56 percent attended public high schools in Southern cities; 11.37 percent attended elementary public schools in Northern cities and 7.81 percent attended public high schools in the same localities. Where the percentage of students attending high school in a given locality is greater than that attending elementary school in the same locality a plus sign is used; where the change is negative, a minus sign is used.

public high schools in the same section. There is also a slight negative change here in the skilled, business, and miscellaneous occupational groups.

The most pronounced positive change for all groups combined is in the southern private schools or academies, the differential being +7.79 percent. The differentials in the percent of students belonging to various occupational groups who attended both southern private elementary schools and southern private high schools range from +4.45 to +16.46. The personal and domestic workers furnish the low differential here, the respective percents of their children attending southern private elementary and high schools being 9.28 and 13.73, while the farmers are again in the lead, furnishing the high differential with 5.07 percent of their children having attended southern private elementary schools as against 21.53 percent attending the same kind of high school.

In the consideration of the changes taking place in the southern rural public schools and the southern private schools the most notable feature to be observed is the fact that, in every occupational group the changes are respectively negative and positive; that is, each occupational class sent a smaller percent of its children to high schools in the southern rural areas than it sent to elementary schools in the same section. Conversely, every occupational class sent a larger percent of its children to southern private high schools than it sent to southern private elementary schools. The educational and social implications of these facts will be discussed later.

Further analysis of table 34 shows that for the southern city public schools the greatest positive change took place in the farming group, with a differential of +5.65 percent; while the most marked negative change took place in the personal and domestic service class, the differential being -5.19. In the northern city public schools the farming group leads in positive differentials, with +2.44 percent; and the professional class is ahead in differentials of a negative character, the percent being -3.76. The public schools of the Border States show the highest positive differential for children of farmers with a percent of +3.44. The only negative differential in these groups of schools is yielded by the unskilled group, it being the negligible percent of -0.10.

The data in this table suggest several inferences of considerable consequence: In the first place, there is very obvious in every locality an insistent urge on the part of the Negro parents for better educational opportunities for their children. It is vividly revealed by the changes found in the farming group and in the southern rural schools for all groups.

The second inference to which these data point with considerable conclusiveness is the lack of availability of secondary school facilities for Negroes in many sections of the South and particularly in the rural areas. This lack is revealed in a recent study⁴ which shows the number of counties with no high-school facilities and those having no 4-year high schools for Negroes; also by a study of the relation between the popularization of secondary education and the availability of high-school facilities.

The present study, by approaching the question from another angle confirms the conclusion of a former study regarding lack of availability of high-school facilities for Negroes. The manner in which the question will be approached here will be to ascertain what kinds of high schools absorb the students who are lost by another kind of high school as shown by negative differentials. If these losses are rather consistently absorbed by schools which either are better or which the parents consider better, our hypothesis may be considered to have been substantiated. (Findings in the National Survey of Secondary Education for Negroes previously referred to, and facts presented in part II of this study prove that schools of different kinds and localities vary in effectiveness of program as shown by the general criteria applied.)

By observing table 34 it is seen that the children of farmers who are lost by the southern rural public schools are absorbed by the schools of the Border States, southern private schools, and southern city public schools. The personal and domestic service group had a negative change in the southern rural and southern city public schools, but had gains in the northern city, southern private, and Border State schools. Most of the children of unskilled workers lost to the southern rural schools were absorbed by southern

⁴Caliver, Ambrose. Secondary Education for Negroes. Op. cit.

private schools; as is the case for the business group. The skilled workers, in changing their children from southern rural schools to others send them predominantly to southern city, southern private, and Border State schools. The clerical group lost students between the elementary and high schools in the southern rural communities, and in the southern cities, but gained in the southern private and Border States schools. The clerical group is the only occupational class having no students enrolled in southern rural high schools.

The decreases in the professional class, most of which were found in the southern rural and northern city schools are largely absorbed by southern private schools, although slight increases may also be found in northern rural public schools, southern city schools, and public schools of the Border States.

This array of evidence seems to be conclusive in substantiating the theory that, in general, changes in the percent of students belonging to the various occupational groups which are represented in the different kinds of communities are due to a lack of secondary school facilities for Negroes and a determination on the part of parents to seek better educational opportunities. In the Biennial Survey of Education⁵ it was shown that the greatest migration of Negroes took place in States and localities where educational facilities for Negroes were meager.

The final feature of table 34 to which attention is directed is the extent of migration taking place within the various occupational classes. This is an important factor in the background of students, the educational implications of which should receive greater consideration.

B. ECONOMIC STATUS OF PARENTS

The economic status of families from which students come has been shown to be an element of real importance when the influencing background factors are considered in their relation to subsequent school experience and other achievements. Book⁶ found positive relationships between certain

⁵ United States. Office of Education. Biennial Survey of Education in the United States. Washington, Government Printing Office, 1931. (Bulletin 1931, no. 20, vol. I, ch. 17.)

⁶ Book, W. F. Op. cit., p. 209.

phases of economic status of families and the intelligence of students. Other investigators also have found favorable relationships, between economic status of families and school achievement of students.⁷

While in the present study correlations were not obtained between economic status of families and scholastic aptitude of students, certain of such factors were related to the occupation of parents, which, in turn, was correlated with the scholastic aptitude of students. Table 35 furnishes data concerning three of these factors, namely, home ownership, ownership of additional property, and monthly income of families.

TABLE 35.—Number and percent of students whose parents own their own homes, have additional property, and have a given median income, according to father's occupation

Father's occupation	Parents own home		Parents have additional property		Monthly income of family	
	Cases	Percent	Cases	Percent	Cases	Median
1	2	3	4	5	6	7
Professional.....	200	85	144	65	212	\$161.41
Clerical.....	65	83	39	57	69	153.01
Business.....	112	93	82	73	103	131.35
Miscellaneous.....	274	78	176	64	308	106.73
Skilled.....	189	73	127	53	232	90.11
Personal and domestic.....	125	71	79	47	172	88.76
Unskilled.....	187	68	95	37	261	85.07
Farming.....	209	81	130	54	232	63.50
Total.....	1,361	78	872	53	1,689	94.72

HOME OWNERSHIP

Of the 1,755 students replying concerning home ownership, 1,361, or 78 percent, said their parents owned or were buying their homes. This is considerably above the average for the country as a whole, the 1930 census reporting that 47 percent of all families own homes.⁸ Home ownership is an important index of the stability and general social outlook of a family and bespeaks an industry and a perseverance which are valuable assets to students, both as a personal possession and as a family trait. The rank order

⁷ Pressey, S. L., and Ralston, Ruth. *Op. cit.*

⁸ The 1930 census indicates that 23.9 percent of all Negro families of the country own their homes.

of the different occupational groups in the percent of parents belonging to them who own or are buying their homes follows: Business, 1; professional, 2; clerical, 3; farming, 4; miscellaneous, 5; skilled, 6; personal and domestic service, 7; and unskilled, 8.

ADDITIONAL PROPERTY

Table 35 also gives the percent of students who said their parents own additional property. Fifty-three percent of the students belong to this group. Detailed percentages for each occupational class are shown in the table.

FAMILY INCOME

Perhaps the most potent factor in determining the economic status of a family is its income; and within certain limits it seems definitely to affect the cultural status of the family and the intellectual status of the children.⁹

Table 35 shows the median monthly income of the families represented by students in the present study, according to occupational groups. The data were secured by listing 11 classes of monthly incomes, for example, (1), \$50 monthly or less, (2), \$51 to \$75 monthly, and so on to more than \$300 monthly. Students were asked to check the one item best representing the total income of their families during the previous year (1929). They were told to *guess* if they did not know exactly. They were also told to combine the incomes of the breadwinner and housekeeper if both were working, as well as income from other sources.

The results show a median monthly income of \$94.72 for all occupational classes combined. The median income of families belonging to each occupational class in rank order is shown in the table. Nearly a fifth of the students come from families having a monthly income of only \$50 or less; more than half of the families represented have a monthly income of less than \$100; while only 15 percent have an income of more than \$200 a month.

A noticeable feature about these data is the low ranking position of the farming group. The incomes of the professional, clerical, and business groups are more than twice

⁹ Book, W. F. Op. cit., p. 211
Counts, G. S. *The Selective Character of the American High School*, University of Chicago Press, 1922.
Pressey, S. L. Op. cit.

as great as is the income of the farmers, whose median income is \$31.22 below the total median.

A more significant fact than the one mentioned, however, is the relatively low incomes of the families in all the groups. That Negro students, whose parents have an economic background represented by so low a range of monthly income as \$63.50 to \$161.41, manage to enroll and remain in college is one of the enigmas in the Negro's progress. That students find it necessary to attempt to pursue their college education on so narrow a margin of subsistence presents problems which would tax the skill and knowledge possessed by the most effectively organized and administered personnel department. One can well imagine, therefore, what damage is done the educational growth of students where no such assistance is provided, as is the case in most Negro institutions.

RATIO OF ROOMS TO OCCUPANTS OF HOME

Another index of economic status is the ratio of rooms to occupants of a home. How many rooms does the average home in each of the occupational classes possess; and how many persons occupy these rooms? Students were asked the number of rooms in their homes and the number of persons who lived in their homes the previous year (1929). Table 36 shows the answers to these questions in terms of central tendency. Those answering numbered 1,813.

Number of rooms in home.—The occupational groups are listed in rank order represented by the median number of rooms in the homes according to the various occupational classes. The differences between the groups are negligible in most cases. Two hundred and fifty-one students, or 14 percent, live in homes having 9 or more rooms, while 65, or 4 percent, live in homes with only 3 rooms.

Number of persons in home.—Table 36 also shows the number of persons occupying the homes from which students come as answered by 1,780 students. The median for the entire group is between 4 and 5 persons. The differences between the various groups are even less here than in the number of rooms in the homes. Those coming from homes with 9 or more occupants represented 11 percent of the total, while 27 percent are from homes with 3 or fewer occupants.

TABLE 36.—Median number of rooms in home and median number of persons occupying home, according to parent's occupation

Parent's occupation	Median number of rooms	Median number of persons
Professional.....	6.19	4.41
Clerical.....	6.14	5.08
Skilled.....	5.51	4.37
Business.....	6.28	4.34
Unskilled.....	5.03	4.48
Personal and domestic.....	5.22	4.11
Farming.....	5.37	4.73
Other.....	5.69	4.46
Total.....	5.6	4.45
Number replying.....	1,813	1,780

From the facts here shown it is obvious that many families whence Negro college students come live in overcrowded homes. The importance of adequate living quarters and its effect on the study habits and general disposition of high-school students cannot be overemphasized. In light of this fact the data here presented have some bearing on the nature of the intellectual equipment and personality which Negro students bring to college, and suggest certain definite tasks for a personnel program.

MODERN CONVENIENCES

The kind of house in which the families of Negro college students live and the modern conveniences possessed by them are shown in table 37, in terms of percent of students mentioning them.

TABLE 37.—Percent of students whose parents possess certain modern convenience, according to father's occupation

Modern conveniences	Father's occupation								Total
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Miscellaneous	
1	2	3	4	5	6	7	8	9	10
Furnace.....	38	60	26	29	18	29	17	34	29
Electric light.....	78	92	74	81	70	84	30	63	71
Gas.....	47	62	37	44	30	48	55	48	39
Bath.....	69	91	57	74	51	55	55	67	68
Toilet.....	64	83	57	71	48	55	55	62	56
Piano.....	75	81	60	74	64	72	72	72	65
Radio.....	19	68	41	61	32	55	38	52	38
Brick house.....	68	86	11	15	13	5	5	20	23
Frame house.....	4	55	77	7	81	61	87	67	65
Stucco or stone house.....	4	4	5	4	1	5	1	3	3
Apartment.....	1	6	4	2	1	4	3	5	3
Number of cases.....	254	79	273	128	239	191	200	376	1,890

In determining the rank of the various occupational groups the same procedure as was described in the sections just preceding was followed here, namely, the occupational class with the highest percentage of families possessing a given convenience or type of house was ranked 1, the occupational class possessing the next highest percentage was ranked 2, and so on. In the case of "frame house", however, the opposite method was followed—the highest degree of desirability being represented by the lowest percent. Apartment residence was excluded in this ranking.

The table shows that the clerical group ranks first in 7 of the 10 items, second in 2, and fourth in 1. Some consistency is shown in the skilled class, which has sixth place in 6 of the items and seventh in 2; the unskilled group has seventh place in 6 items and sixth place in 3; while the farmers rank eighth in all items except one in which they are seventh.

In order to obtain an index which would measure all the items combined, the composite ranks were computed. The occupational groups follow, ranked in descending order in terms of the highest percentage of families possessing the various modern conveniences; the sums of the individual ranks are also shown: Clerical, 15; professional, 33; personal and domestic service, 34; business, 35; miscellaneous, 38; skilled, 57; unskilled, 68; farming, 79.

The possession of many of these conveniences is essential to health and the development of that type of refinement and social demeanor demanded in modern society. It should be a subject, therefore, of real concern, not only to educators and social workers, but to statesmen as well.

C. INTELLIGENCE OF STUDENTS

In part II the intelligence of students was analyzed in terms of the kind of school and community from which they came. The present section is an approach to the problem from a more detailed analysis—a comparative study of the intelligence of students in terms of their parents' occupations and their education.

known of other factors which may operate to effect the differences found in the intelligence of the students.

Figure 15 shows not only the trend in the mean scores of different occupational classes, but also indicates the range and the overlapping of scores. For example, although the mean intelligence of students whose mothers are engaged in skilled occupations is lower than that of students whose fathers are engaged in those occupations, there were some students in the mothers' group who made scores much higher than the highest in the fathers' group. The only case where an occupational group with a mean lower than the preceding group does not have some students who reach or exceed the highest score made in the preceding group is in the case of the farmer.

Distribution of intelligence among occupational groups.—A question of considerable importance from a sociological as well as an educational point of view is the extent to which the occupational classes possess students of the highest and lowest intelligence. Table 38 contains data which answer this question.

Column 3 shows the percent of students in each occupational class reaching or exceeding the mean of the entire group (76.01). The clerical group is far in advance of all the others in this regard with a percentage of 75. The professional group follows with 58 percent. The two groups having relatively the fewest students who reached or exceeded the group mean are the skilled and farming, the respective percentages being 38 and 22.

In order to make a more rigid selection of the groups having the highest percent of superior students the percent making a score of 100 or more was calculated. Column 4 shows these results. Again the clerical group is ahead with 44 percent of its students who made a score of 100 or more. The professional group is also second again with a percentage of 37; while the skilled and farming groups trail in their former respective order with percentages of 24 and 10.

Of equal importance as the foregoing factor is the absence of students with low intelligence from an occupational group. Column 5 of table 38 shows that the occupational class having the fewest students who made a score of 50 or less is the clerical group with a percentage of 14. The next smallest

percentage (28) is represented in the business group. The professional class is fourth in this factor, while the same two groups remain at the bottom as in the two former instances, with the following percentages: Skilled, 42; and farming, 61.

TABLE 38.—Percent of students reaching or exceeding group mean; those making a score of 100 or more; and those making less than 50, by occupation of father

Father's occupation	Number of cases	Percent reaching or exceeding group mean	Percent making score of 100 or more	Percent making less than 50
1	2	3	4	5
Clerical.....	63	75	44	14
Professional.....	205	58	37	31
Personal and domestic.....	136	56	29	29
Business.....	95	51	33	28
Miscellaneous.....	293	50	28	33
Unskilled.....	222	44	25	38
Skilled.....	308	38	24	42
Farming.....	211	22	10	61
Total.....	1,433	46	27	37

It is interesting to note that when the occupational classes are compared on the basis of the presence of superior students and absence of inferior ones (by composite ranks) they maintain the same relative ranking as when they were compared on the basis of central tendency, except in the case of the business and personal and domestic service groups.

D. SCHOLASTIC AND VOCATIONAL INTERESTS AND ACTIVITIES

ANTICIPATED COLLEGE MAJOR

In part I the college subject in which students expressed a desire to major was considered in relation to intelligence; in part II the same topic was treated on the basis of the kind and location of high school attended. In this section the subject will be discussed in terms of the father's occupation.

Table 39 indicates that 82, or 5 percent, of all the students wish to major in agriculture; of this number 43 belong to the farming group, which is 16 percent of all students whose fathers are farmers. The business group leads in the percent of students expressing preference for ancient languages as a major, with 3 percent. Only 20, or 1 percent, of the total 1,880 students mentioned this as a desired major.

The following subject-matter fields were mentioned in each case as possible college majors by fewer than 20 students, and in three cases as few as 1, 3, and 5: Architecture, art, botany, geology, journalism, library science, political science, philosophy, psychology, physics, religion, speech or expression, and zoology. The percent of students choosing these subjects ranged from 0.05 to 1. Education, which is the most popular subject, is mentioned by 275, or 15 percent, of the students. Because of the small number of cases no attempt will be made to analyze them on the basis of occupational classes.

TABLE 39.—Number and percent of students who plan to major in a given subject-matter field, according to father's occupation

Subject-matter field	Father's occupation								Total	
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Other		
	1	2	3	4	5	6	7	8	9	10
Agriculture:										
Number.....	9		7	4	12	1	43	6		82
Percent.....	4		3	3	4	1	16	2		5
Ancient language:										
Number.....	2		3	4	3	1	4	3		20
Percent.....	1		1	3	1	1	1	1		1
Architecture:										
Number.....	1		1	1	2	2	1			8
Percent.....				1	1	1				
Art:										
Number.....	2	1	4		2	2	3	3		17
Percent.....	1	1	2		1	1	1	1		1
Biology:										
Number.....	18	7	24	7	16	17	14	23		126
Percent.....	8	10	9	6	6	9	5	6		7
Botany:										
Number.....			1		2			2		5
Percent.....					1			1		
Business administration:										
Number.....	10	2	13	9	7	7	11	24		83
Percent.....	4	3	5	8	3	4	4	7		5
Chemistry:										
Number.....	28	11	22	10	19	15	14	31		150
Percent.....	12	15	9	8	7	8	5	9		8
Economics:										
Number.....	5	2	7	4	4	2	6	7		37
Percent.....	2	3	3	3	1	1	2	2		2
Education:										
Number.....	27	10	38	19	55	35	48	43		275
Percent.....	11	14	15	16	20	19	18	12		15
Engineering:										
Number.....	5	1	7	4	3	4	2	5		31
Percent.....	2	1	3	3	1	2	1	1		2
English:										
Number.....	24	11	24	7	29	10	20	28		163
Percent.....	10	15	9	6	10	6	7	11		9

NEGRO COLLEGE STUDENTS

TABLE 39.—Number and percent of students who plan to major in a given subject-matter field, according to father's occupation—Continued

Subject-matter field	Father's occupation								Total
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Other	
1	2	3	4	5	6	7	8	9	10
Geology:									
Number.....						1			1
Percent.....									
History:									
Number.....	10	2	19	9	20	12	17	21	110
Percent.....	4	3	7	8	7	6	6	6	6
Home economics:									
Number.....	21	7	27	14	32	17	35	43	196
Percent.....	9	10	10	12	11	9	13	12	11
Journalism:									
Number.....	3		2			2		1	8
Percent.....	1		1			1			
Library sciences:									
Number.....		2			1	1	2	3	9
Percent.....		3				1	1	1	1
Mathematics:									
Number.....	8	6	20	4	25	9	15	15	102
Percent.....	3	8	8	3	9	5	6	4	6
Modern language:									
Number.....	16	1	3	3	10	4	5	14	56
Percent.....	7	1	1	3	4	2	2	4	3
Music:									
Number.....	2		11	4	14	6	1	18	66
Percent.....	5		4	3	5	3		5	4
Philosophy:									
Number.....							3		3
Percent.....							1		
Physics:									
Number.....	1					3	2	2	9
Percent.....						2	1	1	1
Political science:									
Number.....	3	1	2	1	2	3	2	4	18
Percent.....	1	1	1	1	1	2	1	1	1
Psychology:									
Number.....	2			1	3	4	3	5	18
Percent.....	1			1	1	2	1	1	1
Religion:									
Number.....	5		2		2	2	4		15
Percent.....	2		1		1	1	1		1
Sociology:									
Number.....	9	4	4	3	5		3	7	35
Percent.....	4	5	2	3	2		1	2	2
Speech or expression:									
Number.....	3		2	1	1	1	1	4	13
Percent.....	1		1	1	1	1	1	1	1
Zoology:									
Number.....	1		2		1		1	3	8
Percent.....			1					1	
Other:									
Number.....	13	5	13	9	9	20	10	32	111
Percent.....	5	7	5	8	3	11	4	9	6
Total number.....	236	73	258	118	290	181	270	357	1,775

TABLE 40.—Percent of students expressing preference for a given occupation, according to occupation of parents

Occupation of parents	Occupational preference								
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Miscellaneous	Number replying
1	2	3	4	5	6	7	8	9	10
Professional:									
Father.....	78	0	3	3				15	229
Mother.....	77	1	3	4			2	12	213
Clerical:									
Father.....	79	1	1	6				13	71
Mother.....	82			8					12
Skilled:									
Father.....	74	1	6	5			1	13	247
Mother.....	78		2	4			4	12	69
Business:									
Father.....	74	2	4	10			1	10	114
Mother.....	71		21					7	14
Unskilled:									
Father.....	81	2	3	1	0		1	11	269
Mother.....	71			19					16
Personal and domestic:									
Father.....	77	1	4	3		1		13	172
Mother.....	79	1	5	2				12	209
Farming:									
Father.....	88	1	2	4		3	4	8	260
Mother.....	73	4				5	10	8	51
Miscellaneous:									
Father.....	77	1	2	3	0	1		17	327
Mother.....	77	2	3	4	0	1	1	13	1,065
Total:									
Father.....	78	1	3	4	0	1	1	13	
Mother.....	77	1	3	4	0	1	1	12	

NOTE.—Read table thus: Of the students whose fathers are in the professional group, 78 percent also elected a professional career; less than 1 percent chose a clerical occupation, etc. Of the students whose mothers were in the professional group, 77 of them preferred a professional occupation; 1 percent, clerical, etc.

A feature in this table of special interest, however, is the large percentage of students of the unskilled and farming groups who planned to major in education. The total number of students from these two groups having such an anticipation was 103, or 37 percent, of all who named education as a major. This is a larger ratio than all the students of these two occupational classes bear to the total 1,880 students, their representation being only 31 percent.

If we assume that these students are to become teachers, this preponderance of entrants into the profession from economic strata whose intelligence ranking is relatively low, unless these particular individuals are the highest ranking students in their respective groups—which is improbable, then this fact has wide social implications.

CHOICE OF A CAREER

Equally important as the choice of a major and having more far-reaching significance is the choice of a life career. Do Negro college students show any evidence of diversification in the selections they make? What relation have their choices to the occupations of their parents? These questions are answered in table 40. It is seen that the choices are predominantly professional, for each occupational group and for all combined; and except in the case of the professional class, the occupations of the parents have no apparent influence on the occupational choice of the students. This is true for both mothers and fathers.

Of the fathers, those engaged in business and skilled occupations seem to influence the students most greatly in choosing the occupations in which they are engaged, the respective percentages of students choosing them being 10 and 6. Of the mothers, the farmers appear to have a greater influence than any maternal occupational class, the percentage being 10.

INFLUENCES IN CHOOSING AN OCCUPATION

Although the opinion of an individual is not entirely dependable in matters so subtle as the various influences on his behavior, the students, nevertheless, were asked to designate the factors which they believed influenced them most in making their occupational choices. Table 41 reports these results. "Belief in your ability in field" and "desire to serve" were the two factors most frequently named, the respective percentages of the combined groups naming them being 44 and 36.

Students of the personal and domestic service and clerical classes lead in expressing belief in their ability, with percentages of 51 each, while those in the farming and unskilled groups surpass the others in naming "desire to serve" as a motive in selecting their vocations. Forty percent in each group named this factor.

TABLE 41.—Percent of students naming factors which influenced their choice of a vocation, according to occupation of father

Father's occupation	Influencing factors									Number of cases	
	Desire to make money	Success of friends	Advice of relatives	Teachers	Desire to serve	Things read	Belief in your ability in field	Father's or mother's occupation	Vocational guidance course or book		Other
Professional.....	7	1	2	4	37	0	41	4	0	3	232
Clerical.....	4	1	1	3	33	1	51	1	4	4	75
Skilled.....	9	2	2	3	36	0	44	2	1	1	255
Business.....	6	1	3	2	34	1	49	3	3	3	117
Unskilled.....	8	1	4	1	40	1	44	1	1	0	273
Personal and domestic.....	6	1	3	2	32	1	51	1	1	2	182
Farming.....	7	4	3	5	40	1	36	1	1	1	272
Other.....	9	1	2	2	34	1	46	1	1	3	335
Total.....	7	2	3	3	36	1	44	2	1	2	1,741

E. EXTRACURRICULUM INTERESTS AND ACTIVITIES

This section will deal with the extracurriculum interests and activities of students according to the parents' occupations. The topics to be treated will be of two major kinds—those of an intellectual nature and those of a social nature. The subjects to be discussed under the first are: Books and magazines in the homes of students; books and magazines read by students; and extent and kinds of Negro newspapers taken in homes of students. The social phase of the section will deal with: Organization membership; offices held; hobbies engaged in; cultural experiences; prizes and honors won; travel experience; and religious interests and connections.

INTELLECTUAL INTERESTS AND ACTIVITIES

Number of books and magazines in homes.—Figure 16 shows the number of books in the homes of students according to fathers' occupations, and table 42 gives the number of magazines taken in the homes of students. The median number taken in the homes of the 1,734 students who replied is 2.13. The children of the professional and clerical groups lead both in the number of books and magazines in their homes on basis of father's occupation.

TABLE 42.—Median number of magazines taken in students' homes, according to occupation of parents

Parent's occupation	Median father's occupation	Median mother's occupation
Professional.....	3.2	2.90
Clerical.....	2.92	1.66
Skilled.....	1.95	1.82
Business.....	2.29	1.66
Unskilled.....	1.84	.66
Personal and domestic service.....	1.65	1.52
Farming.....	1.93	2.29
Miscellaneous.....	2.16	2.18
Total.....	2.13	2.13
Number of cases.....	1,734	1,734

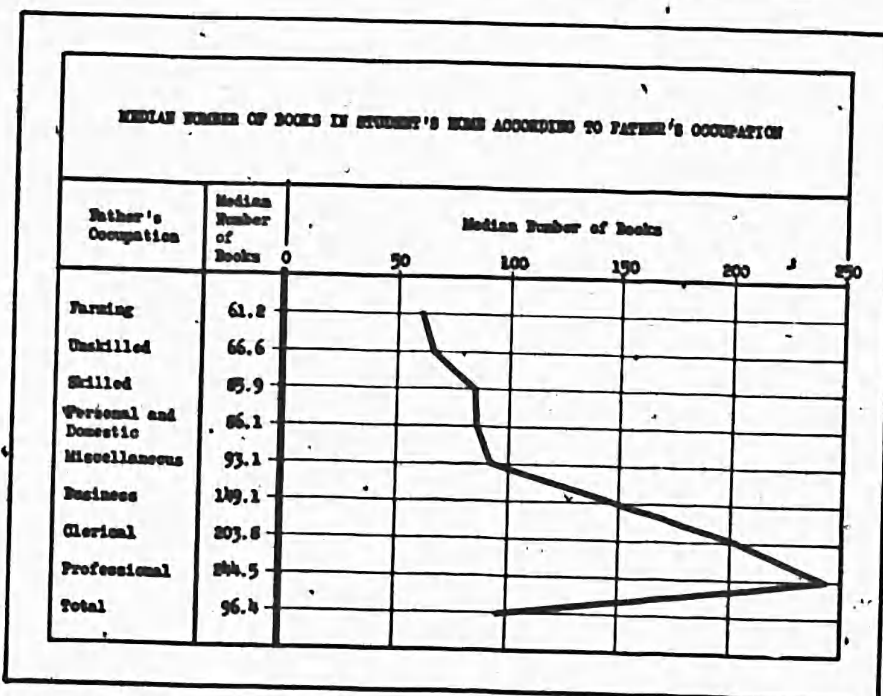


FIGURE 16.—Median number of books in student's home according to father's occupation.

Number of books students read.—While the books and magazines found in the homes of students is an important index of the cultural opportunities afforded them, the kind and extent of use are more important factors. In the absence of data, according to parental occupation on kinds of books possessed and read, the extent students read books found in their homes or elsewhere was ascertained by requesting the number of books, excluding regular school assignments, which they voluntarily read during their high-

school careers. Table 43 presents the results of this inquiry. The clerical and professional groups are first and second, respectively, on the basis of father's occupation, while the business group ranks first and skilled and professional classes are second on the basis of mother's occupation. The median number of books read by all students combined is 21. The two lowest ranking occupational groups are the unskilled and farming according to the occupations of both fathers and mothers.

Kinds of magazines students read.—Table 44 shows the number and percent of students belonging to each occupational class who read certain kinds of magazines during their high-school careers. Popular and fiction magazines are read most widely by the students of the professional class, and least by those of the farming group. All are about equally interested in current events, the percents ranging from 31 for the personal and domestic service class to 37 for the unskilled.

Detailed analysis regarding only two other kinds of magazines will be made here, namely, literary and Negro. In the first instance the clerical group leads with a percentage of 13, and for the Negro magazines the business group leads with 11 percent. Attention is called in this connection to the level of intelligence of students who read certain kinds of magazines discussed in part I.

TABLE 43.—Median number of books pupils voluntarily read during their high-school career, according to parents' occupations

Occupation of parents	Median number of books read according to father's occupation	Median number of books read according to mother's occupation
Professional.....	27	25
Clerical.....	29	23
Skilled.....	21	25
Business.....	24	26
Unskilled.....	18	12
Personal and domestic.....	21	17
Farming.....	15	13
Miscellaneous.....	21	22
Total.....	21	21
Number of cases.....	1,573	1,573

TABLE 44.—Number and percent of students who read certain kinds of magazines, according to occupation of father

Father's occupation	Kinds of magazines read										
	Popular and fiction	Current events	Women's magazines	Scientific and mechanical	Negro	Public opinion	Literary	Humor	Physical culture and outdoor	Miscellaneous	Number of cases
1	2	3	4	5	6	7	8	9	10	11	12
Professional:											
Number.....	101	167	57	44	30	13	31	6	6	46	501
Percent.....	20	33	11	9	6	3	6	1	1	9	
Clerical:											
Number.....	28	55	15	13	6	3	20	2	1	16	189
Percent.....	18	35	9	8	4	2	13	1	1	10	
Skilled:											
Number.....	87	178	66	51	87	13	23	9	5	40	508
Percent.....	17	35	13	10	7	3	4	2	1	8	
Business:											
Number.....	48	89	34	20	28	1	14	1	2	25	261
Percent.....	18	34	13	8	11		5		1	10	
Unskilled:											
Number.....	87	187	59	44	35	9	25	2	3	55	507
Percent.....	17	37	12	9	7	2	5		1	11	
Personal and domestic:											
Number.....	68	108	25	43	17	13	22	19	1	36	352
Percent.....	19	31	7	12	5	4	6	5		10	
Farming:											
Number.....	75	174	61	34	39	11	22	6	2	51	475
Percent.....	16	37	13	7	8	2	5	1		11	
Miscellaneous:											
Number.....	132	264	106	74	40	21	55	11	13	69	735
Percent.....	17	34	14	9	5	3	7	1	2	9	
Total:											
Number.....	626	1,221	423	323	232	64	212	56	33	338	2,548
Percent.....	18	34	12	9	7	2	6	2	1	10	

Negro newspapers in homes.—In addition to the reading of Negro magazines, mentioned in the section just preceding, the presence of Negro newspapers in the home is an index of race consciousness and race pride.

In order to obtain information concerning this matter students were asked to list the Negro newspapers taken in their homes. Three classifications were then made as follows: National, local, and combination of the two. National Negro newspapers include such weeklies as *The Chicago Defender*, *The Afro-American*, *The Pittsburgh Courier*, etc. Local papers refer to those published in or near the home of the student and which have a more limited circulation than those of a national character. Table 45 gives the number and percent of students in whose homes each kind of paper was taken, and those who had a combination of the two.

The farming and skilled groups lead in subscribing to national Negro weeklies. The farming group also leads in taking local Negro papers. In taking a combination of the two, however, it ranks last. The clerical and professional groups rank lowest in taking national Negro weeklies only, and are at the bottom in taking local Negro papers only; but in subscribing to a combination of the two they rank first. The percent of students reporting both national and local Negro newspapers in their homes for each occupational group is shown in column 7 of the table.

TABLE 45.—Number and percent of students who come from homes where certain kinds of Negro newspapers are taken according to paternal occupation

Father's occupation	National		Local		Combination		Total
	Number	Percent	Number	Percent	Number	Percent	
	2	3	4	5	6	7	8
Professional.....	37	17	68	32	109	51	214
Clerical.....	5	7	24	34	41	59	70
Skilled.....	59	27	73	33	87	40	219
Business.....	21	19	42	39	45	42	108
Unskilled.....	66	28	87	37	83	35	236
Personal and domestic.....	42	26	64	40	55	34	161
Farming.....	46	28	76	47	40	25	162
Miscellaneous.....	77	25	108	35	120	39	305

SOCIAL INTERESTS AND ACTIVITIES

Table 46 presents facts regarding membership in organizations, offices held, hobbies engaged in, and general cultural experiences had by students, according to paternal occupations. In parts I and II the nature and kind of these activities in which students participated were discussed in some detail. Here only the total number of students participating and the median activities engaged in by each student will be treated.

Information concerning each of the four items respectively is shown in columns 2 to 9. In each item the clerical and professional groups rank first, and the farming group ranks lowest.

Prizes and honors won by students.—A considerable shift is noted in the rank order of the different occupational classes when we consider prizes and honors won in the various types

of activities. Table 47 presents data on this point. Students were asked to list the prizes and honors which they won during their high-school careers. The percent of students belonging to each occupational class winning prizes and honors of various kinds is shown in the table.

Travel experience of students.—Distance alone is no criterion of the value of travel experience, but it is one important index. In order, therefore, to ascertain the extent of travel experience of students, they were asked to indicate the greatest distance they had traveled away from home, excluding the trip to college. Table 48 gives the results of this inquiry.

TABLE 46.—*Extracurriculum interests and activities of students according to occupation of father*

Father's occupation	Organization membership		Offices held		Hobbies engaged in		Experiences had	
	Number	Median	Number	Median	Number	Median	Number	Median
i	2	3	4	5	6	7	8	9
Professional.....	225	3.20	100	1.34	228	2.72	243	7.42
Clerical.....	69	3.62	50	1.40	73	2.62	78	8.28
Skilled.....	246	2.88	190	1.01	243	2.42	261	6.84
Business.....	107	2.88	77	1.15	116	2.30	122	7.18
Unskilled.....	262	2.62	189	.98	263	2.30	280	5.57
Personal and domestic.....	170	2.45	100	1.00	108	2.28	182	7.19
Farming.....	251	2.43	159	.99	244	2.01	262	5.62
Miscellaneous.....	341	2.75	226	1.19	338	2.38	357	6.11
Total.....	1,671	2.79	1,150	1.10	1,673	2.38	1,785	6.70

TABLE 47.—*Percent of students who won certain prizes and honors during their high-school career, according to father's occupation*

Father's occupation	Kinds of prizes or honors won						
	Sports	Music and arts	Literary and dramatics	Social	Religious and civic	Scientific and mechanical	Number of cases
i	2	3	4	5	6	7	8
Professional.....	28	4	67	.....	20	4	138
Clerical.....	31	9	30	.....	6	3	35
Skilled.....	28	7	25	.....	27	7	146
Business.....	24	6	54	.....	23	3	63
Unskilled.....	13	11	68	.....	23	7	133
Personal and domestic.....	37	16	44	2	22	4	89
Farming.....	17	7	54	.....	33	7	122
Miscellaneous.....	29	11	60	.....	19	5	171
Total.....	25	9	54	.....	24	35	807

TABLE 48.—Number and percent of students who traveled a given distance from home

Distance traveled	Number	Percent
1 to 50 miles.....	54	3
51 to 100 miles.....	100	6
101 to 150 miles.....	102	6
151 to 200 miles.....	146	8
201 to 250 miles.....	119	7
251 to 300 miles.....	187	11
More than 300 miles.....	1,061	60
Total.....	1,769	

It is interesting to note that practically 60 percent of the total group of students had traveled more than 300 miles; and only 3 percent had traveled as short a distance as 50 miles or less. The professional and business groups surpass the others in the relative numbers of their students who traveled more than 300 miles. The difference between the occupational groups whose students have traveled given distances are not pronounced except in the case of students who traveled more than 300 miles.

Religious activities.—The number and percent of students who attended church and Sunday school with a given frequency according to paternal occupation are shown in table 49. The data here concerning the high percentage of clerical students attending church and Sunday school lead one to wonder why these students did not make a better showing in prizes and honors won in matters of a religious and civic nature.

The denominational affiliation of students is shown in table 50. The Baptist denomination claims 46 percent of all the students; the A.M.E. church is next; followed by the M.E.

The farming and unskilled groups lead in the proportion of students who are Baptists, the respective percents being 63 and 50. The groups having the smallest number of students who are members of the Baptist church are those from the business and clerical groups. It is interesting to note that 1,732, or 95 percent, of all the students claimed church membership.

NEGRO COLLEGE STUDENTS

TABLE 49.—Number and percent of students who said they attended church and Sunday school while in high school with a given frequency, according to paternal occupation

Paternal occupation	Did not attend at all		Attended sometime		Attended regularly		Number of cases
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
Professional	1		42	17	206	83	248
Clerical			11	14	67	85	78
Skilled	2	1	39	22	205	77	266
Business			20	24	94	76	134
Unskilled	1		51	18	232	82	284
Personal and domestic	1	1	40	22	145	78	186
Farming	2	1	53	19	237	80	292
Miscellaneous			78	21	286	79	364
Total	7		304	20	1,461	80	1,832

TABLE 50.—Number and percent of students who were affiliated with certain church denominations during their high-school career, according to paternal occupation

Paternal occupation	Church denominations										Number of cases
	Not a member	Baptist	M. E.	A. M. E.	A. M. E. Z.	C. M. E.	Presbyterian	Congregational	Catholic	Other	
1	2	3	4	5	6	7	8	9	10	11	12
Professional:											
Number	12	82	37	45	12	9	13	17	8	13	248
Percent	5	33	15	18	5	4	5	7	3	5	
Clerical:											
Number	9	29	7	12	1	1	3	3	6	6	76
Percent	12	38	9	16	1	1	4	3	8	8	
Skilled:											
Number	10	115	35	43	12	5	11	7	10	9	266
Percent	7	43	13	16	5	2	4	3	4	3	
Business:											
Number	6	44	13	30	3	2	5	5	5	10	123
Percent	5	36	11	24	2	2	4	4	4	8	
Unskilled:											
Number	16	142	34	49	8	3	4	4	10	12	282
Percent	6	50	12	17	3	1	1	1	4	4	
Personal and domestic:											
Number	11	84	18	31	6	4	6	3	15	9	187
Percent	6	45	10	17	3	2	3	2	8	5	
Farming:											
Number	7	175	21	35	8	10	7	5		12	280
Percent	2	63	8	13	3	4	2	2		4	
Miscellaneous:											
Number	18	167	44	54	12	8	18	13	13	21	308
Percent	5	45	12	15	3	2	5	4	4	6	
Total:											
Number	98	838	209	299	62	42	67	56	67	92	1,830
Percent	5	46	11	16	3	2	4	3	4	5	

F. WORK FOR SELF-SUPPORT

What bearing has the paternal occupational class to which a student belongs on the amount of work he did in high school and the amount he expects to do in college for his self-support? Tables 51 and 52 answer this question.

SELF-SUPPORT IN HIGH SCHOOL

In order to obtain an index by which to compare the different occupational classes in terms of the extent to which students worked for their self-support a composite rank was obtained. Each occupational group was ranked according to the percent of students who said they did not work at all, and according to the percent who said they earned varying amounts of their support. In the first instance—those who earned none of their support—the highest percentage was ranked first, the next highest, second, and so on.

TABLE 51.—Number and percent of students who earned a given amount of their support while in high school, according to occupation of father

Father's occupation	Amount of support earned					Number of cases
	None	One third	One half	Two thirds	All	
	1	2	3	4	5	6
Professional:						
Number.....	142	42	28	16	19	247
Percent.....	57	17	11	6	8	
Clerical:						
Number.....	57	13	4	2	2	78
Percent.....	73	17	5	3	3	
Skilled:						
Number.....	101	69	38	33	28	269
Percent.....	38	25	14	12	10	
Business:						
Number.....	71	27	15	5	7	125
Percent.....	57	22	12	4	6	
Unskilled:						
Number.....	119	73	42	28	20	282
Percent.....	42	26	15	10	7	
Personal and domestic:						
Number.....	91	37	26	16	16	186
Percent.....	49	20	14	9	9	
Farming:						
Number.....	88	56	39	42	51	276
Percent.....	32	20	14	15	18	
Other:						
Number.....	205	73	43	26	17	364
Percent.....	56	20	12	7	5	
Total:						
Number.....	874	390	235	168	160	1,827
Percent.....	48	21	13	9	9	

TABLE 52.—Number and percent of students who expect to earn a given amount of their support while in college, according to father's occupation

Father's occupation	None	One third	One half	Two thirds	All	Number of cases
1	2	3	4	5	6	7
Professional:						
Number.....	113	40	37	18	23	231
Percent.....	49	17	16	8	10	
Clerical:						
Number.....	46	12	8	4	4	74
Percent.....	62	16	11	5	5	
Skilled:						
Number.....	75	63	37	36	51	262
Percent.....	29	24	14	14	19	
Business:						
Number.....	64	23	11	12	8	118
Percent.....	54	19	9	10	7	
Unskilled:						
Number.....	91	63	34	43	39	270
Percent.....	34	23	13	16	14	
Personal and domestic:						
Number.....	63	40	34	22	24	183
Percent.....	34	22	19	12	13	
Farming:						
Number.....	57	46	41	46	86	276
Percent.....	21	17	15	17	31	
Miscellaneous:						
Number.....	147	82	44	40	42	355
Percent.....	41	23	12	11	12	
Total:						
Number.....	656	369	246	221	277	1,769
Percent.....	37	21	14	12	16	

The opposite procedure was followed in ranking the other items, it being assumed that a low percent of students who had to earn any given amount of his support indicated a high degree of desirability and hence should be ranked first, etc. After each of the columns 2 to 6 was ranked, these ranks were added and their sums were ranked. As a result, the following ranking for each occupational class was obtained: Clerical, 1; professional, 2; miscellaneous, 3; business, 4; personal and domestic service, 5; unskilled, 6; skilled, 7; and farming, 8.

The clerical group, having first ranking in each place, had a composite score of only 5 as compared with 36 for the farming group.

SELF-SUPPORT IN COLLEGE

The same procedure was used here as was used in the foregoing section in determining the extent to which students belonging to the various occupational groups, expected to earn their support in college. The clerical group stands first again with a composite score of 6. The next group having

the largest percent of students who do not expect to earn any of their support and the smallest percent who expect to earn varying amounts is the business group whose composite score is 12. The other groups follow in rank order with their composite scores: Professional, 18; miscellaneous, 21; personal and domestic service, 28; unskilled, 30; farming, 32; and skilled, 33.

G. EDUCATION OF PARENTS ACCORDING TO PARENTAL OCCUPATIONS

MEDIAN YEARS OF SCHOOLING OF PARENTS

Replies were received from 1,726 students concerning father's education and from 1,751 concerning mother's education. The various possible levels of training were listed and students were asked to indicate by checking in the appropriate columns the amount of schooling their parents

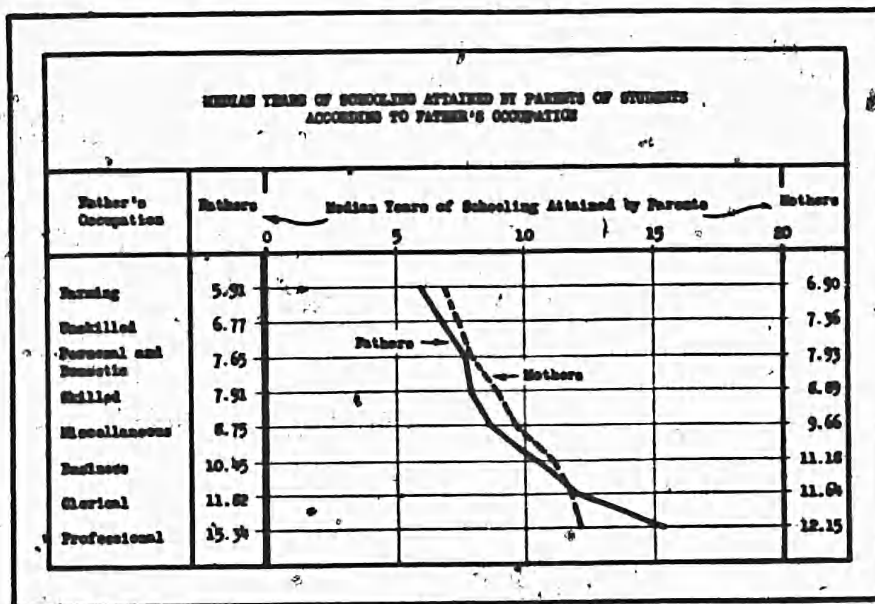


FIGURE 17.—Median years of schooling attained by parents of students according to father's occupation.

had. They were told if the exact amount was not known to estimate it.

Figure 17 shows the median years of schooling attained by fathers and mothers of students according to fathers' occupations. The fathers have more schooling than the mothers in the professional and clerical groups, but in all others the mothers are ahead. The rank order of each occupational

group as may be observed is the same for both fathers and mothers.

Grouped according to mother's occupation, the mothers who are engaged in the various occupational callings have more education than the fathers in all vocational classes except clerical and skilled—as shown by figure 18. In the former the schooling of the mothers and fathers is the same, 11.5 years; in the latter the fathers surpass the mothers by the negligible difference of 0.01 of a year. The rank order for both mothers and fathers is the same for all groups except the

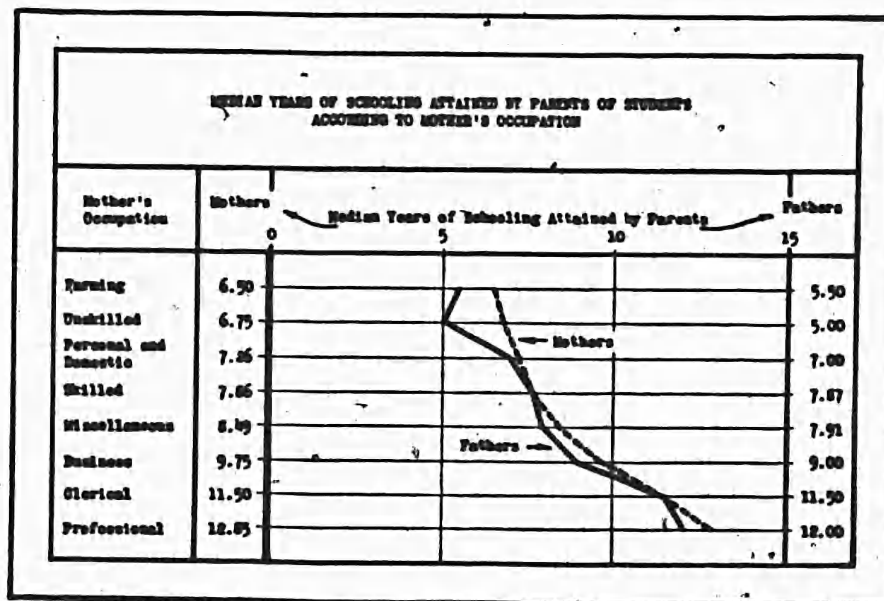


FIGURE 18.—Median years of schooling attained by parents according to mother's occupation.

unskilled and farming; the education of the farming fathers being 0.5 greater than that of the unskilled fathers.

Figure 19 shows the percent of all students combined whose fathers and mothers attained varying amounts of schooling. There are 50 percent of the students whose fathers had from 1 to 8 years of elementary training as compared with 45 percent for the mothers. Students whose fathers obtained from 1 to 4 years of high-school training amounted to 30 percent, while 38 percent of the mothers attained this level. More mothers than fathers had from 1 to 4 years of college training, the respective percents of students reporting this level of training being 15 and 14. However, in graduate and professional training the fathers far surpass the mothers; 5 percent

of the students reporting fathers in this class and only 2 percent reporting mothers.

More fathers than mothers also had 4 years of college training, the percent of students reporting this level of schooling being, respectively, 7 and 6. On the other hand, students reporting mothers who spent 4 years in high school surpassed those reporting fathers with that level of training, with respective percents of 18 and 12.

In general, the data presented in figures 17, 18, and 19 substantiate the conclusions of two other studies.¹¹ That there seems to be a pronounced tendency for Negro girls to be favored over boys in the proportion who go to school, which

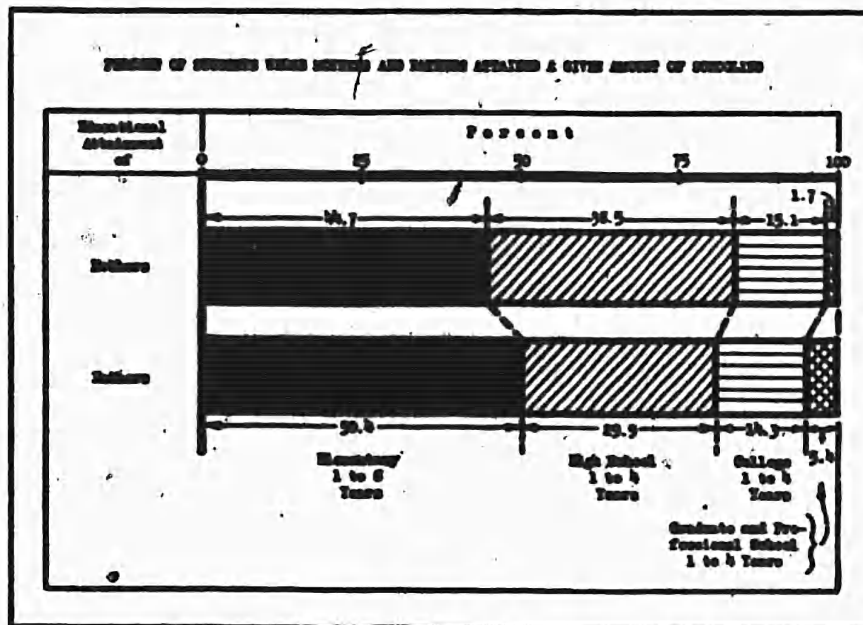


FIGURE 19.—Percent of students whose mothers and fathers attained a given amount of schooling.

fact is reflected in difference of schooling obtained by mothers and fathers.

There are also important sociological implications here if the inference may be drawn, which seems tenable, that a large proportion of Negro women marry men in most occupational levels who have less schooling than they themselves have. The converse is true, however, with respect to the professional and clerical classes.

¹¹ Caliver, Ambrose. *Secondary Education for Negroes*. Op. cit.

— *Rural Elementary Education Among Negroes Under Jeanes Supervising Teachers*. Washington, Government Printing Office, 1933. (U.S. Office of Education Bulletin 1933, no. 5.)

PART IV: SUMMARY, CONCLUSIONS, AND SUGGESTIONS

The immediate objective of this study was to make a survey of the social, economic, academic, intellectual, and cultural background factors of Negro college students. Its ultimate purpose is to reveal facts, establish trends, and suggest principles which may serve as guides in improving educational conditions, and upon which a program of personnel work may be promulgated.

The treatment of the report has in general centered around the following topics: School and college relations; intelligence of students; scholastic and vocational interests and activities; extracurriculum interests and activities; and general family status. Part I was a discussion of those topics from a more or less personal angle, having to do with the factors and characteristics of students. Part II approached the various subjects in terms of the kinds of schools the students attended. Part III dealt with the topics according to the occupations of parents.

In the consideration of the findings presented here the one outstanding fact which constantly emerges is that of individual and group differences among Negro college students. These differences have not been found to be peculiar to the Negro, however, as similar differences were found to exist among white students. The main difference, as far as the two races are concerned seems to be one of degree rather than of kind; the past and present status of the Negro tending to accentuate his condition, and to cause unfortunate circumstances to affect him more quickly and seriously.

Some of the more important conclusions resulting from our findings are given here, together with a few supporting data.

CONCLUSIONS AND FINDINGS

1. The idea of educating the Negro at public expense is rapidly being recognized and accepted.

The present study shows that nearly three fourths, or 72.9 percent, of the Negro college students come from the public

high schools of the southern and "Border" States; and that 59 percent are enrolled in public colleges. This college enrollment in public institutions indicates a decided trend upward during the past five years (see discussion in part I).

2. Private schools and colleges still have a large responsibility in the education of Negroes.

Although public schools and colleges for Negroes have made tremendous gains, the Negro still looks to the private schools and colleges to fill a need which has so long been neglected. Our data show that nearly seven tenths of the teachers in Negro public high schools are trained in private institutions, the percent being 68.6. This conclusion is also borne out by the fact that the percent of students attending private high schools is much greater than the percent who attended private elementary schools, being, respectively, 15.85 and 6.96; and by the more important fact that 41 percent are finding their opportunity for higher education in private colleges. Furthermore, in analyzing the changes from elementary to high school made by students belonging to the various occupational classes, it was found that in every case the change taking place in the private schools showed an increase.

3. There is a lack of availability in many localities of Negro colleges doing a quality of work commensurate with the needs and ambitions of the race.

Evidence of this conclusion is revealed in the small percent of students who live within a 50-mile radius of the colleges they are attending, and the reasons students give for attending certain colleges.

4. There is a significant difference in the scholastic aptitude of students in the various Negro colleges.

The range of average intelligence of each group of freshmen in the different colleges as shown by the median psychological scores is 26.33 to 131. The students of 13 colleges failed to show a general average as high as the median for all students combined (60.97¹). These group differences, as indicated by the central tendency, are significant factors which should command the attention of both school and college authorities.

¹ 1,987 cases.

5. There is serious lack of selectivity in Negro colleges as shown by the heterogeneity of their student bodies.

This dissimilarity is seen in the scholastic aptitude of students. Although there is a consistent and pronounced difference in the median scores made by students of different colleges, practically every grade of intelligence is represented in each college, some of the brightest students being found in many of the colleges having the lowest average scores, and some of the dullest being found in those having the highest average scores.

Our data also show that students who have had academic failures are represented in large numbers, in most of the colleges, along with those who have succeeded academically.

In addition, it is found that every occupational class, a great variety of home conditions, and a rather general cross-section of students with varying amounts of academic preparation and from most levels of cultural and economic status (excepting the high-income group) are represented in most of the colleges.

There seems to be little serious effort on the part of either high school or college to identify the superior student, and assure to him an opportunity for higher education.

6. Colleges need to make some effort to adjust requirements and offerings in terms of the background of students.

The variety of individual and group differences revealed by this study, the differences in communities, schools, and home life from which the students come demand a degree of flexibility in the administration of admissions and curriculum requirements and a closer relationship between the offerings and needs of students.

The fact that the students in general offered the same subjects, in the same amounts for admission to college, probably indicates too much rigid uniformity in college entrance requirements.

7. Apparently, there is a serious lack of adaptation of the high-school program to the varying needs and capacities of students.

There is too much retardation of superior students. This hypothesis is proved by the number of students who had sufficiently high scholastic aptitude to finish the high-school

course in a shorter period than the average student, but who were required to move along at the same slow pace as the others. This is shown not only by the fact that practically all the students spent 4 years or more in high school, but by the advanced age of many of the brightest students at entrance into college.

On the other hand many students are accelerated faster than their abilities would warrant. This is particularly shown by the fact that some students who entered college directly after graduation from high school were extremely young, yet their scholastic aptitude was far below the average.

Failures of students who have superior ability show either a lack of interest due to maladjustment, ill adaptation of abilities to task, or failure to work up to level of intelligence. Such students, as well as many others who never actually fail, should be placed in proper relation to their work in order to assure success rather than failure.

There are three other facts revealed by the present study which indicate a lack of adaptation of high-school program to the varying needs of students. First, is the limited range of subjects which a student may take and the small percent of students taking even this limited range; second, the small number of extracurriculum interests expressed by students very probably indicates limited offerings along this line; third, the expression of choice for so few college majors and occupations shows a paucity of ideas and lack of imagination of students which should be stimulated by the schools.

8. The vocational needs of Negro students are not adequately cared for by high schools.

A study of the program of studies of Negro high schools, the range of courses taken in high school, the limited choices of majors and occupations, the meager vocational experience, and the reasons given for choosing a given life career by students all point to the need of greater attention to their vocational interests and needs.

9. Negro schools are not properly providing for the varied extracurriculum interests of students.

The potential interests of students in activities outside the classroom are not cultivated by an enrichment of the offerings of the schools along this line. The lack of a construc-

tive program in this direction is attested by the meagerness of magazine and book reading done by students, the kinds of activities in which they engage, and hobbies in which they express interests. Extracurriculum activities, if properly organized and directed, may become a powerful ally in the education of students and in the development of character and personality.

10. Negro schools are not fully utilizing their best material.

Both the present study and the National Survey of Secondary Education among Negroes, referred to frequently here, show that in the main the curriculums are uniform for all students, in kind as well as in length. This is revealed by the subjects and the number of units taken and also by the curriculum offerings. Obviously, with the variety of individual differences found in our group of students, many find it unnecessary to work at their full capacity to accomplish the tasks set for them. One of the serious consequences of this is the inculcation of habits of laziness and indifference.

Another indication that schools are not fully utilizing their best material nor all the talents of students is shown in the limited offerings referred to earlier, both in curriculum and extracurriculum activities. Every normal individual has a wide range of talents and interests, much wider than is provided for in the schools. The result is that many talents are not awakened, others not adequately developed, and still others are allowed to atrophy because of disuse.

Perhaps the strongest indictment against the schools, however, in this matter is the fact that the superior students fail as much as the average and inferior students. This shows that in disregarding his strong points he has been assigned to tasks in which he is weak or has no interest, or that because the quantity, quality, and rate of speed of the work are so far below his capacity he loses interest and fails.

It is not enough for schools to identify the superior student; but once found he should be given every stimulus and opportunity to develop to his fullest capacity.

The thesis held here is further substantiated by the major and occupational choices made by students.

11. Negro schools and colleges are not making the most of the masculine resources of the race.

Although, as is shown by a recent study,² the enrollment of Negro boys in the first two grades surpasses that for girls, by the time the freshman year of college is reached the ratio has changed in favor of the girls, the percents being 40 for boys and 60 for girls. Schools and colleges should assume the responsibility of finding the cause of this disproportion and should remedy it. Without disparaging what is being done for girls, the continued progress of the race and its future welfare dictate that a larger proportion of our boys and young men be given the opportunity of a higher education.

Of more consequence, however, than mere numbers as represented by enrollments is what we do with the young men we do get. Although there is evidence to show that the men represented in this study are a more highly selected group than the women, with higher intelligence, nevertheless, they fail in much larger proportion.

That so many men with high scholastic aptitude fail and that so many drop out of school before they reach college and that their expression of preference for college majors and occupations and extracurriculum interests are so limited indicate either a lack of adjustment between the school and interests of the boys and young men; or that the school program is better adapted to certain characteristics possessed only by the girls; or that other outside economic factors are operating. However real are the last two factors named, in light of the evidence, the schools cannot escape blame in failing to effect a stronger appeal to the boys.

12. Negro schools and colleges lack definite educational and vocational guidance programs.

Unequivocal evidence of this lack is shown in the student's expression of preference for a college major and a life career; in the intelligence of those choosing certain careers; the reasons given for their choices; the lack of relation between the choice of a major and a life career; and student failures. From our findings it may be inferred that many students choose major subjects which require different types of aptitudes from those which they possess. This is also true in reference to the choice of an occupation. It is generally accepted that different groups of occupations require different degrees of intelligence for the achievement of success, and a

² Calliver, Ambrose. *Rural Elementary Education Among Negroes Under Jeanes Supervising Teachers*. Op. cit.

person falling below a given intelligence rank cannot under any circumstances achieve an outstanding success, and if he falls below another given rank he will be doomed to complete failure.

Every school and college should be able to furnish the students with objective scientific information concerning his probable chances of success in a given curriculum, course, or vocation. This is the least that should be done, if a more comprehensive program of guidance and remedial measures cannot be inaugurated.

13. Negro students enter upon their college careers with a tremendous economic handicap.

This fact is obvious from the low incomes of students' families, and the extent to which students worked during their high-school careers, and the extent they expect to work during their college careers. These factors are calculated to handicap the student seriously. In the first instance he is beset with constant anxiety concerning the improbability of being able to meet his bills, and in the second instance he is deprived of his leisure, which is one of the essentials in the pursuit of a higher education.

14. Negro college freshmen are motivated by high ideals.

This is revealed by the reasons given for attending the college of their choice; reasons given for their choice of occupations; type of hobbies in which they are predominantly interested; and their affiliation with religious interests.

The reasons for attending a particular college most frequently mentioned by students were "high quality of work offered" and "vocational and professional reasons." The factors motivating their choice of an occupation most frequently mentioned by students were "belief in ability in field" and "desire to serve." Hobbies of a more serious and purposive nature have the largest percent of students naming them as first preference. Nearly four fifths of the students attended church and Sunday school regularly during their high-school careers and only 0.38 percent said they did not attend at all. Ninety-five percent of the students claimed membership in a church. This fact should be of special import to Negro colleges in stimulating them to nurture and preserve the high ideals of students.

15. Apparently there is some emotional factor influencing the college major and occupational choices of Negro college freshmen.

That neither the kind of school, its location, nor the occupation of parents is the predominant influence in these choices may be inferred from the findings of this study.

16. The younger the Negro college freshman is, the more likely he is to have high scholastic aptitude.

While our data show conclusively the foregoing statement to be true, it must be recognized that there are certain dangers in the pedantry which often accompanies high scholastic ability in very young persons.

17. The intelligence of Negro students is reflected in their reading interests.

Students who use the library most frequently are more intelligent than those who use it less frequently. The more intelligent students read a larger number of books during their high-school careers. The more intelligent students read a greater number of magazines than the less intelligent, and also tend to read a higher type of magazine.

18. Negro students use libraries when they are available.

Taking the group as a whole or classifying them into kinds and location of schools attended, our data show that libraries are popular among students when they are accessible. This inference is further borne out by the fact that a larger percent of students used the school library regularly than used the public library, while fewer students failed to use the school library at all than was true of those who did not use the public library at all.

19. The occupational status of parents has a significant relationship to the scholastic aptitude of students and to other influencing factors in their lives.

Table 53 shows the rank order of the various occupational groups as they are compared in terms of many different factors.

The sums of the individual ranks are shown in the last row. The clerical group is first, followed by the professional group. These two groups were found to maintain these ranking positions rather consistently. The two lowest

ranking groups are the unskilled and farming, with seventh and eighth places, respectively.

TABLE 53.—Ranks of occupations of fathers by various criteria

Criteria	Rank of fathers by occupation							
	Clerical	Professional	Business	Miscellaneous	Personal and domestic service	Skilled	Unskilled	Farming
1	2	3	4	5	6	7	8	9
Influence to attend college:								
Quality of work offered.....	1	3	2	4	7	5	8	6
Vocational or professional reasons.....	5	5	7	3	1	2	4	6
To please parents.....	5	5	3	6	1	7	4	2
Number of high schools attended.....	1	8	5	3	4	6	2	7
Number of elementary schools attended.....	3	8	1	3	7	6	4	5
Degree of migration.....	3	6	5	4	2	7	1	8
Home ownership.....	2	2	1	5	7	6	8	4
Parents have additional property.....	3	2	1	4	7	6	8	5
Family income.....	2	1	3	4	6	5	7	8
Median number of rooms in home.....	3	2	1	4	7	5	8	6
Median number of persons in home.....	8	4	2	5.5	1	3	5.5	7
Modern conveniences.....	1	2	4	5	3	6	7	8
Mean gross psychological score.....	1	3	4	5	3	7	6	8
Median number of books in home.....	2	1	3	4	5	6	7	8
Number of magazines subscribed for.....	2	1	3	4	8	5	7	6
Books read voluntarily.....	1	2	3	6	4	5	7	8
Subscription to Negro newspapers.....	1	2	3	7	6	4	5	8
Extracurriculum interests:								
Organization membership.....	1	2	2.5	6	8	2.5	5	7
Offices held.....	1	2	4	3	6	5	8	7
Hobbies engaged in.....	2	1	3	5	7	4	6	8
Experiences had.....	1	2	5	6	3	4	7	8
Prizes and honors won:								
Sports.....	2	4	6	3	1	5	8	7
Music and arts.....	4	8	7	2.5	1	6	2.5	5
Literary and dramatics.....	1	3	6	4	7	8	2	5
Religious and civic.....	8	6	1	7	5	3	4	2
Scientific and mechanical.....	7	8	6	4	5	2	3	1
Travel experience.....	6	1	2	5	4	3	8	7
Regular church and Sunday school attendance.....	1	2	8	5	6	7	3	4
Church membership.....	3	2	3	4	6	7	5	1
Educational level of brothers and sisters:								
Graduated from high school.....	4	1	2	6	8	3	7	5
Graduated from college.....	1	3	5.5	5.5	7	2	8	4
Students earning support in high school.....	1	3	4	2	5	7	6	8
Expect to earn support in college.....	1	3	2	4	5	7	6	8
Educational level of parents.....	2	1	3	4	6	5	7	8
Sum of ranks.....	99	110	122	150.5	169	172.5	194	205

Analysis of this table shows that out of 35 items the clerical group stands first in 14, second in 6, and third in 5. The sum of the individual ranks amounts to 99. The professional group maintains first place in 7 items, second place in 13, and third place in 4. The sum of all individual ranks in the professional class amounts to 110.

The unskilled group which has seventh place in the composite ranks falls seventh in eight of the individual items and eighth in eight of them. The farming group which has eighth place in the composite ranks is eighth on 11 of the individual items and seventh on 6 of them. The sum of the individual ranks of the unskilled and farming groups respectively are 194 and 205.

20. The education of Negro parents and of brothers and sisters is definitely associated with the scholastic aptitude of students.

The psychological scores made by students tend to rise as the education of their parents increases; and, there is a significant difference between the scores made by students who had no brothers and sisters graduating from college and those who did; the difference being in favor of the latter.

21. The kind and location of high school attended have significant bearings on the scholastic aptitude of students.

According to our findings students from the schools of the Northern and "Border" States make a decidedly higher psychological score than those from the South. The ranks of the schools are: Northern city public school, 1; public school of "Border State", 2; northern rural public school, 3; southern city public school, 4; southern private school or academy, 5; southern rural public school, 6; miscellaneous, 7.

22. The changes made by Negro students from school to school and from place to place are tremendous.

These changes take place in elementary schools and high schools; and also from one kind of elementary school to another kind of high school. Many of these changes are from a poorer school to one of a better grade, but often, where the changes are too frequent, deleterious effects are likely to result.

23. Negro parents are earnestly endeavoring to give their children better educational opportunities.

This is shown by the kinds of changes made by students as they transfer from elementary to high school. According to the kinds of changes taking place there seems to be a serious effort to place the student in a better high school than the elementary school from which he transferred.

24. There seems to be a serious deficiency in the availability of adequate public school and college facilities for Negroes in certain sections.

This conclusion is supported by data concerning the kinds of changes made from elementary to high school, and by the enrollments in and distribution of Negro colleges.

A further substantiation of this inference may be found in findings of the National Survey of Secondary Education, frequently referred to in this study.

25. A large number of Negro college students come from broken homes.

In addition to the economic handicap with which students enter college, to which reference has been made earlier, abnormal family relations and broken homes furnish another obstacle calculated to interfere with the student's educational progress. Our data show that 27 percent of the students under investigation had fathers who were deceased; the students whose mothers were deceased constituted 16 percent. Of 445 students reporting some abnormal parental relation 33 percent were from homes where the parents were separated. Those reporting some parental relation other than normal constituted 24 percent.

26. The Negro teaching profession is apparently being entered by many persons of low intelligence.

This is revealed by the average psychological score of students anticipating majoring in "education"; by the proportion of students belonging to the occupational groups of low intelligence levels who anticipate majoring in "education"; and also according to the anticipated majors by kind of school from which the students come.

THE TYPICAL NEGRO COLLEGE FRESHMAN

The typical Negro college freshman is 20 years of age, has a mean psychological score of 76³; and comes from a family of 5 children of which 1 has already graduated from college. His father and mother have respectively, 8 and 9 years of schooling. During his high-school career he read 21 books voluntarily; engaged in 3 hobbies or interests; belonged to 3 organizations and held 2 offices. He comes

³ American Council on Education Psychological Examination for High-School Graduates and College Freshmen, 1930 ed.

from a home having a monthly income of \$95. The home he comes from contains 5 or 6 rooms and is occupied by 4 or 5 persons. His parents have 96 books in their home and take two magazines.

SUGGESTIONS

Personnel work is not offered as a panacea for all the problems revealed by this study. As important as personnel work is with its many ramifications and interrelationships, it cannot be the sole justification for so comprehensive a survey. The study will find its ultimate merit in the contributions it makes to many other phases of education—to teaching, administration, and organization. Neither are its contributions confined to education on the college level. Perhaps its most important suggestions will have to do with education on the secondary and elementary levels, for it is only by beginning a program of personnel research and service in the earlier years of a child's life that the fullest measure of success can be achieved. Although its materials have to do with Negroes the application of the principles herein set forth transcend race, and, hence, need by no means be confined to them.

In view, therefore, of the foregoing considerations, and in light of the conclusiveness of the data and findings presented here, the following suggestions are offered. They should be of interest to every one concerned with Negro education: Public and private school officials, administrators, teachers, parents, and students alike.

1. Negro schools and colleges should make a more careful and objective study of their student bodies; the applicants for admission; and the sources of student supply.
2. The knowledge thus gained should be utilized insofar as present facilities and personnel will permit.
3. Schools and colleges should make special effort to find, cultivate, and conserve the talents of superior students.
4. An endeavor should be made to make the educational program sufficiently rich and flexible to provide for a variety of interests and intellects. Only by so doing can the principle of "equality of educational opportunity", which should apply to individual schools and classes as well as to school systems and States, be preserved.

5. This enrichment procedure should be done in terms of contemporary educational values rather than on the basis of tradition alone. Classics will have a place in such a program as well as cooking.
6. Lacking facilities for the inauguration of a personnel program, the work might well be begun with the introduction of some simple plans for educational and vocational guidance.
7. There should be a closer cooperation between Negro schools of all grades and kinds.
8. More attention should be given to the relation which the location and the constituency of a school bear to the type of service it may render.
9. Schools and colleges in order to promote the development of personnel work should continue to participate in all cooperative research designed to throw light on our educational problems.
10. Every effort should be made to widen the base and lessen the restrictions of vocational opportunities for Negroes in order to assure best results of personnel programs.
11. Schools and colleges should not postpone further the beginning of plans to inaugurate a program of personnel work.

Such a plan may begin by the appointment of a committee to study the field of personnel, to study the local situation so as to make the necessary adaptations, and in light of this study, to recommend the possible steps that should be taken immediately or in the near future. The work of such a committee, to be of greatest value, should be continuing.

In this connection it should be suggested that the person charged with the responsibility of this work should have a broad and thorough academic training balanced by wide experience, sound judgment, and sympathetic understanding of human nature. He should be trained in the use of the scientific method and should be familiar with the procedures of educational research. Above all he should be a coordinator and be able to secure and maintain the cooperation of teachers, administrators, and students. He must be "sold" to his work, and be able to inspire confidence, to secure con-

fidences, and to keep and use them for the good of the individual concerned.

For the benefit of those wishing more detailed suggestions, a selected bibliography is attached.

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Series of bulletins explaining the Study of the Relations of Secondary and Higher Education in Pennsylvania. This study is being made by the Carnegie Foundation for the Advancement of Teaching in cooperation with the Joint Commission of the Association of Pennsylvania College Presidents and the State Department of Public Instruction. Address: Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York City.

APPENDIX I

UNITED STATES DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, November 1930.

To Presidents of Negro Colleges:

The U.S. Office of Education, through its specialist in Negro education, is undertaking a study of the social, economic, and academic backgrounds of Negro college students. It is planned to have the freshmen of a large number of Negro colleges fill out a questionnaire which will cover questions relating to a variety of background factors. Not more than half an hour should be required to complete the blank.

A second feature of this project consists of a simple psychological examination to be used as a supplement to the questionnaire. The one to be used is the Psychological Examination of the American Council on Education, which organization is cooperating with the Office by furnishing copies of the psychological examinations.

As you perhaps know, this examination has been in use for several years and is revised each year on the basis of the findings of the previous year. Over 100,000 students in nearly 300 colleges took the examination last year.

It is hoped that some follow-up study can be made four years from now in order to check the results of the present study against the progress and activities of the students during the four-year period, and as reports of the study are made available we shall be glad to furnish you with copies. The name of the cooperating institution will not be used except where permission to do so is granted.

This promises to be a very significant study, and seems to offer an excellent opportunity to conduct a Nation-wide and cooperative study among Negro colleges. I am writing, therefore, to invite your college to become one of the cooperating institutions.

If you are willing to participate in this project we should like to hear from you at your early convenience; we shall then take up the details with the person whom you delegate to supervise the work. When you answer please state the number of students you have in the freshman class, and also the number of high-school graduates who are enrolled in the first year of departments or courses not included in the regular college work, if there are such.

Yours very truly,

WM. JOHN COOPER,
Commissioner.

APPENDIX II

UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF
EDUCATION, WASHINGTON

BACKGROUND STUDY OF NEGRO COLLEGE FRESHMEN

Directions to Students The information sought by this questionnaire will constitute a part of a nation-wide study with which you are invited to cooperate. All information will be considered strictly confidential, names being used for classification purposes only. Facts are important; you are, therefore, asked to answer as accurately as possible, reading through each question carefully before beginning to answer. Under each question check (✓) only one item unless otherwise indicated. *Disregard figures preceding questions. They are code numbers*

Inquiry Form
1980

Do not write here

- 1..... 6.....
- 2..... 7.....
- 3..... 8.....
- 4..... 9.....
- 5..... 10.....
- 11.....

12. Name of student

Date

Sex, check which:
1- () Male
2- () Female

A. Name of city or village in which home is now located

Street and number

13-14-15-16-17-18. Indicate by checking in the proper columns as specified the information requested below. Column A—State in which your present home is located; column B—State in which you were born; column C—Location of college at present attending.

	A	B	C
Ala.	01-()	01-()	01-()
Ark.	02-()	02-()	02-()
Calif.	04-()	04-()	04-()
Conn.	05-()	05-()	05-()
Del.	06-()	06-()	06-()
D.C.	08-()	08-()	08-()
Fla.	09-()	09-()	09-()
Ga.	10-()	10-()	10-()
Idaho	11-()	11-()	11-()
Ill.	12-()	12-()	12-()
Ind.	13-()	13-()	13-()
Iowa	14-()	14-()	14-()
Kans.	15-()	15-()	15-()
Ky.	16-()	16-()	16-()
La.	17-()	17-()	17-()
Me.	18-()	18-()	18-()
Md.	19-()	19-()	19-()
Mass.	20-()	20-()	20-()
Mich.	21-()	21-()	21-()
Minn.	22-()	22-()	22-()
Miss.	23-()	23-()	23-()
Mo.	24-()	24-()	24-()



	A	B	C
Mont.	25-()	25-()	25-()
Nebr.	26-()	26-()	26-()
Nev.	27-()	27-()	27-()
N.H.	28-()	28-()	28-()
N.J.	29-()	29-()	29-()
N.M.	30-()	30-()	30-()
N.Y.	31-()	31-()	31-()
N.C.	32-()	32-()	32-()
N.Dak.	33-()	33-()	33-()
Ohio	34-()	34-()	34-()
Okla.	35-()	35-()	35-()
Oreg.	36-()	36-()	36-()
Pa.	37-()	37-()	37-()
R.I.	38-()	38-()	38-()
S.C.	39-()	39-()	39-()
S.Dak.	40-()	40-()	40-()
Tenn.	41-()	41-()	41-()
Tex.	42-()	42-()	42-()
Utah	43-()	43-()	43-()
Vt.	44-()	44-()	44-()
Va.	45-()	45-()	45-()
Wash.	46-()	46-()	46-()
W.Va.	47-()	47-()	47-()
Wis.	48-()	48-()	48-()
Wyo.	49-()	49-()	49-()
Foreign	50-()	50-()	50-()

20. Where do you live now?
Check:

- 1-() In college dormitory
- 2-() Fraternity house
- 3-() Private family in city
- 4-() Where you are working
- 5-() At home
- 6-() Other: Where?

21. How old are you? (nearest birthday) Check:

- 1-() Fourteen years or less
- 2-() Fifteen years
- 3-() Sixteen years
- 4-() Seventeen years
- 5-() Eighteen years
- 6-() Nineteen years
- 7-() Twenty years
- 8-() Twenty-one years
- 9-() Twenty-two years
- x-() Twenty-three years
- y-() Twenty-four years or more

B. Name of city or village in which you were born

C. Name of college at present attending

D. City or village in which school is located

19. How far away from this college is your home?

- 1-() Within 10 miles (travel distance)
- 2-() 11 to 25 miles (travel distance)
- 3-() 26 to 50 miles (travel distance)
- 4-() 51 to 100 miles (travel distance)
- 5-() 101 to 150 miles (travel distance)
- 6-() 151 to 200 miles (travel distance)
- 7-() 201 to 300 miles (travel distance)
- 8-() Over 300 miles (travel distance)

179404-33-9

22. How many elementary schools in different communities have you attended, up to and including the eighth grade?

23-24. Check in the proper column the place where you received most of your elementary schooling (five years or more); and most of your high school training (three years or more).

El. Sch. Hl. Sch.

Southern City Pub. Sch.	1-()	1-()
Northern City Pub. Sch.	2-()	2-()
Southern rural Pub. Sch.	3-()	3-()
Northern rural Pub. Sch.	4-()	4-()
Southern Priv. Sch. or Academy	5-()	5-()
Northern Priv. Sch. or Academy	6-()	6-()
Pub. Sch. of "Border" State (Mo., Kans., Ohio, Md., Del., D.C., and Ind.)	7-()	7-()
Foreign School	8-()	8-()

E. Names of cities or towns and States in which schools were located

F. Names of other high schools attended.....

G. Number of years attended high schools named in F

25. How many high schools have you attended?

26. Check the item which represents time lost due to continuous absence during your high school career.

- 1- () None
- 2- () One month
- 3- () Two months
- 4- () Half a session
- 5- () One year
- 6- () Two years or more

27. What was the cause of this continuous absence from school?

- 1- () Illness
- 2- () Working
- 3- () Helping at home
- 4- () Other: What?

28. Check the item below which represents the number of school or community organizations of which you were a member during your high school career.

- 1- () None
- 2- () One
- 3- () Two
- 4- () Three
- 5- () Four
- 6- () Five or more

H. Name them:

29. How many offices did you hold in organizations listed above?

1. What offices did you hold?.....

30-31-32. Check in the proper column below that hobby or interest for which you had first, second, or third preference during your high-school career. In case such hobbies or interests are not given, kindly list them in J below.

	1st Pref.	2nd Pref.	3rd Pref.
Athletics	1- ()	1- ()	1- ()
Reading	2- ()	2- ()	2- ()
Playing musical instrument	2- ()	2- ()	2- ()
Painting and Drawing	2- ()	2- ()	2- ()
Singing	2- ()	2- ()	2- ()
School Paper	2- ()	2- ()	2- ()
Movies	2- ()	2- ()	2- ()
Dancing	2- ()	2- ()	2- ()
Scientific or Mechanical Construction	2- ()	2- ()	2- ()
Dramatics	2- ()	2- ()	2- ()

J. In case no item mentioned above constituted your first, second, or third preference, list below the ones which did, and check in the proper columns.

	1st Pref.	2nd Pref.	3rd Pref.
.....	1- ()	1- ()	1- ()
.....	2- ()	2- ()	2- ()
.....	2- ()	2- ()	2- ()

33. How many interests or hobbies did you engage in while in high school?

- 1- () None
- 2- () One
- 3- () Two
- 4- () Three
- 5- () Four
- 6- () Five or more

K. List the names of the magazines you read regularly while in high school.

.....

.....

.....

34. How many books not required in your school work did you voluntarily read while in high school? (Check.)

- 1- () 1 to 9
- 2- () 10 to 19
- 3- () 20 to 29
- 4- () 30 to 39
- 5- () 40 to 49
- 6- () 50 or more

L. List the names of books which you consider most important not required in your school work and which you voluntarily read while in high school. _____

35. Check the item which represents your attendance upon Sunday School or church during your high school career.

- 1- () Did not attend at all
- 2- () Attended sometimes
- 3- () Attended regularly

36-37-38. Check the item in the proper column which represents the church affiliation of yourself and parents.

	<i>Self</i>	<i>Father</i>	<i>Mother</i>
Not a member	1- ()	1- ()	1- ()
Baptist	2- ()	2- ()	2- ()
M.E.	3- ()	3- ()	3- ()
A.M.E.	4- ()	4- ()	4- ()
A.M.E.E.	5- ()	5- ()	5- ()
C.M.E.	6- ()	6- ()	6- ()
Presbyterian	7- ()	7- ()	7- ()
Cong'l	8- ()	8- ()	8- ()
Catholic	9- ()	9- ()	9- ()
Other	x- ()	x- ()	x- ()

39. How much of your support did you earn while in high school? (Check only one.)

- 1- () None
- 2- () One-third
- 3- () One-half
- 4- () Two-thirds
- 5- () All

M. List the kinds of work you did. _____

40. How much of your support will you have to earn in college? (Check one.)

- 1- () None
- 2- () One-third
- 3- () One-half
- 4- () Two-thirds
- 5- () All

41. How many hours a week do you work for your support now? (Check only one.)

- 1- () None
- 2- () 1 to 3
- 3- () 4 to 6
- 4- () 7 to 9
- 5- () 10 to 12
- 6- () 13 to 15
- 7- () 16 to 19
- 8- () 20 or more

N. What kind of work are you doing now? _____

42. Check the amount you earn per week now.

- 1- () \$1-\$2
- 2- () 3- 4
- 3- () 5- 6
- 4- () 7- 8
- 5- () 9-10
- 6- () 11-12
- 7- () 13-14
- 8- () 15 or more

43-44. Check in appropriate column the item below which gives the correct information about your parents.

	<i>Father</i>	<i>Mother</i>
Living	1- ()	2- ()
Dead	3- ()	4- ()

O. Check the item below which gives the correct additional information about your parents.

- 1- () Have stepfather
- 2- () Have stepmother
- 3- () Have foster parents
- 4- () Parents separated

NEGRO COLLEGE STUDENTS

45-46-47-48-49-50. Check the item below in the appropriate column which shows the occupation of your parents. If either or both are dead, check occupation followed while living. Also check in appropriate column the occupation which you choose to enter.

	Year		
	Father	Mother	Choice
Banker	01-()	01-()	01-()
Barber	02-()	02-()	02-()
Beauty Culturist	03-()	03-()	03-()
Butler	04-()	04-()	04-()
Carpenter	05-()	05-()	05-()
Chauffeur	06-()	06-()	06-()
Contractor	07-()	07-()	07-()
Cook	08-()	08-()	08-()
Dentist	09-()	09-()	09-()
Farmer	10-()	10-()	10-()
Housekeeper (at home)	11-()	11-()	11-()
Insurance agent	12-()	12-()	12-()
Insurance Executive	13-()	13-()	13-()
Laborer	14-()	14-()	14-()
Lawyer	15-()	15-()	15-()
Laundry worker	16-()	16-()	16-()
Maid	17-()	17-()	17-()
Merchant	18-()	18-()	18-()
Miner	19-()	19-()	19-()
Minister	20-()	20-()	20-()
Musician	21-()	21-()	21-()
Physician	22-()	22-()	22-()
Porter	23-()	23-()	23-()
Postman	24-()	24-()	24-()
Sch Teacher	25-()	25-()	25-()
Skilled wrk in factory	26-()	26-()	26-()
Skilled Mechanic	27-()	27-()	27-()
Trained Nurse	28-()	28-()	28-()
Undertaker	29-()	29-()	29-()
Other	30-()	30-()	30-()
.....	31-()	31-()	31-()
.....	32-()	32-()	32-()
.....	33-()	33-()	33-()

P. State briefly the type of work your father does (or did)....

Q. State briefly the type of work your mother does (or did)....

51-52-53-54. Indicate by checking the appropriate columns the amount of schooling your parents had. If you don't know, **GUESS.**

	Father	Mother
Illiterate	01-()	01-()
1 yr. elem. schooling	02-()	02-()
2 yrs. elem. schooling	03-()	03-()
3 yrs. elem. schooling	04-()	04-()
4 yrs. elem. schooling	05-()	05-()
5 yrs. elem. schooling	06-()	06-()
6 yrs. elem. schooling	07-()	07-()
7 yrs. elem. schooling	08-()	08-()
8 yrs. elem. schooling	09-()	09-()
1 yr. of high school	10-()	10-()
2 yrs. of high school	11-()	11-()
3 yrs. of high school	12-()	12-()
4 yrs. of high school	13-()	13-()
1 yr. normal (3d yr. H.S.)	14-()	14-()
2 yrs. normal (4th yr. H.S.)	15-()	15-()
3 yrs. normal (1st yr. Coll.)	16-()	16-()
1 yr. normal (1st yr. Coll.)	17-()	17-()
2 yrs. normal (2d yr. Coll.)	18-()	18-()
1 yr. college	19-()	19-()
2 yrs. college	20-()	20-()
3 yrs. college	21-()	21-()
4 yrs. college	22-()	22-()
1 yr. grad. or prof. tr'g	23-()	23-()
2 yrs. grad. or prof. tr'g	24-()	24-()
3 yrs. grad. or prof. tr'g	25-()	25-()
4 yrs. grad. or prof. tr'g	26-()	26-()
Other	27-()	27-()
.....	28-()	28-()

55. Check the item below which gives the number of children in your family. Include those dead as well as living.

- 1-() Only child
 2-() Two children
 3-() Three children
 4-() Four children
 5-() Five children
 6-() Six children
 7-() Seven children
 8-() Eight children
 9-() Nine children
 x-() Ten or more children

56-57-58-59. This question is designed to ascertain the number of your brothers and sisters who had a given educational experience. You are asked to check in Column A the number of brothers and sisters who attended high school but did not graduate; in Column B check those who graduated from high

school or normal school of high-school grade; in Column C those who attended college or normal school of college grade; and in Column D only those who graduated from college.

	A	B	C	D
Number Brothers and Sisters	Att'd High Sch.	Grad'd fr. H.S. or Nor. on H.S. grade	Att'd Col. or Normal of Col. grade	Grad'd. from College
None	1-()	1-()	1-()	1-()
One	2-()	2-()	2-()	2-()
Two	3-()	3-()	3-()	3-()
Three	4-()	4-()	4-()	4-()
Four	5-()	5-()	5-()	5-()
Five or more	6-()	6-()	6-()	6-()

R. If you have brothers or sisters working, state on the following lines what each is doing:

.....

S. State briefly the type of work they do

.....

60. Check the item which most strongly influenced you to come to this college in preference to others. Check one reason only.

- 1-() Convenience to home
- 2-() To please parents
- 3-() Influence of relatives or friends
- 4-() Less expensive
- 5-() Influence of high school teachers
- 6-() Visit of college representative
- 7-() Superior quality of work offered
- 8-() Vocational or professional reasons

- 9-() Scholarship granted
- x-() Desire to be with friends
- y-() Other: What?

61-62. In what major course of study do you plan to concentrate? Check one only.

- 01-() Agriculture
- 02-() Ancient Language
- 03-() Architecture
- 04-() Art
- 05-() Astronomy
- 06-() Biology
- 07-() Botany
- 08-() Business Administration
- 09-() Chemistry
- 10-() Economics
- 11-() Education
- 12-() Engineering
- 13-() English
- 14-() Geology
- 15-() History
- 16-() Home Economics
- 17-() Journalism
- 18-() Library Science
- 19-() Mathematics
- 20-() Modern Language
- 21-() Music
- 22-() Philosophy
- 23-() Physics
- 24-() Political Science
- 25-() Psychology
- 26-() Religion
- 27-() Sociology
- 28-() Speech or Expression
- 29-() Zoology
- 30-() Other: What?

T. List the courses you are taking at present and amount of credit carried by each.

Subject	Qr. Hrs. Credit	Sem. Hrs. Credit
.....
.....
.....
.....
.....

- U. State concretely the nature of the occupation you plan to follow: -----

63. What influenced your choice of this occupation most? Check one only.
- 1-() Desire to make money
2-() Success of friends
3-() Advice of relatives or friends
4-() Teachers
5-() Desire to serve
6-() Things you read
7-() Belief in your ability in field
8-() Father's or mother's occupation
9-() Vocational guidance course or book
x-() Other: What? -----
64. Have you had any prolonged illnesses?
(One month or more)?
1-() Yes 2-() No
- V. If so, what were they? -----

65. Were you ill at any time last year?
(Two weeks or more)?
1-() Yes 2-() No
- W. If so, state its nature and duration -----
- X. Check the members of your immediate family who were ill for an extended period during your high-school career.
- | | Number of
weeks |
|-------------------|--------------------|
| 1-() Housekeeper | ----- |
| 2-() Breadwinner | ----- |
| 3-() Brother | ----- |
| 4-() Sister | ----- |
| 5-() Other? | ----- |
- Y. State what ailments, physical or mental defects you have which you think have interfered or may interfere with your progress in school; also
- state the length of time you have had them.-----

- Z. List the prizes or honors which you won during your high-school career.

- AA. Name the large cities you have visited -----

66. Check the item below which best represents the total amount of time spent on visits.
- 1-() Spent one to three weeks on visit
2-() Spent four to eight weeks on visit
3-() Spent 2 to 3 months on visit
4-() Visited places mentioned in AA several times for short periods.
- BB. Check item below which best represents additional travel experience which you have had.
- 1-() Visited rural town, farm, or village
2-() Visited foreign country or countries
67. What is the greatest distance you have traveled away from home, excluding your trip to college? (Check only one.)
- 1-() One to 50 miles
2-() 51 to 100 miles
3-() 101 to 150 miles
4-() 151 to 200 miles
5-() 201 to 250 miles
6-() 251 to 300 miles
7-() More than 300 miles

68. Check the item which describes your home status.
- 1-() Parents or guardians own home
- 2-() Parents or guardians rent home
- CC. Check the additional items which describe your home status.
- 1-() Furnace heat in home
- 2-() Electric light in home
- 3-() Gas in home
- 4-() Bath in home
- 5-() Toilet in home
- 6-() Piano in home
- 7-() Radio in home
- 8-() Brick home
- 9-() Frame home
- x-() Concrete, stone, or stucco home
- y-() Home in apartment house
69. Do your parents or guardians own *additional* real estate?
- 1-() Yes 2-() No
- DD. Estimate its value.....
70. Check the one item best representing the total income of your family last year; if you don't know, *GUESS*. (Combine income of breadwinner and housekeeper if both are working, and income from other sources.)
- 1-() Up to \$50 monthly
- 2-() \$51 to \$75 monthly
- 3-() \$76 to \$100 monthly
- 4-() \$101 to \$150 monthly
- 5-() \$151 to \$175 monthly
- 6-() \$176 to \$200 monthly
- 7-() \$201 to \$225 monthly
- 8-() \$226 to \$250 monthly
- 9-() \$251 to \$275 monthly
- x-() \$276 to \$300 monthly
- y-() More than \$300 monthly
71. Check the item representing the number of rooms in your home (not including baths or halls).
- 1-() Three
- 2-() Four
- 3-() Five
- 4-() Six
- 5-() Seven
- 6-() Eight
- 7-() Nine
- 8-() Ten or more
72. Check the one item which represents the number of persons who lived in your home last year.
- 1-() Two
- 2-() Three
- 3-() Four
- 4-() Five
- 5-() Six
- 6-() Seven
- 7-() Eight
- 8-() Nine
- 9-() Ten
- x-() More than ten
73. Estimate the number of books in your home excluding school textbooks. Check one item only.
- 1-() Less than 25
- 2-() 26 to 50
- 3-() 51 to 100
- 4-() 101-200
- 5-() 201-300
- 6-() 301-400
- 7-() 401-500
- 8-() 501-750
- 9-() 751-1,000
- x-() More than 1,000

74. How many magazines are taken or purchased regularly in your home? Check only one item.
- 1- () None
 - 2- () One
 - 3- () Two
 - 4- () Three
 - 5- () Four
 - 6- () Five or more

EE. List the magazines taken or purchased regularly in your home:

75. Check the item below which represents the newspapers taken in your home. (Check only one item.)

- 1- () No daily newspaper and no Negro newspaper
- 2- () No daily but one or more Negro newspapers
- 3- () Daily and no Negro newspaper
- 4- () Daily and one or more Negro newspapers

FF. List the Negro newspapers taken:

76. Did you have access to a public library during your high school career?

- 1- () Yes
- 2- () No

77. Check the item representing your use of the library.

- 1- () Not at all
- 2- () Infrequently
- 3- () Regularly

78. Was there a special room equipped for a library in your high school?

- 1- () Yes
- 2- () No

79. If there was a library in your high school, was a special librarian in charge?

- 1- () Yes
- 2- () No

80. Check the item representing your use of the school library

- 1- () Not at all
- 2- () Infrequently
- 3- () Regularly

GG. Name the important Negro Magazines:

HH. Name four or five important books dealing with Negro life and characters:

II. Name the important philanthropic and civic agencies interested in Negro welfare:

JJ. Check all the items below which you have seen, heard, or experienced:

- 1- () Symphony orchestra
- 2- () Oratorio
- 3- () Grand opera
- 4- () Ocean
- 5- () Art museum
- 6- () Historical or natural museum
- 7- () Zoo

- 8- () Building of sky-scraper
- 9- () Mining operations
- 10- () Operation of steel mill
- 11- () Shipyard
- 12- () Stockyard
- 13- () Cotton field
- 14- () Railroad shops
- 15- () Large commercial office
- 16- () Extensive orchard cultivation
- 17- () Yellowstone National Park
- 18- () Name any other significant experiences:

KK. List the subjects in which you failed in high school:

LL. List the subjects which you liked most in high school:

MM. List the subjects which you liked least in high school:

NN. List the subjects in which you received your highest marks in high school:

OO. If you had any deficiencies to make up when you came to college, list them below:

PP. Circle the number representing the amount of time which you devoted to the following subjects in high school:

Subjects	Number of years or fraction thereof			
1 English	1/2	1	2	3 4
2 Latin	1/2	1	2	3 4
3 Modern language	1/2	1	2	3 4
4 General Math.	1/2	1	2	3 4
5 Algebra	1/2	1	2	3 4
6 Plane Geometry	1/2	1	2	3 4
7 Solid Geometry	1/2	1	2	3 4
8 Trigonometry	1/2	1	2	3 4
9 History	1/2	1	2	3 4
10 Civics	1/2	1	2	3 4
11 Sociology	1/2	1	2	3 4
12 Economics	1/2	1	2	3 4
13 Biology	1/2	1	2	3 4
14 Physiol. and Hyg.	1/2	1	2	3 4
15 Physics	1/2	1	2	3 4
16 Chemistry	1/2	1	2	3 4
17 Geography	1/2	1	2	3 4
18 General Science	1/2	1	2	3 4
19 Agriculture	1/2	1	2	3 4
20 Stenography	1/2	1	2	3 4
21 Typing	1/2	1	2	3 4
22 Bookkeeping	1/2	1	2	3 4
23 Com. Arithmetic	1/2	1	2	3 4
24 Commercial Law	1/2	1	2	3 4
25 Physical Educ.	1/2	1	2	3 4
26 Music	1/2	1	2	3 4
27 Art	1/2	1	2	3 4
28 Mech. Drawing	1/2	1	2	3 4
29 Industrial or Manual Arts	1/2	1	2	3 4
30 Home Economics	1/2	1	2	3 4
31 Others	1/2	1	2	3 4
-----	1/2	1	2	3 4
-----	1/2	1	2	3 4

QQ. Give following information regarding high school attendance:

Check

Yr. entered ---- 1st sem.
 2d sem. 1st qr.
 2d qr. 3d qr.
 Yr. grad. ---- 1st sem.
 2d sem. 1st qr.
 2d qr. 3d qr.

NOTE: Believing that much may be learned from the aid and constructive criticism of, many students we are taking this opportunity to invite you to write us a brief letter giving suggestions concerning what you consider to be certain desirable changes in your high school and its course

of study. If you could repeat your high school career, what would you do or take to better prepare yourself for your life career or for college, or what would you stress less and what more? What other changes or improvements would you suggest? This letter which may be written at your leisure during the next few days is entirely voluntary and will be considered confidential. Please address it to *Ambrose Caliser, Specialist in Negro Education, Office of Education, U.S. Department of the Interior, Washington, D.C.*

APPENDIX III

UNITED STATES DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, December 1950.

INSTRUCTIONS FOR BACKGROUND STUDY OF NEGRO COLLEGE FRESHMEN

Dear Sir or Madam:

We are sending you under separate cover the questionnaires and examinations for use in the background study being conducted by our specialist in Negro education, and with which your school has kindly consented to cooperate. The person who is to supervise the study is asked to familiarize himself with the manual of instructions which is enclosed with the examinations, especially pages 7 to 12. We are requesting that each school arrange to have the tests scored immediately after the examination. Schools which desire to have the scores or any data from the questionnaire for their files may transfer them to their records, but they are asked to return all examinations and questionnaires to us as early as convenient.

The background questionnaire to be used is partially precoded, which fact will both facilitate the task of filling it out and of tabulating the results. Although the questionnaire may appear formidable at first, as a matter of fact, it is very simple. The supervisor of the study is requested to familiarize himself with the blank and then to make a general explanation of it to the students. Special explanation might be given of such questions as 13-19, 23-24, 56-59. The examination requires one hour to complete and the questionnaire should be filled out in forty or fifty minutes. In case both tasks are performed at one meeting of the freshmen, which is highly desirable, a brief rest period should be allowed between them.

You, of course, realize the importance which personnel studies are taking in our whole educational scheme, and how they are becoming the very foundation upon which programs of education, vocational and personal guidance are being built. It is desirable, therefore, that the background questionnaire be filled out as completely and accurately as possible. It is believed that the information thus furnished, together with the results of the accompanying examination, will give a body of facts which will be inestimable in their value, not only for the education of the Negro, but for education in general. We are extremely grateful, therefore, for your cooperation, and we believe that your school will receive many direct as well as indirect benefits from the study.

NEGRO COLLEGE STUDENTS

If you can arrange to have the examination taken and questionnaires filled out before the rush of the holidays begins, it would be very advantageous. You will find enclosed with the questionnaires and examinations a self-addressed penalty envelope for their return.

Yours very truly,

BESS GOODYKOONTZ,
Assistant Commissioner.