

**A COMPARISON OF WHITE AND NEGRO ELEMENTARY
SCHOOL TEACHERS IN GALVESTON COUNTY**

**A Dissertation
Presented to
the Faculty of the Graduate School
University of Houston**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

**by
Winifred Morris Stoker**

June 1958

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CHAPTER I

THE PROBLEM, GROUPS STUDIED, AND METHODS USED

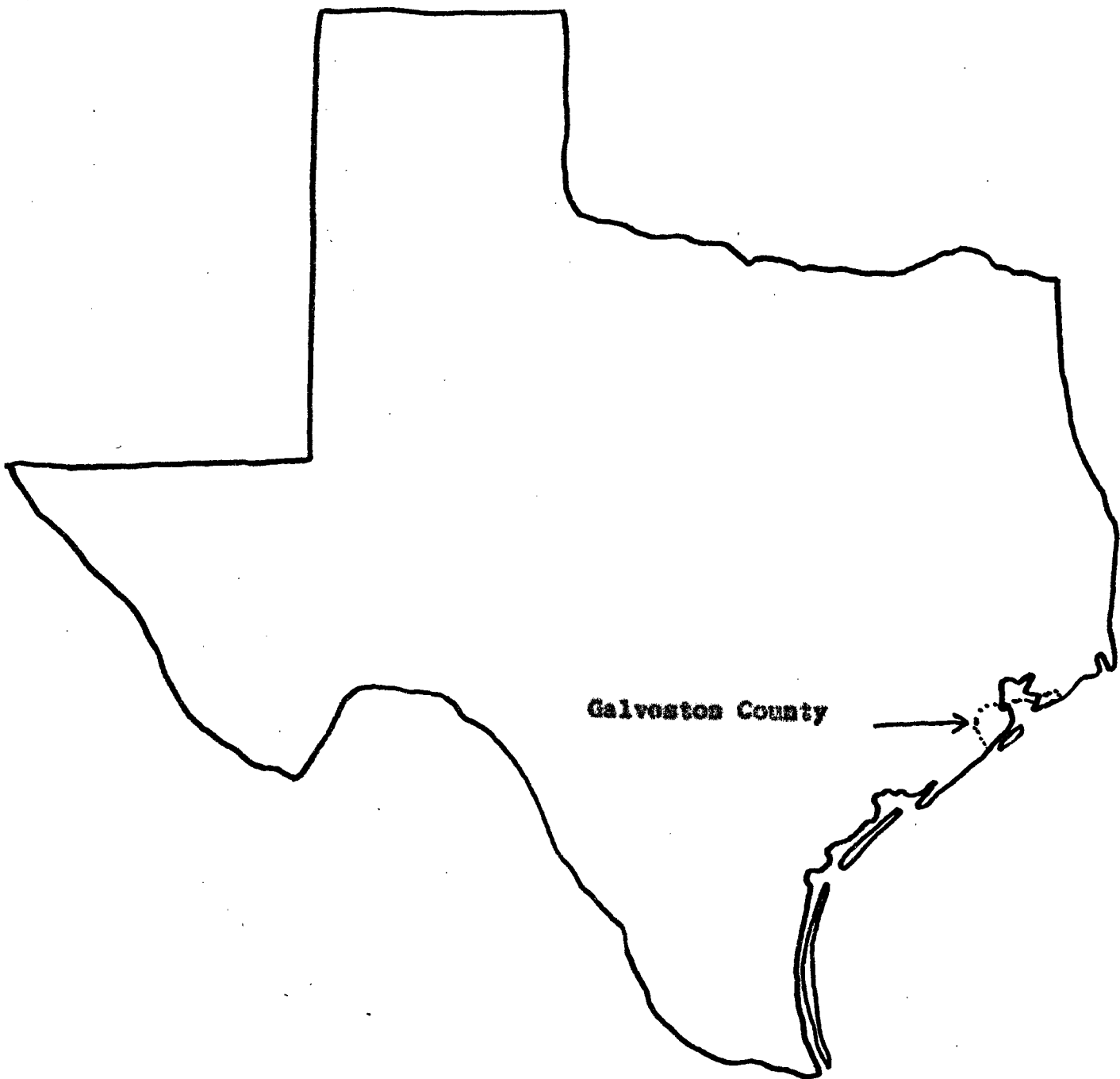
For many years Negro teachers, as well as Negroes in general, have been considered, by many people, to be inferior to white teachers. These opinions have been so influenced by biases, racial prejudice, and limited observations that they have little value.

I. THE PROBLEM

The purpose of this study was to compare teaching methods of white and Negro elementary teachers of Galveston County, Texas. Galveston County was selected as a limited area that could be accessible to the investigator. There is no suggestion that this area is necessarily representative of Texas, the southern states, or any other area.

Galveston County is located in the southeastern section of Texas, on the Gulf of Mexico as indicated by Figure 1. The population, in 1955, was estimated at 150,378, with 69.4% Anglo-American, 9.7% Latin American, and 20.9% Negro. The population is largely urban with 86.9%, 11.7% non-farm rural, and 1.5% farm rural. The primary source of income in the county is connected with the chemical and petroleum industries.¹

¹ Texas Almanac (Dallas: A.H. Belo Corporation, 1955), p. 638.



Galveston County

FIGURE 1
THE LOCATION OF GALVESTON COUNTY IN TEXAS

II. DEFINITION OF TERMS

When the word teacher is used it refers to a public school teacher. Parochial and other private school teachers were not considered in the study. Negro refers to the colored people who were clearly separated in the area of this study.

When reference is made to the Supreme Court decision of 1954, the School Segregation Decision of May 17, 1954 is indicated.

Elementary school teacher includes any full-time teacher in grades one through six. No school in the area of study operated a kindergarten. In three of the Negro schools the elementary and high school levels were operated as a single unit.

Caste. The division of the society on the basis of color. The Negro in the South belongs to the Negro caste regardless of his economic status or other factors that would otherwise affect a person's caste. The Negro caste describes an arrangement of these people in which the duties, privileges, and opportunities are different from those of the white caste.

Class. The class system operates within the caste. Class is largely concerned with socio-economic status. For instance, in the upper socio-economic class is still in the a Negro Negro caste although he would receive some different treatment from the white caste.

Desegregation. In this study this term refers to the refusal to sanction the separation of school children on the

basis of color. Desegregation does not necessarily imply integration although integration often follows desegregation.

Integration. The act of bringing together the white and Negro children into same schools. In a completely integrated school, children would go to the school in their district regardless of racial or color factors.

Segregation. The forceful separation of school children by the qualifications of Negro and white.

South. Unless otherwise specified, South is defined as the following states: Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee, Mississippi, Louisiana, Arkansas, Texas, and Oklahoma.

III. ORGANIZATION OF THE PROBLEM

The original intent of the study was to include the public schools of the entire county in the study. However, in seeking permission from the school superintendents, two of them, Galveston (city) Independent School District and Santa Fe School District, did not grant permission for the study to be made. Written permission was obtained from the superintendents of the following independent school districts: Clear Creek, Dickinson, Friendswood, Hitchcock, La Marque, and Texas City. Since the Clear Creek Independent School District is in both Harris and Galveston Counties, only the two elementary schools, League City and Kemah in Galveston County, were included. The Galveston County superintendent granted

permission for the use of the two common schools, Port Bolivar and Island Rural.

Schools Included in the Study

The following white elementary schools were used in the study: Bacliff, Dickinson Elementary, and Dickinson Primary of Dickinson Independent School District; Highlands, Inter-City, Lamar, Westgate, and Westlawn of the La Marque Independent School District; Danforth, Kohfeldt, Heights, and Roosevelt-Wilson of the Texas City School District; Kemah and League City of the Clear Creek School District; Friendswood Elementary of the Friendswood Independent School District; and Port Bolivar and Island Rural High School (actually an elementary school).

The following Negro elementary schools were included: Dunbar of Dickinson, Woodland and Lake Road of La Marque, Booker T. Washington of Texas City, and Lorraine Crosby of Hitchcock.

Selection of Teachers

A list of all the elementary school teachers in those schools was obtained from the superintendents' offices. This list included two hundred ninety-three white and fifty-four Negro teachers. The Negro teachers comprise 13.6% of the teachers in the schools listed above. The total population of the Negro teachers was included in the study. The number of white teachers was too large to permit an intensive study

of classroom practices based on observation. Therefore, a random sampling of one hundred was selected from the list by numbering the teachers one through two hundred ninety-three. To insure an unbiased selection, one hundred numbers were selected from the Table of Random Numbers.² The white teachers thus selected were included. This was a total of 34.1% of all white teachers in the area of study. Only classroom teachers, excluding administrators and supervisory personnel, were included.

Visitation of Teachers

Each of the one hundred fifty-four teachers was visited in her classroom under normal teaching conditions for a thirty minute period. There was no attempt to visit a teacher during a particular type of activity. All visits were made between October 1, 1956 and May 1, 1957. The principal of each school was notified about one week in advance regarding which teachers were to be visited. The principal, in turn, was asked to notify the teachers that their classes would be visited within the next few days. Each teacher was asked to teach her class in the usual manner during the visitation. The investigator believes this was done in almost all of the situations. In a few cases there was evidence that the teacher had prepared a lesson especially for the visitor.

²Herbert Arkin and Raymond B. Colton, Tables for Statisticians (New York: Barnes and Noble, Inc., 1953), p. 142

When the investigator entered the room he introduced himself and asked the teacher to continue the lesson and ignore the visitor. He took a seat in as secluded a place as possible in the rear of the room. Most pupils seemed to ignore the presence of the visitor after a short time. The investigator spent the period rating the teacher on the thirty-five point rating scale,³ in writing a subjective report on all activities in progress in the room, and noting physical aspects: arrangement of desks, teaching materials in view, bulletin board arrangements, and other clues to teaching methods.

The Rating Scale

The selection of the rating scale to be used was given much consideration and use before application to the study. This rating scale was developed from the scale used by the University of Houston to evaluate elementary school teachers. The investigator deleted items that could not be evaluated by one visit. He also used the scale to measure the teaching competencies of teachers under his supervision in Inter-City Elementary School during the year preceding this study. After each teacher was evaluated by this scale, a conference was held between the investigator and the teacher concerned. This view from the teacher's standpoint helped to clarify items of the rating scale.

The subjective information on the bottom of each rating

³See Appendix A and Appendix B

scale contained all the information the investigator could write during the class visit. This report substantiated the ratings assigned and served as valuable additional information concerning each teacher.

A clear definition of each of the thirty-five items was made by the investigator. These definitions are given in connection with Chapter IV. These definitions were conducive to fairness in rating all teachers in the study.

The investigator set up his standards for ranks one, two, three, four, and five of the rating scale. These standards were based on the generally accepted criteria for good teaching methods. Another person rating these teachers might have applied his different standards. However, the strength of this investigator's standards lies in the fact that each standard was applied consistently to each teacher in the study.

Tabular Presentations

Tables of comparisons were made for each of the questions on the questionnaire. Since the number of white and Negro teachers was different, comparisons were made by percentages as well as numbers of teachers. By studying the percentages, direct comparisons can be made.

Tables were composed from each of the seven areas on the rating scale. Each item under each area was listed in A B C order on the table. The ratings listed refer to the

median score achieved by the Negro group and the median score achieved by the white group. The median was selected as a measure of central tendency that would not be largely influenced by extremes.

Graphs

The graphs parallel each table. Similarities can be seen more easily through the graphic presentation. The graphs compare median scores while a complete distribution of scores can be determined by the tables.

Questionnaires

After making the classroom visit, a questionnaire⁴ was sent to the teacher to obtain information as to age, experience, degrees, and other information, of each teacher. The questionnaire was kept short since the major part of the study was to be based on the observation of classroom procedures. All one hundred fifty-four questionnaires were eventually received. The desired information was acquired from the superintendent's and principal's offices for the few teachers who did not return their questionnaires after two requests. Summaries of the information received will be found in Chapter III.

IV. VALUE OF THE STUDY

It is hoped that the results of this study will have

⁴See Appendix C

many uses in the field of education. There have been studies concerning Negro children, Negro teachers, test results comparing white and Negro children, and similar studies.⁵ This study, as far as can be determined, is the only one made where two groups of teachers have been compared in an organized manner based on actual observations of teachers in the process of teaching. In addition to the use of the results obtained from the comparison, the detailed methods of making the comparison should be of value to others who wish to make a similar comparison of groups of teachers. Also, these results and methods should provide information for desegregation operations.

V. LIMITATIONS

Although the Supreme Court decision of 1954 against segregation in the public schools of the United States has a relationship to this study, this problem is not primarily a study of segregation or discrimination. This county, at the time of this study, maintained separate schools for white children and Negro children. Also, there was no integration of faculties. The Negro schools had Negro principals but they were, in every case, under a white superintendent.

The investigator has made an effort to be unbiased in his approach to the comparison. However, he does not claim to be completely unbiased since he is white and has lived most of

⁵Reviewed in detail in Chapter II

his life in the South. All through the process of visiting and rating teachers he was conscious of the admonition that racial prejudice should not interfere with a fair rating of the Negro teachers. After each teacher was rated, the investigator carefully studied the ratings and the subjective description of the teacher, class activities, pupils' reactions, and appearance of the room. He made a self analysis endeavoring to prevent bias from entering the assignment of ratings. Therefore, the investigator felt that any bias present was controlled and did not influence the results obtained.

Another limitation of the study is the rating of a teacher on the basis of one classroom visit. It may be unfair to a particular teacher to be evaluated on the basis of only one observation. The class could be visited when she was upset, ill, or when some other factor could cause her to provide an usually poor demonstration of abilities. It was assumed that in a study concerned with white and Negro groups, and not individuals, factors that may work against the individual teacher would probably be evenly distributed among the large number of teachers. The individual rating scales were not shown to any other person.

The study, like many studies in the field of education, is limited by the impossibility of measuring the long term dividends of these teachers' results with the pupils. Those activities and experiences which are generally thought to produce desirable learning by children were measured in the

observation. The reactions of children to the teacher were important factors in the observation reports.

Some criticism could be found in the selection of the rating scale used. It was selected as a point of departure and as a means of achieving some objectivity in the rating. There is no claim that it is a perfect measuring instrument for teachers. A subjective report was made on each visit in order to supplement the rating and to furnish material for interpretation of the ratings. There is some subjectivity in the rating scale but because all teachers were rated by the same person, a considerable amount of consistency was maintained. Chapter III, based on the results of the questionnaire, is included to compare the white and Negro teachers on some pertinent statistics that may or may not be relevant to teaching competencies. No attempt is made to correlate any of these statistics to the ratings given to teachers.

VI. SUMMARY

The study involves comparing white and Negro elementary school teachers in the public schools of Galveston County, excluding the city of Galveston and Santa Fe Independent School District. The comparison of these teachers is primarily based on a thirty minute observation by the investigator of all of the Negro teachers and of a random sampling of the white teachers. This study is not a study of segregation and discrimination. A major limitation is that the comparison is based on only one visit in each teacher's class.

CHAPTER II

SURVEY OF RELATED LITERATURE

No study directly comparable to this project has been found. Therefore, all of the literature surveyed will be indirectly related to the problem.

I. RACIAL SEGREGATION

The historic decision of the Supreme Court of the United States of May 17, 1954, has had a revolutionary effect upon public education in the United States, particularly in the South. The case of Spotswood Thomas Bolling et al, Petitioners vs. C. Melvin Sharpe et al, challenging the validity of racial segregation in the public schools of Washington, D.C., was the culmination of many years of legal maneuvering by the National Association for the Advancement of Colored People and other groups.¹

Chief Justice Earl Warren summed up the unanimous decision as follows:

We have this day held that the Equal Protection clause of the fourteenth amendment prohibits the state from maintaining racially segregated public schools...

In view of our decision that the constitution prohibits the states from maintaining racially segregated

¹James C.N. Paul, The School Segregation Decision (Chapel Hill: University of North Carolina Press, 1954), p. 131.

public schools, it would be unthinkable that the same constitution would impose a lesser duty on the federal government.²

There were varied reactions to this decision. The decision had appeared inevitable to many people for several years. Although the decision was expected, it caused severe criticism in many southern states. Governor Talmadge of Georgia considered a move to turn the public schools of Georgia into private schools in order to circumvent the decision.³ Several months before the decision was rendered Governor Byrnes of South Carolina implied that the public schools of that state would close rather than desegregate.⁴ After the decision, Governor Stanley of Virginia appointed a legislative commission to devise strategy to evade the Supreme Court's order of desegregation. One suggestion was to make the Virginia public schools into private institutions with indirect tax support.⁵

Martin, in a series of articles in the Saturday Evening Post, concluded that the white people of the Deep South, Mississippi, Alabama, Georgia, and South Carolina, will never accept desegregation in the public schools. The chief weapon against

² Ibid., pp. 131-132.

³ "A Historic Decision for Equality," Life, 36: 11-16, May 31, 1954.

⁴ Bernard Crick, "Eve of Decision," The Nation, 176: 350-352, October 31, 1953.

⁵ "Races, Virginia Creeper," Time, 67: 14, January, 1956.

desegregation has been citizens councils. If these councils fail to achieve the resistance expected, Martin believes the next steps will be heavy economic pressure against the Negroes, then possibly, violent resistance.⁶

These illustrations were samples of the extreme reactions set off in many of the southern states. A few public schools of the South have actually desegregated, usually in areas of small Negro population. It would be safe to say, however, that segregation of Negro pupils was largely a fact in the southern states in general and Texas in particular at the time of this study, 1956-1957.

Reaction of Negroes to the Decision

Many Negro teachers feel their positions as teachers are jeopardized by the order of desegregation. Cox reported that schools in Kansas and Missouri that voluntarily desegregated their Negro pupils in 1951, 1952, and 1953 usually released the Negro teachers. The superintendents and school boards felt the public would permit desegregation of Negro pupils but were not ready to accept Negro teachers.⁷

Thompson in an editorial in the Journal of Negro

⁶ John Barlow Martin, "The South Says Never," Saturday Evening Post, June 22, 1957, p. 229; July 6, 1957, p. 230.

⁷ Oliver S. Cox, "Negro Teachers, Martyrs to Integration," The Nation, 176: 347, April 23, 1953.

Education concluded that Negro teachers will not be replaced in integrated schools since desegregation in Illinois, Indiana, New Mexico, and New Jersey has had little effect on Negro teachers. Also, the shortage of teachers will prevent replacement of Negroes if nothing else will.⁸

The investigator had an occasion to visit an elementary school in Cincinnati, Ohio, in March 1957, that had integrated Negro teachers into the faculty for the first year. White and Negro pupils had attended the school together all along. The assistant principal of the school reported the integration of Negro teachers had been an orderly process with no major problems. The only complaints he had heard were from Negro parents who did not want their children taught by Negroes. Of course, this situation could not be compared to a southern community but it may serve to illustrate another, possibly general, attitude affecting the Negro teacher in desegregation.

Looking at the Supreme Court decision from the pupils' viewpoint, Amos concluded that Negroes want to attend white schools, although they feel more comfortable with children of their own race. In other words, Negroes often want the right to go to white schools but they actually do not want to attend the predominantly white schools.⁹

⁸Charles H. Thompson, "The Negro Teacher and Desegregation of the Public Schools," The Journal of Negro Education, 22: 95-102, Spring, 1953.

⁹Robert T. Amos, "The Dominant Attitudes of Negro Teachers Toward Integration in Education," The Journal of Educational Psychology, 46: 470-476, December, 1955.

II. DISCRIMINATION

This study does not propose to prove discrimination against the Negro pupil and teacher; it assumes that Negroes have been discriminated against for many years in the South. This must affect the teaching competencies of Negro teachers. That is the reason these illustrations of discriminatory practices are included in the survey of literature.

Probably the most pertinent study in discrimination is the doctoral dissertation by Williams based on a survey of selected schools in Southeast Texas, one of which was included in the area of this study. Some of Williams' findings were: (1) White school terms were generally longer. (2) Pupil-load per teacher was greater in Negro schools. (3) There were less books in Negro schools. (4) Negro school buildings were generally poorer. (5) Generally, per capita costs for instruction were lower in Negro schools.¹⁰

In 1933-1934 in eighteen southern states the average teacher load in the white schools was thirty-four pupils. In the Negro schools of the same area the average was forty-three pupils. During the same year in Texas the average pupil loads were thirty-four for the whites and forty-one for the Negroes.

¹⁰ Ethel Mabel Williams, "A Comparative Study of the School Facilities Offered White and Colored Pupils in Selected Schools in Eleven Counties in Southeast Texas in 1943-9," (Doctoral Dissertation, University of Houston, 1951), p. 2.

In 1935-1936 the average white teacher in Texas made \$991 annually, while the average Negro teacher made \$604.¹¹

Negro teachers in the South carry larger pupil loads than white teachers, have had somewhat less formal education, and receive markedly smaller salaries. Because of the intimate relations of the teacher to the educative process, these conditions impose upon Negro pupils another major educational disadvantage.¹²

The United States Office of Education reported in 1951-1952 that

Negro education in the southern states has shown steady progress in recent years. The Negro has shared in the general advancement of the South and the country as a whole, although not always in proportion to his needs. In some areas the gap between the Negro schools and the white is still wide, in spite of recent extensive efforts to improve facilities for Negro schools.¹³

A specific example cited by this study showed that in six undesignated southern states, \$204.98 was the value of school property for each Negro pupil as compared with \$484.51 in white schools.¹⁴ In 1951-1952, in the southern states, the current expenditure per white pupil was \$190.69 as compared to \$115.67 per Negro pupil. This disparity, while still wide, was considerably less than past years.¹⁵

¹¹Dorey A. Wilkerson, Special Problems of Negro Education, (Washington: United States Government Printing Office, 1939), pp. 20-25.

¹²Ibid., p. 28.

¹³Carol Joy Hobson, Statisticon of Public Elementary and Secondary Education of Negroes in the Southern States: 1951-52 (Washington: United States Government Printing Office, 1955), p. 6.

¹⁴Ibid.

¹⁵Ibid., p. 7.

In the South in 1951-1952, the average salary paid white teachers was \$2,741 and \$2,389 for Negroes. The average for Texas during the same period was \$3,204 for white and \$3,078 for Negro teachers.¹⁶

The per capita apportionment in Texas has been the same for Negroes and whites for several years. If there is discrimination, it is caused through administration on the local level. Although no organized attempt was made to compare buildings and facilities in the study made in Galveston County, it seemed that, generally speaking, the buildings and equipment provided for Negroes were almost equal to those furnished the white. In some of the districts visited, the Negro school buildings were better than some of the white school buildings. Generally, the Negroes seemed to care less for their buildings and equipment. Summarizing the subjective reports on rating scales proved this last statement.

III. COMPARISON OF TRAINING OF WHITE AND NEGRO TEACHERS

In 1930-1931 sixty-five per cent of the white elementary teachers of Texas had three to four years college preparation compared to fifty-six per cent of the Negro teachers having the same amount. However, in many areas there was a greater difference in training of teachers because the differences were not so marked in urban areas as in rural

¹⁶Truman M. Pierce, et.al., White and Negro Schools in the South, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955), p. 207.

sections of the state.¹⁷ In most of the southern states there was a greater disparity in training of whites and Negroes. In 1939-1940 only 35.5 per cent of the Negro elementary school teachers in the South had four years college training compared to 61.0 per cent of the white teachers.¹⁸

After World War II the Negro teachers began to catch up in college training. By 1951-1952, 73.2 per cent of the white and 73.3 per cent of the Negro elementary school teachers of the South had four or more years college training.¹⁹

During the year 1952, the average white elementary school teacher in the South had 3.8 years of college and the Negro had 3.5 years.

The averages in Texas that year were 4.2 years for whites and 4.1 years for Negroes.²⁰

By 1954, in Texas, 96 per cent of the white elementary school teachers had bachelor's degrees and 94 per cent of the Negro elementary school teachers had bachelor's degrees.²¹

Averages for college training were slightly higher for white teachers in the South in 1952. However, Negro teachers

¹⁷ Wilkerson, op. cit., pp. 22-23.

¹⁸ John A. Griffin and Ernst W. Swanson (ed.), Public Education in the South (Chapel Hill: University of North Carolina Press, 1955), p. 51.

¹⁹ Ibid.

²⁰ Harry S. Ashmore, The Negro and the Schools (Chapel Hill: University of North Carolina Press, 1954), p. 153.

²¹ Texas Almanac, op. cit., pp. 472-473.

had achieved a higher level of training than the whites in five of the southern states.²²

Quality of College Training in White and Negro Colleges

In this comparison of college training it is easy to assume that number of years of college training is equivalent. The following statement by Pierce indicates a common attitude toward this problem:

It would be a mistake to assume that Negro and white teachers of equivalent training as measured by years of college training are equally competent. It is generally agreed that on the average Negro teacher training institutions are below white training institutions in the quality of their programs.²³

In discussing the same problem in 1927, Reuter brought out the fact that Negro colleges are almost completely manned by Negroes, while earlier whites directed and taught in Negro colleges.²⁴ He makes this strong statement, "The total number of really educated Negroes in the country is not sufficient to make a faculty for one first class college."²⁵

Bullock, a Negro professor in Texas Southern University, in writing about Negro colleges of Texas, concluded that Negro colleges of Texas are inferior because they have been neglected. This professor said the Negro colleges lacked good libraries

²²Swanson and Griffin, op. cit., p. 82.

²³Pierce, et. al., op. cit., p. 212.

²⁴E.B. Reuter, The American Race Problem (New York: Thomas Y. Crowell Company, 1927), p. 233.

²⁵Ibid., p. 239.

and other physical necessities. He states that, in 1946, 30.5 per cent of the white college professors of Texas had doctorates compared to 8.6 per cent of the Negro professors. Concerning the recent establishment of Texas Southern University, he stated this did not help the situation but rather served to lower the standards of Negro education in Texas.²⁶

Hines said a large part of the responsibility for poor college work can be placed on the deficiencies in college preparation of Negroes. He states further that the particular deficiencies are English, foreign language, and mathematics.²⁷

Negroes are being admitted to some previously white colleges in the South. This action may help raise the standards of the Negro teachers. Morse, in discussing the admission of Negroes to Del Mar College of Corpus Christi, said this change in policy caused no major problems.²⁸ By the summer of 1956, University of Texas, Texas Agriculture and Industrial College, and North Texas State College were among those previously white colleges of Texas accepting Negro

²⁶ Henry Allen Bullock, "Negro Higher and Professional Education in Texas," Journal of Negro Education, 17: 373-381, Summer, 1949.

²⁷ Joseph S. Hines, Jr., "The Success of Students in a Negro Liberal Arts College," The Journal of Negro Education, 19: 466-473, Fall, 1950.

²⁸ Arthur D. Morse, "When Negroes Entered a Texas School," Harper's, 209: 47-49, September, 1954.

students.²⁹

The number of Negroes attending colleges other than those designed for their race is quite small, and by and large, most of the Negro teachers of the South are still being trained in Negro colleges.

IV. INTELLIGENCE AND OTHER CHARACTERISTICS OF NEGROES Intelligence

Negroes generally score lower on intelligence tests than otherwise comparable groups of whites. Many reasons for this difference have been proposed: the Negro is basically more primitive, the Negro is lazy, the environment is generally inferior. Klineberg, in his monumental study of the Negro, concludes that no proof has ever been demonstrated that the Negro is basically inferior to the white. He says that the so-called inferiority of the Negro disappears when the environment is equalized.³⁰

Klineberg and associates, in summarizing several intelligence tests given to racial groups in the United States, found Negroes below the median but above the racial groups including Italians, Portuguese, Mexicans, and American Indians, in that order.³¹

²⁹William H. Jones, "The Status of Educational Desegregation in Texas," The Journal of Negro Education, 25: 334-344, Summer, 1956.

³⁰Otto Klineberg, Negro Intelligence and Selective Migration (New York: Columbia University Press, 1935), p. 66.

³¹Ibid., p. 35.

Army tests of 1918 showed southern Negroes rated lower in intelligence than northern Negroes. However, Negroes from Pennsylvania, New York, Illinois, and Ohio rated higher than whites in Mississippi, Kentucky, Arkansas, and Georgia. Two possible reasons for these differences are given: (1) There has been a selective migration of more intelligent Negroes to the North. (2) The educational opportunities in the North are superior to the South.³²

In a study of one hundred forty-nine prospective Negro teachers in Alabama, Allman found these potential teachers to have a median Intelligence Quotient of 95.75 with a range of 74 to 120. She also found that these prospective teachers were closely grouped in intelligence, with two-thirds of the scores found between 86.55 and 104.95.³³

V. SOUTHERN CULTURE

One definition of the educative process is transmission of culture; therefore, attention will be given to the culture of the South.

Imposition of White Culture Upon Negroes

Generally speaking in the South, Negroes live by a set

³²Ibid., p. 36.

³³Rosa White Allman, "A Study of Selected Competencies of Prospective Teachers in Alabama," The Journal of Negro Education, 22: 136-144, Spring, 1953.

of rules imposed by a white society.³⁴ This fact is particularly evident in Negro schools. School policies are largely determined by white boards of education and white administrators. Curricula and materials are largely selected by the dominant white groups and selections are invariably based upon white standards. This situation can cause a conflict within the Negro schools.³⁵

Negro teachers are dependent upon white leaders. These teachers are often used as disseminators of whites' expectations and demands upon the Negroes of the South. The Negro teacher knows he has to do the bidding of the whites in order to hold his teaching position. If the Negro teacher does not follow the dictates of the white group, he must be subtle about it. Although the top administrators in a Southern school system are white, the Negro teachers often have little direct supervision and can conceivably change this prescribed course of teaching considerably.³⁶ However, Dollard reports that Negro teachers of the South are less race conscious and more objective than the local current tradition in the South. Negro teachers generally do their best in imposing the white culture upon the Negro pupils.³⁷

³⁴John Dollard, Caste and Class in a Southern Town (New York: Harper and Brothers, 1949), p. 1.

³⁵Gunnar Myrdal, An American Dilemma (New York: Harper and Brothers, 1944), p. 879.

³⁶Ibid., pp. 880-881.

³⁷Dollard, op. cit., p. 193

Caste and Class Among Southern Negroes

Sinkins declares that the Negro problem of caste is as big a problem as the slave problem was in 1860.³⁸ According to Myrdal, the whole caste system found in the South is based upon slavery. Little of the system of forcing Negroes into an inferior caste can be explained in terms of Negro characteristics. When the right to hold Negroes as slaves was ended by the Civil War, the Southern whites imposed the caste system upon the Negroes.³⁹ Although many sociologists believe Negro characteristics have little to do with the caste system, the following quotation sums up the attitude of many whites, "The subordinate position of the Negroes is generally interpreted by the whites as being due to inherent differences between the two groups."⁴⁰ This prevalent idea of caste is based upon immutable factors, inevitable and everlasting as far as the whites are concerned.

Notwithstanding the classification of all Negroes, regardless of other factors of education and economic conditions, into one caste, there have been some notable changes in the Southern outlook toward the caste system. Particularly since World War II, and even before the Segregation Decision of 1954,

³⁸ Francis Butler Sinkins, A History of the South (New York: Alfred A. Knopf, 1954), p. 503.

³⁹ Myrdal, op. cit., pp. 669-670.

⁴⁰ Allison Davis, Bursleigh B. Gardner, and Mary R. Gardner, Deep South (Chicago: University of Chicago Press, 1942), p. 15.

the caste system has broken down to some degree. This is particularly true in the border states and has had little effect upon the Central South, where the people depend upon a cotton growing economy.⁴¹

The class system, in most respects, operates independently from the caste system. A Negro may move into different class categories due to economic and educational changes but his caste is determined biologically. Although his class position can and does change, the exclusion of Negroes from the white economy means a severe restriction on the opportunities for Negroes to reach an upper class, even among his peers. The more desirable jobs are usually beyond the reach of Negroes, and they must be content to do the menial jobs. Negro workers often receive less pay than whites doing the same work. The primary method of a Negro achieving a high economic status is through some type of mercantile business among his fellow Negroes. Even this route is difficult since the Negro merchant must compete unfavorably with white merchants. Few Negroes have reached the professional positions of lawyers, physicians, and dentists. The ones who do are not on the economic level of their white counterparts.⁴²

Negroes who attain the upper-class through economic

⁴¹ Siskins, op. cit., pp. 507-510.

⁴² Myrdal, op. cit., pp. 304-305.

success or achievement in education have a certain amount of respect from whites. For instance, upper-class Negroes are sometimes called "Mr." or "Mrs." by whites in their business contacts whereas these titles of respect are not generally given to other Negroes.⁴³

Negro school teachers are considered members of the upper-middle or upper-class within the Negro caste.⁴⁴ This fact differs from the status of the white school teacher who is almost always classified in a middle class occupation.⁴⁵

A somewhat paradoxical class situation exists in the plantation economy of some sections of the South. White planters often consider the white tenant farmers as a lower class of people than Negro tenants. The implication here is that Negroes through their subjection to the lower caste cannot do better but the type of whites who are tenant farmers are in the lowest classification. Notwithstanding this attitude, the white tenant farmer does not share the Negro caste.⁴⁶

Sinkins said, "Negroes were condemned because they were denied free cultural intercourse with the race by whose

⁴³Davis, op. cit., p. 53.

⁴⁴Ibid., p. 242.

⁴⁵Robert L. Sutherland, Color, Class, and Personality (Washington, D.C.: American Council on Education, 1942), p. 112.

⁴⁶Davis, op. cit., p. 471.

standards they were judged."⁴⁷ The whites relegate the Southern Negroes to an inferior position yet censure them for being in this position, a dilemma from which the Negroes have not escaped. On the other hand, Dollard says the Negroes are being exposed to white mores, thereby educating them to white standards.⁴⁸ These two views may seem diametrically opposed, but when the segregation aspect of Negro education is considered, they merge.

Attitudes of Southern Whites Toward Education of Negroes

Since many Southern whites have relegated the Negro to an inferior caste, that the whites should give little emphasis to education for Negroes would logically follow. As brought out earlier in this chapter, education for Southern Negroes has been markedly inferior to that offered to the whites. The Southern white has offered various explanations, when they have admitted the inferiority of Negro education, for this attitude. Many landlords are opposed to developing efficient schools for Negroes since the educated Negro tends to move away from the farm.⁴⁹ Other whites claimed Negroes were naturally stupid and could not profit from education. Another excuse offered stemmed from the fact that Negroes do not pay their share of school taxes. Caste training, or as a planter might say it, teaching Negroes "their place," is often the

⁴⁷Sinkins, op. cit., pp. 506-507.

⁴⁸Dollard, op. cit., p. 197.

⁴⁹Davis, op. cit., p. 418.

white Southerner's attitude toward Negro education.⁵⁰

Negroes should be taught only elemental skills and some domestic and mechanical skills is another common attitude of the whites.⁵¹ Despite this often expressed curricular plan for Negroes, Myrdal states, "No effective industrial training was ever given the Negroes in the Southern public schools... Negro education has mostly remained academic and differs only in its low level of expenditure and effectiveness."⁵²

Negro Attitudes Toward Education

The South has usually had a good supply of Negro teachers since the most popular profession among Negroes is teaching. Also, Negro teachers may achieve a high classification in the Negro caste. Teaching is the only profession open to large numbers of Southern Negroes.⁵³

Negro parents often think their children are wasting time and money in going to school when they see education often has little effect upon the Negro's status. In fact, education can have a detrimental effect if some less educated whites classify the educated Negroes as "uppity."⁵⁴ Davis pointed

⁵⁰Dollard, op. cit., p. 204.

⁵¹W.F. Cash; The Mind of the South (New York: Alfred A. Knopf, 1950), p. 174.

⁵²Myrdal, op. cit., p. 899.

⁵³Sinkins, op. cit., p. 522.

⁵⁴Sutherland, op. cit., p. 110.

out that it was often impossible for Negro high school graduates to obtain employment in either white or Negro business.⁵⁵ This existing situation would cause many Negroes to see little value in education.

Through economic necessity and/or indifference, attendance in school has been erratic in many areas; this is particularly true in cotton raising areas. This condition would cause Negro school children to have less success in school.⁵⁶

Twenty-five per cent of the Negroes over ten, compared to three per cent of the whites, cannot write or read.⁵⁷ These large numbers of illiterate Southern Negroes do not make parents who would encourage and help their children achieve a good education.

VI. SUMMARY

The Supreme Court Decision of 1954 has had and probably will have a tremendous effect upon public education in the South. There have been varied reactions to this decision in the South. These reactions have varied from compliance in some areas of small Negro populations to complete defiance in sections of the South with large Negro populations.

⁵⁵ Davis, op. cit., p. 420.

⁵⁶ Dollard, op. cit., p. 196.

⁵⁷ Ibid., pp. 198-199.

Generally, Negroes seem to be in favor of this decision although some Negro teachers have felt that desegregation may result in displacing some Negro teachers.

Negro schools of the South, from elementary to college levels, have been discriminated against in many ways.

In recent years, Negro teachers of the South, and Texas in particular, have achieved almost a level of college training comparable to the white teachers. However, it is generally agreed by whites and Negroes that the quality of college training for Negroes of the South is inferior. The admission of Negroes of Texas to some previously white colleges may eventually change this situation.

Southern Negroes generally score lower on intelligence tests than Southern whites. Many writers think this difference is cultural rather than racial.

The South has a well-formed attitude toward Negroes. The schools for Negroes are dominated by whites who attempt to impose a white culture upon the Negroes.

All Southern Negroes are relegated to an inferior caste but the classifications of Negroes vary within the caste.

The whites of the South often want a limited education for Negroes. Many Negroes think education, beyond elementals, is futile for their people.

CHAPTER III

TEACHERS IN THE STUDY

The questionnaire¹ was used as an attempt to compare some of the basic statistics concerning the teachers in the study.

I. SEX OF TEACHERS IN THE STUDY

Women composed 96.3 per cent of the elementary teachers in the Negro population of the study, and 94.0 per cent of the white teachers. The above percentages indicate that the ratio of men to women was approximately the same among the Negro and white elementary schools. Although the study did not specifically include administrators, it was noted that all Negro schools were administered by men principals. Twelve of the fourteen white elementary schools had men principals. Generally speaking, it can be seen that the elementary schools of Galveston County are taught by women teachers and administered by men.

II. AGES OF THE TEACHERS

Table I contains data on the ages of teachers in the study. The median age of the white teachers was 39.9 years compared to a median of 32.7 years for the Negroes. The modal

¹See Appendix C

TABLE I
AGES AT LAST BIRTHDAY, 1956-1957

Age at time of study	White		Negro	
	No.	%	No.	%
24 and under	13	13	6	11.10
25-29	16	16	13	24.07
30-34	10	10	11	20.39
35-39	10	10	9	16.67
40-44	14	14	3	5.56
45-49	15	15	7	12.95
50-54	10	10	3	5.56
55-59	9	9	2	3.70
60-64	2	2		
65-69	1	1		
Total	100	100%	54	100%
Median Ages	39.9		32.7	

Note: Unless otherwise stated, all tables in Chapter III refer to one hundred white and fifty-four Negro elementary school teachers, Galveston County, Texas.

age for both white and Negro groups was 28.5 years, showing there were more teachers around that age than any other. This unusually large number of young teachers can be explained by the tremendous increase in the number of elementary teachers during the past ten years. The many new teachers needed to take care of the influx of elementary school pupils would normally be younger teachers.

The percentage of very young teachers (under twenty-four) was almost identical for the two groups, with 13 per cent for the white and 11.10 per cent for the Negroes. There were more white teachers in the older group (over 55) with 12 per cent of the white and 3.70 per cent of the Negroes in that group.

III. YEARS OF TEACHING EXPERIENCE

Table II indicates the number of years teaching experience. The number of years includes the year of the study; therefore, all teachers listed at least one year of experience. The median years experience for the whites was 9.1 years and 7.6 years for the Negroes. This ratio was consistent with the differences in ages explained previously. A difference was seen in comparing the number of teachers teaching their first year with 14.81 per cent of the Negroes and 4 per cent of the whites were in their first teaching position. There was also a considerable difference in the number of teachers having taught more than twenty years, 14 per cent of the white teachers and 1.85 per cent of the Negro teachers. The fact that there

TABLE II
YEARS OF TEACHING EXPERIENCE

Years of Experience	White		Negro	
	No.	%	No.	%
1	4	4.00	8	14.81
2	5	5.00	2	3.71
3	8	8.00	3	5.55
4	11	11.00	3	5.55
5 - 10	32	32.00	23	42.59
11 - 15	18	18.00	11	20.39
16 - 20	8	8.00	3	5.55
21 - 25	7	7.00	0	0.00
26 and over	7	7.00	1	1.85
Total	100	100.00	54	100.00
Median years of experience	9.1 years		7.6 years	

Note: Including year of study, 1956-1957.

were fewer older Negro teachers who would normally have more experience may be explained by the reluctance of some superintendents and boards of education to employ older teachers. Since the supply of Negro teachers usually exceeds the supply of whites, more selectivity toward younger teachers can be applied to the Negroes.

IV. TEACHING ASSIGNMENT OF TEACHERS AT THE TIME OF THE STUDY

Table III shows a similar distribution among the grades taught for both the white and Negro groups. Assignments to two grades were made to 5.55 per cent of the Negroes and to none of the white teachers in the sample. It was noted, incidentally, that there were some white teachers, not included* in the sample, who were teaching pupils in two grades. Assigning two grades to one teacher was used, by both groups, only when it was administratively impossible to do otherwise.

V. MARITAL STATUS OF THE TEACHERS

In Table IV can be seen the marital status of the teachers in the study. All the men in the study were married; therefore, the numbers of divorced, widowed, and single refer to women only. Of the whites, 68 per cent were married compared to 77.78 per cent of the Negroes. Divorced women composed 3 per cent of the whites and 11.11 per cent of the Negro teachers. More of the white teachers were widowed, indicated by the distribution of 13 per cent of the whites and only 1.85 per cent of the Negroes. Likewise, more whites,

TABLE III
TEACHING ASSIGNMENT OF TEACHERS AT THE TIME OF THE STUDY,
1956-1957

Teaching Assignment	White		Negro	
	No.	%	No.	%
Grade One	22	22.00	8	14.81
Grades One and Two		00.00	2	3.71
Grade Two	12	12.00	10	18.52
Grade Three	15	15.00	10	18.52
Grades Three and Four		00.00	1	1.85
Grade Four	20	20.00	6	11.12
Grade Five	12	12.00	7	12.96
Grade Six	8	8.00	5	9.26
Elementary Music	3	3.00	1	1.85
Elementary Physical Education	6	6.00	1	1.85
Elementary Art		00.00	1	1.85
Elementary Arithmetic	1	1.00	1	1.85
Elementary Librarian	1	1.00	1	1.85
Total	100	100.00	54	100.00

Note: The last five sections of this table involve teachers who teach only those subjects to various grades in the elementary school.

TABLE IV
MARITAL STATUS OF TEACHERS IN THE STUDY

Marital Status	White		Negro	
	No.	%	No.	%
Married	63	63.00	42	77.78
Divorced	3	3.00	6	11.11
Widow	13	13.00	1	1.85
Single	18	18.00	5	9.26
Total	100	100.00	54	100.00

16 per cent, than Negroes, 9.23 per cent, had never been married.

There were more widowed white, more single white, and more divorced Negroes.

VI. CHILDREN OF THE TEACHERS

Table V gives a comparison of the number of offspring of the white and Negro teachers of the study. Most of the married teachers had children of their own. The median number of white children was 1.33 compared to 1.43 for the Negroes. The number of children is similar for the two groups, with the Negroes tending to have slightly more children. Only two Negro teachers and two white teachers had more than three children.

VII. OCCUPATIONS OF SPOUSES OF THE TEACHERS

Eight of the one hundred fifty-four teachers were men; therefore, most of the spouses listed in Table VI are husbands of teachers. The largest percentage of white teachers' spouses were teachers; the next two categories were skilled workers and professional. Negro husbands, 33.1 per cent, were laborers, and the second category was teachers. No white teacher listed laborer as the occupation of her spouse. Unskilled workers composed 52.39 per cent of the Negro spouses and only 10.76 per cent of the white spouses. In summary, the white teachers' mates tended to be professional or skilled workers and the Negro husbands, other than teachers, tended to

TABLE V
NUMBER OF CHILDREN OF MARRIED TEACHERS

Number of Children	White %	Negro %
None	28.92	36.73
One	28.92	26.55
Two	26.51	22.44
Three	13.25	10.20
Four	2.40	2.04
Five	00.00	00.00
Six	00.00	2.04
Total	100.00	100.00
Medians	1.33	1.43

Note: This table includes sixty-eight married white teachers and forty-two married Negro teachers.

TABLE VI
OCCUPATIONS OF SPOUSES OF TEACHERS IN THE STUDY

Occupation of Spouse	Sixty-Eight Married White Teachers		Forty-Two Married Negro Teachers	
	No.	%	No.	%
Teacher	16	23.53	8	19.05
Minister	2	2.94	1	2.33
Professional other than teacher or minister	6	11.76	1	2.33
Managerial	2	2.94	0	00.00
Salesman	4	5.88	0	00.00
Medical student	4	5.88	0	00.00
Clerical	2	2.94	1	2.33
Merchant	1	1.47	1	2.33
Chemical or refinery operator	5	7.35	0	00.00
Skilled worker	9	13.24	5	11.90
Laborer	0	00.00	16	38.10
Unskilled worker other than laborer	7	10.29	6	14.29
Housewife	2	2.94	1	2.33
No information available	3	4.42	2	4.76
Retired	3	4.42	0	00.00
Total	68	100.00	42	100.00

Note: The three divorced white teachers' spouses were not considered in this table.

be unskilled workers. Negroes find it difficult, and often impossible, to find work in many of the more desirable positions of Galveston County.

VIII. COLLEGE TRAINING OF TEACHERS

Amount of College Training

Table VII shows the comparative amounts of college training of the teachers. All Negro and all except one white teacher had bachelor's degrees. The one white teacher who had no degree expected to receive it the summer following (1957). Master's degrees were held by 32 per cent of the white teachers while 42.59 per cent of the Negroes held that degree. Generally, the Negro teachers had a little more college training than the white teachers in the study.

No provision was made to obtain information on training above the master's degree level. Most of the master's degrees were Master of Education, indicating more specialization in Education courses than is usually found in Master of Arts and Master of Science programs.

Colleges Attended

As brought out in Chapter II, the number of years of college training does not necessarily indicate the quality of education. All of the Negro teachers received their degrees, both bachelor's and master's, from Negro colleges of the South. A very large majority of the Negro teachers had received their degrees from Texas Southern University and Prairie View

TABLE VII
COMPARISON OF HIGHEST COLLEGE DEGREES HELD BY WHITE AND
NEGRO TEACHERS IN THE STUDY

Degree	White		Negro	
	No.	%	No.	%
No degree	1	1.00	0	00.00
Bachelor of Arts	14	14.00	10	18.52
Bachelor of Science	50	50.00	20	37.04
Bachelor of Education	2	2.00	0	00.00
Bachelor of Business Education	1	1.00	0	00.00
Bachelor of Fine Arts	0	00.00	1	1.85
Master of Arts	10	10.00	3	5.56
Master of Science	2	2.00	2	3.70
Master of Education	20	20.00	18	33.33
Totals	100	100.00	54	100.00
Total with no degree	1	1.00	0	00.00
Total with Bachelor's Degree (only)	67	67.00	31	57.41
Total with Master's Degree	32	32.00	23	42.59
Totals	100	100.00	54	100.00

Agriculture and Mechanical College. Nine of the fifty-four Negro teachers had attended summer school in racially de-segregated universities outside the South. A large majority of the white teachers received their college training from the University of Houston, Sam Houston State Teachers College, and the University of Texas, in that order. Other white teachers had attended fifty-one colleges and universities scattered throughout the United States and one in England. Generally, the white teachers had attended a much wider variety of colleges than the Negroes.

Education Courses Completed by Teachers

Table VIII shows the number of semester hours in Education completed by the teachers of the study. This total includes both graduate and under-graduate courses. The median number of semester hours completed by the white teachers was 44.20 and over 75.00 for the Negroes. The data were insufficient to determine the exact median for the Negro teachers but it would be around seventy-five hours since twenty-seven of the fifty-four Negroes reported having more than seventy-five hours credit in Education courses. No Negro teacher reported completing less than twenty-one hours in Education, whereas 4 per cent of the white teachers had less than twenty-one semester hours credit in Education.

There is no information to explain why the Negro teachers had more training in Education. The fact that the

TABLE VIII
TOTAL SEMESTER HOURS COMPLETED IN EDUCATION
COURSES BY TEACHERS IN THE STUDY

Number of Semester Hours	White		Negro	
	No.	%	No.	%
Under 10	1	1.00	0	00.00
11 - 20	3	3.00	0	00.00
21 - 30	17	17.00	4	7.40
31 - 40	24	24.00	3	5.56
41 - 50	14	14.00	6	11.11
51 - 60	20	20.00	5	9.26
61 - 75	14	14.00	9	16.67
over 75	7	7.00	27	50.00
Totals	100	100.00	54	100.00
Medians of semester hours				
completed in Education courses				
	44.20 hours		75 1/2 hours	

Note: Total hours in Education course included both graduate and undergraduate courses.

Median hours in Education courses for the Negro teachers is over seventy-five semester hours. The data were insufficient to compute the exact median.

Negroes had more master's degrees, mostly Master of Education, would account for part of the difference but this would not seem to be a total explanation. The following ideas are listed as possible suggestions:

1. Negroes specialize more in Education and take less courses in the subject matter field.
2. Negroes decide earlier in college to go into teaching. More whites change to Education after trying some other field.
3. Teaching is one of the few professions open to Southern Negroes.
4. Negro colleges, more than white colleges, put more emphasis on Education courses.

IX. CERTIFICATION OF TEACHERS

Table IX shows the types of Texas teaching certificates held by the teachers of the study. Over 50 per cent of both white and Negro teachers had the Professional Elementary certificate. This was the highest certificate, good for life, for elementary school teachers. The major difference in certification for the two groups was found in the holders of Professional High School Certificates. Only 8 per cent of the white teachers listed the high school certificate while 18.52 per cent of the Negro teachers were teaching on that certificate. Provisional certificates were held by 12 per cent of the white teachers and 7.4 per cent of the Negroes.

X. SUMMARY

Women teachers were in the majority; 94 per cent of white and 95.3 per cent of the Negro teachers were women. The median age for the white teachers was 38.5 years; 32.7 years

TABLE IX
TEXAS TEACHER'S CERTIFICATES HELD BY TEACHERS IN THE STUDY

Type of Certificate	White		Negro	
	No.	%	No.	%
Professional Elementary	57	57.00	28	51.84
Professional Elementary and Secondary	20	20.00	11	20.39
Professional High School	8	8.00	10	18.52
Provisional Elementary	12	12.00	4	7.40
Administrative	3	3.00	1	1.85
Total	100	100.00	54	100.00

Note: Holders of the administrative certificates also held the Professional Elementary and Secondary certificates.

was the median age for the Negro teachers. The white teachers had more teaching experience with a median of 9.1 years compared to 7.6 years for the Negroes. Married teachers greatly outnumbered single teachers; 90.74 per cent of the Negroes and 84 per cent of the whites were married or had been married. Most of the married teachers were parents, with 71.03 per cent of the white teachers and 63.27 per cent of the Negro teachers having one or more children.

Over 50 per cent of the Negro teachers were married to men who were unskilled workers compared to about 10 per cent of the white teachers' husbands being listed as unskilled workers. Teacher-spouses were listed for 24.62 per cent of the whites and 19.05 per cent of the Negroes. Every teacher in the study, with one exception, had a college degree. Negro teachers had completed many more semester hours in Education than the white teachers. Certification status was approximately the same for both groups.

CHAPTER IV

COMPARISONS OF WHITE AND NEGRO TEACHERS BASED ON THE RATING SCALE

This chapter has been divided into seven major areas corresponding with the arrangement of the rating scale used in appraising the one hundred fifty-four teachers in the study. The seven areas include a total of thirty-five items. The seven areas are: Personal Appearance, Relationship with Pupils, Use of Materials, Use of Lesson Assignments, Ability to Control Groups, Ability to Care for Individual Needs, and Presentation of Lessons.

Individual teachers received ratings between one and five for each of the thirty-five parts of the scale. The rating of five was reserved for the superior, far above average rating. Few teachers received this rating on many items. The other extreme, one, represented poor, far below average. Teachers rating this score on many parts would generally be eliminated from the school system. Generally, the ratings were clustered toward the average, three, rating. This relatively small scatter would normally give more emphasis to the differences.

Data showing comparison of median scores are given for each item on the rating scale. The median scores for each item were calculated by making a distribution sheet for the

five levels and computing the median by the standard method. Each of the five ranks was divided into one hundred parts. For example, a median which fell half way between three and four was listed as 3.50. Measures of central tendency do not show the distribution of ratings; tables for each item showing the percentages making various ratings have been included. These distributions of ratings were sometimes significantly different when median scores were more similar. Therefore, the distributions are more important than the medians.

I. PERSONAL APPEARANCE

Authorities agree teachers should present a good appearance before their pupils. Public opinion insists on teachers being good examples of good grooming. Studies attempting to determine characteristics of good teachers agree that personality is a key to outstanding teachers.

Suitability of Dress

Suitable dress was defined as a proper selection of clothes for teaching, formal to some extent and appropriate for the class activities; not gaudy or attract undue attention; colors should show good taste and harmony.

The median rating for the white teachers was 3.74 and for the Negroes, 3.40. No teacher rated poor¹ while 7 per cent of the whites and 31.43 per cent of the Negroes made the

¹Percentage distributions for the five items included in the area of Personal Appearance are shown in Table X.

TABLE X
COMPARISON OF RATING DISTRIBUTIONS IN AREA I,
PERSONAL APPEARANCE

Item	Ratings by Percentage				
	1 Poor	2 Below aver- age	3 Aver- age	4 Above aver- age	5 Superior
A. Suitability of Dress					
whites	00.00	7.00	58.00	31.00	4.00
Negroes	00.00	31.48	57.41	7.41	3.70
B. Personal Grooming					
whites	00.00	13.00	52.00	30.00	5.00
Negroes	1.85	37.04	44.46	12.95	3.70
C. Poise					
whites	00.00	10.00	54.00	31.00	5.00
Negroes	00.00	31.48	51.87	12.95	3.70
D. Cheerfulness					
whites	00.00	4.00	64.00	32.00	00.00
Negroes	00.00	7.41	72.22	16.67	3.70
E. Vitality					
whites	00.00	7.00	60.00	31.00	2.00
Negroes	1.85	18.52	61.11	16.67	1.85

second rating, below average. The dress of the Negro teacher tended to be gaudy, and this teacher often wore clothes with mismatched colors. Negro teachers were sometimes well dressed except for shoes. At the fourth rating, above average, 31 per cent of the whites and 7.41 per cent of the Negroes were found. The percentages falling in the superior rating, five,² were almost identical. The difference in medians and distributions in ratings two and four indicated, in the judgment of the rater, the white teachers were better dressed.

Personal Grooming

Personal grooming was concerned with care of the hair, clothes, and general cleanliness. The median rating for the whites was 3.81 compared to 3.24 for the Negro teachers. The major differences were in the distributions of ratings in two and four. In the white group, 13 per cent were classified in rating two compared to 37.04 per cent of the Negroes. In rating four, 30 per cent of the whites and 12.93 per cent of the Negroes were found. The percentages found in the other three ratings were similar. The primary difference found in grooming was the care taken of the clothing. The Negroes' clothes were often unpressed and wrinkled. Almost all of the teachers in both groups wore clean clothes and were clean in other respects.

²Ratings assigned will be underlined for clarity.

Poise

Poise was defined as dignity of manner in carrying out body motions and general physical demeanor. The white median rating was 3.77 and the Negro median was 3.34, a difference of .43. Ratings one, three, and five were comparable, but large differences were found in rating two, 10 per cent of the white and 31.48 per cent of the Negroes scoring below average, and in rating four, above average, which contained 31.00 per cent of the whites as compared to 12.95 per cent of the Negro teachers.

Poise is a general manner composed of many small actions such as method of carrying the head, walking, sitting, and gesturing. Generally, the white teachers were found to be more poised. However, two of the Negro teachers exhibited enough poise to be classified in the top rating.

Cheerfulness

Cheerfulness was defined as pleasant and happy disposition. A teacher had to have a very contagious vivacity to be classified in the top rating, five. The median score for the whites was 3.72 and 3.56 for the Negroes, a slight difference of .16. Two of the Negroes, 3.70 per cent, scored the highest rating of five, while no white teacher made this rating. The major difference was in rating four where 32 per cent of the whites and 16.67 per cent of the Negroes were found. It was noted that the two Negro teachers who rated

five in cheerfulness had the two highest total scores on the rating scale.

Vitality

Vitality was defined as mental and physical vigor. A teacher, to be rated high in vitality, had to exhibit energetic behavior in conducting the class. An observed example of low vitality was a teacher who sat at her desk during the period, giving little attention to pupils who needed her help. Each pupil who wanted help had to come to the teacher's desk, bringing his textbooks and notebooks. After making this trip, the pupil appeared to have received little help from the teacher, who gave the impression that she did not want to be disturbed. On the other end of the rating scale was a teacher who exhibited vitality by walking among the pupils when the lesson taught demanded that activity. This teacher worked with pupils with a contagious enthusiasm that was reflected in the activity of the pupils.

The median scores in vitality were 3.53 for the whites and 3.40 for the Negroes, a difference of .13. In analyzing the distribution of the ratings, it was noted that no white teacher received the lowest rating, whereas 1.85 per cent of the Negro teachers received this rating. In rating two, below average, 7 per cent of the white and 18.52 per cent of the Negroes were classified. There was a similar difference found in the fourth rating which included 31 per cent of the white

teachers and 18.67 per cent of the Negro teachers. Insignificant differences were found in ratings three and five. The differences shown in medians are given in percentages. For example, a difference of .25 might seem overly large until it is noted that it represents only one-fourth of one rank, or interval, with the entire range being four intervals.

An examination of Figure 2, Comparison of Median Scores Made by White and Negro Teachers in Area I, Personal Appearance, of the Rating Scale, indicates an almost parallel line, with the medians for white teachers slightly above those of the Negroes. The medians come nearest to merging on the last two items, Cheerfulness and Vitality. While the distributions of ratings indicate differences, Figure 2 shows the similarity in the two groups in Personal Appearance. All medians for both groups were found within the average range.

II. RELATIONSHIP WITH PUPILS

The ability of a teacher to establish good rapport with her pupils is one evidence of good teaching. A successful teacher can sense the feelings and attitudes of her pupils and control the situation to the extent that a learning environment exists. The data obtained are presented in Table XI.

Establishes Rapport

Establishing rapport means bringing about a harmonious relationship among pupils and teacher, a relationship that is conducive to effective learning. The median for the white

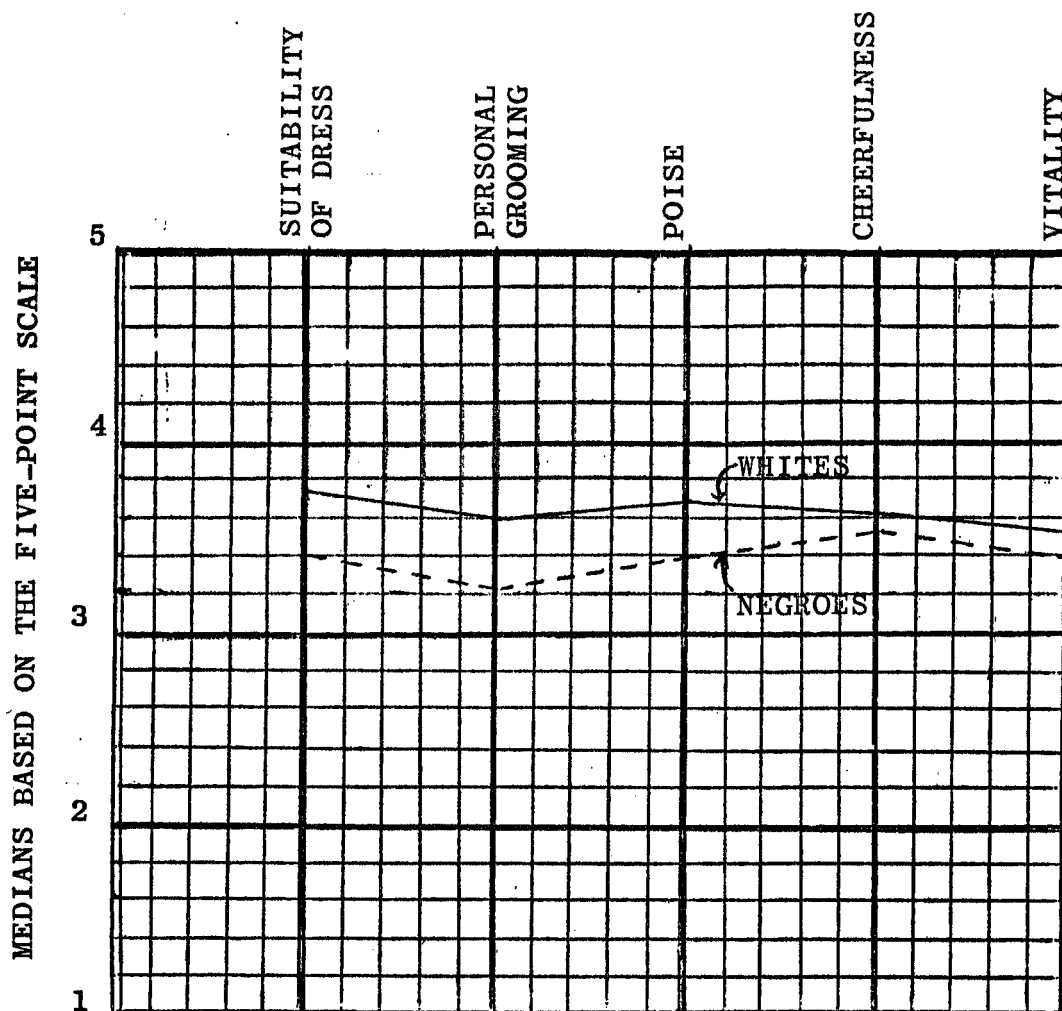


FIGURE 2

COMPARISON OF MEDIAN SCORES MADE BY WHITE AND NEGRO
TEACHERS IN AREA I, PERSONAL APPEARANCE,
OF THE RATING SCALE

Note: In all figures in this chapter, the number at the left refers to: 1, poor, 2, below average, 3, average, 4, above average, and 5, superior. The other axes correspond to items on the rating scale.

TABLE XI
COMPARISON OF RATING DISTRIBUTIONS IN AREA II,
RELATIONSHIP WITH PUPILS

Item	Ratings by Percentage				
	1 Poor	2 Below aver- age	3 Aver- age	4 Above aver- age	5 Superior
A. Establishes Rapport					
whites	2.00	16.00	41.00	36.00	5.00
Negroes	1.85	25.93	59.27	12.95	00.00
B. Anticipates Friction					
whites	1.00	9.00	51.00	34.00	5.00
Negroes	3.70	14.82	72.22	9.26	00.00
C. Is Well Liked					
whites	00.00	5.00	48.00	34.00	13.00
Negroes	00.00	5.56	61.11	29.63	3.70
D. Is Respected					
whites	00.00	5.00	48.00	31.00	16.00
Negroes	00.00	5.56	46.29	38.89	9.26

teachers was 3.76 compared to 3.25 for the Negroes, a considerable difference in favor of the whites. The largest differences were found in ratings two and four, with 16 per cent of the white and 23.93 per cent of the Negroes scoring number two, below average. Rating four, above average, included 36 per cent of the whites and 12.95 per cent of the Negroes.

Rating five, superior, was achieved by 3 per cent of the whites and none of the Negroes. Teachers who were most adept at establishing rapport used a variety of techniques. One teacher used a small bell to attract attention. This method was an effective method to get the immediate attention of the pupils to begin a new activity. Teachers who were best in establishing rapport had definite organization in the class and every pupil knew exactly what was expected. On the other extreme was a teacher who shouted at the pupils, often making varied threats, until she finally established some degree of control or, as in some cases, she tried to begin an activity notwithstanding inadequate rapport.

Rapport was not synonymous with control; however, teachers were expected, by the rater, to preserve harmony in the room.

Anticipates Friction

A competent teacher realizes that normally there will be some friction within any group of children and a skillful

teacher is able to foresee many situations leading to friction, to guard against them, and to handle situations expeditiously when they do arise.

The median for the white teachers was 3.73, .37 points higher than the Negro median of 3.41. The major difference was found in rating four, where 34 per cent of the whites were rated as compared to 9.23 per cent of the Negroes.

Is Well Liked

Generally speaking, in both white and Negro schools, the pupils appeared to like their teachers. There were several clues showing like or dislike of teachers by the pupils. Some of these clues were facial reactions, attitudes expressed in work habits, and conformity to teachers' requests. No teacher was rated poor on this item. The median ratings were 3.94 for the whites and 3.73 for the Negroes, a difference of .21 in favor of the whites.

Is Respected

For the purpose of this rating scale, respect by pupils was defined as showing honor and esteem for the teacher. This item was closely related to the previous item, well-liked. The pupils who liked the teacher usually respected her.

Negro children almost always answered the teacher by "Yes, ma'am" or "No, ma'am," while the white children seldom used this mark of respect. Possibly this difference was due more to home training rather than training in school. Of course,

it was possible for pupils to say "Yes, ma'am" and still not evidence respect in other ways.

The median scores for the white and Negro teachers were identical at 3.96. On general observation, the investigator thought the Negroes would score higher in this respect but in a careful tabulation of the results the medians were found to be the same. Also, there were no large differences in the distribution of scores on the five point scale.

Figure 3 shows all median scores in Area II, Relationships with Pupils, to be in the average range. The medians for white teachers are almost to level four. The most difference is in the item, Establishes Rapport, while there is little difference in the item, Is Well Liked. The last item in this area, Is Respected, showed identical medians for the white and Negro groups.

III. USE OF MATERIALS

The modern teacher needs to be equipped with a wide variety of teaching materials. These materials should be based on the community, to a large extent, and they should be suited to abilities, needs, and interests of pupils. Obviously, no textbook can supply all the tools for instruction. Although administrators have a large share of responsibility in providing teaching aids, the teacher has the ultimate task of selecting and using meaningful materials. See Table XII for the data related to this area.

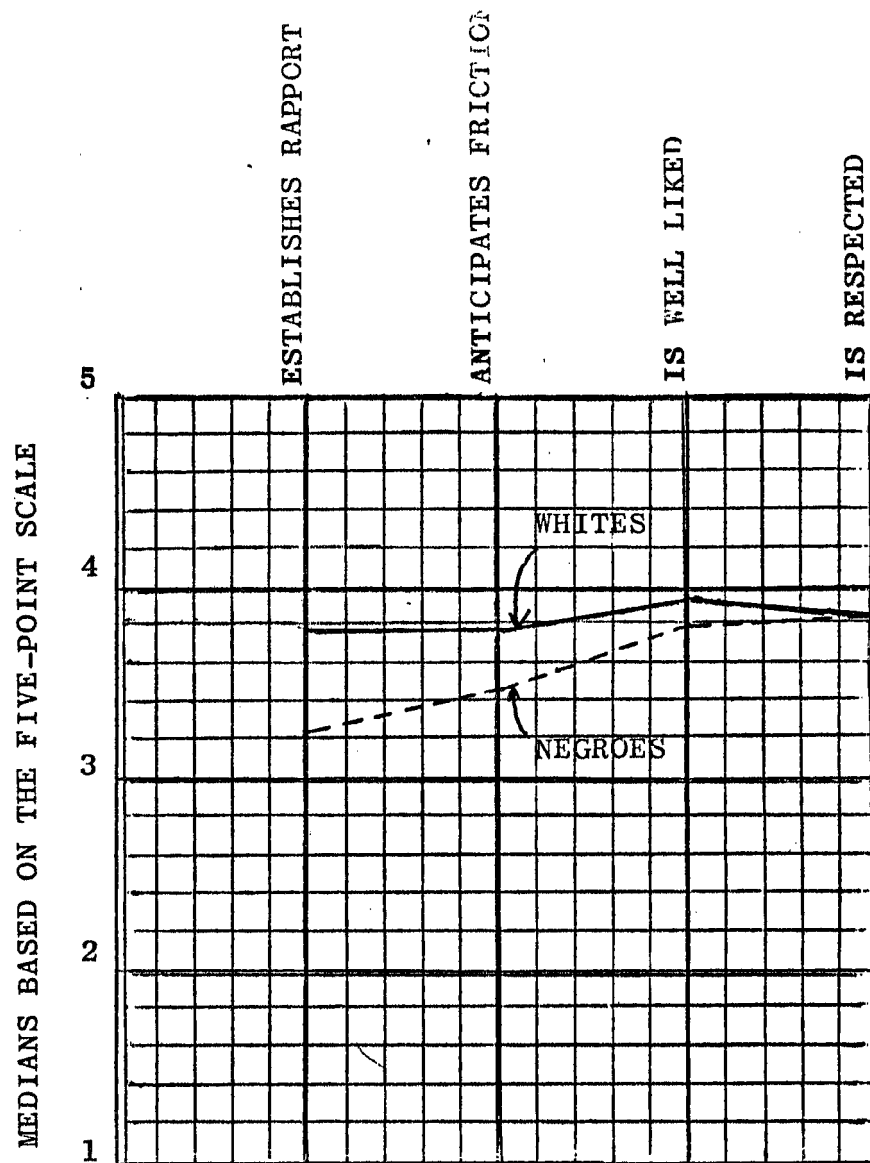


FIGURE 3

COMPARISON OF MEDIAN SCORES MADE BY WHITE
AND NEGRO TEACHERS IN AREA II, RE-
LATIONSHIPS WITH PUPILS, OF THE
RATING SCALE

TABLE XII
COMPARISON OF RATING DISTRIBUTIONS IN AREA III,
USE OF MATERIALS

Item	Ratings by Percentage				
	1 Poor	2 Below aver- age	3 Aver- age	4 Above aver- age	5 Superior
A. Wise Use of Texts					
whites	00.00	11.00	64.00	23.00	2.00
Negroes	5.56	35.19	55.55	3.70	00.00
B. Use Supplementary Texts and References					
whites	2.00	15.00	59.00	23.00	4.00
Negroes	3.70	42.60	53.00	3.70	00.00
C. Uses Audio Visual Materials					
whites	00.00	9.00	73.00	15.00	3.00
Negroes	3.70	37.04	53.70	5.56	00.00
D. Uses Periodicals					
whites	00.00	12.00	76.00	10.00	2.00
Negroes	1.85	42.59	53.71	1.85	00.00
E. Uses Community Resources					
whites	2.00	11.00	76.00	10.00	1.00
Negroes	1.85	42.59	53.71	1.85	00.00

Wise Use of Textbooks

Both white and Negro teachers relied heavily on textbooks for organization and materials for study. Most teachers appeared to be following the general organization of the text. A minority of teachers depended less on the textbook, being able to assimilate a great deal of information and materials not in the textbook. Negro teachers generally depended more on the text than did white teachers.

The median rating scores on this item of the scale were 3.66 for the whites and 3.10 for the Negroes. A rating of one or two was assigned to 11 per cent of the whites and 40.75 per cent of the Negroes. The two highest ratings, four and five, were achieved by 25 per cent of the whites and 3.70 per cent of the Negroes.

Use of Supplementary Texts and References

For the purpose of this rating scale, a teacher, to be rated excellent on this item, was expected to have several supplementary texts and show evidence of using them. In Table XII the Negroes are shown to have only 3.70 per cent scoring in level four and none in level five, whereas 27 per cent of the white teachers scored in levels four and five. In other words, only two Negro teachers achieved a score above the average rating. Average was interpreted as having a small number of supplementary texts, often out-of-adoption state textbooks, with major emphasis on the adopted textbooks.

About 75 per cent of the white teachers in grades one and two were giving a great deal of emphasis to teaching phonics from the Economy Company series, Phonetic Keys to Reading. These teachers usually taught the basal reading series during the morning reading class then used the Phonetic Keys to Reading workbooks in the afternoon. None of the Negro teachers was observed giving this emphasis to phonics. However, this does not imply that no Negroes used this approach. Perhaps the Negro teachers did not have these books available.

Uses Audio Visual Materials

Sixteen millimeter movie projectors and thirty-five millimeter filmstrip projectors were available to all teachers in the study. Most teachers used filmstrips to some extent, and most teachers used sixteen millimeter films occasionally. Information on the use of films and filmstrips had to be gleaned from clues and in talking with teachers and principals informally. Another form of visual aids, bulletin board and other room displays, were rated and careful notations were made in the subjective section of the rating sheet. To achieve a high rating in use of visual aids, a teacher was expected to use available filmstrips and movies as genuine teaching aids, not to take up time. Also, the teacher was expected to have attractive, educational bulletin boards and other displays to attract interest of pupils.

A comparison of median scores in this category shows

3.56 for whites and 3.17 for Negroes. In further analyzing the scores, 73 per cent of the whites, in the opinion of the rater, scored the average, three, suggesting a great deal of uniformity among the white teachers. The Negro teachers had 37.04 per cent in the second rating compared to 9 per cent of the whites with the same rating. One of the major differences was found in the use of bulletin boards. The rooms of the white teachers, as indicated by subjective reports, tended to be far superior in their use of room displays.

Uses Periodicals

Periodicals are here defined as newspapers and magazines. Most of the white teachers in grades four, five, and six used a weekly paper such as My Weekly Reader or Current Events in reading and/or social studies. Few of the Negro teachers were observed using this type of periodical. One explanation could be that Negro teachers are more reluctant than white teachers to ask parents to buy these newspapers. Some of the teachers in the upper elementary grades had arranged for a current events section on the bulletin board. There were many science sections of bulletin board with pictures and articles from current magazines serving as motivation and resource material for the pupils.

In general ratings, the medians for use of periodicals was 3.50 for the whites and 3.14 for the Negroes. The largest difference in scores was found in rating number two, below

average, with 12 per cent of the whites and 42.59 per cent of the Negroes making this score. The average rating, three, was assigned to 76 per cent of the whites and 53.71 per cent of the Negroes, indicating a large degree of uniformity in both groups, particularly among the white teachers.

Uses Community Resources

Authorities in the field of curriculum agree that community resources should be used to a large extent in class instruction. Every community has resources that can be used to enrich the school curriculum. If a teacher is to achieve desired results in a given school, she must know and use the educational resources in the community. Using these available materials, persons, and activities requires more effort from a teacher than using the textbooks exclusively.

Several clues to the use, or lack of use, of community resources were usually evident. Teachers who were over-dependent on textbooks were usually unaware of the abundance of community resources. The Negroes generally appeared to use few community resources; some of the white teachers were also negligent in using available resources. Few teachers, white or Negro, utilized community resources to the fullest extent. Only 11 per cent of the whites and 1.85 per cent of the Negro teachers scored in the two top ratings, four and five. This was another indication of too much reliance upon textbooks, which were often unrelated to the community and

children's needs and interests.

Figure 4 shows a great deal of uniformity among whites and Negroes in the area of Use of Materials. The medians for whites were about midway between ratings three and four. All five medians for Negro teachers were slightly above rating three, average. The almost straight line on this graph indicates a close relationship among all five items for both groups. Average rating was defined as using basic textbooks plus a few other materials. Keeping this standard in mind will give more interpretation to this area.

IV. USE OF LESSON ASSIGNMENTS

For the purpose of this rating, assignment was defined as the act of allotting specific tasks to pupils. This does not preclude pupil-teacher planning. Assignment includes assignments for work to be done in and out of school. Table XIII contains the data obtained.

Assigns in Terms of Individual Needs

To attain a high rating on this item a teacher was expected to do far more than make general assignments for the whole class. She was expected to take the needs, interests, and abilities of each pupil into consideration. Obviously, a teacher would, through necessity, have to teach in groups, and she was limited in the amount of individual attention she could give during the day.

The medians for this category were 3.52 for the whites

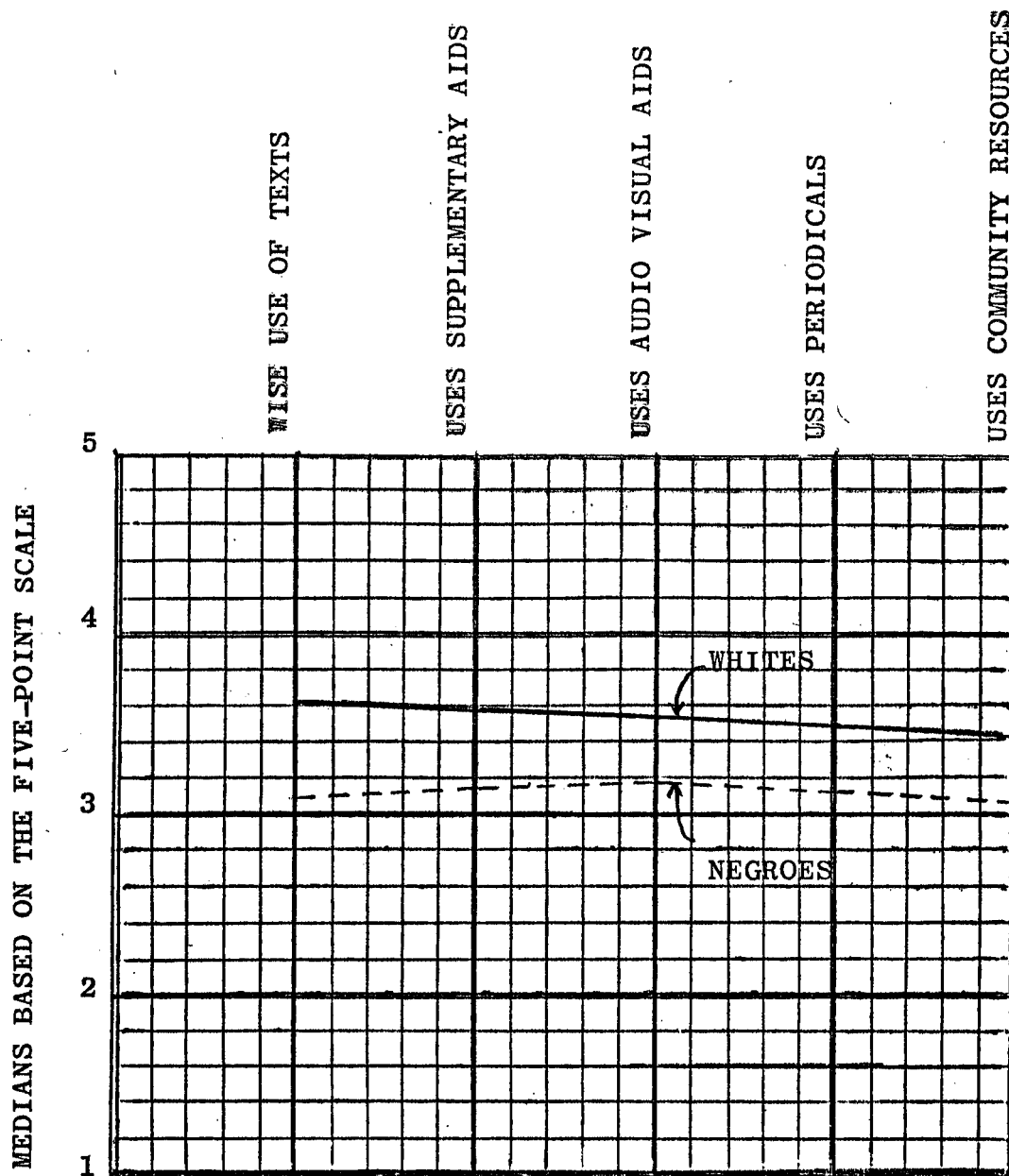


FIGURE 4

COMPARISON OF MEDIAN SCORES MADE BY WHITE AND
NEGRO TEACHERS IN AREA III, USE OF
MATERIALS, OF THE RATING SCALE

TABLE XIII
COMPARISON OF RATING DISTRIBUTIONS IN AREA IV,
USE OF LESSON ASSIGNMENTS

Item	Ratings by Percentage				
	1 Poor	2 Below aver- age	3 Aver- age	4 Above aver- age	5 Superior
A. Assigns in Terms of Individual Needs					
whites	00.00	13.00	69.00	18.00	00.00
Negroes	1.83	37.04	59.26	1.83	00.00
B. Uses Problem-Type Assignments					
whites	1.00	16.00	63.00	17.00	1.00
Negroes	1.83	40.74	50.00	7.41	00.00
C. Uses Project-Type Assignments					
whites	1.00	15.00	68.00	15.00	1.00
Negroes	1.83	42.59	51.86	3.70	00.00
D. Uses Assignments Involving Research					
whites	00.00	18.00	68.00	14.00	3.00
Negroes	1.83	42.59	50.00	5.58	00.00

and 3.19 for the Negroes. The rating with the most difference in scores was number two, below average, with 13 per cent of the whites and 37.04 per cent of the Negroes making this rating. No teacher made a rating of five, superior. It appeared that many teachers observed in this study did not do a good job in individualizing instruction.

Uses Problem-Type Assignments

Problem-type assignments were defined as the acts of assigning significant and challenging situations, real or artificial, which require reflective thinking for solution. This type of assignment is applicable, in varying degrees, to all grade levels and in all subject fields.

The white teacher's median score was 3.52 and the Negro teacher's median score was 3.14. The major difference was in the number scoring number two, below average, with 16 per cent of the whites and 49.74 per cent of the Negroes making this rating.

Uses Project-Type Assignments

A project is a practical unit of activity having educational value and designed to reach definite goals. This unit would include investigating and solving problems and would use many materials. Pupils and teachers would carry a project to completion in a natural way.

There is considerable overlapping between problem and project assignments. The latter was considered a broader

situation that would naturally include a great many problem assignments. There was, therefore, a high degree of correlation between the two ratings.

The median ratings were 3.50 for whites and 3.11 for the Negroes with the largest difference in ratings two and four. One per cent of the white teachers, in the opinion of the rater, earned the superior rating; no Negro teacher scored rating five. Two-thirds of the white teachers and over half the Negro teachers were rated as average, three, indicating much uniformity. Relying heavily on the organization of the textbooks and assigning in terms of the next few pages was partially responsible for teachers making low scores on items in this area.

Using Assignments Involving Research

Assignments involving research are those assignments requiring pupils to make a careful unbiased investigation of a problem resulting in generalizations applicable to the problem. Here again, there is considerable overlapping between this item and the two preceding parts. Assignments involving research may be individual or group and may be concerned with a small or large problem or project.

The median scores here were 3.51 for whites and 3.11 for Negroes, with major differences found in ratings two and four. White teachers' ratings were heavily clustered within three, average; 14 per cent were assigned four, 15 per cent

two, and 3 per cent five. The distribution for Negro teachers showed 50 per cent of the group in the average rating and 42.59 per cent in two, below average. No Negro teacher was rated superior; 5.58 per cent rated four; 1.83 per cent received the lowest rating, poor.

Figure 5 indicates four almost identical medians for the white group, medians half way between ratings three and four. The medians for Negro teachers showed a high correlation among the four items of this area, with all medians slightly above three.

V. ABILITY TO CONTROL GROUPS

A teacher who controls her class is able to provide direction for the activities of the groups that result in effective learning situations. Control does not imply autocratic domination by the teacher. As the items in this area imply, control is assumed to involve standards selected by the pupils and established habits of self-direction by the pupils. Reference to Table XIV will show the findings in this area.

Commands the Situation at all Times

Command in this sense means maintaining control or leadership of learning activities.

The medians were 3.88 for the whites and 3.55 for the Negroes, a difference of .31 in favor of the whites. The major differences found in analyzing the scores were found in

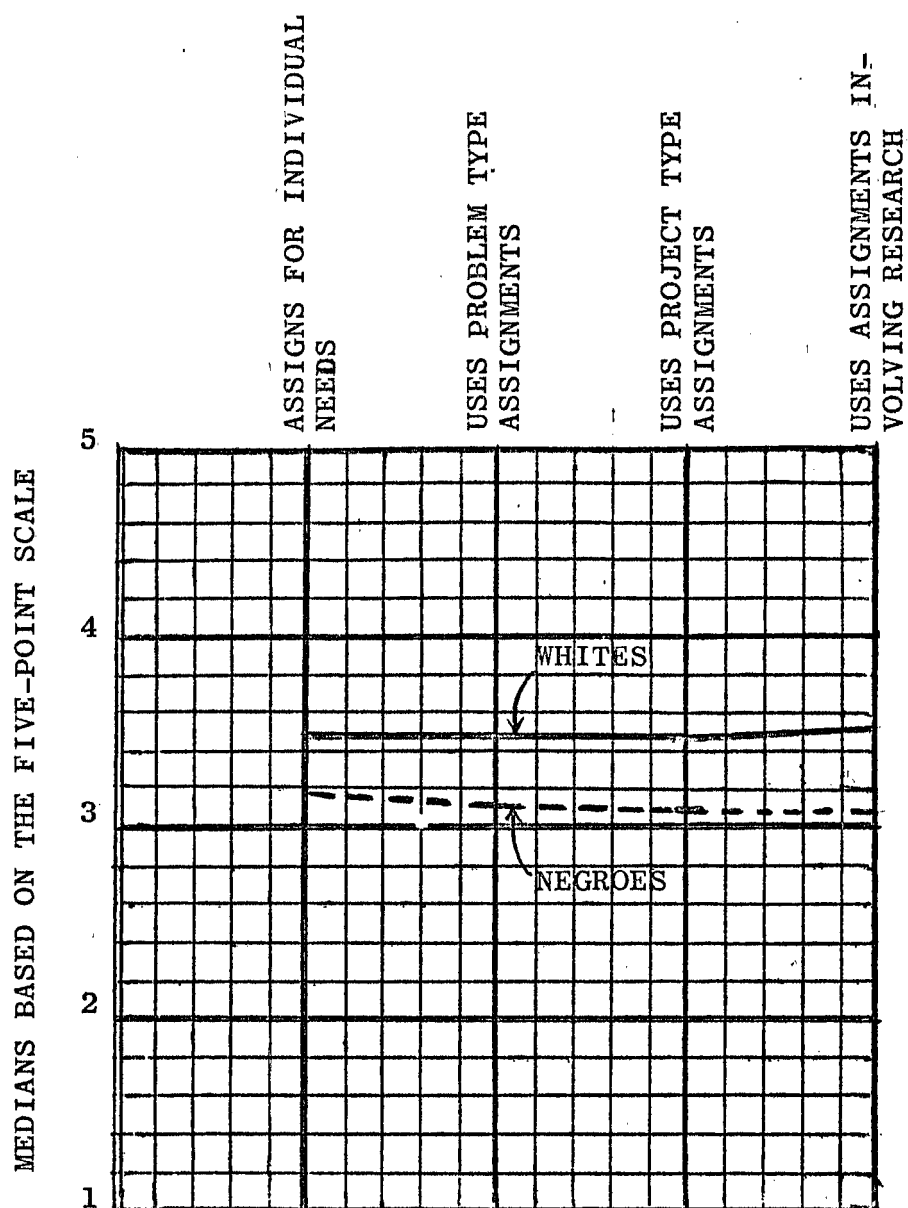


FIGURE 5

COMPARISON OF MEDIAN SCORES MADE BY WHITE
AND NEGRO TEACHERS IN AREA IV, USE
OF LESSON ASSIGNMENTS, OF THE
RATING SCALE

TABLE XIV
COMPARISON OF RATING DISTRIBUTIONS IN AREA V,
ABILITY TO CONTROL GROUPS

Items	Ratings by Percentage				
	1 Poor	2 Below aver- age	3 Aver- age	4 Above- aver- age	5 Superior
A. Commands Situation at All Times					
whites	4.00	14.00	37.00	33.00	12.00
Negroes	7.41	22.22	37.04	29.63	3.70
B. Uses Class Selected Standards					
whites	00.00	7.00	69.00	22.00	2.00
Negroes	00.00	27.78	66.66	5.56	00.00
C. Establishes Habits of Self-Direction of Pupils					
whites	1.00	8.00	67.00	21.00	3.00
Negroes	3.70	25.93	64.81	5.56	00.00
D. Makes Smooth Transition from One Activity to Another					
whites	6.00	16.00	34.00	27.00	17.00
Negroes	7.41	25.93	46.29	18.52	1.85

ratings two and five. In rating two, below average, were found 22.22 per cent of the Negroes and 14 per cent of the white teachers. In the top rank, five, were rated 12 per cent of the whites and 3.70 per cent of the Negroes. There were minor differences in favor of the whites in all five ratings in this item.

Uses Class Selected Standards

Children should have a share in setting up and defining acceptable patterns for their own guidance. This sharing in the management of school procedure will conceivably prevent much undesirable behavior. Of course, this does not imply children should be given full reign; the ability of children to assume responsibility must be considered.

Teachers had various methods of permitting pupils to participate in selecting standards of behavior. Most teachers, white and Negro, appeared to make some attempts at pupil participation, although some wanted pupils to sanction only what the teacher had previously decided. Very few teachers did an outstanding job in guiding the pupils in selecting their standards of behavior. Generally, teachers still maintained autocratic control over their classes.

In comparing median scores on this item, the whites showed a small superiority with 3.66 compared to 3.47 for the Negroes. No teacher ranked poor and only 2 per cent of the whites and none of the Negroes ranked five, superior. As in

many items, the major differences in the distribution of ratings were found in ratings two and four, with more Negroes in rating two and more whites in rating four.

Establishes Habits of Self-Direction

The standard expected here was indicated by the pupils' abilities to direct their activities in an acceptable manner without the external domination of the teacher. This item was rated on the basis of the reaction of pupils when working alone and in groups without the immediate presence of the teacher. Obviously, pupils who behaved acceptably when the teacher was watching and misbehaved at other times had not established good habits of self-direction.

The medians showed 3.63 for the whites and 3.31 for the Negroes, a difference of .37. Rank five was attained by 3 per cent of the whites and by none of the Negroes. Rank one, poor, was assigned to 1 per cent of the white teachers and 3.70 per cent of the Negro teachers. Large differences were found in ratings two and four with 25.93 per cent of the Negroes and 8 per cent of the whites rating two and 21 per cent of the whites and 5.56 per cent of the Negroes rating four, above average.

Makes Smooth Transition from One Activity to Another

A good teacher has the ability to make smooth transitions among various activities. To be rated in the superior bracket, a teacher should have routines organized and duties delegated to the extent that there is little confusion and loss of time.

On the other extreme is a teacher who could not prevent bedlam during a period of transition.

There was more difference in the medians for this item than in any of the other three items in this area, with medians of 3.86 for the whites and 3.36 for the Negroes, a difference of .50. A large difference was found in the numbers attaining the top rank of five with 17 per cent of the white teachers and 1.85 per cent of the Negro teachers attaining this rating. Nearly equal percentages were found in rating one, 6 per cent of the whites and 7.41 per cent of the Negroes.

Medians for white teachers, in Area V, Ability to Control Groups, as shown by Figure 6, are in the upper part of the average range. Medians for Negro teachers range from the middle of the average range to the lower quarter. The item, Uses Class Selected Standards, shows a close correlation of medians for the two groups. The greatest difference in the two groups, white and Negro, was found in the last item, Makes Smooth Transitions, with the difference in favor of white teachers.

VI. ABILITY TO CARE FOR INDIVIDUAL NEEDS

At first notice, this area may appear to overlap the first part of Area IV, Assigns in Terms of Individual Needs. However, that section dealt only with lesson assignments while this section encompasses social, emotional, and individual needs present in every class room. The data are presented in Table IV.

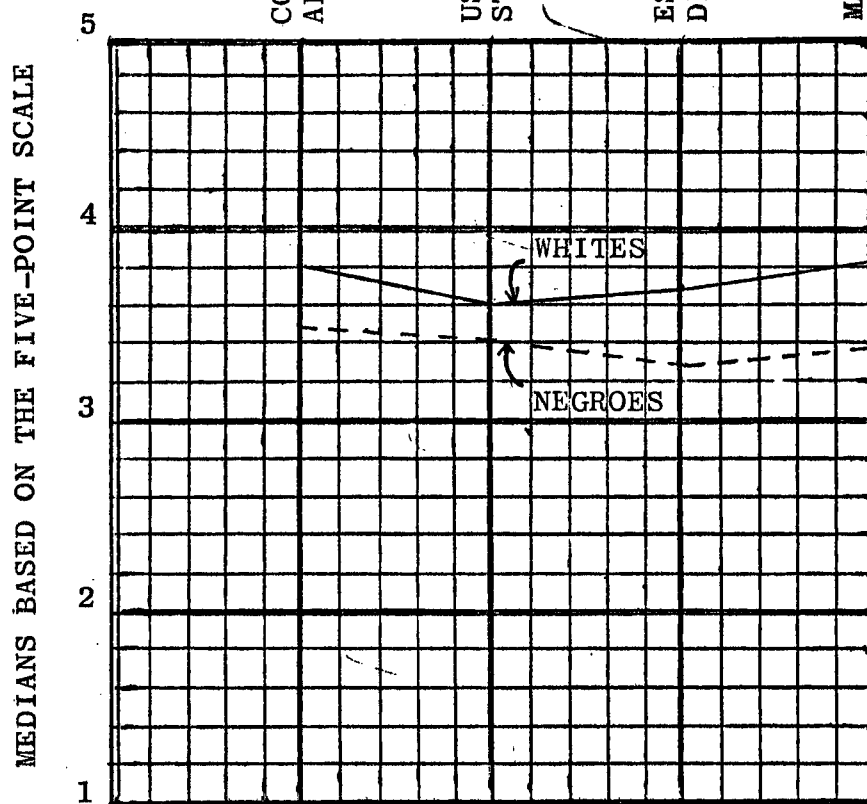


FIGURE 6

COMPARISON OF MEDIAN SCORES MADE BY
 WHITE AND NEGRO TEACHERS IN AREA
 V, ABILITY TO CONTROL GROUPS,
 OF THE RATING SCALE

TABLE XV
COMPARISON OF RATING DISTRIBUTIONS IN AREA VI,
ABILITY TO CARE FOR INDIVIDUAL NEEDS

Item	Ratings by Percentage				
	1 Poor	2 Below aver- age	3 Aver- age	4 Above aver- age	5 Superior
A. Is Aware of Social and Emotional Needs of Each Pupil					
whites	00.00	2.00	71.00	26.00	1.00
Negroes	00.00	20.39	74.03	5.56	00.00
B. Provides for the Growth of Each Pupil in the Light of His Needs					
whites	00.00	3.00	73.00	23.00	1.00
Negroes	00.00	20.39	74.03	5.56	00.00
C. Uses Grouping Techniques to Reach Children on Various Levels of Progress					
whites	00.00	3.00	76.00	18.00	3.00
Negroes	3.70	24.07	64.82	7.41	00.00

Provides Growth of Each Pupil in the Light of His Needs

All teachers are confronted with variations among pupils in method of learning, capacity, rate of learning, ability in language, command of tool subjects, social attitudes, physical and mental health, and numerous other characteristics. Teachers should not consider only subject matter instruction. Recognizing and providing for these individual needs present large responsibilities for the alert teacher.

In observing the one hundred fifty-four teachers in the study, no teacher was found who taught subject matter solely to the group. Teachers, of course, varied in providing for children's needs and in expecting growth patterns to be different from pupil to pupil. On the other hand, there was not great range in teachers' abilities to take care of individual differences. The median for the white teachers was 3.63; the median for the Negroes was 3.40. No teacher scored the lowest rank, one, and only one white teacher ranked five, superior. The largest differences were found in ratings two and four with the white teachers' scores being more favorable in each case.

Uses Grouping Techniques to Reach Children on Various Levels of Progress

The average elementary school teacher grouped the class for reading into three groups: high, middle, and low. The teacher listened to one group of pupils read orally while the

other two groups read silently, answered questions on a story, or did some other related work. While all teachers of reading taught by a very similar method, there were some varieties of grouping in other subjects. A few teachers grouped in spelling and arithmetic but reading was the only subject where clearly defined groups were regularly found.

The differences found in comparing white and Negro teachers were similar to those found in the first two items under Ability to Care for Individual Needs. The medians were 3.63 for the whites and 3.34 for the Negroes, a difference of .29. The two lowest ratings, one and two, were assigned to 3 per cent of the whites and 27.77 per cent of the Negroes, indicating a large difference in the distribution of ratings; yet, three-fourths and two-thirds, respectively, were rated average.

An analysis of Figure 7 shows each group had similar medians on all three items in Area VI, Ability to Care for Individual Needs. All medians for the whites appeared in the upper two-thirds of the average range. Medians for Negroes appeared in the lower half of the average range, but all were considerably above the third rank. The most difference, though not great, was found in the third item of this area, Using Grouping Techniques.

VII. PRESENTATION OF LESSONS

All of the other aspects of teaching are important but a teacher, to be effective, must be able to present lessons

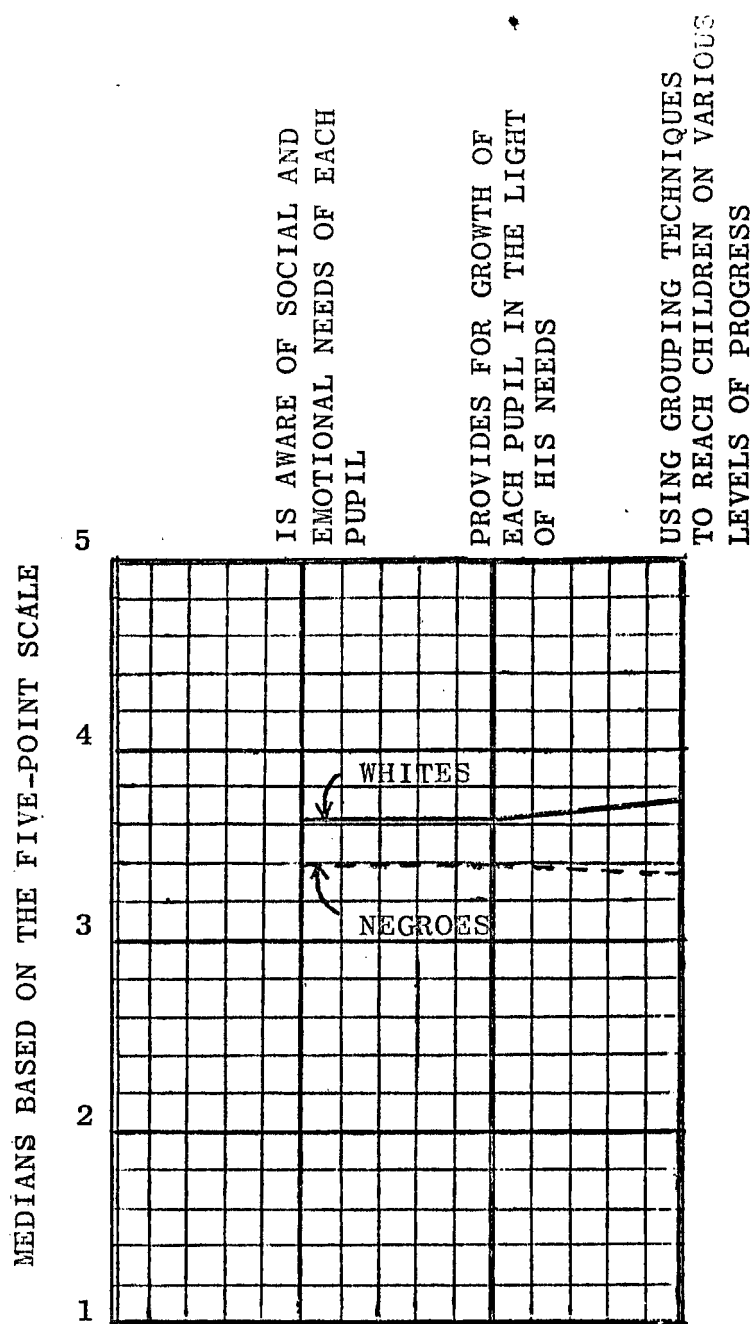


FIGURE 7

COMPARISON OF MEDIAN SCORES MADE BY
WHITE AND NEGRO TEACHERS IN AREA
VI, ABILITY TO CARE FOR INDIVIDUAL
NEEDS, OF THE
RATING SCALE

well. She must have a thorough knowledge of teaching methods and be able to put them into practice. Table XVI contains the observational data obtained in this area.

Has Well-Prepared Lesson Plans

It is generally agreed that good teaching must be preceded by good planning. When possible, the investigator observed the written lesson plans. One school system in the study required each teacher to have written lesson outlines exhibited on her desk. The other schools did not seem to require this type of planning although many teachers did have written lesson plans. When written lesson plans were not available, and to some extent when they were, the investigator had to depend on clues. Some classes were so conducted that it was clearly evident that little or no planning had taken place. It appeared that a few teachers came to class completely unprepared and stumbled along during the period until they could formulate some type of organization.

Generally, the Negro teachers depended more on the plans dictated by the organization of the textbook. While many white teachers followed the same method, the Negroes did so to a larger degree as indicated by the median scores of 3.53 for the whites and 3.32 for the Negroes. No white teacher ranked poor, number one, while 14.82 per cent of the Negroes made this rank. Slightly larger percentages of whites were found in the two highest ratings, four and five.

TABLE XVI
COMPARISON OF RATING DISTRIBUTIONS IN AREA VII,
PRESENTATION OF LESSONS

Item	Ratings by Percentage				
	1 Poor	2 Below aver- age	3 Aver- age	4 Above aver- age	5 Superior
A. Has Well-Prepared Lessons					
whites	00.00	14.00	60.00	22.00	4.00
Negroes	14.82	14.82	55.54	14.82	00.00
B. Stimulates Interest in Class or Group					
whites	00.00	6.00	61.00	25.00	8.00
Negroes	7.41	16.67	61.10	14.82	00.00
C. Provides for Continuous Use of Acquired Learning					
whites	00.00	1.00	72.00	25.00	2.00
Negroes	5.56	18.52	68.51	7.41	00.00
D. Presents Lesson on the Level of the Experience of Each Child					
whites	00.00	4.00	83.00	10.00	1.00
Negroes	1.85	24.07	70.38	3.70	00.00
E. Makes Use of Preview and Review Techniques					
whites	00.00	6.00	82.00	12.00	00.00
Negroes	00.00	37.04	59.26	3.70	00.00
F. Uses a Variety of Settings in Presenting Lessons					
whites	00.00	18.00	58.00	23.00	3.00
Negroes	5.56	51.84	35.19	7.41	00.00
G. Uses Pleasant and Expressive Voice					
whites	2.00	14.00	42.00	37.00	5.00
Negroes	1.85	38.89	50.00	8.56	3.70
H. Uses Many Materials					
whites	00.00	14.00	64.00	19.00	3.00
Negroes	3.70	44.46	38.89	12.95	00.00

TABLE XVI (continued)

Item	Ratings by Percentage				
	1 Poor P	2 Below aver- age	3 Aver- age	4 Above aver- age	5 Superior
I. Uses Correct Grammar					
whites	1.00	00.00	73.00	24.00	2.00
Negroes	12.96	50.00	33.34	3.70	00.00
J. Uses Legible and Attractive Hand- writing					
whites	00.00	10.00	63.00	23.00	4.00
Negroes	1.85	27.78	53.70	16.67	00.00

Stimulates Interest in Class or Group

This item was largely interpreted as motivation. To be effective in stimulating interest, a teacher had to have the ability to help the children see the value and sense to the lesson to be learned. Some of the teachers most effective in inciting interest did so by skillfully asking questions or giving bits of information to induce curiosity in the material to be studied.

A third grade teacher created interest in writing a story by presenting several interesting pictures clipped from a magazine and asked the children if they would like to choose one of the pictures and write a story about their reaction to it. Teachers with vivid imagination had a variety of methods for stimulating interest in the various activities. The least imaginative teacher would simply say, "Turn to page eight and begin working."

The median scores on this item were 3.72 for the whites and 3.42 for the Negroes, a difference of .30. No white teacher rated poor while no Negro teacher rated superior. The primary difference was found in the percentages attaining rating four, with 25 per cent of the whites and 14.82 per cent of the Negroes making this score.

Provides for Continuous Use of Acquired Learning

A teacher who does not provide for continuous use of acquired learning permits the pupils to have the attitude, when a unit of study is over, that they are forever finished with

that subject. This item overlaps somewhat the item on review techniques, but provision for use of acquired learning is broader in scope and is primarily concerned with the application of learned material. A teacher who rated high in this section provided for continuous application of acquired learning in many ways. For example, a third grade class that had learned the basic fundamentals of multiplication should have many activities in applying these skills in meaningful situations.

The median scores were 3.68 for whites and 3.39 for the Negroes. Rating one, poor, was assigned to none of the whites and to 5.56 per cent of the Negroes. The other chief differences were found in comparing percentages in ranks two and four, with the whites scoring far less in rank two, below average, and more in rank four, above average.

Presents Lesson on the Level of the Experience of Each Child

To say a teacher should present lessons on the level of each child appears to be a trite statement. However, teachers were observed, on some occasions, presenting lessons far above the level of the pupils' experience. One teacher, in presenting material about World War II, assumed the children remembered the war, not realizing most of the pupils were born after the war. Some teachers appeared to find it difficult to understand the limited experience of the children.

In comparing the medians on this item, the whites had a score of 3.54 and the Negroes 3.32. In studying percentages of

teachers making individual ratings, the greatest difference was found in the second rating, below average, with 4 per cent of the whites and 24.07 per cent of the Negroes making that score. There was a large central tendency among the whites scoring average, with 85 per cent making the average rating, three. The scores of the Negroes were also clustered around the average, with 70.38 per cent achieving the average rating.

Makes Use of Preview and Review Techniques

Preview techniques were defined as the practice of stimulating interest in an activity by giving a preliminary account of some highlights, by asking leading questions, by showing films or filmstrips, or by various other methods designed to give an insight into the subject to be studied. A teacher who used review techniques provided for frequent re-examination of materials learned. This concept of learning was applicable to all activities.

The medians were 3.54 for whites and 3.25 for Negroes. The white ratings were largely clustered at the average with 83 per cent rating three. The primary difference between the two groups was found at the second rating, with 6 per cent of the whites rating there compared to 37.04 per cent of the Negroes making this below average rating.

Uses a Variety of Settings in Presenting Lessons

A good teacher had a variety of methods in presenting lessons. Some teachers had no method other than working

abstractly in the textbook. An example of variety, as well as a meaningful situation, was found in one teacher's method in teaching arithmetic. This first grade teacher, with the help of pupils and parents, arranged a store in one corner of the room where pupils bought and sold groceries. Another teacher had arranged to have the pupils make a weather station in their study of a science unit on weather. This station was complete with inside and outside thermometers, pupil-made barometer and other instruments, and the children kept a careful weather chart.

There was a large difference in the medians for white and Negro teachers in this item, one of the two largest disparities found among the thirty-five items for comparison. The median for the white teachers was 3.59, .73 points higher than the Negroes' median of 2.86. Level two was the rank assigned to 16 per cent of the whites and 51.84 per cent of the Negroes. Of the whites, 42 per cent rated above the average range, while 7.41 per cent of the Negroes rated above average.

Uses Pleasant and Expressive Voice

A teacher's speech and oral expression are important aspects of her personality, and a teacher's personality is one guide to her being an effective instructor.

A teacher's job necessitates a great deal of talking. Many teachers possibly do too much talking and not enough listening. However, a well modulated voice is a big asset to

any teacher. The voice should be loud enough to be heard easily yet soft enough to be pleasant. A teacher who rated high in this section had the ability to put expression and meaning into her teaching by controlling her voice. Teachers who rated poor either had extremely harsh voices or spoke in a monotone.

The median scores for the two groups and an analysis of the five ratings show the white teacher to be considerably superior to the Negro teachers in quality and use of voice. The medians were 3.81 for the whites and 3.19 for the Negroes. The major difference in the rating distribution was found in number two, with 14 per cent of the whites and 38.89 per cent of the Negroes in this category.

Uses Many Materials

The use of textbooks, supplementary books, audio visual materials, periodicals, and community resources was included in previous items. This item was included under Presentation of Lessons as a summary of those kinds of materials plus any others than an imaginative teacher might use. For instance, some teaching materials could not be categorized as visual aids or periodicals but would be both or even more. The good teacher invariably used a wide variety of materials in teaching all subjects; her room had the appearance of a learning laboratory, not of a drab classroom.

The medians showed a difference of .49 points in this item, whites, 3.58 and Negroes, 3.05. Of the Negroes, 48.16

per cent scored below the average rank of three, while 12.95 per cent rated four and none rated five. Only 14 per cent of the whites scored below three and 21 per cent rated four and five.

Uses Correct Grammar

For this rating scale, grammar was defined as the part of language that pertains to choice of words in speaking, pronunciation of words, and general speech habits. For the purpose of this rating scale and study, grammar has been interpreted to include spoken language in general.

There was more disparity between whites and Negroes in this item than in any of the other thirty-four items in the rating scale. In use of grammar 12.96 per cent of the Negroes rated poor and 50 per cent rated below average. In analyzing the white teacher's ratings, 1 per cent were found in the lowest rating and a clustering of 73 per cent in the average rating of three. There was more uniformity among the whites than among the Negroes.

The list below shows some of the grammatical mistakes noted among the Negro teachers:

1. Omission of syllables, as tack for attack.
2. Mispronunciation of geographical terms, as Kū bek for Quebec.
3. Omission of r, as flo for floor and yo for your.
4. Adding an r sound, as querstion for question and sturdy for study.

5. Adding to words, as alphabets for alphabet, pē en' cil for pencil, and Columbins for Columbus.
6. General mispronunciation, as capchalize for capitalize and bullington for bulletin.
7. Using present tense when past tense was intended.
8. Verbs disagreeing with the subject.

No listing of examples of gross grammatical error of white teachers was made since there were only isolated instances that followed no set pattern.

Uses Legible and Attractive Handwriting

Appraisal of handwriting was usually made from writing examples on the chalkboard. In some instances a check was made of a teacher's writing in the lesson plan books or other places such as corrections on pupils' papers. The investigator kept in mind general standards commonly used in scales for evaluating handwriting.

There was a difference in medians of .23, with 3.66 for the whites and 3.33 for the Negroes. In checking the distribution of ratings, the whites had slightly higher ratings one, two, and five.

As can be seen in Figure 8, median scores for white and Negro teachers in Area VII, Presentation of Lessons, all of the medians for the white teachers are found in the upper half of the average range. Eight of the ten items' medians for the Negro teachers were in the lower half of the average range. Two medians for the Negro groups, Uses A Variety of Settings in

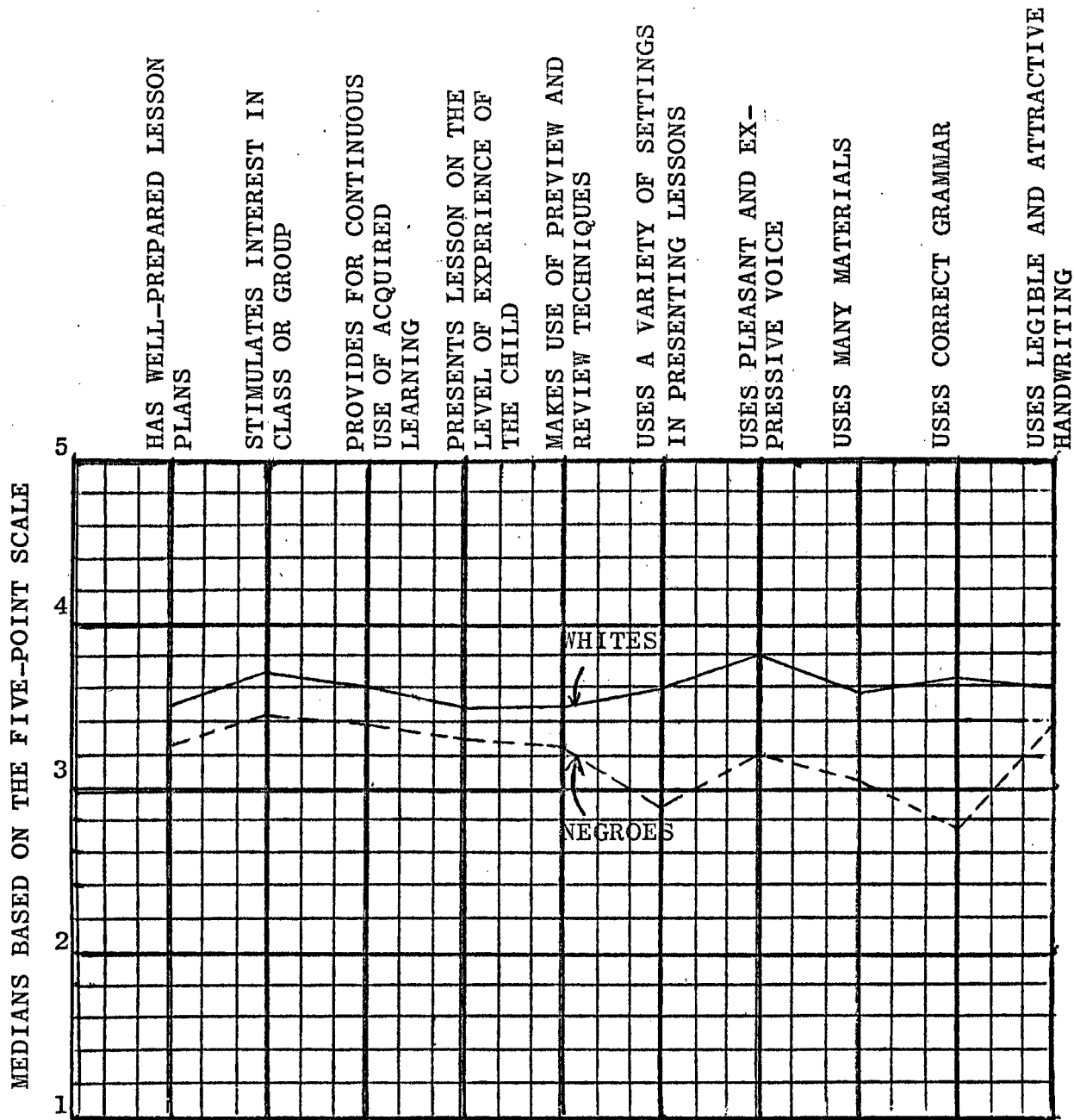


FIGURE 8

COMPARISON OF MEDIAN SCORES MADE BY WHITE AND NEGRO
TEACHERS IN AREA VII, PRESENTATION OF LESSONS,
OF THE RATING SCALE

Presenting Lessons and Uses Correct Grammar, were in the upper part of the second range, below average. The first five items show similar differences in medians, with the whites slightly above the Negroes. There was a large difference in favor of the whites in the item Uses Pleasant and Expressive Voice in addition to the two items where Negro teachers scored the lowest.

VIII. COMPARISON OF TOTAL SCORES

Distributions were made of total mean scores of all one hundred white teachers in the white sample and all fifty-four Negro teachers in the Negro universe. The results obtained are contained in Table XVII. Median score found for the white teachers was 3.66 compared to 3.29 for the Negroes, a difference of .37 points in favor of the whites.

The range for the median scores of the whites was 3.47 to 3.96, and the range for the Negroes was 2.73 to 3.96. Although the ranges indicate a greater scatter of scores for the Negroes, a computation of the standard deviations of the two total groups showed more scatter among the white scores. The standard deviations were 1.27 for the white teachers and .76 for the Negro teachers.

Figure 9, on distribution of median scores on the thirty-five items, gives basically the same information as Table XVII but in a different manner. The numbers at the left refer to the number of items. The numbers at the bottom are the intervals into which fell the medians for each group. This table shows some overlapping of the two groups but the white teachers, by

TABLE XVII

A COMPARISON OF MEDIAN SCORES ON EACH ITEM OF THE
RATING SCALE OF ONE HUNDRED WHITE AND FIFTY-FOUR
NEGRO TEACHERS IN THE STUDY

Item	Median Scores of Teachers		
	White	Negro	Difference*
I. Personal Appearance			
A. Suitability of dress	3.74	3.40	.34
B. Personal grooming	3.81	3.24	.57
C. Poise	3.77	3.34	.43
D. Cheerfulness	3.72	3.56	.16
E. Vitality	3.53	3.40	.13
II. Relationship with Pupils			
A. Establishes rapport quickly	3.76	3.23	.51
B. Anticipates friction and guards against it	3.78	3.41	.37
C. Is well liked	3.94	3.73	.21
D. Is respected	3.96	3.96	.00
III. Use of Materials			
A. Wise use of texts	3.66	3.10	.56
B. Uses supplementary texts and references	3.59	3.13	.46
C. Uses audio visual materials	3.56	3.17	.39
D. Uses periodicals	3.50	3.14	.36
E. Uses community resources	3.47	3.09	.38
IV. Use of Lesson Assignments			
A. Assigns in terms of individual needs	3.52	3.19	.33
B. Uses problem-type assignments	3.52	3.14	.38
C. Uses project-type assignments	3.50	3.11	.39
D. Uses assignments involving research	3.51	3.11	.40
V. Ability to Control Groups			
A. Commands the situation at all times	3.86	3.55	.31
B. Uses class selected standards	3.66	3.47	.19

*All differences are in favor of the white teachers.

TABLE XVII (continued)

Item	Median Scores of Teachers		
	White	Negro	Difference
V. Ability to Control Groups (continued)			
C. Establishes habits of self-direction of pupils	3.63	3.31	.37
D. Makes smooth transition from one activity to another	3.83	3.36	.80
VI. Ability to Care for Individual Needs			
A. Is aware of social and emotional needs of each pupil	3.65	3.40	.25
B. Provides for growth of each pupil in the light of his needs	3.63	3.40	.23
C. Uses grouping techniques to reach children of various levels of progress	3.63	3.34	.29
VII. Presentation of Lessons			
A. Has well-prepared lesson plans	3.53	3.32	.21
B. Stimulates interest of class or group	3.72	3.42	.30
C. Provides for continuous use of acquired learning	3.68	3.39	.29
D. Presents lesson on the level of experience of the child	3.54	3.32	.22
E. Makes use of preview and review techniques	3.54	3.25	.29
F. Uses a variety of settings in lessons	3.59	2.88	.73
G. Uses pleasant and expressive voice	3.81	3.19	.62
H. Uses many materials	3.56	3.05	.51
I. Uses correct grammar	3.67	2.75	.92
J. Uses legible and attractive handwriting	3.66	3.38	.28

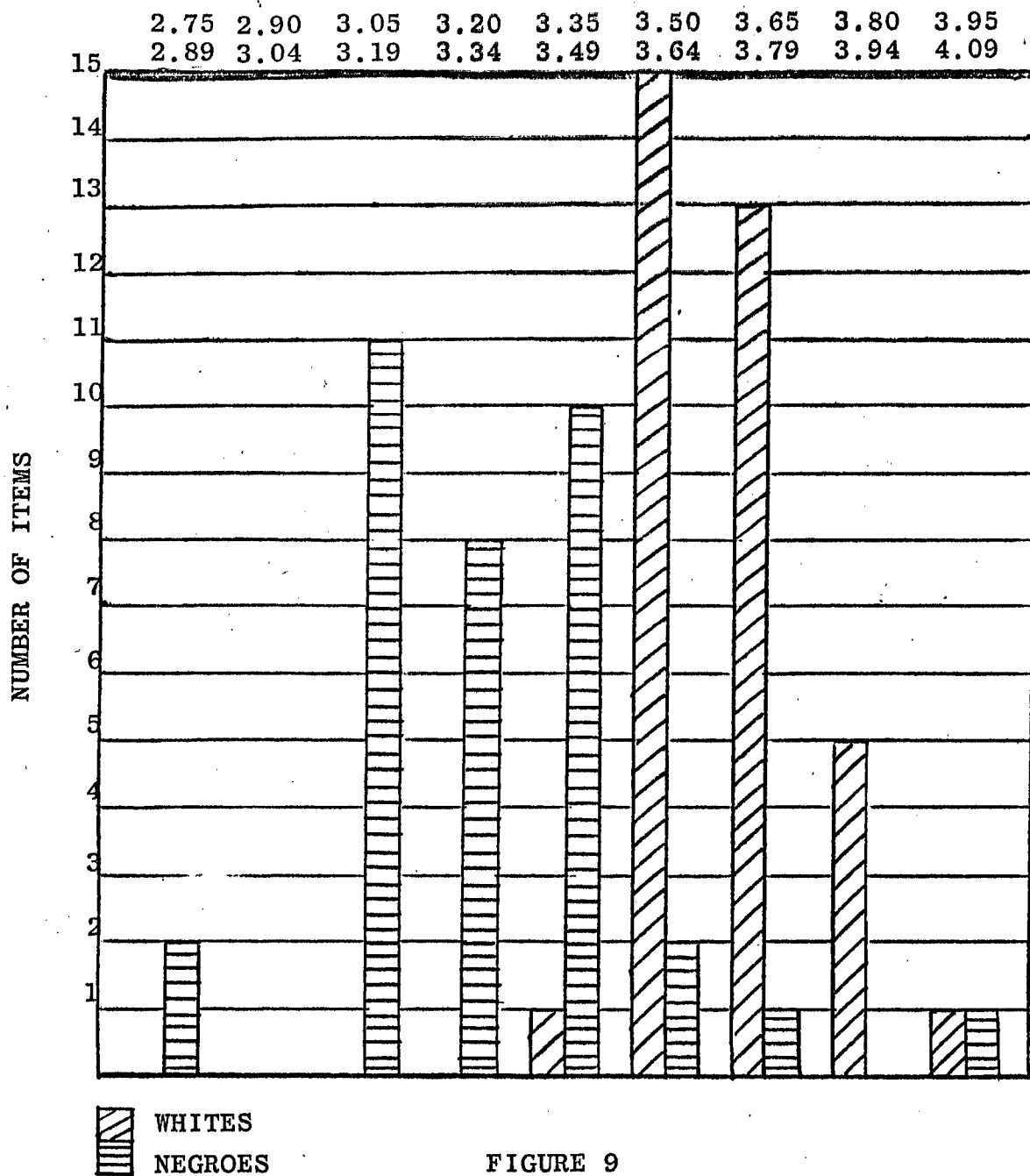


FIGURE 9

DISTRIBUTIONS OF MEDIAN SCORES ON
THIRTY-FIVE ITEMS OF ENTIRE
RATING SCALE

considering total medians, are preponderantly found on the more desirable side of the figure; the reverse is true for the total medians on the thirty-five items for the Negro teachers.

IX. SUMMARY

This chapter was organized according to the areas and items of the rating scale employed in observing teachers. Comparisons of median scores of the two groups, white and Negro teachers, were made. Each of the thirty-five items of the scale was defined.

The median scores for the white teachers were higher than the median scores of the Negro teachers on thirty-four of the thirty-five items, and the medians were equal on one item. On some of the items of the scale, the difference in medians was relatively small. However, a look at the distributions of ratings in the tables appearing in this chapter showed more difference in the two groups than is shown by comparison of medians.

The two greatest differences in scores were found in Uses Correct Grammar and Uses A Variety of Settings in Presenting Lessons. Generally, the Negro teachers' use of language was poor, often very poor. The Negro teachers in general, and many of the white teachers, tended to follow the textbook closely for organization and materials, using little variety in presenting lessons.

In computing a median of the ratings of white teachers, a median rank of 3.66 was found; the median rating assigned to the Negro group was 3.29, a difference of .37 points in favor of the white teachers. The difference was appreciable although both groups were ranked in the median range. The graphic presentation of the medians for the two groups on all thirty-five items showed some overlapping of the two groups but the medians for the whites were weighted toward the more desirable side while the medians for the Negroes were on the other side.

In summarizing this chapter, the preponderance of both groups to score in the average range was noted. White teachers generally were rated, in the opinion of the rater, in the upper half of the range while Negro teachers' medians were in the lower half.

CHAPTER V

STATISTICAL SIGNIFICANCE OF DIFFERENCES

1. STATISTICAL SIGNIFICANCE OF THE DIFFERENCES

The results from all thirty-five items of the rating scale were subjected to statistical analysis to determine the reliability of the differences found in the ratings of white and Negro elementary school teachers. Since 34 per cent, or one hundred of two hundred ninety-three white teachers were visited and rated and these results were compared to a rating derived from a universe of fifty-four Negro teachers, it was essential to measure the reliability of the obtained differences to determine if these differences were significant beyond the element of chance.

The median was used as a measure of central tendency rather than the mean in order to have a measure that was less affected by the extremes. This was particularly necessary since the number of cases was relatively small.

Table XVIII illustrates the differences found in median scores on all thirty-five items of the rating scale. This table follows the rating scale and shows the critical ratio of each difference and shows which differences are reliable at the .05 (95 per cent) and .01 (99 per cent) levels of confidence.

The critical ratio was determined by making a frequency distribution. The median scores were compared at length in the

TABLE XVIII

**STATISTICAL SIGNIFICANCE OF DIFFERENCES FOUND IN THE
THIRTY-FIVE ITEMS OF THE RATING SCALE**

Items	Difference between medians*	Critical Ratio of Difference	Significant at levels of Confidence:	
			.05	.01
I. Personal Appearance				
A. Suitability of dress	.34	2.27	yes	no
B. Personal grooming	.57	3.17	yes	yes
C. Poise	.43	2.70	yes	yes
D. Cheerfulness	.16	1.33	no	no
E. Vitality	.13	1.00	no	no
II. Relationship with Pupils				
A. Establishes rapport quickly	.51	3.19	yes	yes
B. Anticipates friction and guards against it	.37	2.64	yes	yes
C. Is well liked	.21	1.17	no	no
D. Is respected	.00			
III. Use of Materials				
A. Wise use of texts	.56	3.50	yes	yes
B. Uses supplementary texts and references	.46	2.71	yes	yes
C. Uses audio-visual materials	.39	2.44	yes	no
D. Uses periodicals	.36	2.76	yes	yes
E. Uses community resources	.38	2.93	yes	yes
IV. Use of Lesson Assignments				
A. Assigns in terms of individual needs	.33	2.36	yes	no
B. Uses problem-type assignments	.38	2.53	yes	no
C. Uses project-type assignments	.39	2.44	yes	no
D. Uses assignments involving research	.40	2.50	yes	no

*All differences are in favor of the white teachers.

TABLE XVIII (continued)

Items	Difference between medians	Critical Ratio of Difference	Significant at levels of Confidence: *	
			.05	.01
<hr/>				
V. Ability to Control Groups				
A. Commands the situation at all times	.31	1.35	no	no
B. Uses class-selected standards	.19	1.46	no	no
C. Establishes habits of self-direction of pupils	.37	2.85	yes	yes
D. Makes smooth transition from one activity to another	.50	2.33	yes	no
VI. Ability to Care for Individual Needs				
A. Is aware of social and emotional needs of each pupil	.25	2.28	yes	no
B. Provides for growth of each pupil in the light of his needs	.23	2.09	yes	no
C. Uses grouping techniques to reach children of various levels of progress	.29	2.42	yes	no
VII. Presentation of Lessons				
A. Has well-prepared lesson plans	.21	1.41	no	no
B. Stimulates interest of class or group	.30	2.14	yes	no
C. Provides for continuous use of acquired learning	.29	2.42	yes	no
D. Presents lesson on the level of the experience of the child	.22	1.83	no	no

*.01 level is selected as a desirable level. The .05 level is included as a possible, though doubtful, measure of confidence.

TABLE XVIII (continued)

Items	Difference between medians	Critical Ratio of Difference	Significant at levels of Confidence:	
			.05	.01
<hr/>				
VII. Presentation of Lessons (continued)				
E. Makes use of preview and re- view tech- niques	.29	2.23	yes	no
F. Uses a variety of settings in lessons	.73	5.21	yes	yes
G. Uses pleasant and expressive voice	.62	3.26	yes	yes
H. Uses many materials	.51	2.63	yes	yes
I. Uses correct grammar	.92	5.73	yes	yes
J. Uses legible and attractive handwriting	.28	1.87	no	no

preceding chapter and have been presented again in Table XVIII in order to measure the significance of the differences. The following formula was used in the computation: Critical Ratio is equal to the difference in the medians divided by the standard error of the difference ($CR = \frac{D}{\sigma_D}$). The standard error of each difference was obtained by this formula: Standard error of the median is equal to the interval times the square root of the number of cases in the distribution divided by two times the frequency of the interval in which the median was found ($\sigma_{md} = \frac{1}{2} \sqrt{\frac{N}{f}}$).

Levels of confidence were defined as a critical ratio of 1.96 and above as significant at the .05 level, and a critical ratio of 2.58 and above as significant at the .01 level. In other words, with a difference significant at the .05 level the odds are nineteen to one that this was a true difference, and the odds at the .01 level were ninety-nine to one. Critical Ratios below 1.96 were rejected as not being significant although there was some degree of significance attached to all thirty-four differences. Medians for the two groups were the same on one of the thirty-five parts of the rating scale.

Table XVIII shows that twenty-six of the thirty-four differences were significant at the .05 level of confidence, and eight differences had to be rejected at that level. Thirteen of the thirty-four differences were significant at the .01 level of confidence. In other words, 76 per cent of the obtained

differences were significant at the .05 level but 62 per cent of the differences failed to be significant at the .01 level.

The twenty-six differences that were significant at the .05 level of confidence were: Suitability of Dress, Personal Grooming, Poise, Establishes Rapport Quickly, Anticipates Friction and Guards Against It, Wise Use of Texts, Uses Supplementary Texts and References, Uses Audio-Visual Materials, Uses Periodicals, Uses Community Resources, Assigns in Terms of Individual Needs, Uses Problem-type Assignments, Uses Project-type Assignments, Uses Assignments Involving Research, Establishes Habits of Self-direction of Pupils, Makes Smooth Transition From One Activity to Another, Is Aware of Social and Emotional Needs of Each Pupil, Provides for Growth of Each Pupil in the Light of His Needs, Uses Grouping Techniques to Reach Children of Various Levels of Progress, Stimulates Interest of Class or Group, Provides for Continuous Use of Acquired Learning, Makes Use of Preview and Review Techniques, Uses A Variety of Settings in Lessons, Uses Pleasant and Expressive Voice, Uses Many Materials, and Uses Correct Grammar.

Thirteen of these twenty-six items were significant at the .01 level of confidence: Personal Grooming, Poise, Establishes Rapport Quickly, Anticipates Friction and Guards Against It, Wise Use of Texts, Uses Supplementary Texts and References, Uses Periodicals, Uses Community Resources, Establishes Habits of Self Direction of Pupils, Uses a Variety of Settings in Lessons, Uses Pleasant and Expressive Voice,

Uses Many Materials, and Uses Correct Grammar.

Considering the elements of subjectivity found in the rating scale, the preceding differences significant at the .01 level are the only differences that stand the test of statistical significance. These differences compose thirty-eight per cent of the obtained differences. Differences falling below the .01 level were included in the study since they are of interest and may or may not have significance.

II. SUMMARY

The differences found in the thirty-four items of the rating scale were subjected to statistical analysis to determine the reliabilities. All differences were in favor of the white teachers. Eight of the differences had to be rejected at the .05 level of confidence although all eight had some reliability according to their critical ratios.

Thirteen of the differences were reliable at the .01 level of confidence; twenty-six, or 76 per cent, of the differences were significant at the .05 level of confidence. Using strict statistical interpretation of differences, all differences below the .01 level must be rejected.

CHAPTER VI

SUMMARY OF THE RESULTS AND RECOMMENDATIONS FOR FURTHER STUDY

I. IMPLICATIONS OF THE RESULTS OF THE QUESTIONNAIRE

The results of the questionnaire indicated Negro teachers in this area tended to be considerably younger than the white teachers. These younger Negro teachers had less experience than the whites. Although there is no evidence in this study to support it, these differences could be partially responsible for the superior ratings given to the white teachers.

The marital status of each group showed much similarity, with 84 per cent of the white and 90.74 per cent of the Negroes having been married. These facts indicate elementary school teaching in this county is largely done by married people.

Differences in the occupations of spouses of the teachers were marked. Considering the Negro caste system operating in the county, it is easy to see why the spouses of the Negro teachers tend to be in the service class. This situation could have some effect on the teaching competencies of the Negroes, although, here again, there is no way of measuring this.

The Negro teachers had much more training in professional education. Also, the Negro group had considerably more master's degrees. Conceivably, more professional training should improve

a teacher's competencies. Conversely, the failure of the Negro teachers to rate as high as the white teachers could not be relegated to too few professional education courses. There is much thought, among Negroes and whites, that the quality of education in Southern Negro colleges is inferior to that offered in white colleges.

In other factors, certification, number of children, and teaching assignments, the two groups were similar.

II. IMPLICATIONS OF THE RESULTS OF THE RATING SCALE

Personal Appearance

The area of Personal Appearance, divided into five items, showed a definite difference in ratings in favor of the whites. However, the differences obtained in the items of Cheerfulness and Vitality were statistically insignificant. The first three items, Suitability of Dress, Personal Grooming, and Poise, showed differences significant at the .05 level of confidence; the last two were significant of the .01 level.

Relationship with Pupils

This area of the ratings scale showed significant differences in the first two items, Establishes Rapport quickly and Anticipates Friction and Guards Against It. Although there was a difference in Is Well Liked in favor of the white teachers, this difference had to be rejected as insignificant from a statistical standpoint. The medians of the two groups were identical on the last item, Is Respected. The survey of the

research indicated Negro teachers generally stand higher, socially and economically, among their peers than do the white teachers. This fact has implications in interpreting this item, the only part of the rating scale where the median of the Negro teachers was equal to the white.

Use of Materials

There were statistically significant differences in all items of this area. This is an indication that differences in this area in favor of the white teachers can be considered most reliable. In fact, not only were the data in this area reliable at the .05 level of confidence, all except Uses of Audio-Visual Materials showed differences significant at the .01 level of confidence. It seems that these facts could reflect on the quality of teacher training. The apparent weaknesses here could also implicate supervision and amount of materials provided Negro teachers.

Use of Lesson Assignments

Here again, all items in this area showed reliable differences in favor of the whites. However, none of the differences was significant at the .01 level of confidence. The implications for these differences could be the same as those for the preceding area since there is a direct relation between Use of Materials and Use of Lesson Assignments.

Ability to Control Groups

Fifty per cent of the differences in this area were

reliable enough to eliminate differences due to chance selection. The first two, Commands the Situation at All Times and Uses Class Selected Standards, showed insignificant differences in favor of the whites. Through the nature of the rating scale, this area would seem to be directly related to the first area, Personal Appearance and Relationship with Pupils. Although there are no measures of correlation applied, the medians for these three areas appear similar.

Ability to Care for Individual Needs

Every item in this area indicated, in the opinion of the rater, significant differences in favor of the white teachers. These differences were significant at the .05 level but not at the .01 level. Obviously, larger pupil-teacher ratio would complicate the problem of caring for individual needs. While the classes of the Negro teachers were slightly larger, 27.5 to 26.14, the difference seemed too insignificant to affect the ratings.

Presentation of Lessons

The ten items of this area seem, in the opinion of the investigator, to be the most important area of the rating scale. All items showed differences in favor of the whites, with 70 per cent of the differences significant at the .05 level and 40 per cent significant at the .01 level of confidence. A comparison of these percentages show them to be almost the same as for the total rating scale. For the whole scale, 76 per

cent of the obtained differences were significant at the .05 level while 38 per cent were significant at the .01 level of confidence.

III. IMPLICATIONS OF THE RESULTS TOWARD DESEGREGATION

Implications of the Study for Desegregation

As previously stated, the purpose of this study did not include the direct study of possible desegregation of Southern white and Negro teachers and pupils. However, this study would normally have implications for studies of desegregation. The results of this study could conceivably be used by advocates of either desegregation or of continued segregation.

In Favor of Desegregation

This study indicates Negroes are better trained, in semester hours and degrees, than their white counterparts. In spite of this seeming superiority, these Negro teachers, as a group, are inferior to the whites. It may follow that Negro teachers, who will be trained along with whites from elementary school through graduate school, will as a group, be as good as white teachers.

Negro teachers could possibly improve their teaching by being integrated into faculties with white teachers. Since white teachers are superior, in the area of this study at least, Negro teachers could improve their teaching through observing superior teachers, joint faculty meetings, grade level meetings, and informal sharing of ideas.

A general integration of teachers and pupils could improve the culture of Negroes in general. As the research and observation have shown, Negroes are supposed to transmit a "white" culture. If Negroes are to teach this culture to their children, why not let them do it in a real-life situation instead of in an artificial atmosphere provided by enforced segregation?

According to the democratic belief, Negroes are entitled to an education equal to that of any other group. Many Southerners have argued that education of Negroes can be equal even though separate. Negro children are not receiving equal education if their teachers are inferior to whites regardless of equal expenditure per school child, equal quality of buildings and equipment, transportation, and other educational opportunities. Few will deny that quality of teaching is a primary concern in education.

Segregation, by its nature, places the Negroes in an inferior status and this could cause Negroes to have inferiority complexes. Needless to say, this feeling of inferiority would adversely affect the quality of education.

In Favor of Continued Segregation

Proponents of status quo, or segregation, could use some results of this study to present their case.

It is possible that a mixing of the two races would lower the general culture of the whites without raising the culture of Negroes. One area of weakness, Use of English, among the

Negroes could have adverse affects upon the whites since children learn much language through their peers. Also, children taught by Negro teachers with poor speech habits could acquire these habits.

This study has shown Negro elementary school teachers, in Galveston County, are inferior to white teachers. In a completely integrated school, the Negroes, with a surplus of Negro teachers and a shortage of white teachers, could eventually dominate the teaching field in many areas. This could possibly have a drastic effect upon our educational system and general culture.

A Compromise Approach

There are indications that inferior Negro colleges may be largely responsible for producing inferior teachers. Research has shown colleges in the South have been, in a few cases, easily integrated. If all teacher training institutions were integrated, this would theoretically equalize training of white and Negro teachers, resulting in an equal opportunity of education for whites and Negroes in an otherwise segregated educational system.

Negro teachers could work with the white teachers in workshops, grade level meetings, and conferences in order to share ideas between the two groups. This has been practiced several years in one school system in the county. There has been no apparent objection on anyone's part, and administrators think these joint meetings have helped teachers in both groups

become better teachers.

IV. GENERALIZATIONS CONCERNING THE STATUS OF ELEMENTARY EDUCATION IN GALVESTON COUNTY

Uniformity of Methods

This study was primarily concerned with differences; however, the uniformity of basic teaching methods throughout Galveston County was a significant finding. Although a certain amount of consistency is wanted and expected, too much uniformity could possibly stifle new ideas and experimentation. There appeared to be little experimentation in progress in either of the two groups. Teaching of reading, which was receiving emphasis in all the schools of the area of the study, was approached in a similar manner in every school.

Uniformity of methods is indicated by the large percentage of teachers rating in the average rank, three. Also, an analysis of medians show, with two exceptions, that medians fell in the average range for all items for both groups. Table XVIII shows that in nine of the thirty-five items on the scale the percentage of teachers being assigned average ratings exceed 70 per cent of the total of white teachers. Using a similar criterion for the Negro groups, five of the thirty-five items showed 70 or more per cent in the average range. This indicates a large degree of uniformity, or perhaps conformity, among the Negro group, though not as pronounced as in the white group.

Although the Negro group scored below the white teachers

in thirty-four of the items, it is significant to note that all except one of these median ratings were above average. However, analyses of the distributions of ratings among the five ranks give information not found in the medians. In many instances where medians were similar, many more Negroes scored the lower two ranks, one and two.

Strengths Observed in the Area Among Both Groups

Pupils, Negro and white, seemed happy in school throughout the county. There were indications that children enjoyed doing their school work. Generally, children liked and respected their teachers. Evidence gleaned from the subjective reports on the scale warrant these conclusions. There is no way of comparing white and Negro children in this respect.

An analysis of the questionnaires shows the teachers of this county to be well-trained professionally in degrees and number of hours in education courses. The large percentage of teachers with advanced degrees in education show teachers have continued their college training past minimum requirements. The high standards of certification reflect credit upon the teaching profession.

Teachers gave the impression of being dedicated and conscientious. Of course, teachers were on their best behavior during the observation period, but the observer found many clues to denote a false impression. For instance, he detected one situation where a teacher substituted a review lesson to enable her pupils to make a better showing. Notwithstanding this

situation, the evidence indicated teachers worked hard at their positions and had no need to apologize for the amount of work done.

The emphasis upon reading and other tool subjects showed teachers were not spending the day with the "frills and fads" as some critics of education seem to think. The elementary teacher's day is still primarily concerned with teaching the so-called fundamental subjects: reading, language, arithmetic, geography, and history.

There was much evidence in use of visual aids. Sixteen millimeter movies and thirty-five millimeter filmstrips were in general use. Bulletin board displays and other educational displays were in general use in all schools.

Weakness Observed in the Area Among Both Groups

As shown in the section on materials, teachers rely heavily on textbooks for organization and as a major source of materials. Many teachers followed the textbooks blindly regardless of the content or arrangement. This indicates a possible lack of knowledge concerning information to be taught.

A related weakness observed was the failure to utilize available community resources. Being familiar with the county, the investigator knew of many resources that could have enriched teaching in many cases. Reasons for this failure were not apparent; however, the investigator felt many teachers did not make the effort to find and use available resources. On the other hand, it may be that most teachers do not know how to use

and are not aware of the vast amount of help to be found in their communities.

Regardless of what has been said about pupil-teacher planning, project teaching, and related philosophy, many teachers continued to dominate the class and rely heavily on the lecture method of teaching.

There was much waste of time during reading periods. As mentioned previously, the standard method of teaching reading included three groups, with the teacher working with one group while the other two groups worked independently. Often these two groups were doing absolutely nothing and other times pupils were engaged in meaningless work. The investigator believed this situation should be carefully analyzed in all the schools of the county.

Recognizing Merit of Teachers

Many educators and laymen recognize the need to pay teachers according to merit, and not to base the salary on college training and experience alone. The primary reason merit is not used in many schools in determining salary is that no acceptable measure of good teaching has been devised. The results of this study in the application of a rating scale may have some implications for this problem. For the purpose of merit rating this scale could be lengthened and applied several times during the year by several people, including the teacher being rated, and the results could be used as a factor in determining teaching competencies.

Need for More Men in the Field of Elementary Education

The questionnaire showed that men elementary teachers were almost nonexistent in Galveston County. Most educators and laymen believe the schools should have more men teachers. Administrators and patrons interested in the welfare of the elementary schools should make efforts to attract more men to the field of elementary school work.

Use of English by Negro Teachers

The improper use of oral language by many of the Negroes was one of the most pertinent findings of the study. It is general knowledge that Negroes of the South have characteristic speech patterns, but it would normally be thought that a Negro college graduate could be expected to exhibit acceptable speech habits. The speech of Negro teachers could conceivably be improved by an intensive inservice education program. This glaring deficiency, although often considered characteristic of Negroes, could be reduced by proper action and emphasis.

Significant Differences in Medians

Using as a criterion greatest contrast between Negro teachers' medians and medians of whites on items of the rating scale, seven items show large differences in favor of the whites. In other words, comparing the Negroes to the white group, these items are indications of biggest differences of the Negro group. They are listed in order of largest differences: Uses Correct Grammar, Uses a Variety of Settings in Presenting

Lessons, Personal Grooming, Wise Use of Texts, Uses Many Materials, Establishes Rapport Quickly, and Makes Smooth Transition.

In analyzing the foregoing differences, Uses a Variety of Settings, Wise Use of Texts, Uses Many Materials, and Makes Smooth Transitions form a group. The study does not determine reasons for these differences. It does seem, however, that nature of teacher training may have a relationship to these items. The other two, Uses Correct Grammar and Personal Grooming, appear to be related to the culture of the Negro caste.

Effect of Discrimination Upon Teacher Competency

Discrimination has undoubtedly adversely affected the Negro teachers as it has Negroes in general. An analysis of the subjective information obtained in each class independent of the rating scale indicates little discrimination in many areas. Median number of pupils were 26.14 for whites and 27.5 in the Negro classes. This difference would seem rather insignificant. Generally, Negro school buildings and equipment were slightly inferior to those provided for the whites. However, there was considerable difference among buildings for white students. Negro teachers seemed to receive an equal amount of books and teaching supplies. Notwithstanding these aspects of similarity or slight discrimination, many other immeasurable results of discrimination could affect the Negro teachers' ratings.

V. SUGGESTIONS FOR FURTHER STUDY

Further Use of the Methods of this Study

As suggested in the purposes of this study, it was the hope of the investigator that others may use the methods of this study in comparing other groups of teachers. Not only could white and Negro teachers be compared in other areas of the South but groups of teachers of the same race could be compared. Also, a comparison of white and Negro teachers of the secondary schools of Galveston County could be made.

Using the results of this study, several changes could be made to insure more accuracy. It would be better, in many respects, to have the ratings made by a panel of raters rather than one person. This group could practice their evaluations until a degree of reliability was achieved. If possible, some measures of controlling bias should be instituted. Having a panel of observers would not necessarily prevent bias; the whole group could have similar biases.

The investigator thinks the rating scale is basically a sound instrument. However, a large subjective section could be organized in such a manner to prevent elimination of pertinent data. For instance, several questions requiring short answers could be attached to the rating scale.¹ Each item should be thoroughly defined (as in Chapter IV) before the ratings are made.

¹See Appendix B

The accompanying questionnaire should be lengthened considerably. Detailed information concerning the complete schooling of the teacher would be interesting and perhaps informative. Family background and culture in which the teacher was reared should be investigated thoroughly.

If practicable, information obtained from the questionnaire should be correlated with total ratings to determine any existing relationships.

Since many unsuccessful studies have been made attempting to find what made superior teachers, the teachers rating superior could be singled out for additional study.

VI. SUMMARY

The results of the questionnaire indicated the white and Negro groups were similar in marital status, number of children, and certification. The Negroes had slightly more Master's degrees and far more hours in professional education. The spouses of the Negro teachers were more in the laboring class, probably due to the Southern caste system.

In studying the seven areas of the rating scale, it was noted that there were correlations among the three, Personal Appearance, Relationship With Pupils, and Ability to Control Groups. The differences found in the largest area, Presentation of Lessons, indicated a relationship to the entire rating scale.

The results of this study could be used for persons in favor of segregation or by groups advocating desegregation.

The large numbers of teachers in both groups being

rated as average, plus the fact that all medians except two fell in the average range, indicates much uniformity of teaching methods in Galveston County.

Some general strengths observed were:

1. Children seemed to enjoy school
2. Teachers, except one, had college degrees; and many had advanced degrees.
3. Teachers were dedicated and conscientious.
4. Fundamental subjects were not being neglected.
5. Visual aids were used extensively.

Some general weaknesses observed were:

1. Teachers put too much emphasis on textbooks.
2. Community resources were not used sufficiently.
3. Lecture method was used too much.
4. Teachers tended to dominate classes.
5. There was waste of time during reading instruction.

When compared to medians of white teachers, most contrast was found in the following items: Uses Correct Grammar, Uses a Variety of Settings in Presenting Lessons, Personal Grooming, Wise Use of Textbooks, Uses Many Materials, Establishes Rapport Quickly, and Makes Smooth Transition.

There seemed to be little discrimination in this county regarding class size, buildings and equipment, and teaching materials. Immeasurable aspects of discrimination could affect teaching competencies.

The methods of this study, with improvements, could be used in further studies of groups of teachers.

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APPENDIX

APPENDIX A

A SCALE FOR EVALUATING TEACHING

Name of Teacher _____ School _____ W C
 Grade _____ Subject _____

	5	4	3	2	1
	Superior	Above average	Average	Below average	Poor
I. Personal Appearance					
A. Suitability of dress	5	4	3	2	1
B. Personal grooming	5	4	3	2	1
C. Poise	5	4	3	2	1
D. Cheerfulness	5	4	3	2	1
E. Vitality	5	4	3	2	1
II. Relationships with Pupils					
A. Establishes rapport quickly	5	4	3	2	1
B. Anticipates friction and guards against it	5	4	3	2	1
C. Is well liked	5	4	3	2	1
D. Is respected	5	4	3	2	1
III. Use of Materials					
A. Wise use of texts	5	4	3	2	1
B. Uses supplementary texts and references	5	4	3	2	1
C. Uses audio-visual materials	5	4	3	2	1
D. Uses periodicals	5	4	3	2	1
E. Uses community resources	5	4	3	2	1
IV. Use of Lesson Assignments					
A. Assigns in terms of individual needs	5	4	3	2	1
B. Uses problem-type assignments	5	4	3	2	1
C. Uses project-type assignments	5	4	3	2	1
D. Uses assignments involving research	5	4	3	2	1
V. Ability to Control Groups					
A. Commands the situation at all times	5	4	3	2	1
B. Uses class selected standards	5	4	3	2	1
C. Establishes habits of self-direction of pupils	5	4	3	2	1
D. Makes smooth transition from one activity to another	5	4	3	2	1

VI. Ability to Care for Individual Needs		
A. Is aware of social and emotional needs of each pupil		5 4 3 2 1
B. Provides for growth of each pupil in the light of his needs		5 4 3 2 1
C. Uses grouping techniques to reach children of various levels of progress		5 4 3 2 1
VII. Presentation of Lessons		
A. Has well-prepared lesson plans		5 4 3 2 1
B. Stimulates interest in class or group		5 4 3 2 1
C. Provides for continuous use of acquired learning		5 4 3 2 1
D. Presents lesson on the level of the experience of the child		5 4 3 2 1
E. Makes use of preview and review techniques		5 4 3 2 1
F. Uses a variety of setting in presenting lessons		5 4 3 2 1
G. Uses pleasant and expressive voice		5 4 3 2 1
H. Uses many materials		5 4 3 2 1
I. Uses correct grammar and spelling		5 4 3 2 1
J. Uses legible and attractive handwriting		5 4 3 2 1

Subjective report:

Note: Answers to questions on next page were listed here and on additional paper.

APPENDIX B

SUGGESTED QUESTIONS TO BE ANSWERED AT EACH
VISIT IN ADDITION TO RATING SCALE

1. How many pupils in the class?
2. Describe arrangement of desks.
3. Describe bulletin boards and general appearance of the room.
4. What are childrens' reaction to the teachers?
5. What books are in evidence?
6. What other materials are available?
7. Write quotations from the teacher and children that may be pertinent to evaluation.
8. Describe dress of the teacher and her general appearance.
9. What methods of group control does the teacher use?
10. How are transition periods handled?
11. Describe in detail lessons in progress during the visit, their organization and apparent results.
12. Did the teacher seem to feel ill at ease during your stay?
13. Did you detect evidences of physical activities for the benefit of the observer?

APPENDIX C

QUESTIONNAIRE TO ALL TEACHERS

Note to the teacher:

This information will be confidential and none of this will be divulged. I am interested only in general results.

1. Name _____
2. School _____
3. Age _____ (This is strictly confidential, and I am not trying to be personal. This fact is very important to the study since I must determine the average age of teachers in this county.)
4. Married _____ divorced _____ widow(er) _____ single _____ (check one)
5. Children (number and ages) _____
6. Occupation of spouse _____
7. Colleges attended and degrees received _____
8. Years of teaching experience _____ (include this year)
9. Teaching certificates you now possess. (check ones that apply)
 Professional Elementary _____
 Professional Elementary and Secondary _____
 Provisional Elementary _____
 Provisional Elementary and Secondary _____
 List any other _____
10. Give hours (semester) you have completed in education courses. Include both graduate and undergraduate. _____

I appreciate your cooperation in filling out this short questionnaire. Please mail it in the enclosed self-addressed envelope.

W.M. Stoker

La Marque, Texas