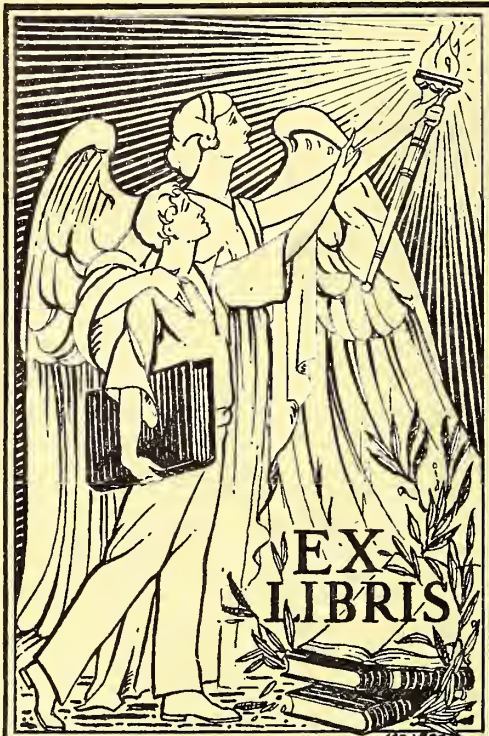


THE EDUCATION OF THE
NEGRO BLIND
IN THE UNITED STATES

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AMERICAN FOUNDATION
FOR THE BLIND INC.



Charles Buell
1941

THE EDUCATION OF THE
NEGRO BLIND
IN THE UNITED STATES

A THESIS

Submitted to the Department of Education and the
Graduate Council of the University of Michigan in
Partial Fulfillment of the Requirements for the
Degree of Master of Arts

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ANN ARBOR, MICHIGAN

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PREFACE

The material for this study was gathered in the spring of 1944, while the author was attending Johns Hopkins University. The work was not completed until later in the year. By this time, the writer had entered the University of Michigan where the material was presented as a thesis in partial fulfillment of the requirements for the degree of Master of Arts.

The author wishes to acknowledge his indebtedness to Dr. Lawrence C. Riggs, Chairman of his Thesis Committee, and Dr. Clara P. McMahon and Dr. Olive Wildin, members of the Committee at Johns Hopkins University; to the superintendents and teachers of the schools for the Negro blind for their cooperation; and to Dr. Robert Irwin, Dr. P. C. Potts, Dr. Berthold Lowenfeld, and Miss Helga Lende of the American Foundation for the Blind for furnishing valuable information. Sincere thanks are due to Mr. Francis M. Andrews and Mr. Josef G. Cauffman for their cordial cooperation; to Mr. Hugh Y. English for reading and rereading the drafts; to Dr. Francis E. Lord, Director of Special Education, Michigan State Normal College, Ypsilanti, for valuable literary criticism; and to Miss Dorothy A. Bischoff for permission to reproduce some of her work in tabular form. Finally, the writer wishes to thank his wife, Mrs. Josephine L. Buell, for her untiring assistance and making many helpful criticisms.

Charles E. Buell



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Chapter I

THE PROBLEM AND ITS SCOPE

THE PROBLEM. This work attempts to determine what the curriculum is for the fifteen residential schools for the Negro blind and to compare it with that found in similar schools for white blind children. Some special problems in the education of the colored blind will also be considered.

LIMITED. Consideration will not extend beyond the minimum essentials of each subject. In academic work above the third grade level textbooks will indicate the basal framework of instruction. This study does not cover the qualifications of teachers or the cost of instruction. A very limited consideration will be given to teaching methods and the education of the colored visually handicapped in residential schools for the white blind and in public schools.

TIMELINESS. This work will fulfil a long-felt need for a comprehensive study of residential schools for the Negro blind. It is hoped this study will be the foundation for research, planning courses of study, and formulating a philosophy of the education of the colored blind.

METHOD. The data upon which this study is based were secured from questionnaires returned by fourteen of the fifteen schools for the Negro blind. Some of the schools were paid a small fee. Kentucky did not take part. The author made personal visits to four of the schools while they were in session. To obtain information about Negroes in schools for the blind in

the North and West fifteen post card questionnaires were sent to these areas.

SURVEY OF RELATED STUDIES. In the line of works on curriculum, a study made by Neal F. Quimby¹ was used to gain data on schools for white blind children. This study and the outstanding comprehensive works by French² and Merry³ do not cover the problems of the Negro blind. Harry Best⁴ gives isolated bits of information on the educational provisions for the Negro blind. His figures on the employment of the colored blind gained from the 1920 Census of the United States are still the best in existence.

About twenty years ago Dobbins⁵ made a study which is very helpful because of the lack of literature in the field of the education of the Negro blind. According to the present study, some of this material is not accurate. Dobbins⁶ assumed that all Negroes desire segregated schools, but many leaders among the colored people have expressed the opposite point of view. According to Dobbins,⁷ all the colored schools offer broommaking, piano tuning, sewing, and fancy work. The present study indicates that half of the schools offer broommaking, sewing, and fancy work, while only South Carolina offers piano tuning. In some cases Dobbins⁸ confused the work for the deaf and the blind. The Negro blind have never been given instruction in printing and shoe repairing. Old reports were apparently used to gain some of the information. Dobbins⁹ listed mattressmaking for the Colored Department of the

1. Quimby, Neal F., A Study of the Curriculum of Residential Schools for the Blind.

2. French, Richard S., From Homer to Helen Keller.

3. Merry, Ralph V., Education of Visually Handicapped Children.

4. Best, Harry, Blindness and the Blind in the United States.

5. Dobbins, Robert W., "The Education of the Negro Blind in the United States."

6. *Ibid.*, p. 5.

7. *Ibid.*, p. 4.

8. *Ibid.*, p. 4.

9. *Ibid.*, p. 8.

Maryland School for the Blind which had abandoned it twenty years earlier when the school moved to Overlea. Within the past twenty-five years much academic work has been added to the curriculum of the schools for the Negro blind.

Some of the tables in Bischoff's¹⁰ study are reproduced, with the permission of the author, in Appendices A, B, and C. This study presents some valuable information on the training and salaries of Negro teachers of the blind and the sources recommending children to schools for the colored blind. Lowenfeld¹¹ shows that teachers of the Negro blind are as well prepared as white teachers but receive from one-half to two-thirds of their salary.

Although Negroes represent more than one-tenth of the enrollment in schools for the blind, The American Association of Instructors for the Blind¹² has not discussed the problems of this racial group since 1880. Hubbard¹³ has described the difficulties in locating Negro blind children in Mississippi. Adams¹⁴ tells of the beginning of the department of the colored blind in this state. The blind entered a school for normal Negro children. The school's earlier history is vividly described by Laurence Jones, its founder, in Piney Woods and Its Story.

10. Bischoff, Dorothy A., "Education of the Negro Blind and Deaf in the United States."

11. Lowenfeld, Berthold, Teachers of the Blind, Their Status and Salaries.

12. "Discussion on the Education of the Negro Blind," American Association of Instructors for the Blind, 1880. Pp. 51-57.

13. Hubbard, Kate, "Are There Any Blind Black Babies?" The Survey, April 15, 1924. Pp. 91-93

14. Adams, J.A., "A Department for the Blind Negro Children of Mississippi," Outlook for the Blind, 27, 1933. Pp. 234-235.

Chapter II

THE HISTORY OF THE EDUCATION OF THE NEGRO BLIND

The early history of the education of the blind forms the foundation upon which the first schools for the Negro blind were built. Merry,¹ French,² and others have told this story in detail. An outline of this history is given here to help orient the reader. The publication in 1745 of Diderot's³ Letter on the Blind marked the beginning of active and intelligent interest in the problems of educating the visually handicapped. This theoretical discussion probably led Valentin Hauy⁴ to invent the first system of reading for the blind consisting of embossed characters similar to the ink print form. In 1784 Hauy established the first school for the blind at Paris. About half a century later Louis Braille⁵ (1829) devised a system of writing based upon a cell of six dots, three high and two wide, with sixty-three different combinations. The progress of the education of the blind was retarded for a long time because adherents of the embossed alphabetical character and the point system carried on a type war that continued until 1920 when a universal Braille system was adopted by the Uniform Type Committee.⁶

In the United States three schools were founded between 1830 and 1833⁷ at

Boston, Philadelphia, and New York. These early schools were educating the young blind, training the adult blind, and housing the indigent blind.⁸ The pupils gave frequent exhibitions to raise funds to carry on the work. The establishment in 1837 of the Ohio School⁹ marked the beginning of state institutions for the blind in America. Today the great majority of the schools are state institutions.

In the early American schools textbooks were few and the stress was placed on religion and manual training.¹⁰ However, by 1850 the following subjects were being taught:¹¹ reading, writing, language, arithmetic, mathematics, history, geography, and music. Within the next ten years physical science and physical education were added to the curriculum. There was a tendency to pattern the course of study after that found in the public school system. By 1871¹² manual training was forced into the background and the academic subjects began to receive most attention which has continued until the present time.

The period between 1870 and 1910 was characterized by institutional growth and divergence. Early in this period the American Association of Instructors for the Blind¹³ became the dominant conference

1. Merry, Ralph V., Education of Visually Handicapped Children.
2. French, Richard S., From Homer to Helen Keller.
3. Jourdain, Margaret, Diderot's Philosophical Works. Chicago: Open Course Publishing Co., 1916. Pp. 68-141.
4. Sizeranne, Maurice de la, The Blind As Seen Through Blind Eyes. p. 62.
5. Merry, Ralph V., Op. cit., p. 22.
6. Maxfield, Kathryn E., "Summary of the Information Collected by the Uniform Type Committee on the Mechanics of Reading Raised Type," Outlook for the Blind, March, 1925. Reprinted, 7 pages.
7. Allen, E.E., "A Survey of the Work for the Blind in the United States from Its Beginning Until Now." A.A.I.B. Proceedings, 1926, p. 290.
8. Latimer, Henry R., Conquest of Blindness. p. 154.
9. Report of the Ohio School, 1849.
10. Quimby, Neal F., A Study of the Curriculum for Residential Schools for the Blind. p. 21.
11. Pennsylvania Report, 1849. p. 18.
12. A.A.I.B. Proceedings, 1871. p. 77.
13. Smith, J.W., "History of the American Association of Instructors of the Blind," Outlook for the Blind, II, July, 1908. Pp. 61-64.

on problems of the blind. In 1876 the American Printing House for the Blind¹⁴ began to receive an annual income voted by Congress. The American Printing House had been established in 1858 on private subscriptions. This federally subsidized plant is a leader in the education of the blind. In 1900¹⁵ Braille classes were started in the Chicago public schools. The first sight-saving class was opened in Boston in 1913.¹⁶

The last thirty years has been marked by the introduction of more scientific methods in the education of visually handicapped children. This movement grew out of the development of tests of intelligence¹⁷ and achievement adapted for the blind. In 1921 the American Foundation¹⁸ for the Blind was established and carried on much valuable work in its Bureau of Research and Education. Its library is the source to consult for literature on the blind.

Before entering upon a brief discussion of the history of the education of the Negro blind, it should be stated that a clear picture of the development of the various schools cannot be obtained. Two-thirds of these schools are directly under the charge of the superintendent of the school for white blind children. A joint report for the two schools is usually

published. These reports suggest to the reader that the education of the Negro is similar to that for the white students. The present study shows that this theory is not put into practice. It seems reasonable to assume that such a policy has never been completely followed because the colored students have always been backward due to poor home environment. This was discovered by authorities¹⁹ of the pioneer school for the Negro blind. The reports of the schools listed in the bibliography were written by white educators of the South.

Shortly after the close of the Civil War North Carolina²⁰ pioneered the way by admitting Negro children to attend the State School for the Deaf and Blind in 1869. In 1872 a department was created for them. For seventy-five years this state has been a leader in the education of the Negro blind and deaf in segregated schools. The founding dates for the fourteen other segregated residential schools for the Negro blind are as follows:²¹ Maryland,²² 1872; Tennessee,²³ 1881; Georgia,²⁴ 1882; South Carolina,²⁵ 1883; Kentucky,²⁶ 1884; Texas,²⁷ 1887; Arkansas,²⁸ 1889; Alabama,²⁹ 1891; Florida,³⁰ 1895; Oklahoma,³¹ 1909; Virginia,³² 1910; Louisiana,³³ 1922; West Virginia,³⁴ 1926; and Mississippi,³⁵ 1929. Today nine of the fifteen states have

14. Merry, Ralph V., Op. cit., p. 31.

15. Best, Harry, The Blind. p. 312.

16. Hathaway, Winifred, Education and Health of the Partially Seeing Child. New York: Columbia University Press, 1943.

17. Irwin, R.B., "A Binet Scale for the Blind." Outlook for the Blind, Autumn, 1914. Pp. 95-97.

18. Outlook for the Blind, XVII, May, 1923. Pp. 5-8.

19. "A Discussion on the Education of the Negro Blind." A.A.I.B. Proceedings, 1880. p. 52.

20. Best, Harry, Blindness and the Blind in the United States. p. 360.

21. Dobbins, Robert W., "The Education of the Negro Blind in the United States." p. 1.

22. Maryland Report, 1875.

23. Lende, Helga, Directory of Activities for the Blind in the United States and Canada. p. 94.

24. Dobbins, Robert W., Op. cit., p. 1.

25. Ibid., p. 1.

26. Lende, Helga, Op. cit., p. 43.

27. Ibid., p. 96.

28. Ibid., p. 21.

29. Best Harry, Op. cit., p. 353.

30. Ibid., p. 355.

31. Ibid., p. 361.

32. Ibid., p. 363.

33. Ibid., p. 356.

34. Ibid., p. 363.

35. Adams, J.A., "A Department for the Blind Negro Children of Mississippi," Outlook for the Blind, 27, 1933. p. 234.

"dual" schools serving the blind and deaf. Educators of both groups have long realized that separate schools accomplish much more. The first ten schools were founded under the charge of the superintendent of the white department. The five schools founded since 1900 have not had to labor under this handicap. The present study will show that the latter condition is to be desired.

Since Maryland was one of the pioneers in the education of the Negro blind, its history will be briefly reviewed as typical of other schools founded before 1900. A survey of the state in 1870 revealed a number of Negro blind and deaf children who were not receiving an education. The legislature appropriated \$10,000 for the years 1872-1873.³⁶ A joint committee from the Maryland School for the Blind and the Maryland School for the Deaf was formed to administer the new school for the Negro handicapped children. The committee placed the institution under the charge of Frederick D. Morrison, superintendent of the Maryland School for the Blind, who had a large house fitted up at 92 South Broadway, Baltimore. School was opened in October, 1872.³⁷ Seven blind students and ten deaf students made up the student body. By 1880 the enrollment increased to thirty-five.³⁸ A teacher of the blind, a teacher of the deaf, a matron and a master of the shops made up the staff. All were white teachers. Within a few years arrangements were made with the District of Columbia³⁹ and West Virginia⁴⁰ to admit Negro students from these areas. The arrangement with West Virginia was terminated in 1926, but the agreement with the District of Columbia remains in effect today.

In 1878⁴¹ the school was moved to a large mansion once occupied by William

Paca, distinguished colonial governor of Maryland. Shortly after the turn of the century⁴² a large farm near Baltimore was purchased and the Maryland School for the Colored Deaf and Blind moved in 1907 to its present site in Overlea. According to reports of the school, several attempts were made to give instruction in gardening, poultry raising, etc. In time all of these efforts to take advantage of the rural location fell by the wayside.

A clear statement of the curriculum of the early days is not available. In academic work the progress of the Negro blind was not as favorable as that of white blind students.⁴³ This work⁴⁴ included reading, writing, grammar, arithmetic, history, geography, and music. Physical education and science were not offered. In fact, some of the schools for the Negro blind do not now offer physical education and the great majority of them are not equipped with models and laboratory materials for adequate instruction in science. Household tasks, beadwork, and sewing were offered to the Negro blind girls while the boys received instruction in chair caning and broommaking.⁴⁵ The morning hours were devoted to academic work while the afternoon periods were used for manual training.⁴⁶ This schedule is still followed in Maryland. The schools for the Negro blind have always emphasized industrial activities more than departments for white blind children.

Henry R. Latimer,⁴⁷ supervising teacher of the Negro blind from 1891 to 1903, reports that there were few Braille texts at the Maryland school. Progress in academic subjects was gained chiefly by memory work. Part of each day's work consisted of reviewing lessons of the preceding day. It was not until 1926 that Braille textbooks began to arrive in

36. Maryland Report, 1875. p. 20.

37. Maryland Report, 1875. p. 20.

38. A.A.I.B. Proceedings, 1880. p. 51.

39. Maryland Report, 1877. p. 28.

40. A.A.I.B. Proceedings, 1880. p. 52.

41. Latimer, Henry R., Op. cit., p. 150.

42. Maryland School for the Colored Deaf and Blind Report, 1907. p. 11.

43. A.A.I.B. Proceedings, 1880. p. 52.

44. Maryland Report, 1877. p. 5.

45. A.A.I.B. Proceedings, 1880. p. 51.

46. Maryland School for the Colored Deaf and Blind Report, 1876-77.

47. This information was obtained from Mr. Latimer by personal interview shortly before his death.

sufficient quantity. This was a result of the type war compromise of 1920.

Some of the Negro blind have made great effort to get an education. During the financial depression following 1929, groups of blind Negro singers⁴⁸ traveled through the North and West to earn their tuition and board at the Piney Woods School in Mississippi. This school, founded for normal Negro children, agreed in 1929 to take ten blind students. This arrangement is ideal in that blind students come in daily contact with normal children under normal conditions. Unfortunately, only thirty-three Negro blind children in the state are being given this opportunity now. Money to educate the Negro is difficult to obtain from southern legislators.

The District of Columbia, Kentucky, Maryland and Missouri⁴⁹ have led the way in providing sight-saving classes for Negroes. The sight-saving class in the elementary schools for colored children in Washington, D.C. was opened in 1934. In ten years thirty-six of its members have been promoted to secondary schools. In 1942 the first public school Braille class in the United States was started for Negro blind children at Washington, D.C. This class, which is the only one of its kind, had an enrollment of eight pupils in January, 1944.⁵⁰

Some Negro teachers of the blind took advantage of special training offered by Perkins Institution in Massachusetts and Teacher's College, Columbia University, New York. Due to the expense of travel and the time involved, the number of teachers was small. Summer courses for colored teachers of the deaf and blind were inaugurated in 1939 at West Virginia State College, Institute. In addition to regular classes, the teachers spent part of the time observing and teaching at the adjoining State School for the Colored Deaf and Blind. In 1942 these courses

were transferred to Hampton Institute, Hampton, Virginia. Here the work has been conducted on the graduate level, leading to the degree of Master of Science in Special Education. The American Foundation for the Blind, which has been the sponsor of this work, hopes to increase the number of trained Negro teachers of the blind to the point where there will be an adequate supply for all the schools. Dr. P.C. Potts has been the leader in this work which has improved conditions in several of the schools.

In general it can be said that the education of the Negro blind follows the pattern laid down in schools for the white blind. There is more manual training for the Negro and the academic work is more formal. Braille textbooks have not been very plentiful. Often the white department sends its used texts to the Negro school to make room for new books for the white blind children. Arkansas and some of the other schools for the Negro blind are not receiving their quota of books from the American Printing House. The learning ability and the quality of instruction has always been inferior to that found in departments for white blind children. However, there has been much improvement in some of the Negro schools within the last twenty-five years.

Further progress in the education of the Negro will depend largely upon ameliorating the racial dilemma. The writer agrees with Cohn that a satisfactory compromise could be obtained more quickly by ruling out segregation and

"giving the Negro his civic rights; the right to justice in the courts; the right to security in his person and property; the right to a fair distribution of tax money for purposes of education, health, and public improvement."⁵¹

48. Adams, J.A., Op. cit., p. 234.

49. Hathaway, Winifred, Op. cit., p. 35.

50. The information in this paragraph was obtained by correspondence from A. Kiger Savoy, Assistant Superintendent, Public Schools of the District of Columbia.

51. Cohn, David L., "How the South Feels about the Race Problem," The Reader's Digest, June, 1944. p. 28. Condensed from Atlantic Monthly, January, 1944.

Chapter III

SOME TYPICAL PROBLEMS IN THE EDUCATION OF THE NEGRO BLIND

The problems to be discussed in this chapter are peculiar to the field of the education of the Negro blind. Progress in this field has been slow because a scientific and objective approach has not been used in solving these problems. Leaders in this work have a responsibility to discover satisfactory practices and mold constructive opinions.

NUMBER OF STUDENTS--NUMBER AND RACE OF TEACHERS. One of the first problems to confront the school for the Negro blind is a small enrollment scattered throughout the grades. Table I shows that 615 students are attending the fifteen segregated schools. They are taught by 84 colored teachers and 8 white teachers. Only Alabama and Maryland have refused to employ colored teachers. Thirteen states have found this to be the desirable practice. Negro teachers have more sympathy than do white teachers with colored pupils.

About 125 Negroes are enrolled in schools for the blind in the North and West. Five of these schools have at least

Table I

Number of Students--Number and Race of Teachers

	Number of students	Number of teachers	Race of teachers
Alabama	50	3	White
Arkansas	18	3	Colored
Florida	31	3	Colored
Georgia	40	7	Colored
Kentucky	20	4	Colored
Louisiana	36	7	Colored
Maryland	26	5	White
Mississippi	33	2	Colored
North Carolina	110	15	Colored
Oklahoma	8	2	Colored
South Carolina	24	3	Colored
Tennessee	33	6	Colored
Texas	102	19	Colored
Virginia	54	7	Colored
West Virginia	22	4	Colored

Table II

Length of School Day and School Year

	Day	Year
Alabama	6 hrs.	
Arkansas	6 1/4 hrs.	30 wks.
Florida	7 hrs.	32 wks.
Georgia	5 hrs.	
Louisiana	6 1/4 hrs.	36 wks.
Maryland	7 1/2 hrs.	36 wks.
Mississippi	7 1/2 hrs.	
North Carolina	7 1/2 hrs.	36 wks.
Oklahoma	5 hrs.	36 wks.
South Carolina	6 hrs.	36 wks.
Tennessee	7 1/4 hrs.	36 wks.
Texas	7 hrs.	36 wks.
Virginia	8 hrs.	36 wks.
West Virginia	5 1/2 hrs.	36 wks.

ten Negroes enrolled. They are: Overbrook, 30; New York Institute, 22; Ohio, 15; Illinois, 11; and Missouri, 10. The Negroes follow the same curriculum as that for white blind children. In general the progress of the Negroes in these schools is more satisfactory than that found in the segregated schools of the South. A larger percentage receive employment upon graduation.

LENGTH OF SCHOOL DAY AND SCHOOL YEAR. As may be seen in Table II, there is a variation in the length of the school day from five to eight hours. Six schools report seven and a fraction hours. Most of the schools are in session thirty-six weeks of the year. The length of the school day is about the same for schools for the white and Negro blind.

EFFECT OF THE WAR. The War has not influenced the curriculum in eleven of the fourteen schools. Table III shows that two schools have been unable to obtain some materials, while one school is struggling along with a shortage of teachers.

Table III
Effect of the War

	Has the War changed the curriculum?
Alabama	No
Arkansas	No
Florida	No
Georgia	No
Louisiana	Shortage of materials
Maryland	No
Mississippi	No
North Carolina	No
Oklahoma	No
South Carolina	No
Tennessee	No
Texas	Shortage of materials
Virginia	Shortage of teachers
West Virginia	No

ULTIMATE AIM. Only one school does not have as its ultimate aim both cultural and vocational development of pupils. Oklahoma feels that the vocational phase is paramount. The blind form a very small proportion of the enrollment of this school which includes the Negro deaf and orphans of the state.

EDUCATIONAL EMPHASIS--SPECIAL CLASSES. Table IV shows that over half of the schools place educational emphasis on the normal, while two schools concentrate on the backward. White departments usually

Table IV

Special Classes--Educational Emphasis

	Special Classes Backward--Superior	Educational Emphasis
Alabama	No	Normal
Arkansas	No	Normal
Florida	No	Normal
Georgia	No	Everybody
Louisiana	No	Everybody
Maryland	No	Backward
Mississippi	No	Normal
North Carolina	No	Normal
Oklahoma	No	Backward
South Carolina	No	Normal
Tennessee	No	Normal and backward
Texas	Yes	Normal
Virginia	No	Normal and superior
West Virginia	Yes	Normal

emphasize work with the more promising pupils.

In spite of the large number of backward students in Negro schools, only two states provide special classes for them. Texas is the only state having a class for the superior Negro. Half of the schools for the white blind have classes for the backward, but there are no special classes for the superior.

TESTS OF ACHIEVEMENT AND INTELLIGENCE. As shown by Table V, only one-third of the schools give intelligence tests. Achievement tests are given in six schools. The Stanford Achievement tests are used by five schools. Two-thirds of the white departments give tests of intelligence and achievement.

Table V

Achievement and Intelligence Tests

	Intelligence Test	Achievement Test
Alabama	None	None
Arkansas	None	None
Florida	None	None
Georgia	None	Comprehensive
Louisiana	Wechsler- Bellevue	Stanford Achievement
Maryland	Hayes-Binet	Stanford Achievement
Mississippi	None	None
North Carolina	None	None
Oklahoma	None	None
South Carolina	Hayes-Binet	Stanford Achievement
Tennessee	Otis Self- Administering	None
Texas	None	Stanford Achievement
Virginia	None	None
West Virginia	Kuhlmann- Anderson	Stanford Achievement

NOTE--Florida and North Carolina plan to test soon.

STATUS OF INTELLIGENCE OF COLORED STUDENTS. The average I.Q. measured by standard tests is 98¹ in eight southern schools for white blind children. Reports of 157 Negro blind children in five segregated schools show an average of 83. This mental retardation is indicated in Table VI. Research work in public schools shows that the measured intelligence of Negro children

1. This information was obtained by correspondence from the schools and Dr. Samuel P. Hayes.

Table VI

Intelligence Status in Colored Schools for Blind

School	I.Q. Below 70	I.Q. 70-90	I.Q. 90-110	I.Q. Over 110	Number of Students
A	13%	75%	12%	0	
B	0%	27%	60%	13%	
C	35%	40%	25%	0	
D	20%	60%	15%	5%	
E	3%	42%	55%	0	
					TOTAL 157

is influenced by their environment. Griffith² found considerable relation between the type of home from which children came and their intelligence. Vocabulary studies³ and studies in reading furnish additional evidence. Published reports⁴ from testing departments of public schools show a retardation for Negroes of 1 to 4 years in terms of national standards of achievement tests.

PROGRAM TO COUNTERACT LESS DESIRABLE FEATURES OF INSTITUTIONALISM. All of the schools for the white blind have clubs and give parties while some of them offer social contacts in the local community. As may be seen in Table VII, two-thirds of the Negro schools offer some kind of social program.

HOURS ASSIGNED TO HOUSEHOLD DUTIES EACH WEEK. Negro boys and girls spend on the average of seven and nine hours a week respectively on household tasks. Table VIII indicates that students in Alabama, Florida, Maryland, Mississippi, and North Carolina spend less than three and a half hours which is the average time spent by white blind children on household tasks. The colored students in Oklahoma, Louisiana, South Carolina, and Texas work more than ten hours a week. It would seem that these activities should be emphasized for all Negroes.

Table VII

Program to Counteract Less Desirable Features of Institutionalism

Alabama	Not reported
Arkansas	Not reported
Florida	Wide social program
Georgia	Not reported
Louisiana	Social affairs, educational tours, programs
Maryland	Clubs, parties
Mississippi	Daily mixing with normal pupils
North Carolina	Social events
Oklahoma	None reported
South Carolina	Social events, clubs, help from teachers
Tennessee	Socials, calling hours, games, recreation
Texas	Social contact through civic participation
Virginia	Extensive social calendar, recreation
West Virginia	Frequent contact with sighted children, Scouts

Table VIII

Hours Assigned to Household Duties Each Week

	Boys	Girls
Alabama	1	1
Arkansas	7	7
Florida	3 1/2	3 1/2
Georgia	7	7
Louisiana	21	21
Maryland	4	4
Mississippi	3	3
North Carolina	1	1
Oklahoma	0	10
South Carolina	7	14
Tennessee	7 1/2	7 1/2
Texas	10	20
Virginia	6	6
West Virginia	8	8

2. Griffith, Loretta S. A Survey of the Social Adjustments of Pre-School Children. Master's Thesis, Atlanta University, 1936.

3. Segalla, Fanny L. Writing Vocabularies of Colored and White Students in Twelfth Grade. Master's Thesis, Chicago U., 1934.

4. Stenquist, J.L., Semi-Annual Instructional Survey of Elementary Schools--White and Colored--Primary and Intermediate--City Wide Tests Results of all Grades as of February, 1928. Baltimore Bureau of Research, Department of Education, 1928. 62p.

HIGH SCHOOL EDUCATION. Of 615 Negro students in segregated schools not more than 80 are above the eighth grade level. This means that not more than one-tenth of them graduate from high school. There is a relatively high correlation between the economic status of the family and the persistence in school. Table IX shows eight schools for the Negro blind offering a four year high school course. Arkansas

pletely self-supporting. The author believes the figure to be about one-seventh. Negroes working in sheltered workshops were reported as self-supporting by some of the superintendents. As may be seen in Table X, only Florida, Mississippi, Texas, and West Virginia possess reliable follow-up records. In other words most of the schools do not know what percentage of their student body will gain employment.

Table IX
High School Education

	Sending Pupils to Local High School	Education Given in High School. Number of Students	Percentage of Entire Student Body Graduating from High School
Alabama	No	None 0	0%
Arkansas	No	1 yr. 0	0%
Florida	No	4 yrs. 5	25%
Georgia	Yes	1 yr. 3	5%
Louisiana	No	4 yrs. 6	10%
Maryland	Yes	2 yrs. 2	5%
Mississippi	Yes	None 3	75%
North Carolina	No	4 yrs. 10	10%
Oklahoma	Yes	4 yrs. 1	50%
South Carolina	No	4 yrs. 6	10%
Tennessee	No	4 yrs. 6	5%
Texas	No	4 yrs. 25	70%
Virginia	Yes	2 yrs. 7	a
West Virginia	No	4 yrs. 5	a

a--Not reported.

and Georgia give instruction through the ninth grade, while it is carried through the tenth grade in Maryland and Virginia. Mississippi and Alabama offer no high school work, but students in the former state attend the local Piney Woods High School. The students with ability in Maryland, Virginia, and Georgia attend local high schools to finish their education. Alabama and Arkansas do not make any provision for a high school education of the Negro blind.

PERCENTAGE OF NEGRO BLIND STUDENTS WHO WILL BECOME SELF-SUPPORTING. According to school superintendents, about one-third of the Negro blind students become com-

About one-fourth of the white blind males over ten years of age are gainfully employed.⁶ Three-fifths of them earn less than \$500 a year. Negroes⁷ are given fewer opportunities to enter the ranks of wage-earners and they are paid even less for their work. Reports of southern states show a higher proportion of Negroes receiving relief funds. In North Carolina Negroes receive half of the financial aid given to the blind. The colored race forms one-third of the population.

Best⁸ has indicated that employed blind Negroes work in the following fields: mechanical and manufacturing, 39%; professional, 18%; domestic and personal service,

5. Jordan, A.M., "Occupations of Negro High School Graduates in North Carolina," High School Journal, 18; 24-27; 1935.

6. Best, Harry, Blindness and the Blind in the United States. p. 218.

7. *Ibid.*, p. 219.

8. *Ibid.*, p. 219.

Table X
Percentage of Colored Blind Students
Who Will Become Self-supporting

	Completely Self-supporting	Partially Self-supporting	Possess Reliable Follow-up Records
Alabama	5%	75%	No
Arkansas	5%	60%	No
Florida	50%	50%	Yes
Georgia	50%	50%	No
Louisiana	5%	5%	No
Maryland	10%	40%	No
Mississippi	70%	25%	Yes
North Carolina	10%	50%	No
Oklahoma	a	a	No
South Carolina	10%	50%	No
Tennessee	60%	25%	No
Texas	50%	50%	Yes
Virginia	b	b	No
West Virginia	25%	70%	Yes

a--Of the few leaving school all are employed.

b--Not reported.

15%; trade 14%; agriculture, 9%; and clerical, 2.4%. The professional field ranks high because of the large number of Negro clergymen reported. The proportion is higher for the Negro in domestic work and the professions, while there are more white blind in other walks of life.

METHODS OF TEACHING. As may be seen in Table XI, only ~~three~~^{two}-fifths of the schools go beyond the textbook method of teaching. The classroom work is very formal, due largely to lack of equipment. In one-fourth of the schools the teachers have not received any normal school training.

There is considerable controversy between adherents of the formal and activity methods. Research work⁹ indicates that students taught by formal methods have a slight advantage as far as achievement in academic subjects is concerned, but the activity children excel in such wholesome activities as leadership, experimentation, and self-initiated enterprises. These are more important to the blind than textbook knowledge.

USE OF THE RADIO AND TALKING BOOK IN THE CLASSROOM. The fact that most of the schools make some use of the talking book is shown

in Table XII. Eight schools report using the radio for classroom work. The CBS "School of the Air" forms part of the course of study in three schools.

READING, WRITING, AND SPELLING AS SEPARATE SUBJECTS. There is considerable variation in the discontinuance of reading and writing as separate subjects. Table XIII

Table XI
Method of Teaching

	Textbook Method	Other Methods
Alabama	Yes	None
Arkansas	Yes	None
Florida	Yes	None
Georgia	Yes	Unit plan
Louisiana	Yes	Project
Maryland	Yes	None
Mississippi	Yes	None
North Carolina	Yes	None
Oklahoma	Yes	None
South Carolina	Yes	Unit and project
Tennessee	Yes	None
Texas	Yes	Activity
Virginia	Yes	Unit and project
West Virginia	Yes	Project

9. Journal of Experimental Education, Vol. 9, No. 4, June, 1941. p. 308.

Table XIII

Use of Radio and Talking Book in Classroom

	Radio	Talking Book in Grades
Alabama	None	4th through 6th
Arkansas	None	None
Florida	CBS "School of the Air"	7
Georgia	News, educational stories	Lower grades
Louisiana	News, music, literature	Some in all grades
Maryland	CBS "School of the Air"	Some in all grades
Mississippi	None	4th through 7th
North Carolina	None	Some in all grades
Oklahoma	None	6th through 12th
South Carolina	Teacher selects	None
Tennessee	CBS "School of the Air"	4th through 10th
Texas	Texas School of the Air	Some in all grades
Virginia	News, special, music	Some in all grades
West Virginia	None	6th through 12th

indicates six schools drop reading as a separate subject after the sixth grade. Writing is discontinued a year or two earlier. Ten of the fourteen schools teach spelling as a separate subject.

TYPEWRITING AND PENCIL WRITING--COMMERCIAL TRAINING. As may be seen in Table XIV,

only one-fourth of the schools for the colored blind teach pencil writing, while two-thirds offer typewriting. In schools for the white blind all have typewriting and two-thirds of them offer pencil writing. Other commercial training in schools for the Negro blind is limited to a salesmanship course in Oklahoma and junior

Table XIII

Reading, Writing, and Spelling as Separate Subjects

	Discontinuance of reading as separate subject	Discontinuance of writing as separate subject	Is spelling taught as separate subject
Alabama	6th	4th	Yes
Arkansas	7th	6th	Yes
Florida	7th	7th	Yes
Georgia	5th	6th	Yes b
Louisiana	f	f	Yes
Maryland	7th	5th	Yes
Mississippi	7th	7th	No c
North Carolina	6th	5th	Yes d
Oklahoma	10th	8th	Yes b
South Carolina	9th	a	No b
Tennessee	7th	5th	Yes c
Texas	7th	f	Yes e
Virginia	4th	4th	No c
West Virginia	6th	4th	No b

a--Depends on child.

b--Correlated with reading.

c--Correlated with language.

d--Correlated with writing.

e--Correlated with other subjects.

f--Not reported.

Table XIV

Typewriting and Pencil Writing

	Typewriting in Grades	Pencil Writing
Alabama	None	None
Arkansas	None	None
Florida	5, 6, 7, 8	None
Georgia	4, 5, 6, 7, 8, 9	None
Louisiana	7, 8, 9	None
Maryland	7, 8, 9, 10	None
Mississippi	8	None
North Carolina	5, 6, 7	b
Oklahoma	10, 11, 12	None
South Carolina	None	4, 5, 6, 7
Tennessee	7, 8, 9, 10	Individually
Texas	7th through 12th	None
Virginia	a	4th thru 9th
West Virginia	4, 5, 6, 7, 8, 9	3rd thru 8th

a--Students selected above 4th grade level.

b--Not reported.

business training in Arkansas and Tennessee.

THE CURRICULUM. Table XV shows that two-thirds of the superintendents of schools for the Negro blind believe their curriculum should be similar or very little different from that found in departments for white blind children. The present study agrees with research work in the public schools which shows that this conviction is not put into practice. Caliver's¹⁰ study pointed out that Negro schools show an unwillingness to adapt the curriculum. Cooke¹¹ showed that superintendents in charge of white and colored public schools do not give sufficient time to their Negro schools. It is also pointed out that much of this is due to the lack of funds and superintendents' responsibilities to their articulate (white) constituency. Thomassen¹² and others have indicated the unsuitability of the traditional formal instruction and the necessity of revising the content and method in the light of the needs, experiences and interests of Negro

Table XV

Should the Curriculum for the Colored Be Different from That of the White

Alabama	No
Arkansas	No
Florida	Yes Academic should be similar but vocational should differ
Georgia	No
Louisiana	b
Maryland	Yes Should be simpler, more practical
Mississippi	No
North Carolina	a
Oklahoma	Yes Stress vocational training and fundamentals
South Carolina	a
Tennessee	No
Texas	Yes Home life and economic status are different
Virginia	No Both curriculums should be enriched with more Negro literature and history.
West Virginia	No Both curriculums should be enriched with information of Negro contributions

a--Not reported.

b--The Louisiana School believes the curriculum for Negroes should differ from that of the white in the following ways:

1. Beginning with the activities and experiences which are familiar to and typical of Negro life.
2. Providing early a sound reinterpretation of Negro history and traditions.
3. Stimulating racial patterns of effort and success.
4. Special emphasis on service occupations.
5. Enriching the cultural, economic and moral status in terms of a life he can lead in America.
6. Emphasizing group techniques which can be used by minority groups.

children. Among schools for the colored blind, Louisiana is one of the few following

10. Caliver, Ambrose, Secondary Education for Negroes. U.S. Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education Monograph No. 7. 1933. 121p.
11. Cooke, D.H., The White Superintendent and the Negro School in North Carolina. Contribution to Education, No. 73. George Peabody College for Teachers, 1930. 176p.
12. Thomassen, M.E., A Study of Specific Kinds of Education for Rural Negroes. Doctor's Thesis. Teacher's College, 1936. 104p.

this philosophy. The program of this school is shown in connection with Table XV. According to Thompson,¹³ the schools for Negroes are invariably inferior because of small expenditures for teachers' salaries, buildings and equipment. In Alabama three teachers are employed to care

for fifty Negro blind students. The buildings and equipment of schools for the Negro blind are inferior, but North Carolina is a notable exception. Among other outstanding features, this school has one of the best small hospitals of any school for the blind, colored or white.

13. Thompson, C.H., "Introduction (The Problem of the Negro Elementary School)." Journal of Negro Education I; 101-107; 1932.

Chapter IV

THE COURSE OF STUDY IN THE KINDERGARTEN, FIRST, SECOND, AND THIRD GRADES

This chapter considers only the subjects taught in the primary classrooms. Physical education, manual training, and music are discussed in Chapter VII. At the end of Chapter VI a list of the textbooks used will be found.

Educators are interested in the range of subjects, books used, and the allotment of time. The bulk of the raw material of this study is presented in the form of tables. The reader will find a straight-edge helpful in studying the material in tabular form. The work is presented in detail so that various schools for the Negro blind may compare their programs with those of similar schools. This

may lead to better planning of courses of study. The material may also be used as a basis for future research work. The study shows that the academic work does not differ very much from that of schools for the white blind. As mentioned earlier, this is a condition detrimental to the Negro. Educators in this field should break away from tradition and form a system of education that will be of real benefit to the Negro blind.

In the primary grades the schedules are flexible and vary somewhat with conditions. South Carolina did not report the time allotted to any subject, because the entire program is flexible and arranged in

Table XVI

Reading and Arithmetic--Kindergarten

	Pathway to Reading	Pets and Playmates	Tots and Toys	The Child World	Easy Growth to Reading	Meaning of Number	Counting by 1's, 2's, 10's	Reading, writing numbers to 100	Measures	Coins	Addition and subtraction below 10	Time by hours	Simple problems
Alabama													
Arkansas													
Florida	x												
Georgia						x	x				x	x	
Louisiana													
Maryland		x	x			x	x	x	x		x		
Mississippi													
North Carolina		x		x	x	x	x	x					x
Oklahoma													
South Carolina	x	x	x	x									
Tennessee													
Texas						x	x						
Virginia													
West Virginia		x	x			x	x			x	x		

NOTE--Some of the schools do not have kindergarten work separated from the first grade.

schools ranges from 100 to 200 minutes a week.

WRITING. Table XVIII shows that all of the schools introduce the slate and stylus in the first grade. Words, simple sentences, and numbers are written. There is no uniformity in the time allotted which ranges from 75 to 250 minutes.

ARITHMETIC. As shown by Table XIX, the time devoted to this subject is 100 to 200 minutes in most of the schools. Simple addition, counting, simple problems, and reading and writing of numbers to one hundred form the course of study. "A Child's Book of Number" is the most common text.

HEALTH. Personal hygiene and posture are stressed by all schools. Each of the following texts is used by one or two schools:

"From Morning Till Night," "Happy Days," and "Journey to Health Land."

NATURE STUDY. Three schools use Beauchamp's "Science Stories," while two read "Outdoor Land" and the Burgess books.

SECOND GRADE

READING. As may be computed from Table XX, the average time for reading is slightly less than 200 minutes. The texts used by three or more schools are "New Silent Readers," "Pathway to Reading," "Beacon Readers," and "Bible Story Readers."

LANGUAGE AND SPELLING. Copying and dictation are added to the activities of the first grade by most of the schools. Half of the schools have letter writing. The time allotted by four-fifths of the

Table XVIII

Writing Braille--Grades One and Two

	Grade One					Grade Two				
	Minutes per week	Slate and stylus	Words from lessons	Simple sentences	Numbers from arithmetic lessons	Minutes per week	Slate and stylus	Words from lessons	Simple sentences	Numbers from arithmetic lessons
Alabama	100	x				100	x	x	x	x
Arkansas	225	x				180	x		x	
Florida	100	x	x	x	x	100	x	x	x	x
Georgia	225	x		x	x	225	x	x	x	x
Louisiana	75	x		x		75	x	x	x	x
Maryland	150	x	x	x	x	200	x	x	x	x
Mississippi	80	x	x			80	x	x		x
North Carolina	200	x	x	x	x	200	x	x	x	x
Oklahoma	75	x	x	x		75	x	x	x	
South Carolina	a	x				a	x			
Tennessee	240	x	x		x	240	x	x	x	x
Texas	200	x	x	x	x	250	x	x	x	x
Virginia	250	x	x	x	x	250	x	x	x	x
West Virginia	125	x	x	x	x	125	x	x	x	x

a--Pupils go at own speed.

schools range from 100 to 200 minutes.

WRITING. Table XVIII shows that there is no uniformity in time which varies from 75 to 250 minutes. Words and numbers from lessons, and simple sentences are written.

ARITHMETIC. It may be computed from Table XXI that the average time allotted is about 170 minutes, but the range is from 60 to 250 minutes. The majority of the schools report reading and writing numbers to 100, simple multiplication and division, distinguishing coins, and counting by 2's, 5's, and 10's. Eight schools use "A Child's Book of Number" and five use the "Unit Mastery Arithmetic."

HEALTH. Health education is taught incidentally in two-thirds of the schools.

Personal hygiene, foods, and posture are emphasized in nearly all of the schools.

NATURE STUDY. Three schools use Beauchamp's "Science Stories," while two read "Outdoor Land," "Outdoor Playhouse," and the Burgess books.

GRADE THREE

READING. As shown by Table XXII, half of the schools allot 200 to 250 minutes per week. The following texts are used by five or more schools: "Elson Basic Readers," "Beacon Readers," "New Silent Readers," and "Pathway to Reading."

ARITHMETIC. Table XXIII indicates that Alabama allots 600 minutes, while the rest

Table XXI

Arithmetic--Grade Two
Topics, Materials, and Titles of Books

	Minutes per week	Reading, writing numbers to 100	Reading, writing numbers to 1000	Simple multiplication and division	Time by hours	Time by half hours	2, 5, and 10 tables	Addition, subtraction below 10	Counting by 2's, 5's, 10's to 100.	Coins	Measures	Adding with carrying and subtracting with borrowing	A Child's Book of Number	Unit Mastery	Jolly Number Tales	Modern Arithmetic
Alabama	75	x					x	x	x	x			x			
Arkansas	180	x						x	x							x
Florida	150		x					x	x				x	x		
Georgia	175		x	x									x			
Louisiana	100	x		x	x	x		x	x	x	x		x	x		
Maryland	200		x	x			x		x	x			x	x	x	
Mississippi	60	x			x		x		x	x			x			
North Carolina	200		x	x	x	x	x			x	x	x	x			
Oklahoma	100	x		x												
South Carolina	a												x			
Tennessee	240	x		x	x		x			x				x		
Texas	b	x						x		x						
Virginia	250	x		x	x		x		x	x				x		
West Virginia	125	x		x	x	x	x			x					x	

a--State adopted course.

b--Time not reported.

Table XXII
Reading--Grade Three
Titles of Books

	Minutes per week	Elsco Basic Readers	Near and Far	Beacon Readers	New Silent Readers	Pathway to Reading	Democracy Series	Easy Growth to Reading	Children's Bookshelf	Children's Own Readers	Child's World	Aldine Readers	Bible Story Readers	Everyday Classics	New Citizenship
Alabama	150	x		x							x		x	x	
Arkansas	210	x		x	x										
Florida	100					x									
Georgia	150			x											
Louisiana	125				x	x							x	x	
Maryland	200	x	x		x										
Mississippi	120				x	x	x	x							
North Carolina	200	x	x			x		x	x						x
Oklahoma	225	x		x											
South Carolina					x	x	x		x	x					
Tennessee	240					x						x	x		
Texas	250														
Virginia	200			x											
West Virginia	125	x			x										

Table XXIII
Arithmetic--Grade Three
Topics, Materials and Titles of Books

	Minutes per week	Adding with carrying subtracting, borrowing	Counting by 2's, 5's, 10's to 100	Reading, writing numbers to 1000	Problems	Time by hours, half hours	2, 5, 10 tables	Coins	Measures	Simple multiplication, division	Multiplication, division, by two numbers	Tables to 9 x 9	Unit Mastery Arithmetic	Modern Arithmetic
Alabama	600	x		x	x	x		x	x	x			x	
Arkansas	180			x	x	x		x	x				x	
Florida	150		x	x	x								x	
Georgia	175	x		x	x		x			x			x	
Louisiana	125	x		x	x	x	x	x	x	x	x		x	x
Maryland	150	x		x	x			x	x			x	x	
Mississippi	80	x	x	x	x	x	x	x	x	x			x	
North Carolina	200	x		x	x	x		x	x			x	x	
Oklahoma	100	x	x	x	x			x	x				x	
South Carolina	a	x		x	x			x	x				x	
Tennessee	240	x		x	x								x	
Texas	a	x	x	x	x	x		x	x	x			x	
Virginia	250	x		x	x					x			x	
West Virginia	125	x			x							x	x	

of the schools fall in the range from 80 to 250 minutes per week. The "Unit Mastery Arithmetic" is used by all but one of the schools.

LANGUAGE AND SPELLING. Since these subjects are correlated with one another or with other subjects, the time allotment shown in Table XXIV is probably not very accurate. Short written compositions and letter writing are added by the majority of the schools to the second grade course of study. Nine schools use "Fundamentals of Spelling." Sharp's "Language Practice" is used by six schools, while an older text, "Open Door Language," is used by four.

SOCIAL STUDIES. The schools do not teach history and geography as separate subjects in the third grade. However, hero stories, and stories of America and citizenship are covered incidentally.

HEALTH. Foods, cleanliness, posture, and out-of-door play are the subjects emphasized. There is a scattered use of texts with not more than two schools using any book.

NATURE STUDY. Beauchamp's "Science Stories," and "Nature Activity Readers" are the only texts used by more than two schools.

Table XXIV

Language and Spelling--Grade Three
Activities and Texts

	Language--Minutes per week	Spelling--Minutes per week	Stories and rhymes	Copying and dictation	Letter writing	Short written compositions	Sharp's English Exercises	Open Door Language	Language Practice	Fundamentals of Spelling	Chicago Speller	Graded School Speller
Alabama	90e	150e		x								
Arkansas	180	180	x					x		x		
Florida	150e	100								x		
Georgia	225	100		x	x	x			x			x
Louisiana	125a	75b	x	x	x	x	x	x		x		
Maryland	150	60	x	x	x	x	x			x	x	
Mississippi	120a	140b(e)	x	x	x		x					
North Carolina	200	200d	x	x	x	x	x			x		
Oklahoma	100e	75								x		
South Carolina	f	c	x	x	x	x		x			x	
Tennessee	240a	120b	x	x	x	x	x			x		
Texas	300	f	x	x	x	x	x			x		
Virginia	150a	125b		x	x	x		x			x	
West Virginia	125	50c	x	x	x	x			x	x		

a--Correlated with spelling.
b--Correlated with language.
c--Correlated with reading.

d--Correlated with writing
e--Texts not reported.
f--Time not reported.

Chapter V

THE COURSE OF STUDY IN THE FOURTH, FIFTH, SIXTH, SEVENTH,
AND EIGHTH GRADES

In the middle and upper grades of the elementary school, social studies are very important. Science receives very little emphasis. Health education is so varied that further attention will not be given to it beyond a few words here. All the schools schedule health classes in various grades allotting from one to three hours a week to the study of hygiene. The texts used by four or more schools are "New Healthy Living Series," "Health and Safety," and "Physiology, Hygiene and Sanitation."

FOURTH GRADE

READING. Six-sevenths of the schools devote 150 to 225 minutes per week. As shown in Table XXV, the "Elson Readers" and the "Beacon Readers" are each used by six schools, while the rest of the reading is varied.

LANGUAGE AND SPELLING. The time reported in Table XXVI by various schools is probably not very accurate because of the confusion of various correlations of subjects.

Table XXV

Reading--Grade Four

Titles of Books

	Minutes per week	Elson Readers	New Silent Readers	Pathway to Reading	Beacon Readers	Prose and Poetry	Road to Safety	Bible Story Reader	Children's Own Reader	Democracy Series	Child's World	Poems Every Child Should Know
Alabama	150	x			x			x				
Arkansas	210	x			x							
Florida	100			x								
Georgia	150				x							
Louisiana	225		x		x						x	x
Maryland	200	x	x									
Mississippi	120								x	x		
North Carolina	200	x		x								
Oklahoma	225 ^b											
South Carolina	180		x	x		x	x		x	x		
Tennessee	180	x										
Texas	200				x							
Virginia	a				x							
West Virginia	150	x										

a--Reading discontinued as separate subject.

b--Texts not reported.

Table XXVI

Language and Spelling--Grade Four

Titles of Books

	Language--Minutes per week	Spelling--Minutes per week	Sharp's English Exercises	Open Door Language	CBS "School of the Air"	English Activities	Language Practice	Fundamentals of Spelling	Graded School Speller	Chicago Speller	Payne, Garrison Speller
Alabama	90	150							x		
Arkansas	180	180		x				x			
Florida	150	100			x			x			
Georgia	225	75	x						x		
Louisiana	225a	75b	x	x				x			
Maryland	225	60	x		x			x			x
Mississippi	140a	d	x								
North Carolina	200	200b	x			x		x			
Oklahoma	100	75	x					x			
South Carolina		c		x						x	
Tennessee	240a		x					x			
Texas	300	100	x	x				x			
Virginia	275a			x			x			x	
West Virginia	150	50					x	x			

a--Correlated with spelling.

b--Combined with writing.

c--Combind with reading.

d--Text not reported.

Table XXVII

Arithmetic--Grades Four, Five, and Six

Titles of Books

	Minutes per week--4th Grade	Unit Mastery Arithmetic	Daily Life Arithmetic	Minutes per week--5th Grade	Unit Mastery Arithmetic	Essentials of Arithmetic	Modern Arithmetic	Daily Life Arithmetic	Minutes per week--6th Grade	Unit Mastery Arithmetic	Modern Arithmetic	Daily Life Arithmetic
Alabama	600	x		600	x				600	x		
Arkansas	180	x		180			x		180		x	
Florida	150	x		150	x				150	x		
Georgia	150	x		150	x				225	x		
Louisiana	225	x		225	x		x		225	x	x	
Maryland	225	x		225	x				225	x		
Mississippi	120	x		120	x				140	x		
North Carolina	200	x		200	x				200	x		
Oklahoma	100	x		100		x			100a			
South Carolina		x	x		x			x		x		x
Tennssse	240	x		240	x				240	x		
Texas	100	x		125	x				150	x		
Virginia	275	x		275	x				275	x		
Wsst Virginia	150	x		150	x				150	x		

a--Text not reported.

Eight schools use Sharp's "Language Practice," while the "Open Door Language" is used by five. The "Fundamentals of Spelling" is used by nine schools.

ARITHMETIC. The majority of schools allot 150 to 250 minutes, but Table XXVII shows variations from 100 to 600 minutes. All the schools use the "Unit Mastery Arithmetic."

SOCIAL STUDIES. There is considerable variation in the time allotted to social studies. Five schools report 300 minutes or more. As may be seen in Table XXVIII, the only texts commonly used are "Our Neighbors Near and Far" and "My Weekly Reader."

GRADES FIVE AND SIX

READING. Table XXIX shows that the majority of schools allot 150 to 225 minutes per week. In the fifth grade the "Elson Basic Reader" is used by half of the schools, while at least four use "The Beacon Reader" and "New Silent Reader." In the sixth grade "The Pathway to Reading" and "Elson Basic Readers" are used by four or more schools.

LANGUAGE AND SPELLING. The various correlations of subjects make it difficult to accurately report the time allotted. According to Table XXX, Sharp's "Language Drills and Tests" and "Fundamentals of Spelling" are used by nine schools, while seven report the "Open Door Language."

Table XXVIII

Social Studies--Grade Four

Titles of Books

	Minutes per week	Our Neighbors Near and Far	Our Home State and Continent	Human Geography	Child's History of the World	Story of Thirteen Colonies	Home and World Geography	The First Year	Big People and Little People of Other Lands	First Book in American History	First Course in American History	History of Virginia for Girls and Boys	Around the World with the Children	CBS "School of the Air"	My Weekly Reader	Current Events Magazine	Every Week Current Events Magazine
Alabama	200			x	x										x		
Arkansas	180b																
Florida	300						x			x				x	x		x
Georgia	a																x
Louisiana	450	x					x		x		x				x	x	x
Maryland	240				x			x						x	x		
Mississippi	a	x													x	x	x
North Carolina	400	x															
Oklahoma	175	x							x				x				
South Carolina		x													x		
Tennessee	150	x	x														
Texas	150b														x		
Virginia	425	x				x						x					
West Virginia	300	x									x				x		

a--Time not reported.

b--Texts not reported.

Table XXIX

Reading--Grades Five and Six

Titles of Books

	Grade Five Minutes per week	Elson Basic Readers	Democracy Series	Pathway to Reading	New Silent Readers	Poems Every Child Should Know	Bible Story Reader	Beacon Reader	Grade Six Minutes per week	Elson Basic Reader	Pathway to Reading	New Silent Reader	Bible Story Reader	Democracy Series	Everyday Classics	Poems Every Child Should Know
Alabama	150	x					x	x	a	x			x			
Arkansas	210	x						x	210	x						
Florida	100			x					100		x					
Georgia	150							x	a							
Louisiana	225				x	x		x	225		x	x			x	x
Maryland	200	x			x				200	x		x				
Mississippi	120		x						125					x		
North Carolina	200	x		x	x				200	x	x					
Oklahoma	225					x	x		225							
South Carolina			x	x	x						x	x		x		
Tennessee	150	x							150		x					
Texas	200							x	150							
Virginia	a	x				x			a							x
West Virginia	150	x							150		x					

a--Reading is not a separate subject.

Table XXX

Language and Spelling--Grades Five and Six

Titles of Books

	Language--Minutes per week	Sharp's English Exercises	Open Door Language	English Activities	Language Practice	CBS "School of the Air"	Spelling--Minutes per week	Fundamentals of Spelling	Graded School Speller	Chicago Speller
Alabama	90						150		x	
Arkansas	180		x				180	x		
Florida	150	x				x	100	x		
Georgia	225	x					75		x	
Louisiana	225a	x	x				75b	x		
Maryland	225	x				x	60	x		
Mississippi	160a	x	x				160b			
North Carolina	200						200c	x		
Oklahoma	100	x	x				75	x		
South Carolina			x				d			x
Tennessee	120a	x					120b	x		
Texas	250	x					150	x		
Virginia	275a		x				125b			x
West Virginia	150	x	x	x	x		60	x		

a--Correlated with spelling.

b--Correlated with language.

c--Combined with writing.

d--Combined with reading.

Table XXXI

Social Studies--Grade Five

Titles of Books

	Minutes per week	Human Geography	Story of Thirteen Colonies	First Book in American History	First Course in American History	A Child's History of the World	A Child's Geography of the World	Our Neighbors Near and Far	Our Home State and Continent	Home and World Geography	History of Virginia for Boys and Girls	New Geographies	CBS "School of the Air"	My Weekly Reader	Current Events Magazine	Every Week Current Events Magazine
Alabama	200	x												x		
Arkansas	180						x									
Florida	300			x						x			x	x		x
Georgia	100															
Louisiana	450	x		x	x			x		x				x	x	x
Maryland	240					x		x					x	x	x	x
Mississippi	120								x					x	x	x
North Carolina	400								x							
Oklahoma	175					x	x	x								
South Carolina									x					x		
Tennessee	150								x					x	x	
Texas	300											x		x		
Virginia	425		x								x			x	x	
West Virginia	300				x			x						x		

Table XXXII

Social Studies--Grade Six

Titles of Books

	Minutes per week	First Book in American History	My Maryland	Advanced Geography	Our Home State and Continent	Our Continental Neighbors	Home and World Geography	Human Geography	Introduction to American History	Texas, A Story of Progress	My Weekly Reader	Current Events Magazine	Every Week Current Events Magazine	CBS "School of the Air"
Alabama	200							x			x			
Arkansas	180	x												
Florida	300	x					x				x		x	x
Georgia	100a													
Louisiana	450					x	x				x	x	x	
Maryland	240		x		x						x			x
Mississippi	120					x					x	x	x	
North Carolina	400	x				x								
Oklahoma	175	x					x							x
South Carolina						x					x			
Tennessee	240					x			x			x		
Texas	300									x	x			
Virginia	425	x		x							x	x		
West Virginia	300				x						x	x		

a--Texts not reported.

ARITHMETIC. Over two-thirds of the schools report 150 to 240 minutes a week. The "Unit Mastery Arithmetic" is almost un-animously used. This is shown in Table XXVII.

SOCIAL STUDIES. Six schools allot 300 or more minutes per week. As may be seen in Table XXXI, the texts used in the fifth grade by four or more schools are "Our Neighbors Near and Far," "Our Home State and Continent," and "My Weekly Reader." Table XXXII shows that at least five schools use as a text for the sixth grade "Our Continental Neighbors," "First Book in American History," "My Weekly Reader," and "Current Events." Three schools use "Home and World Geography" and CBS "School of the Air."

GRADES SEVEN AND EIGHT

ARITHMETIC. Only two schools do not fall within the range of 150 to 300 minutes. Table XXXIII shows six schools allotting 200 to 280 minutes per week. All but one school make use of the "Unit Mastery Arithmetic."

LANGUAGE AND SPELLING. Twelve of the fourteen schools allot at least 200 minutes per week to language and spelling. According to Table XXXIV, Sharp's "English Exercises" and the "Fundamentals of Spelling" are used by nine schools. Several schools make use of an older text, "Open Door Language," while three report Hatfield's "English Activities."

SOCIAL STUDIES. The great majority of schools spend more than 200 minutes a week

Table XXXIII
Arithmetic--Grades Seven and Eight
Titles of Books

	Minutes per week	Unit Mastery Arithmetic	Daily Life Arithmetic	Modern Arithmetic
Alabama	600	x		
Arkansas	180	x		
Florida	150	x		
Georgia	225	x		
Louisiana	225	x		x
Maryland	225	x		
Mississippi	160	x		
North Carolina	200	x		
Oklahoma	100			x
South Carolina		x	x	
Tennessee	280	x		
Texas	150	x		
Virginia	275	x		
West Virginia	300	x		

on various combinations of history, geography, and civics. Five schools report 300 or more minutes. The various current events magazines are the only texts commonly used. Table XXXV and XXXVI indicate the texts used by one, two, and three schools. There is no uniformity in the use of social studies texts.

Table XXXIV

Language and Spelling--Grades Seven and Eight

Titles of Books

	Language--Minutes per week	Spelling--Minutes per week	Sharp's English Exercises	Open Door Language	Hatfield, English Activities	CBS "School of the Air"	Fundamentals of Spelling	Chicago Speller	Graded School Speller
Alabama	90	150							x
Arkansas	180	b		x			x		
Florida	150	100	x				x		
Georgia	225	b	x						
Louisiana	225a	75b	x	x			x		
Maryland	225	60	x				x		
Mississippi	160a	b	x						
North Carolina	200	b			x				
Oklahoma	100	75	x				x		
South Carolina		b		x	x			x	
Tennessee	240a	b	x	x			x		
Texas	300	150	x		x		x		
Virginia	275a	b		x			x		
West Virginia	150	75	x			x	x		

a--Correlated with spelling.

b--Correlated with language.

Table XXXV

Social Studies--Grade Seven

	Minutes per week	Marshall's American History	How the World Lives and Works	Advanced Geography	Our Continental Neighbors	Recent History of the United States	CBS "School of the Air"	First Course in American History	First Book in American History	Home and World Geography	Our Ancestors in Europe	The Story of Louisiana	My Weekly Reader	Current Events Magazine	Every Week Current Events Magazine
Alabama	200												x		
Arkansas	180	x		x											
Florida	300								x	x			x	x	
Georgia	225a														
Louisiana	225							x		x		x	x	x	x
Maryland	240	x			x		x	x					x	x	x
Mississippi	160												x	x	x
North Carolina	400				x						x		x	x	
Oklahoma	175							x						x	
South Carolina	a												x		
Tennessee	240		x										x	x	
Texas	300a													x	
Virginia	650					x							x	x	
West Virginia	300			x					x					x	

a--Texts not reported.

Table XXXVI
Social Studies--Grade Eight
Titles of Books

	Minutes per week	Marshall's American History	How the World Lives and Works	Community Life and Civic Problems	Recent History of the United States	A First Course in American History	First Book in American History	Home and World Geography	Child's History of the World	CBS "School of the Air"	My Weekly Reader	Every Week Current Events Magazine	Current Events Magazine	Advanced Geography
Alabama	200													
Arkansas	180													
Florida	300						x	x						
Georgia	225 ^a													
Louisiana	225					x		x						
Maryland	240	x		x		x				x				
Mississippi	150													
North Carolina	400		x											
Oklahoma	175 ^a													
South Carolina	a													
Tennessee	250	x												
Texas	450 ^a													
Virginia	650					x								
West Virginia	300													

a--Texts not reported.

Chapter VI

THE COURSE OF STUDY IN THE SENIOR HIGH SCHOOL

Only a small fraction of the Negro blind students reach the high school level. The high school enrollment in each of the various schools is usually not more than five or six students. The students in Georgia, Maryland, Mississippi, and Virginia finish their education in local high schools. The instruction in schools for the Negro blind is very formal. The teachers of science have few models and no laboratory equipment. College entrance requirements and tradition dominate the high school curriculum.

ENGLISH. The time allotment for each year in the high school ranges from 150 to 300 minutes in two-thirds of the schools.

Table XXXVII shows that five schools use Sharp's "English Exercises" in the ninth grade, while at least four read "Treasure Island," "Ancient Mariner," "Lady of the Lake," and "Merchant of Venice." The only texts used by three schools in the tenth grade are Sharp's "English Exercises" and "The Vision of Sir Launfal." As shown by Table XXXVIII, "Composition and Rhetoric" is the only text commonly used in grades eleven and twelve.

SOCIAL STUDIES. The radio news, historical novels, and "Reader's Digest" are reported by nearly all of the schools for the high school grades. As may be seen in Table XXXIX, the texts used by three or more

Table XXXVII
English - Grades Nine and Ten
Titles of Books

	Minutes per week	Sentence and Theme	Sharp's English Exercises	History of American Literature	New English Literature Using English, Book I	Literature and Life	Essentials in English	New American Literature	Greenlaw, English Literature	Silas Marner	Evangeline	Treasure Island	Ancient Mariner	Lady of the Lake	Merchant of Venice	Vision of Sir Launfal	Deserted Village
Arkansas	180	x															
Florida	150		x									x					
Georgia	225		x										x				
Louisiana	225		x						x				x		x		x
Maryland	225		x							x			x	x	x		
North Carolina	200				x	x											
Oklahoma	100			x	x												
South Carolina						x	x										
Tennessee	375		x							x	x	x		x	x		
Texas	300											x		x	x		
Virginia	350				x			x		x		x	x				x
West Virginia	300										x	x		x		x	
10th Grade																	
Florida	150			x													
Louisiana	225	x	x						x	x	x	x					
Maryland	225	x	x														x
North Carolina	200					x											
Oklahoma	100		x		x												
South Carolina					x	x	x										
Tennessee	375			x	x												
Texas	300								x	x							
Virginia	350				x	x		x									x
West Virginia	300												x		x		x

Table XXXVIII
English - Grade Eleven and Twelve
Titles of Books

	Minutes per week	Sentence and Theme	History of American Literature	Deserted Village	Using English, Book I	Using English, Book II	Composition and Rhetoric	Literature and Life	Shorter Poems of Tennyson	Irving's Sketch Book	Essentials in English	New English Literature	Macbeth	Silas Marner	Vision of Sir Launfal	Boynton, American Literature	Merchant of Venice
Florida	150a																
Louisiana	225	x					x			x					x	x	
North Carolina	200					x	x	x									
Oklahoma	100						x		x	x							
South Carolina		x					x	x			x						
Tennessee	375		x				x		x								
Texas	300						x					x					
West Virginia	300			x			x						x				
12th Grade																	
Florida	150a																
Louisiana	225						x									x	x
North Carolina	200						x	x									
Oklahoma	100a																
South Carolina		x					x	x			x						
Tennessee	375a																
Texas	300						x					x	x				
West Virginia	300				x		x						x				

a - Texts not reported

Table XXXIX
Social Studies - Grades Nine and Ten
Activities, Texts

	Minutes per week	Community Life and Civic Problems	Reader's Digest	Washington's Farewell Address	American History, Mazzei	New Civics, Ashley	Radio News	Modern History, Hayes, Moon	Ancient History, Hayes, Moon	Historical novels	Constitution and Declaration	American People, West and West	Civics and Citizenship	Citizenship, Noble	History Ancient and Medieval, Robinson
Arkansas	180	x													
Florida	150		x												x
Georgia	225				x	x									
Louisiana	225		x		x		x	x		x					
Maryland	225		x				x			x					x
North Carolina	200	x	x				x		x	x					x
Oklahoma	175		x		x						x				
South Carolina			x				x			x					
Tennessee	375						x	x		x					
Texas	225		x				x		x	x					
Virginia	600			x			x		x	x		x			
West Virginia	300						x		x	x			x		
10th Grade															
Florida	150		x												
Louisiana	450		x				x								
Maryland	225		x				x	x		x					
North Carolina	200		x	x			x			x		x			
Oklahoma	175		x	x		x									
South Carolina			x				x								
Tennessee	375			x			x			x	x				
Texas	225		x				x	x		x					
Virginia	600						x	x		x		x			
West Virginia	300						x	x		x					

schools are, in the ninth and tenth grades, "Washington's Farewell Address," Muzzey's "American History," "Modern History" by Hayes and Moon, and "History Ancient and Medieval" by Robinson and Breasted. Table XL shows that in grades eleven and twelve the texts used by at least two of the eight schools are Muzzey's "American History," "Constitution of the United States," and "Declaration of Independence." In each of the four years of high school social studies, the majority of classes are scheduled for 200 to 300 minutes.

FOREIGN LANGUAGE. Half of the schools offer a course in some foreign language. As indicated by Table XLI, French is taught in five schools, while three give Latin. Florida is the only school reporting Spanish. "Complete French Course," "Language, Literature and Life," "Le Premier Livre," "Le Second Livre," and "New Elementary Latin" are each used by at least two schools. The time allotted is usually

about 200 minutes per week.

MATHEMATICS. Most of the schools give two years of mathematics. As may be seen in Table XLII, the time devoted to the subject in the majority of schools is 225 minutes a week. In the ninth grade, eight schools use "First Year Algebra," while "Unit Mastery Arithmetic" is used by two. "Plane Geometry" by Wentworth is used by four schools in the second year. "Algebra for Today; First Course" is reported for Louisiana and North Carolina in the tenth and eleventh grades.

SCIENCE. Table XLIII shows that most of the schools give two years of science. Classes are usually scheduled for 225 minutes a week. The text commonly used in the ninth grade is "Introduction to Science" by Caldwell, while six of the eight schools use Smallwood's "New Biology" in the tenth grade.

Table XL
Social Studies - Grades Eleven and Twelve
Activities, Texts

	Minutes per week	Community Life and Civic Problems	Reader's Digest	Washington's Farewell Address	American History, Muzzey	Radio News	Modern History, Hayes, Moon	Historical Novels	Constitution and Declaration	History of American People, Beard	American Economic Problems, Patterson	Ancient History, Mars	Sociology, Cole and Montgomery	Political History
Florida	150a													
Louisiana	225		x	x	x			x	x		x			x
North Carolina	200	x	x			x				x				
Oklahoma	175		x			x		x		x		x		
South Carolina			x		x	x		x						
Tennessee	375			x		x		x	x					
Texas	225a					x		x						
West Virginia	300					x	x	x		x				
12th Grade														
Florida	150a													
Louisiana	225		x	x	x			x						
North Carolina	200					x		x		x				
Oklahoma	175		x			x		x						
South Carolina			x		x	x				x				
Tennessee	375					x		x						
Texas	300a													
West Virginia	300					x		x					x	

a - Texts not reported

Table XLI
Foreign Language - High School
Titles of Books

	Minutes per week	Chardenal, Complete French Course	L'Abbe Constantin	Smith, Language, Literature and Life	Le Premier Livre	Le Second Livre	Contes Choisis	Elementary French Reader	Crawford, First Book in Spanish	New Elementary Latin
Florida	150								x	
Maryland	225	x								
North Carolina	200									x
South Carolina										x
Texas	225									x
10th Grade										
Florida	150								x	
Maryland	225	x	x							
North Carolina	200									x
South Carolina										x
Texas	225									x
11th Grade										
Louisiana	225	x			x					
North Carolina	200			x						
South Carolina				x						
West Virginia	300				x			x		
12th Grade										
Louisiana	225	x				x				
North Carolina	200			x						
South Carolina				x						
West Virginia	300		x			x	x			

Table XLII
Mathematics - High School
Titles of Books

	Minutes per week	First Year Algebra, Wells	Unit Mastery Arithmetic	Algebra for Today; First Course	Plane Geometry, Wentworth	Plane Geometry, Welchons	Business Arithmetic, Miner, Ellwood
Arkansas	180		x				
Florida	150	x					
Georgia	225	x					
Louisiana	225		x				
Maryland	225	x					
North Carolina	200	x					
Oklahoma	a	x					
Texas	225	x					
Virginia	300	x					
West Virginia	300	x					
10th Grade							
Florida	150b						
Louisiana	225			x			
Maryland	225				x		
North Carolina	200	x			x		
Oklahoma	a				x		
South Carolina				x			
Texas	225				x		
Virginia	300b						
11th Grade							
Louisiana	225			x			
North Carolina	200	x				x	a
South Carolina				x			
Tennessee	a	x					
West Virginia	300						x
12th Grade							
Louisiana	225				x		
West Virginia	300						x

a - Time not reported
b - Texts not reported

Table XLIII
Science - High School
Titles of Books

	Minutes per week	Health and Growth Series	General Science, Caldwell	Introduction to Science, Caldwell	New Biology, Smallwood	General Science, Perkins Institution	A Survey of Science	First Course in Physics
Arkansas	a	x						
Florida	150		x					x
Georgia	225			x				
Louisiana	225			x	x			
Maryland	225			x				
North Carolina	200			x				
Oklahoma	90			x		x		
South Carolina							x	
Texas	225			x				
Virginia	350			x	x			
West Virginia	300			x				
10th Grade								
Maryland	225				x			
North Carolina	200				x			
Oklahoma	90							
South Carolina							x	
Tennessee	375				x			
Texas	a				x			
Virginia	350			x	x			
West Virginia	300				x			
11th Grade								
Louisiana	225							x
Oklahoma	90				x			

a - Time not reported

LIST OF TEXTS USED

Reading

Elementary Grades

ALICE AND JERRY BOOKS, O'Donnell and Carey. Chicago: Row, Peterson and Co., 1936.

BEACON READERS, James H. Fassett. Boston: Ginn and Co., 1912.

BIBLE STORY READERS, Lillie A. Faris. Cincinnati: Standard Publishing Co., 1926.

CHILD'S OWN WAY SERIES, Hardy. Chicago: Wheeler Publishing Co., 1937.

CHILDREN'S BOOKSHELF, Buckingham, et al, comps. Boston: Ginn and Co., 1934.

CHILDREN'S OWN READERS, Pennell and Cusack. Boston: Ginn and Co., 1929.

THE CHILD'S WORLD, Withers, et al. Richmond: Johnson Publishing Co., 1917.

CURRICULUM READERS, Baker, et al. Indianapolis: Bobbs-Merrill Co., 1934

DEMOCRACY READERS, Nemeo. New York: MacMillan Co., 1940.

EASY GROWTH IN READING SERIES, Hildreth, et al. Philadelphia: John C. Winston Co., 1940.

ELSON BASIC READERS SERIES, Elson, Gray, et al. Chicago: Scott, Foresman and Co., 1931.

EVERYDAY CLASSICS, Dunn, et al. New York: MacMillan Co., 1922.

GORDON FIRST READER, Gordon and Stockard. New York: D. C. Heath and Co., 1917.

HAPPY HOUR BOOKS, Kuh. New York: MacMillan Co., 1929.

HISTORY STORIES FOR PRIMARY GRADES, Wayland. New York: MacMillan Co., 1919.

MONROE'S NEW PRIMER, Monroe. New York: American Book Co., 1910.

NEAR AND FAR, Smith. New York: Silver, Burdett and Co., 1935.

NEW CITIZENSHIP READERS, Ringer, et al. Philadelphia: J. B. Lippincott Co., 1940.

NEW SILENT READERS, Lewis, et al. Philadelphia: John C. Winston Co., 1931.

PATHWAY TO READING, Coleman, et al. New York: Silver, Burdett and Co., 1925.

POEMS THAT EVERY CHILD SHOULD KNOW, Mary E. Burt, New York: Grosset and Dunlap, 1904.

WINSTON READERS SERIES, Firman and Maltby. Philadelphia: John C. Winston Co., 1920.

Language and Literature

Elementary Grades

ENGLISH ACTIVITIES, Hatfield, et al. New York: American Book Co., 1936.

OPEN DOOR LANGUAGE SERIES, Scott, et al. New York: Houghton Mifflin Co., 1928.

SHARP'S LANGUAGE SERIES, Sharp, et al. St. Louis: Webster Publishing Co., 1926.

High School

COMPOSITION AND RHETORIC, W. M. Tanner. Boston: Ginn and Co., 1922.

DESERTED VILLAGE, Oliver Goldsmith. New York: Macmillan Co., 1905.

ESSENTIALS IN ENGLISH, Smith, et al. Wichita: McCormick-Mathers Co., 1934.

- EVANGELINE, Henry Wadsworth Longfellow. New York: Houghton Mifflin Co., 1916.
- HISTORY OF AMERICAN LITERATURE, R. P. Halleck. New York: American Book Co., 1911.
- LADY OF THE LAKE, Sir Walter Scott. New York: MacMillan Co., 1929.
- LITERATURE AND LIFE SERIES, Miles, et al. Chicago: Scott, Foresman and Co., 1933.
- MERCHANT OF VENICE, William Shakespeare. New York: Houghton Mifflin Co., 1911.
- NEW AMERICAN LITERATURE, Pattee. New York: D. Appleton-Century Co., 1930.
- NEW ENGLISH LITERATURE, R. P. Halleck. New York: American Book Co., 1913.
- SHORTER POEMS OF ALFRED TENNYSON. New York: MacMillan Co., 1903.
- SKETCH BOOK, Washington Irving. New York: MacMillan Co., 1929.
- TREASURE ISLAND, Robert Louis Stevenson. New York: Charles Scribner's Sons, 1917.
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Chapter VII

THE COURSE OF STUDY IN MANUAL TRAINING, MUSIC, AND
PHYSICAL EDUCATION

The material presented in Chapters IV, V, and VI proves that the academic programs are rather similar for schools for the white and Negro blind. However, there are distinct differences in the courses of study in manual training, music, and physical education. Unfortunately, these differences in the programs of Negro schools are detrimental rather than beneficial to the social and economic development of their students.

MANUAL TRAINING

As may be seen in Table XLIV, two-thirds of the schools devote at least 300 minutes a week to manual training, while the range is from 45 to 600 minutes. The average time is 400 minutes which is 150 minutes more than in schools for the white blind. Among the non-segregated schools, all offer sewing, two-thirds chair caning, piano tuning and basketry, one-half brushmaking, weaving, woodwork, and knitting, three-fifths leatherwork and cooking, one-third agriculture, and one-tenth broommak-

ing. Tables XLVa and XLVb indicate that all schools for the colored blind offer chair caning, two-thirds offer brushmaking, one-half offer sewing, weaving, knitting, broommaking, basketry, leatherwork, and cooking, one-fifth gardening and woodwork, and one-seventh have mattressmaking. To a limited number of students South Carolina offers two years of piano tuning. In comparison with white students the colored get more chair caning, brushmaking, broommaking, mattressmaking, and leatherwork, while they get less sewing, basketry, piano tuning, woodwork, and agriculture. Since most of the colored race must work in domestic and unskilled labor, it would seem that more emphasis should be placed on such subjects as cooking, sewing, woodwork, and agriculture, while less time should be spent on chair caning, brushmaking, and broommaking. The sheltered workshop is the only place where the Negro has done very much chair caning and making of brushes and brooms. It is logical that the Negro schools should spend more time on manual training, but it is illogical to train students for the sheltered workshop. The extra time might well

Table XLIV
Manual Training Time Sheet
Minutes per week

	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
Alabama			600	600	600	600	600	600				
Arkansas					45	45	45	45	45			
Florida	600	600	600	600	600	600	600	600	600	600	600	600
Georgia	225	225	225	225	225	225	225	225	225			
Louisiana					450	500	450	450	450	450	450	450
Maryland	450	450	450	600	600	600	600	600	600	600		
Mississippi								225	225	225		
North Carolina				600	600	600	600	600	600	600	600	600
Tennessee				300	300	300	300	300	400	400	400	400
Texas						180	180	180	180	180	180	180
Virginia	300	420	420	420	420	420	420	420	420	420		
West Virginia					300	300	300	300	450	450	450	450

NOTE: Oklahoma and South Carolina did not report manual training time

1. Ala. 10. Okla.
 2. Ark. 11. S. C. (a)
 3. Fla. 12. Tenn.
 4. Ga. 13. Texas
 5. Ky. 14. Va. (b)
 6. La. 15. W. Va. (c)
 7. Md.
 8. Miss.
 9. N. C.

Table XLVa
 Manual Training Activities

	1	2	3	4	5	6	7	8	9	10	11	12
Weaving	10	10	6 10 9	3 9 6 10	3 10 6 13 9 15	3 12 6 13 9 15	3 12 6 13 9 15	3 12 6 13 9 15	3 13 9 15 12	3 13 9 15 12	9 13 12	9 13 12
Cooking			1	1 7	1 10 7 13	7 10 13	6 10 7 13	6 10 7 13	6 11 7 13 10 15	6 11 7 13 10 15	6 11 10 13 15	6 11 10 13 15
Woodwork				7	7 11	7 10 11	7 10 11	7 10 11	7 10 11	7 10 11	10 11	10 11
Raffiawork	10	10	9 10	9 10	9 10	6 10 9	6 10 9	6 10 9	6 10 9	6 10	6 9	6 9
Gardening	14	14	14	6 14	6 14	6 14 8	6 14 8	6 14 8	6 14 11	6 14 11	6 11	6 11
Clay Model- ing	6 11 10 13	6 13 10 14 11	6 13 10 14	10	10							
Paperwork	6 12 7 13 11 14	6 12 7 13 11	6 11 7 13									
Sand Table	4 12 7 13 10 14 11	4 12 7 13 10 14 11	10 13 11	10								
Wood Puzzles	6 11 7	6 11 7	6 11 7 13	11 13	11 13							

a - Offers two years piano tuning in high school

b - Offers sewing, knitting, chair caning, cooking and leatherwork but not according to grades

c - Offers poultry and hog raising and dairying in high school

Table XLVb
Manual Training Activities
GRADES

- 1. Ala. 10. Okla.
- 2. Ark. 11. S. C.
- 3. Fla. 12. Tenn.
- 4. Ga. 13. Texas
- 5. Ky. 14. Va.
- 6. Ia. 15. W. Va.
- 7. Md.
- 8. Miss.
- 9. N. C.

	1	2	3	4	5	6	7	8	9	10	11	12
Chair Caning	1 4	1 9	1 4	1 7 9	1 7 2 3 10 4 12 6 7	1 8 9 10 11 12 13 15	1 2 3 4 6 7 15	1 2 3 4 6 7 15	2 3 4 6 7	3 6 7 9 10 11 13	6 9 10 13	6 11 12 13
Brushes, Mops, Mats			9		3 9 6 8	1 9 3 12 6 15	1 11 3 12 6 13 8 15 9	1 10 11 12 13 15	6 12 9 13 11 15	6 12 9 13 11 15	6 12 9 13 11 15	6 12 9 13
Leatherwork	4		1 7 4 9 6	1 7 4 9	1 9 4 10 6 13 7	1 9 10 13 6 13	1 9 10 13 6 13 7	1 9 10 13 6 13	4 9 6 13	6 13 9	6 13 9	6 13 9
Basketry	10	10	6 9	6 10 13	1 10 6 13 9 15	1 10 6 13 9 15	1 10 6 13 9 15	1 10 6 13 9 15	3 10 9	3 10 9	9 10 10	9 10
Broommaking					2 9	2 10 13	2 10 13	2 10 13	2 10 13 15	3 13 9 15 10	9 13 10	9 13 10
Sewing			1 7	1 12 7 15	1 12 7 13 11 15	6 12 10 13 11 15	6 12 13 15 10 11	6 12 13 15 10 11	6 12 7 13 10 15 11	6 12 7 13 10 15 11	6 12 10 13 11 15	6 12 10 13 11 15
Knitting, Crocheting			7 9	7 12 9	7 12 8 13 9	7 10 12 13	6 10 12 13 8 13 9	6 10 12 13 8 13 9	6 11 7 12 9 13 10	6 11 7 12 9 13 10	6 11 9 12 10 13	6 11 9 12 10 13

be used to train for domestic service and unskilled labor. Many opportunities for such service exist in the neighborhood of every Negro school. Capable students can gain experience and a little expense money by mowing lawns, moving furniture, harvesting fruits and vegetables, sewing, cooking, etc. If students who will do satisfactory work are sent out, the demand for their services will soon grow to the point where the school may have a hard time supplying enough labor. After the community has been educated as to what students can do, the success of the plan is assured. The colony plan used so successfully by some of the large institutions for the feeble-minded is based upon this principle.

Research work and common sense will discover and work out a practical program of manual training for the Negro blind. The present training is based almost entirely upon the tradition established by schools for the blind of the past. Provide talented Negro teachers with sufficient authority and funds and these problems will probably be solved.

MUSIC

The average time spent on music in schools for the Negro blind is three hours. Table XLVI indicates a range of from less than 100 to 900 minutes per week. In schools for the white blind the average time allotted to music is five hours per

week. Negro students get much less music. The only Negro schools exceeding the average of white departments are Florida, North Carolina, and Tennessee. The reason for this difference in time is that music training in schools for the Negro blind is limited almost entirely to piano and choral work. Five schools offer rhythm bands in the primary grades. As may be seen in Table XLVII, North Carolina, Tennessee, Virginia, and West Virginia are the only schools having orchestra work. Funds for instruments and instruction are lacking in most of the schools at the present time. North Carolina offers a public school music appreciation course. Some of the schools do not feature the spirituals that the Negroes are so fond of singing.

Some of the public schools have adapted the curriculum to the needs and experiences of the Negro. Douglass High School in Baltimore, Maryland, is one of these schools. Music plays an important part in the program of this large high school for Negro students. Every student is scheduled for one hour of music each week. This is an appreciation course. In addition students are encouraged to enter into the many other musical opportunities offered by the school.

The blind have always received much musical training. Such instruction has been found even more important for the Negro. Many Negroes will earn a living from music and the lives of all colored

Table XLVI
Time Sheet for Music
Minutes per Week

	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
Alabama		150	150	150	150	150	150	150				
Arkansas	120	120	120	120	120	120	120	120	120			
Florida	600	600	600	600	600	600	600	600	600	600	300	300
Georgia	45	45	45	140	140	140	140	140	140			
Louisiana	90	90	90	90	90	90	90	90	90	90	90	90
Maryland	90	90	90	250	250	250	250	250	300	300		
North Carolina	400	400	400	400	400	400	400	400	400	400	400	400
Oklahoma		300	300	300	300	300	300	300	300	300	300	300
South Carolina (*)												
Tennessee	330	330	330	480	480	480	480	480	900	900	900	900
Texas	150	150	150	135	90							
Virginia	150	150	150	150	150	150	150	150	150	150		
West Virginia (a)	80	80	80	80	80	80	80	80	80	80	80	80

* Time not reported

a Does not include time for band or musical instruments

- 1. Ala.
- 2. Ark.
- 3. Fla.
- 4. Ga.
- 5. Ky.
- 6. La.
- 7. Md.
- 8 Miss.
- 9 N. C.
- 10. Okla.
- 11. S. C.
- 12. Tenn. (a)
- 13. Texas
- 14. Va. (a)
- 15. W. Va.

Table XLVII
Music Courses

GRADES

	1	2	3	4	5	6	7	8	9	10	11	12
Piano	1 3 7 8 10 13	1 10 3 13 6 15 7 8	1 9 2 10 3 11 6 12 7 13 8 15	1 9 2 10 3 11 4 12 7 13 8 15	2 10 3 11 4 12 7 13 8 15 9	2 10 3 11 4 12 7 13 8 15 9	2 10 3 11 4 12 7 13 8 15 9	2 10 3 11 4 12 7 13 8 15 9	2 10 3 11 4 12 7 13 8 15 9	3 11 7 12 9 13 10 15 11	3 12 9 13 10 15 11	3 12 9 13 10 15 11
Chorus	1 10 3 11 4 12 7 14	1 10 3 11 4 12 7 14 9	1 10 2 11 3 12 4 14 7 9	1 9 2 10 3 11 4 12 7 14 8	1 10 2 11 3 12 4 13 7 14 9	1 10 2 11 3 12 4 13 7 14 9 15	1 10 2 11 3 12 4 13 7 14 9 15	1 10 2 11 3 12 4 13 7 14 9 15	2 10 3 11 4 12 7 13 9 15	3 11 7 12 9 13 10 15 11	3 12 9 13 10 15 11	3 12 9 13 10 15 11
Rhythm Band	6 12 7 13 9 14	6 12 7 13 9	6 12 7 13 9	6 9 12								
Orchestra Music Appreciation								9 15	9 15	9 15	9 15	9 15
Violin					7	7	7	7	7	7		

a - Members of the orchestra and band are selected from various grade levels.

students will be enriched. Many of the Negro blind will never learn to divide a fraction by a fraction, but all of them have some music in their souls.

PHYSICAL EDUCATION

The physical education program is very limited in schools for the Negro blind. Alabama, Arkansas, Mississippi, and Oklahoma do not offer an organized program. As may be computed from Table XLVIII, the average time devoted to exercise is two hours a week. Nearly every school with a physical education program offers gymnastic exercises. Modern thought in physical education does not confirm this emphasis on formal activities. Physical educators feel that games are more valuable because of the following:
 (1) big muscle exercise gives more health;
 (2) games help to build good character;
 and (3) free activity aids social development.

As may be seen in Table XLIX, all

schools offer some games and relays, while six have track and field. One-third offer folk dancing, tumbling, and marching. Wrestling is an activity in Georgia and Texas. Swimming, one of the best exercises, is offered by only Mississippi. All schools for the white blind offer track and field and tumbling, while two-thirds have folk and clog dancing. The average time spent on physical education in the white departments is about three hours a week.
 Texas is the only Negro school reporting athletic competition with other schools. Such competition is carried on by several schools for the white blind. Negro schools might well organize an athletic association similar to that of the white departments. At least track and field meets could be contested.

Table XLVIII
Time Sheet for Physical Education
Minutes per Week

	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
Florida	225	225	225	225	225	225	225	225	300	300	300	300
Georgia		90	90	90	90	90	90	90	90			
Louisiana (a)												
Maryland	120	130	120	120	120	120	120	120	120	120		
North Carolina	120	120	120	120	120	120	120	120	120	120	120	120
South Carolina (b)												
Tennessee				60	60	60	60	60	150	150	150	150
Texas	225	225	225	225	200	200	200	200	200	200	200	200
Virginia	200	200	180	180	180	180	180	180	180	180		
West Virginia	60	60	60	120	120	120	120	120	120	120	120	120

a - Boys 225 and girls 90 minutes per week.

b - Time not reported.

NOTE - Alabama, Arkansas, Mississippi and Oklahoma do not offer an organized program.

- 1. Ala.
- 2. Ark.
- 3. Fla.
- 4. Ga.
- 5. Ky.
- 6. La.
- 7. Md.
- 8. Miss.
- 9. N. C.
- 10. Okla.
- 11. S. C.
- 12. Tenn.
- 13. Texas
- 14. Va.
- 15. W. Va.

Table XLIX
Physical Education Activities for all Grades

	1	2	3	4	5	6	7	8	9	10	11	12	
Games and Relays	3 12 6 13 7 14 9 15 11	3 12 6 13 7 14 9 15 11	3 12 6 13 7 14 9 15 11	3 12 6 13 7 14 9 15 11	3 12 6 13 7 14 9 15 11	3 12 6 13 7 14 9 15 11	3 12 6 13 7 14 9 15 11	3 12 6 13 7 14 9 15 11	3 12 6 13 7 14 9 15 11	3 12 7 13 9 14 11 15	3 12 7 13 9 14 11 15	3 12 9 13 11 15	3 12 9 13 11 15
Gymnastic Exercises	4 11 6 12 7 13 9 14	4 11 6 12 7 13 9 14	4 11 6 12 7 13 9 14 15	4 11 6 12 7 13 9 14 15	4 11 6 12 7 13 9 14 15	4 11 6 12 7 13 9 14 15	4 11 6 12 7 13 9 14 15	4 11 6 12 7 13 9 14 15	4 11 6 12 7 13 9 14 15	4 11 6 12 7 13 9 14 15	6 12 7 13 9 14 15	6 12 9 13 11 15	6 12 9 13 11 15
Marching	10 14 12 15 13	12 15 13	10 13 12 15	12 15 13	10 13 12 15	12 15 13	12 15 13	12 15 13	13 15	13	13	13	
Track and Field	11	11	7 11 9	7 11 9	7 11 9	7 11 9 14 15	7 11 9 14 15	6 11 7 14 9 15	6 11 7 14 9 15	6 11 7 14 9 15	6 11 9 15	6 11 9 15	
Tumbling	6 15 13	6 15 13	6 15 13	6 13 9 15	6 13 9 15	6 13 9 15	6 13 9 15	6 13 9 15	6 13 9 15	6 13 9 15	6 13 9 15	6 13 9 15	
Folk & Clog dancing	9 13 14	9 13 14	9 13 14	9 13 14	9 13	9 13	9 13 15	9 13 15	9 13 15	9 13 15	9 13 15	9 13 15	
Wrestling	4 13	4 13	4 13	4 13	4 13	4 13	4 13 14	4 13 14	4 13 14	13 14	13 14	13 14	
Swimming	8	8	8	8	8	8	8	8	8				

Chapter VIII

SUMMARY AND CONCLUSIONS

- (1) There are about 740 Negroes in schools for the blind. Of this number 615 attend the fifteen segregated schools where they are taught by eighty-four Negro teachers and eight white teachers.
- (2) Two-thirds of the Negro schools are handicapped because they are under the leadership of a white superintendent. In two-thirds of the schools the deaf and the blind are educated on the same campus. Salaries are low and buildings and equipment are inferior.
- (3) Only one-third of the schools for the Negro blind make use of tests of intelligence and achievement. Limited testing indicates that the average I. Q. for Negro blind children is about fifteen points below the average of 98 for white blind children of the South. The lower intelligence of Negroes is due to the poor environment in which they are forced to live.
- (4) In spite of large numbers of backward students, Negro schools have not provided special classes for them.
- (5) Only one-tenth of Negro blind students graduate from high school. Persistence in school is correlated with the economic status of the family.
- (6) Not more than one-fifth of Negro blind students will become self-supporting.
- (7) Over two-thirds of the schools do not have follow-up records of their pupils. They do not know what the economic condition is for former students. How can they intelligently prepare children for life without knowing these facts?
- (8) The War has had little effect on the curriculum of schools for the colored blind.
- (9) Negro blind boys average seven hours and girls nine hours each week in household tasks. The students of several schools spend less than three and a half hours which is the average for white blind children. Since the colored race must seek employment in domestic service, all Negro blind students should spend at least fourteen hours a week on such tasks.
- (10) The programs to counteract the less desirable features of institutionalism are not as good as those found in schools for white blind children.
- (11) In general the academic work for colored students is the same as for white students. The quality of instruction and the learning ability of students are inferior.
- (12) Two-thirds of the Negro schools use only the textbook method of instruction. The instruction is very formal and not very practical. Models and laboratory equipment are lacking.
- (13) Two-thirds of the superintendents of Negro schools feel their curriculum should be similar to that of schools for the white blind. Research work has shown that the Negro should have a curriculum based upon his needs and experiences. The curriculum should be made simpler and more practical.
- (14) All the colored schools make use of the "Unit Mastery Arithmetic" while two-thirds of them use Sharp's "English Exercises," "Fundamentals of Spelling" by Horn and Ashbaugh, Wells' "First Year Algebra," and Caldwell's "Introduction to Science." Half of the schools use the "Elson Basic Readers," Smallwood's "New Biology," and Tanner's "Composition and Rhetoric." "Our Neighbors Near and Far" is used by eight schools for fourth grade social studies. Other social studies texts are extremely varied, but nearly all the schools make use of the various Braille current events magazines. Some of the schools are using geography texts that are over fifteen years out of date. Most of the schools do not have suitable maps. On the high school level, two-thirds of the schools listen to the news on the radio, read the "Reader's Digest" and historical novels.

- (15) The time devoted to manual training averages seven hours a week, which is two and a half hours more than the average for white departments. The colored schools are putting too much emphasis on the traditional activities of chair caning, broommaking, and brushmaking. More time should be spent on agriculture, woodwork, sewing, cooking, and other domestic and unskilled labor. These activities must be followed by most Negroes for a livelihood.
- (16) There is a great variation in the time devoted to music. The average time in schools for the Negro blind is three hours a week, while it is five hours in white departments. The music work in Negro schools is limited almost entirely to instruction in piano and singing in a chorus. Since Negroes are known to be musical, they should be given as much time and variety in music as offered to the white blind.
- (17) One-third of the schools do not offer an organized physical education program. It is conceded generally that the physical vigor of blind children is inferior to that of the seeing. It is known that the health of the Negro race is below the standard of the white race in this country. Several schools do not offer an organized program of physical exercise, while the average time devoted to such activities by the others is only two hours a week. All of these schools feature gymnastic exercises. This formal type of activity was discarded by the public schools many years ago. Games and free out-of-door exercise under constructive playground supervision are indispensable in the health program of a school for the Negro blind.
- (18) The academic work, music, manual training, and physical education in schools for the Negro blind must be changed in many ways before the students will receive real benefit from their education.
- (19) Blindness prevails proportionately to a greater extent among Negroes than in the population at large. The percentage of the colored race is about one

and one-half times as great as that for the white race in this country.

- (20) Probably not more than one-half of the Negro blind are being provided an education. Many Negro blind children have not been brought to the attention of the authorities of residential schools. These authorities admit that there are a great many children that should be in a school for the blind.
- (21) The public schools have opened one Braille class and a few sight-saving classes for Negroes. Many more such classes are needed in the South.

This study has attempted to determine the nature of the education of the Negro blind. The curriculum has been compared with the course of study in departments for the white blind. Suggestions which might improve the program have been offered. There are many problems remaining to be solved. Some of these are:

- (1) What are the most common causes of blindness among Negroes?
- (2) Why do the Negro schools have so few blind pupils?
- (3) What is the most suitable curriculum for the Negro blind? How much time should be spent on various subjects? What are the best methods of teaching?
- (4) Are speech defects more common among the Negro blind than the white blind? What is being done to correct them?
- (5) What is the intelligence status of the Negro blind?
- (6) What provisions are made for the partially seeing Negro child in residential schools?
- (7) What percentage of the Negro blind are self-supporting?
- (8) What are the best occupations for the Negro blind?
- (9) Do the southern states carry on programs of relief and training which are available to the Negro blind?
- (10) How many home teachers are there for the Negro handicapped?

It is hoped that this study may serve to stimulate and direct those who are interested in advancing the status of the education of the Negro blind. There are many talented Negroes and tolerant people of the white race who could help. This minority group should be given equal opportunities in our democratic country.

Appendix A
Monthly Salaries of Teachers in Schools for the Negro
Deaf and Blind¹
1941-1942

	Average Salary	Highest Salary	Lowest Salary
Arkansas	\$35.00	\$40.00	\$30.00
Florida	\$67.85	\$100.00	\$50.00
Louisiana	\$60.00	\$125.00	\$25.00
Maryland	\$68.91	\$150.00	\$45.00
Mississippi	\$50.00	\$60.00	\$50.00
Oklahoma	\$70.00	\$70.00	\$70.00
South Carolina	\$45.83	\$65.00	\$40.00
Tennessee	\$60.00	\$65.00	\$50.00
Texas	\$102.00	\$140.00	\$70.00
Virginia	\$105.55	\$150.00	\$105.55
West Virginia	\$103.66	\$120.00	\$93.75

1. The material reproduced in Appendices A, B, and C is presented with the permission of Miss Dorothy Bischoff. "The Education of the Negro Blind and Deaf in the United States."

Appendix B
Sources Recommending Children to Schools for the Negro Blind
and Deaf*

	Public Schools	Doctors and nurses	Eye and Ear specialists	Social workers	Application of parents	State Division for the Blind	Other sources
Arkansas		x	x	x			
Florida	x	x	x	xx			xx
Louisiana		x	x	xx			xx
Maryland	x	x	xx	xx			x
Mississippi				x			
Oklahoma				x	x		
South Carolina		x	x	xx	x	x	
Tennessee	x	x	x	x			x
Texas	x	x	x	x			x
Virginia	x	x	x	x			x
West Virginia	x	x	x	xx			x

* Double check indicates most frequent source

Appendix C

Sources of Aid and Cooperation

	Private	Local	State	National
Arkansas	x	x	x	
Florida		District Welfare Board	State Welfare Board	
Louisiana	Guidance Center, New Orleans	Various cities, parishes		Lighthouse for Blind, New Orleans
Maryland		Social service of hospitals		Lions Club
Mississippi	x		x	
Oklahoma				
South Carolina		County Health Departments	Dept. of Public Welfare	
Tennessee			x	
Texas			x	
Virginia		Superin- tendents of schools	Dept. of Welfare	
West Virginia			Dept. of Public Assistance	Kiwanis

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* - This is an annotated bibliography covering all important literature on the blind which appeared before 1940.

NOTE - For further information on literature about the blind write to:

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