MANUSCRIPT

COMPENDIUM FOR THE COUNCIL ON RURAL EDUCATION

MEMORANDUM ON WORK IN PROGRESS (AS OF JUNE 5, 1936)

BY

DEPARTMENT OF SOCIAL SCIENCE
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COMPENDIUM FOR THE COUNCIL ON RURAL EDUCATION

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WORK IN PROGRESS

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SECTION I. INVENTORY AND DISCUSSION OF STATISTICS NOW ON COUNTY CARDS

A. INTRODUCTION

B. LIST OF ITEMS ON COUNTY CARDS

C. DESCRIPTION, DISCUSSION, SOURCES, ETC. OF EACH ITEM, AND APPENDIX

A. As indicated in a previous inventory (dated 4/2/36), data were tabulated on data sheets for each county in the following states and sections:

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia, and for border counties in Delaware, Illinois, Indiana, and Missouri.

For some items (e.g. - value of school buildings and grounds) data were available for only a few of the states listed, and not at all for other states. In some cases, the data were not available for whites and Negroes separately, and for some items (e.g. school expenditures), the data, though available according to race, were not comparable from one state to another, due, for example, to considerable lack of uniformity in state reports on education. Every effort was made to get data for the year 1930, for two reasons: (1) to compare with the U. S. Census, and (2) it was assumed that "conditions were normal then". In some cases, it was necessary to use data for such years as 1931-32 or 1928-29.

In respect of statistics on education, no two states had the same bookkeeping system for that year (though an effort is now being made by the U. S. Office of Education to encourage the states to adopt uniform systems for collecting and reporting such statistics). Nevertheless, sufficient uniformity in reporting one or two items existed, and this will make possible comparison of a large number of counties in the South (e.g. - prevalence of one-teacher schools).

Due to these factors, and due also to re-definitions as the study proceeded, of what states compose "the South," it became advisable to tabulate data on county cards for 13 states only, as follows:

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas*, and Virginia.

*In Texas, only counties with at least 10% of the population Negro were taken.

For some items (e.g. certification of teachers), data were available and were put on county cards for only two or three of these states. Another item, to be discussed in detail later in this section, is that of "per pupil expenditures", figures for which appear on county cards for all 13 states but which are really only roughly comparable for seven (7) of the states, while data for the remaining six (6) states vary from one state to the next. Even when the states used the same names for the various bookkeeping categories in which "expenditures" are classified, it was not possible to be sure that they were equivalent, because so many elements of interpretation, accuracy, and even sheer honesty in reporting (especially expenditures for Negro schools) participate in their composition. These difficulties, familiar to workers in this

field, make it necessary that our handling of statistics for the compendium - sources, methods of tabulation and calculation, etc., - be explained as clearly and as carefully as possible.

B. LIST OF ITEMS TO BE FOUND ON COUNTY CARDS.

The items as listed on the Master Card (corrected 5/8/36) are numbered from 1 to 52. In the following list, these numbers are retained but the items are here arranged in groups to facilitate discussion:

I. Population:

Age-grades:- items 1 to 12:

1. Total population, age 5-9
2. Total population, age 10-14
3. Total population, age 15-19
4. Total population, age 5-19 (sum of 1,2, & 3)
5. Total white population, age 5-9
6. Total white population, age 10-14
7. Total white population, age 15-19
8. Total white population, age 5-19 (sum of 5,6, & 7)
9. Total Negro population, age 5-9
10. Total Negro population, age 10-14
11. Total Negro population, age 15-19
12. Total Negro population, age 5-19 (sum of 9, 10, & 11)

Population - composition:

13. Per cent Negroes are of the total population in the county.
14. Per cent of Negroes that are urban.

II. Education

Expenditures by race:

Education (continued)

15. Per pupil expenditures for education (white)

16. Per pupil expenditures for education (Negro)

17. Ratio between white and Negro expenditures (dollars and cents reduced to the nearest 10th - e.g. $3.65 is written 3.7).

- Prevalence of one-teacher schools:

18. Total number of white schools in county.

19. Total number of one-teacher schools (white)

20. Per cent of total white schools that are one-teacher schools.

21. Total number of Negro schools in county.

22. Total number of one-teacher schools (Negro)

23. Per cent of total Negro schools that are one-teacher schools.

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- Certification of teachers:

25. Number of teachers having first class certificate (white)

26. " " " " second class certificate (white)

27. " " " " permits (white)

28. Number of teachers having first class certificate (Negro)

29. " " " " second class certificate (Negro)

30. " " " " permits (Negro)

34. Per cent of teachers having first class certificate (white)

35. " " " " " second " " "

36. " " " " " permits (white)

37. Per cent of teaching having first class certificate (Negro)

38. " " " teachers " second " " "

39. " " " " " permits (Negro)

III. Occupations

40. Number of census occupational classes in which all males gainfully occupied appear.

41. Number of census occupational classes in which all Negro males gainfully occupied appear.

42. Per cent Negro males are of total males gainfully occupied.

43. Per cent of Negro males that are in agriculture. (Census occupational class).

44. Per cent of Negro females that are in "Other personal and domestic service".

45. Number of census occupational classes in which white males appear but Negro males do not. ("Index of occupational differentiation").

46. Number of census occupational classes in which white females appear but Negro females do not. ("Index")

47. Number of census occupational classes in which all females appear.

48. Number of census occupational classes in which Negro females appear.

49. Per cent Negro females are of total females gainfully occupied.

IV. "Wealth" or "buying power"

24. County population per individual income tax return.

V. Illiteracy:

31. Per cent illiteracy for county (all whites and Negroes).
32. Per cent illiteracy for native whites.

33. Per cent illiteracy for Negroes.

VI. "Prevalence of printed matter".

50. Number of weekly newspapers published in county.

51. Circulation (combined) of weekly newspapers published in county.

52. Circulation in county of 15 national magazines combined.

C. DESCRIPTION, DISCUSSION, SOURCES, ETC. OF EACH ITEM

I. Population:

Population of school age:
Items 1 to 12:

a. Description: These data give the number of persons in each census age-grade for school population (5-9, 10-14, 15-19 years), and the total number of persons 5-19 years of age, for the total county population, for whites only, and for Negroes only.

b. States for which data are on cards: each of the 13 states.

c. Use of the data: provides on inspection the number of "educables"; counties may be grouped according to these figures for total, or white, or Negro "educables".

d. Date and source: 1930, U. S. Census, bulletins for states, Population, Composition and Characteristics; (also in Population, Vol. III, Table 11 for each state, Population by Age, Color, Nativity and Sex for Counties).

e. Calculation for data sheets: addition of items 1, 2, and 3 to find item 4; addition of 5, 6, and 7 to find 8; addition of 9, 10, and 11 to find 12. Also - addition of 5 and 9 to find 1, 6 and 10 to find 2, 7 and 11 to find 3, 8 and 12 to find 4 (which latter provided a check on all the addition).

Composition of population: items 13 and 14.

a. Item 13 - Per cent of Negroes are of total population in county (i.e., number of Negroes divided by total population in county).

Item 14 - Per cent of Negroes that are urban (i.e. - number of Negroes who live in urban districts, according to the census definition (places of 2500 population and over), divided by total Negro population of county).

b. States for which data are on cards: for item 13, all 13 states; for item 14: all states except Maryland and Virginia: in Virginia the census gives county rural population separately from city population, so that the Negro population of all the cities in each county would have to be divided by the total county population (urban and rural) to find the per cent of Negroes that are urban. Unless this item is absolutely necessary for Virginia, these calculations will probably not be done. As for Maryland, only Baltimore city is separated in the census from Baltimore County, and the card for the latter county should be corrected.

c. Use of data: item 13 will show a significant (negative) correlation with school expenditures for Negroes; item 14 will show a significant (positive) correlation with Negro school expenditures. (E.g. in North Carolina, having 100 counties, the correlation between per pupil expenditures for Negroes and per cent Negroes are of total county population is: - .339; for expenditures and per cent Negroes are urban: .633).

d. Date and source: 1930, U. S. Census, Negroes in the United States, Appendix, page 681 et seq., Characteristics of Negro Population by Counties.

e. Calculation for data sheets: none, percentages given by census document.

II. Education

Expenditures by race: items 15, 16, and 17.

a. Description: 15. Per pupil expenditures for education (white);

16. Per pupil expenditures for education (Negro);

17. Ratio between white and Negro per pupil expenditures (15 divided by 16) - dollars and cents reduced to the nearest tenth - e.g. $3.65 (spent for each white child to every $1. spent for each Negro child) written as 3.7.

II. Education, (cont'd)

b. States for which data are on cards: figures for each of the 13 states are on cards, but see appended discussion by states which indicates the degree to which such data are comparable from one state to another. Roughly comparable for: Alabama, Arkansas, Florida, Georgia, Louisiana, North Carolina and South Carolina. Inadequate for accurate comparison in: Kentucky, Maryland, Mississippi, Tennessee, Texas, and Virginia.

c. Use of data: Items 15 and 16, and the Ratio between them (item 17) are, first, a rough indication of the degree of discrimination in each county between whites and Negroes in respect of school expenditures, and second, a rough measure of the differences between states, regions and counties in respect of support of education in general, and of Negro education in particular. Assuming that high per pupil expenditures mean better education than low expenditures, correlations between these items and other statistics on basic social and economic conditions may indicate, first, some conditions that are associated with "better" and "poorer" education for Negroes, and second, what counties and regions possess those conditions for "better" education, or lack them. (Some sample correlations from tests on North Carolina, 100 counties: Per pupil expenditures, Negro, and - Per cent of Negro men that are in Agriculture - r equals - .6245

Per cent of Negro women that are in Domestic Service - r . 474)

d. Date and source: see appended discussion by states. In general, the year 1930 was chosen wherever data were available, and annual or biennial reports of state departments of education were used.

II. Education (cont'd)

e. Calculation: see appended discussion by states. In general, when the data were available, "total current expenditures for elementary and high school, exclusive of general control and capital outlay" were divided by "average daily attendance," by race, to find "per pupil expenditures." This formula fitted the greatest number of states, (7), while modifications were necessary for others (6). The Ratio, as explained under (a) above, was found by dividing item 15 by item 16.

Prevalence of one-teacher schools: Items 18 to 23.

a. Description: 18. Total number of white schools in county.

19. Total number of one-teacher schools (white).

20. Per cent of total white schools that are one-teacher schools.

21. Total number of Negro schools in county.

22. Total number of one-teacher schools (Negro).

23. Per cent of total Negro schools that are one-teacher schools.

b. States for which data are cards: 12 states, all except Florida. Data not given in state report for latter.

c. Use of data: items 20 and 23 may show: 1. discrimination between whites and Negroes in respect of prevalence of one-teacher schools; 2. differences between states, regions, counties, etc.; and may make possible correlations with statistics on other basic social and economic conditions (E.g. - item 23 in test correlation in North Carolina, 100 counties: item 23 and per cent Negroes are of total county population: r equals - .536). The figures given in some state reports refer to "all schools" in the county, including city and consolidated schools, in other states refer to rural schools only, and in others refer to elementary schools only.

II. Education (cont'd)
Prevalence of one-teacher schools

Nevertheless, data for whites and Negroes are on the same basis in each state, taken by itself, so the percentages (items 20 and 23), taken as indices of discrimination, are comparable from one state to the next.

d. Date and source: by states -

Alabama - Annual Report for the School Year ending June 30, 1930, issued by the State Board of Education, 1930. Table 69, Distribution of Rural Enrollment by Size of Schools, Table 70, pp. 186-189; Table 61 and Table 62, pp. 176-177.

Arkansas - Biennial Report of State Superintendent of Public Instruction, 1928-29, 1929-30: Tables XV-A, XV-B, pp. 244-249: Number of Schools by Size (Number of Teachers).

Georgia - 58th and 59th Annual School Report, 1929 and 1930. Table VII - White Schools - According to Size, pp. 186-191; Table XIII - Colored Schools - According to Size, pp. 222-227.

Kentucky - Biennial Report of Supt. of Public Instruction, for the biennium ending June 30, 1931, Part II, Statistical p. 24, General School Statistics, School Year ending June 30, 1930.

Louisiana - Eighty-first Annual Report for 1929-30, issued by State Supt. of Education, October 1930 - Table 8, Number and Size of Schools, pp. 88 and 91.

Maryland - Sixty-fourth Annual Report of State Board of Education for year ending July 31, 1930, pp. 93-94: Table 65, Number of White Elementary Schools having the following number of teachers, school year 1929-30, p. 219, Table 145, Number of Colored Elementary and High Schools having following number of teachers, school year 1929-30.

II. Education (cont'd)
Prevalence of one-teacher schools

Nevertheless, data for whites and Negroes are on the same basis in each state, taken by itself, so the percentages (items 20 and 23), taken as indices of discrimination, are comparable from one state to the next.

d. Date and source: by states -

Alabama - Annual Report for the School Year ending June 30, 1930, issued by the State Board of Education, 1930. Table 69, Distribution of Rural Enrollment by Size of Schools, Table 70, pp. 186-189; Table 61 and Table 62, pp. 176-177.

Arkansas - Biennial Report of State Superintendent of Public Instruction, 1928-29, 1929-30: Tables XV-A, XV-B, pp. 244-249: Number of Schools by Size (Number of Teachers).

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Kentucky - Biennial Report of Supt. of Public Instruction, for the biennium ending June 30, 1931, Part II, Statistical p. 24, General School Statistics, School Year ending June 30, 1930.

Louisiana - Eighty-first Annual Report for 1929-30, issued by State Supt. of Education, October 1930 - Table 8, Number and Size of Schools, pp. 88 and 91.

Maryland - Sixty-fourth Annual Report of State Board of Education for year ending July 31, 1930, pp. 93-94: Table 65, Number of White Elementary Schools having the following number of teachers, school year 1929-30, p. 219, Table 145, Number of Colored Elementary and High Schools having following number of teachers, school year 1929-30.

Mississippi - Biennial Survey, 1931, Bulletin No. 67. Research Bulletin No. 1, issued by State Supt. of Education, 1931. Tables 10 and 12, pp 51 and 53 (includes consolidated schools in total number of schools).

North Carolina - Biennial Report of Supt. of Public Instruction for the School Years 1928-29, 1929-30, Part III, Section I.D. p. 265, Table XXXVI, Size of Rural Elementary Schools Taught, 1929-30.

South Carolina - Sixty-third Annual Report of the State Supt. of Education, 1931, p. 133, Table XVII, Number of districts and schools with 1 teacher, 2 teachers, 3 teachers, 4 teachers, and more than 4 teachers.

Tennessee - Annual Report of the Dept. of Education for scholastic year ended June 30, 1930, p. 94, Table XXII, Number of Elementary Schools - County and City. (County figures only taken, so "per cent of all schools" means per cent of county (rural) schools).

Texas - Twenty-sixth Biennial Report State Dept. of Education, 1928-30, Austin, March 1931, p. 427, Number of schools having 1, 2, 3, 4, or more teachers, 1929-30.

Virginia - Annual Report of the Supt. of Public Instruction, school year 1929-30, Richmond, September 1930 -- p. 153 - School Buildings and Appliances.

e. Calculation: 1. In most cases, the number of schools by size had to be added to find the total number of schools, white, Negro; 2. To find percentages, the number of one-teacher schools was divided by the total number of schools, by race.

Certification of teachers: Items 25 to 39.

a. Description: see list pages 3 and 4 of this section.

b. States for which data are on cards: only for Georgia, Maryland, South Carolina, and Tennessee. Reason: other states do not give data by

counties, though some give state totals.

c. Use of data: These data probably cannot be used, except in a very limited way, for the following reasons: 1. only four states provide figures by counties; 2. the categories differ from one state to the next; 3. the state reports do not define what is meant by each grade of certificate. Nevertheless, correlations may be run for each of the three states where data are available, with attention only to the difference between certification of white and of Negro teachers, without precise knowledge of that difference.

In taking the data from reports for the data sheets, three kinds of certification were distinguished: "first class," "second class" and "permit". In the case of Georgia, the report gives "state certificates - new form" (for men and women together) in seven categories, of which the first three (Professional College, Professional Normal, and Professional Elementary) were taken as "first class," the four (Provisional College, Provisional Normal, Provisional High School or Junior College, and Provisional Elementary) were taken as "second class," and the number of teachers remaining (unaccounted for) were taken as having "permit" certificates, (probably issued by County Superintendent on the basis of state examinations). In the case of South Carolina, the categories in the state report were "first grade," "second grade," and "third grade" and were taken in that order (men and women combined, by race). In the case of Tennessee, 8 categories are given in the report, of which the first 3 (Permanent Professional, 4-year Professional, Limited Training Professional) were taken as "first class" certificates, the next 4 (Permanent Examination, 4-Year Examination, 5-Year Examination, and 2-Year Examination) were taken as "second class," and the last category (Permit) was taken as "permit". (Men and women were combined, by race).

Certification of teachers: Items 25 to 39 (continued)

In the case of Maryland, the state report gives three grades, of which the first (El. Prin. and First) was taken as "first class," the second (Second) was taken as "second class" and the third (Third) was taken as "permit."

d. Date and Source:

Maryland: 1930 Report of State Department of Education: Table X, p. 340 (for white elementary teachers), and Table XIII, p. 343 (for colored elementary teachers).

d. Date and source:

Georgia - Fifty-eighth and 59th Annual Reports - Table VI, White Schools - Teachers, pp. 180-185; Table XII, Colored Teachers, pp 216-221.

South Carolina - Sixty-first Annual Report of State Supt. of Education, 1929, p. 66, Table VI, Number of teachers employed according to certificate grades.

Tennessee - Annual Report of Department of Education for year ending June 30, 1930: p. 98, Table XXIV, Certification of Teachers, County Elementary, White; p. 100, Table XXV, Certification of Teachers, County Elementary, Colored.

e. Calculation: addition to find total teachers; percentages are self-explanatory.

III. Occupations. Items 40-49

a. Description of data: (see list, pp 2 and 3 of this section.

- Items 40, 41, 47 and 48:- The U. S. Census lists for each county the total persons ten years of age and over who are gainfully occupied in each of about 40 recognized occupations: e.g. "Agriculture," "Banking and brokerage," "Chemical and allied industries," etc. In the southern states, data for Negroes (male and female) are presented separately from data for "all persons" (including Negroes). For item 40, the number of occupational categories (e.g. - "Banking and brokerage") in which all males are represented were counted for each county. Similarly, items 41, 47, and 48 were obtained.

- Items 45 and 46:- "Index of occupational differentiation" - for item 45, this "Index" is found by subtracting item 41 from item 40, the remainder being the "number of census occupational classes in which white males appear but Negro males do not". This is based upon the assumption, not once controverted by inspection of a number of these census

tables, that Negroes are never represented in an occupational class (of the census definition) in which whites are not also represented. (i.e. - the census figure for "number of persons" (white and Negro) in any single census occupational category is always larger than, and never equal to, the corresponding figures for "number of Negroes" (alone) in that category. Therefore, the difference between "total" and "Negroes" is always "whites".) The "Index" may be zero (0) meaning that whites and Negroes appear in the same number of census occupational classes, but the "Index" says nothing about the actual number of persons (whites or Negroes) involved, - the number of Negroes in each of the categories may be larger or smaller than the number of whites in the corresponding categories without affecting the "Index." If any one county the "Index" is (1), and in another county (10), one may say: "In the first county, Negroes are more differentiated occupationally among themselves compared to whites in that county than they are in the second county, again compared to whites in that county". That the degree of differentiation among Negroes corresponds pretty closely to that among whites, by counties, might be established by running correlations between items 40 and 41 (for males) and items 47 and 48 (for females). For item 46 ("Index" for females), item 48 was subtracted from item 47, on the same assumption as for item 45.

- Items 42 and 49: (male, female): both percentages are obtained in the same manner: by dividing total Negroes (male, female) gainfully occupied, by the total persons gainfully occupied (male, female).

- Items 43 and 44: both percentages are obtained in the same manner: by dividing the number of Negroes (male, female) in the specified occupational classes by the total number of Negroes (male, female) gainfully occupied.

b. States for which data are on cards: all 13 states.

c. Use of the data:-

Items 45 and 46: "Index of occupational differentiation" - a rough measure of the extent to which Negroes share the division of labor characteristic of the whites, in each county, and likewise, a rough measure of the extent to which Negroes are differentiated among themselves occupationally. (For the latter, inspection of items 40, 41, 43, 44, 47, and 48 will prove more revealing than inspection of the "Index" alone, for each county). These statistics may be considered rough measures of "economic opportunities," with which "per pupil expenditures" (especially for Negro children) may be correlated. A high "Index" (say, 11, meaning low differentiation among Negroes) and a high percentage of Negro males in Agriculture will probably prove to be characteristic of counties with low "per pupil expenditures" for Negro schools, and a high Ratio of discrimination in school expenditures in favor of white pupils. (Sample correlations from test in North Carolina, 100 counties:- Per pupil expenditures, Negro, and -

Per cent Negro men in Agriculture - r equals - .6245

* - Index for Negro males - r " - .337

Per cent Negro women are in domestic service - r " .474

*N.B. - negative correlation: as the "Index" goes down, (i.e. as Negroes become more differentiated occupationally, compared with whites) Negro per pupil expenditures go up).

Items 40, 41, 42, 47, 48, and 49 will probably be less useful in getting correlations and comparing counties and regions than the other four items (43, 44, 45, 46) discussed above.

d. Date and source of the data: 1930, U.S. Census, Vol. III. Population, Part 1 and Part 2, - Table 20 for each state.

e. Calculation: as explained above, counting the categories in the Census tabulation was involved in obtaining items 40, 41, 47, and 48; 45 was obtained by subtracting 41 from 40; 46 was obtained by subtracting 48 from 47. The percentages are self-explanatory.

IV. "Wealth" or "Buying Power": Item 24.

a. Description: #24, County population per individual income tax return (i.e. - total county population, as of 1930, divided by the total number of individual income tax returns for the year 1928, in each county).

b. States for which data are on cards: all 13 states.

c. Use of data:- This figure, ranging from as low as 20 to as high as 6,000 persons per return, is probably the simplest and at the same time the most adequate index of "buying power" available. More complicated indices - such as number of persons per telephone, number per automobile, number of domestic electric consumers per thousand population, and indices combining these - seem to tell just about the same story that this simpler index does. In areas where rural income is very considerably derived from "live-at-home" farming this index does not express "consuming power" perhaps as clearly as it does in cities, but it may be expected to provide significant correlations with such school facts as per pupil expenditures.

"The individual Federal income tax figures .. give.. a useful and trustworthy measure of the medium and high grade market; and when used in connection with the population figures they give a good check on the probable value of a market for commodities the price for which represents a serious sales obstacle.

"One great drawback to the use of individual Federal income tax returns as a measure of purchasing power lies in the large number of untaxable factors in incomes in certain agricultural areas. "This objection is a real one in those counties where there is no town or city to bring up the average, for in such counties the number of returns in proportion to the total population will be unduly small. There are, however, not many such counties". (from: "Retail Shopping Areas", edition of 1927, J. Walter Thompson & Co., New York - Preface, page iv.)

d. Date and source of data: population, 1930 (U. S. Census); income tax returns, 1928. County population per individual income tax return:- "Population and its Distribution," J. Walter Thompson & Company, New York, 1931, Fifth Edition.

e. Calculation: none necessary: figure is given by counties in source document.

V. Illiteracy: items 31, 32, and 33.

a. Description: "Per cent illiteracy" is based on: total number of persons 10 years of age and over who cannot read or write (Census definition) divided by population of county. Item 31 includes illiteracy for all whites (foreign and native born) and all Negroes. Item 32 is illiteracy for native whites only; item 33 for Negroes only.

b. States for which data are on cards: all 13 states.

c. Use of data: correlations will be possible between illiteracy and school expenditures, "buying power," "prevalence of reading matter", etc.

d. Date and source of data: 1930: U. S. Census, Vol. III, Population, Part 1 and Part 2, Table 13 for each state, giving data by counties.

e. Calculation: none necessary, percentages being given in Census.

VI. "Prevalence of Printed Matter": items 50, 51, and 52.

a. Description of data:

50. Number of weekly newspapers published in county.

51. Circulation of weekly newspapers published in county (includes circulation among non-residents of county).

52. Circulation in county of 15 national magazines combined (see under d. Date and source, for list of magazines), for 1928.

b. States for which data are on cards: all 13 states.

c. Use of data:- The present data would have to be reduced to some such figures as the following before simple correlations would be possible: "County population per weekly newspaper". "Circulation of weekly newspapers per thousand of county population," "Magazine circulation per thousand of county population", etc.

d. Date and source of data:

50 and 51:- Directory of Newspapers and Periodicals, N. W. Ayer and Son, 1932: data as of July 1, 1932.

52: Market Data Handbook of the United States, Domestic Commerce Series No. 30, p. 11 et seq., U. S. Dept. of Commerce, Washington, 1929. See following abstract from this document:

"Circulation of Fifteen National Magazines Combined, 1928 -- (presented for the first time through the courtesy of the International Magazine Company) -- These figures ... represent the circulation statements of each publication. In general, they were obtained from the 1928 statements, as will be noted. The periodicals included in the totals are as follows: The American Magazine, 1928; Better Homes and Gardens, 1927; Collier's 1928; Cosmopolitan, 1929; Delineator, 1928; Good Housekeeping, 1929; Ladies' Home Journal, 1928; Liberty, 1928; Literary Digest, 1926; McCall's, 1928; National Geographic, 1928; Pictorial Review, 1926; Red Book, 1928; Saturday Evening Post, 1928; Woman's Home Companion, 1928".

e. Calculation: none necessary: item 52 was given, by counties. Item 50 involved a bit of addition. Item 51 was obtained by combining the circulation of all the weekly newspapers in each county, which involved rearranging the data, originally given by cities of publication, by counties, and some addition.

APPENDIX A - Discussion by states of Items 15, 16, and 17:- Per pupil expenditures (white, Negro), and ratio between white and Negro per pupil expenditures.

States for which items 15, 16, and 17 have been put on county cards:

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. (Total 13).

Data on per pupil expenditures have not been obtained for: Delaware, Illinois, Indiana, Missouri, Oklahoma, or West Virginia. (Total 6)

States in which data for per pupil expenditures are roughly comparable:

Alabama, Arkansas, Florida, Georgia, Louisiana, North Carolina, South Carolina. (Total 7).

States in which data for per pupil expenditures are not satisfactory for comparison: Kentucky, Maryland, Mississippi, Tennessee, Texas, and Virginia. (Total 6).

(See Summary at the end of this Appendix)

Outline for the following discussion of data by states:

State, and document used as source for data.

1. Summary description of data, and samples for the state.
2. Counties included in card file. (all or certain ones)
3. Scholastic grades - for which data are available
   " " " have been put on county cards.
   Civil divisions and school districts - for which data are available -Civil divisions and school districts for which data are on county cards.
4. Formula used for finding items 15 and 16, if the items have not been computed in the state report itself. Page and table references. Meaning of terms.
5. Possibilities of comparison with other states.

1. Alabama - Annual Report for the School Year ending June 30, 1930, issued by the State Board of Education, 1930.

1. "Per pupil expenditures, Elementary and High School, county only, based on total current expenditures in Day Schools and Average Daily Attendance, grades 1-12."

Samples: White	Negro
$106.38	$ 7.14
58.86	25.47
27.48	14.73

2. All counties in the state included.

3. "Total current expenditures in Day Schools" available only for Elementary and High School combined. This was taken. (Expenses for Instruction only, are separated for Elementary and High School - not taken). Average Daily Attendance is given separately for Elementary (grades 1-6) and for High School (grades 7-12), but the total ADA (both El. and H. S.) was taken for data sheets. Data for "total current expenses" and ADA is available for cities (separate from county figures), but the figures taken are for county systems only, exclusive of city schools, and are on data sheets.

4. Formula: Per pupil expenditures (white; Elem. and High School; county only) equals - Total current expenses in Day Schools (white) - p 237; divided by - the sum of:- ADA Grades 1-6 (white) and ADA H.S. 7-12 (white) - page 197.

Per pupil expenditures (Negro; Elem. and High School; county only) equals - Total current expenses in Day Schools (colored) - p. 277; divided by - the sum of:- ADA Grades 1-6 (Negro) and ADA H.S. 7-12 (Negro) p. 253.

4 (cont'd)

"Total current expenses in Day Schools" includes: "General Control, Instruction, Operation of School Plant, Maintenance of School Plant, Auxiliary Agencies, and Fixed Charges (Rent, Insurance, etc.)" (i.e. - practically everything except capital outlay and interest). ADA - or - Average Daily Attendance: "In the individual school, ADA is obtained by dividing the aggregate attendance by the length of term in days." (p. 160 of Annual Report, 1930). "Aggregate attendance is the sum obtained by adding together the number of days attended by individual pupils." (p. 159). "Length of term in days is the net average number of days on which children were in the classroom and receiving instruction". (p. 160). (N.B. - these definitions held for most states using such terms).

5. Possibilities of comparison: "Per pupil expenditures" in Alabama are probably comparable to such data for: Arkansas, Florida, (although data for Arkansas and Florida are based on county totals, including city systems); Louisiana, North Carolina and South Carolina (although data for last three are also based on county totals, including city systems). Most closely comparable for Georgia.

2. Arkansas - Biennial Report of State Superintendent of Public Instruction, 1928-29, 1929-30.

1. "Per pupil expenditures, all grades, Elementary and High School, county totals, including cities, based on Total current expenditures a and Average Daily Attendance, all grades."

Samples:	White	Negro
	$80.22	$12.29
	63.81	33.78
	34.57	27.85

2. All counties in the state included.

3. "Total current expenditures" are available only for Elementary and High School combined, and this total was used. Attendance (ADA) is available separately for Elementary and High School, but ADA - Grand Total - All grades was used. For expenditures and ADA, county totals include city figures and latter cannot be separated. County totals were used.

4. Formula:

Per pupil expenditures (white; all grades, El. & H.S) Total current expenditures (white; 1929-30; p. 288) equals - Average Daily Attendance - white - Grand Total - All grades (Table III-A, p. 164.

Per pupil expenditures (Negro; all grades, el. and high school) equals - Total current expenditures (Negro; 1929-30; p. 288) divided by - ADA - Negro - Grand Total - All grades (Table III-B, page 170).

"Total current edpenditures" includes "general control, instruction, operation, maintenance, auxiliaty agencies, and fixed charges" and excludes "debt service and capital outlay."

5. Possibilities of comparison: "Per pupil expenditures" in Arkansas are probably most closely comparable to such data for: Florida, Louisiana, North Carolina and South Carolina; less comparable for: Alabama and Georgia. (q.v.)

3. Florida - Biennial Report of the Superintendent of Public Instruction, for the two years ending June 30, 1930.

1 "Per pupil expenditures, all grades, elementary and high school combined, county totals, including cities, based on total expenditures for schools proper and Average Daily Attendance, all grades".

Samples:	White	Negro
	$137.00	$32.05
	50.74	3.89

2. All counties in the state included.

3. "Total expenditures for schools proper" (by race) are available only for elementary and high school combined, and this total was used. (Detailed expenditures are separated in the report by elementary, junior and senior high schools, but a great deal of calculation would be necessary if total expenditures were not taken as given). Average daily attendance for 1928-29 is not available in the state report for elementary and high school separately, so total was taken.

For expenditures and ADA, county totals include city figures and the latter cannot be separated. County totals were used. N.B. - data for 1928-29 were taken because for 1929-30 data on teachers' salaries only are available in the report, not total expenditures.

4. Formula: Per pupil expenditures (white; 1928-29; El. & H.S.) equals - Total expenditures for schools proper (white; 1928-29; p. 268) divided by - Average Daily Attendance (white; 1928-29; El. & H.S; p. 240). Per pupil expenditures for schools proper (Negro; 1928-29; p. 268) divided by - ADA (Negro; El. & H. S.; 1928-29; p. 240)

"Total expenditures for schools proper" include "county and district" (county and city) expenditures, but exclude "administration, buildings and equipment." I.e. - "Total expenditures for schools proper" in-

cludes: "Salaries of teachers, repair of buildings, insurance, rent, janitors, fuel, free books, transportation, and incidentals".

5. Possibilities of comparison: "Per pupil expenditures" in Florida appear to be most closely comparable to such data for: Arkansas, Louisiana, North Carolina and South Carolina; less comparable for: Alabama and Georgia.

4. Georgia - Fifty-eighth and 59th Annual School Report, 1929 and 1930.

1. "Per pupil expenditures, all grades, El. & H.S., county system only, excluding cities, based on total expenditures less Debt Service and Capital outlay, and Average Daily Attendance, all grades".

Samples:	White	Negro
	$89.24	$12.74
	24.60	8.90
	27.05	.27

2. All counties in state included.

3. The figure taken for "Per pupil expenditures" is given in the state report, as "Cost per pupil in Average Daily Attendance". Although the state report does not define this term explicitly, it was possible to deduce its composition: Total expenditures, less Debt Service and Capital Outlay, for elementary and high school combined, divided by ADA El. and high school, combined, equals "Cost per pupil in ADA". (Teachers' salaries are available by race, by county and city separately, for elementary and high school separately, but these figures were not used, the "Cost per pupil in ADA" being given in the report). ADA is available only for elementary and high school combined and cannot be separated.

All the data on which "Cost per pupil in ADA" are based, as well as that figure itself, are available for county systems and city school systems separately; the data for county systems do not include city systems, and figures for county systems only were taken.

4. Formula: See paragraph 3, above: "Cost per pupil" was given in state report ("Cost per pupil in ADA - white" p. 198; "Cost per pupil in ADA - Negro", p. 234), and formula was deduced as described above.

Georgia (cont'd)

"Total expenditures, less Debt Service and Capital Outlay" include: "General control, Instructional service, operation of plant, maintenance, fixed charges, and auxiliary agencies".

5. Possibilities of comparison: "Per pupil expenditures" in Georgia are probably most closely comparable to such data for: Alabama (only). Somewhat comparable for: Arkansas, Florida, Louisiana, North Carolina and South Carolina (although data for these are based on county totals, including city systems).

5. Kentucky - Biennial Report of Superintendent of Public Instruction for the Biennium ending June 30, 1931, Part II, Statistical.

1. "Per pupil expenditures, elementary schools only, county system only, excluding cities, based on estimated total expenditures for salaries of elementary teachers and Attendance in Elementary schools."

Samples: White Negro

$49.81 $43.75

17.97 27.67 (very few Negro pupils)

2. All counties in state are included.

3. The state report does not provide "Total expenditures" by race, so it was necessary to use the only financial data available by race: the "Average Annual Salary" (not including Principals), Elementary and High School separated and not totalled, men and women separated and not totalled, for county and city systems separately and not totalled, county figures only being taken. Data for elementary only were taken, to avoid too much calculation. It is now evident that no amount of calculation, using the figures available in this state report, could have resulted in data comparable to that for other states.

"Enrollment" and "Attendance" are available in the report for Elementary and High School separately and are not totalled, and "Attendance" (apparently meaning Average Daily Attendance but not explicitly defined) for Elementary school only was taken, again in order to avoid extensive calculation. "Data for county systems, exclusive of cities, were taken".

4. Formula: Same formula for both white and Negro, data from same page and table, "General School Statistics, School year ended June 30, 1931", p. 80. "Per pupil expenditures for salaries of elementary teachers" equals - "Total number of male and female elementary teachers"

Kentucky (cont'd)

multiplied by "Average annual salary (not including Principals) for Elementary school teachers" (taking male or female average annual salary, whichever is higher, divided by - "Attendance in Elementary Schools."

5. Possibilities of comparison: "Per pupil expenditures" in Kentucky are possibly comparable to such data for: Tennessee (doubtful), and Virginia (though based on Enrollment in elementary school rather than attendance).

6. Louisiana - Eighty-first Annual Report for 1929-30, issued by State Superintendent of Education, October, 1930.

1. "Per pupil expenditures, all grades, Elementary and high school combined, county (parish) totals, including cities, based on "Total current payments, exclusive of capital outlay and tuition paid to other parishes, 'and average daily attendance', "all grades".

Samples: White	Negro
$102.00	$11.84
105.04	14.56
80.97	38.06

2. All parishes in state included.

3. The figure taken for "Per pupil expenditures" is given in the state report (p. 106, Table XII), by race, as the "Average cost per pupil of average attendance" for both Elementary and High School, separately and totalled (or averaged), for parishes and city systems combined and not separable. Although the state report does not define this term ("Average cost per pupil of average attendance") explicitly, it was possible to deduce its composition: "Total current payments" including "General control, instruction, operation of school plant, maintenance of school plant and auxiliary agencies" and excluding "capital outlay and tuition paid to other parishes" divided by Average Daily Attendance (Elementary and High School combined). (Data are available in the report for teachers' salaries but these figures were not used, the "Average cost per pupil" being given). ADA is available by race for Elementary and High School separately and totalled.

All the data on which "Average cost per pupil" are based, as well as that figure itself, are available for parishes only, including city systems, and these totals were taken.

Louisiana (cont'd)

4. Formula: See paragraph 3, above; "Average cost per pupil" was given in state report (p. 106, Table XII) (for the school year 1929-30), and the formula was deduced as described above. For meaning of terms used in formula, see paragraph 3 above.

5. Possibilities of comparison:- "Per pupil expenditures" in Louisiana are probably comparable to such data for: Arkansas, Florida, North Carolina and South Carolina (in which elementary and high school, county and city are combined).

7. Maryland - Sixty-fourth Annual Report of State Board of Education for year ending July 31, 1930.

1. "Per pupil expenditures, Elementary grades only, county totals including cities (except in the case of Baltimore County in which Baltimore city figures are separate from county and county figures only were taken), based on Current expenses, exclusive of general control and Average number (of pupils) belonging, Elementary grades."

Samples: White	Negro
$60.99	$21.99
50.59	39.44
58.04	19.03

2. All counties in state included.

3. The figure taken for "Per pupil expenditures" is given in the state report (p. 259, Table 168, "Cost per day school pupil belonging and rank in cost per pupil belonging for current expenses (excluding general control) by types of schools for year ending July 31, 1930"), by race, as "Cost, excluding general control, per day school pupil in elementary schools," for elementary and high school separately but not totalled (or averaged), for counties including city systems (except in the case of Baltimore County figures for which exclude Baltimore city which is given separately), and figures for cities (other than Baltimore) cannot be separated.

The formula used to find this figure, "Cost per pupil belonging" was deduced as follows:- Total current expenses, exclusive of general control and capital outlay, but including: "Total cost of supervision and instruction, operation of school plant, maintenance of school plant including rent, and auxiliary agencies," divided by "Average number belonging" (pro-

Maryland (cont'd)

bably equivalent to Average Daily Attendance) equals "Cost per day school pupil belonging". "Average number belonging" is available by race for Elementary and High School separately, but the "Cost per pupil" figure taken is for Elementary schools only. (Data are available by race for teachers' salaries, etc., but these were not taken).

4. Formula: see paragraph 3, above; "Cost per pupil" was given in state report (p. 259, Table 168), for the school year 1929-30, and the formula used was deduced as described above.

5. Possibilities of comparison: "Per pupil expenditures" in Maryland are <u>not</u> comparable to such data for any other state of the 13 states taken. (As in other cases where comparison is impossible on this basis, the Ratio between white and Negro per pupil expenditures might be used, but the comparison would be strictly limited to the scope of this rough index of discrimination in favor of whites).

8. Mississippi - (a) Biennial Report and Recommendations of the State Superintendent of Public Education, to the Legislature of Mississippi, for the Scholastic Years 1931-32 and 1932-33. - (for ADA).

(b) Biennial Survey, 1931, Bulletin No. 67, Research Bulletin No. 1, issued by the State Superintendent of Education, 1931 - A Biennial Survey of Public Education in Mississippi - (for expenditures by race).

1. "Per pupil expenditures, Elementary and High School combined, county systems only, excluding separate school districts rural and urban, based on expenditures for Instructional Service for 1929-30, and Average Daily Attendance for 1931-32, Elementary and High School combined".

Samples:	White	Negro
	$117.21	$23.64
	29.02	1.83

2. All counties in the state included.

3. From source (a) - Bulletin No. 67, Table 79, pp. 205-218, were taken figures for Instructional Service expenditures, by race, Elementary and High School combined and not separable, by county systems excluding separate school districts, rural and city. (I.e., - figures for separate districts are available, but those for county systems only were taken). These were the only figures on school expenditures that were separated in the state reports according to race. From source (b) - Biennial Report 1931-32 and 1932-33 - were taken figures on Average Daily Attendance (Table 1, page 77) for 1931-32, again for county systems excluding figures for separate school districts (urban and rural).

It was necessary to take the ADA for 1931-32 because that is the only year for which such data are given. For 1930, only the U. S. Census of children 5-21 years old and the Mississippi School Census of 1929,

Mississippi (cont'd)

figures for children in the same age group, are available (Bulletin 67, Table 36, p. 101). Discrepancies between the U. S. Census and the Mississippi School Census are numerous (e.g. - Mississippi reporting in some cases over 50% of the Negro population of a county in that age grade - 5 to 21 years. Counties falsely report a large number of Negro children in order to get more money from the legislature, which money can then be diverted to the white schools). So the ADA, even for 1931-32, is about as close to accuracy as possible.

Data for ADA and for expenditures for Instructional Service are available by race, by county systems only, and by separate school districts (urban and rural) only, and county systems and separate districts are not totalled in the report for ADA, but <u>are</u> totalled for expenditures. Figures for county systems alone were taken for the county cards.

4. Formula: See paragraph 3 above: Expenditures for Instructional Service for 1929-30 were divided by Average Daily Attendance for 1931-32. For complete exposition of the items included by Mississippi under the term "Instructional Service" - see Biennial Survey, Bulletin No. 67, p. 199, from which the following is abstracted:

> "Under instructional service all items that have to do with the supervision of instruction, the administration of instruction, and the actual classroom teaching should be classified. The salaries of supervisors of instruction, their supplies and office help should be charged to instructional service. The salaries of principals of schools, supplies for their offices and their office help properly belong to instructional service. The salaries of teachers and the supplies used in the process of instruction properly belong to instruction." (I.e., stationery, record forms, library expenses, and even "expenditures incident to commencement exercises" are included).

5. Possibilities of comparison: "Per pupil expenditures" in Mississippi are not closely comparable to such data for any other state included in this study. Data for Texas (q.v.) are most nearly equivalent, and data for Tennessee are somewhat equivalent.

9. North Carolina - Biennial Report of Superintendent of Public Instruction for the School Years 1928-29, 1929-30, Part III, Statistical Report 1929-30: (a) for expenditures: Section I, A, Financial, Table V, p. 41.

(b) for ADA " " I, B, Pupil, Table EIV, p. 133.

1. "Per pupil expenditures, Elementary and High School combined, 1929-30, county totals including city systems, based on 'Net C. E. Expenditures' and Average Daily Attendance, all schools."

Samples:	White	Negro
	$69.80	$25.40
	64.85	41.58
	36.40	13.75

2. All counties in the state included.

3. Expenditures by race are available for rural and city systems separately, but the county totals (both rural and city) were taken. Expenditures by race are available only for Elementary and High School combined.

Average Daily Attendance is available for rural and city systems separately, but county totals again were taken. ADA by race is available for Elementary and High School separately and totalled, but to match for data for expenditures it was necessary to take ADA for "all schools" combined.

North Carolina (cont'd)

4. Formula: "Net C.E. Expenditures" by race were divided by ADA by race to find "Per pupil expenditures". (See sources of data cited above, next to "9 North Carolina ...").

"Net C. E. Expenditures" equal "Total current expense fund" less "Payment of principal on temporary loans." "Total current expense fund" includes:- "General control, Instructional service, Operation, Maintenance, Fixed charges, and Auxiliary agencies," and excluded: "Total capital outlay and Total debt service fund".

5. Possibilities of comparison: "Per pupil expenditures" in North Carolina are most closely comparable to such data for: Arkansas, Florida, Louisiana, and South Carolina; less comparable for Alabama, and Georgia (q.v). Not at all comparable for: Kentucky, Maryland, Mississippi, Tennessee, Texas and Virginia.

10. South Carolina - Sixty-first Annual Report of the State Superintendent of Education, 1929.

1. "Per pupil expenditures, Elementary and High School combined, 1928-29, county totals including city systems, based on 'Total expenditures for all purposes' and 'Average attendance'."

Samples:	White	Negro
	$174.20	$ 8.77
	99.22	20.75

2. All counties in the state included.

3. Expenditures by race are available only for counties, including city systems which are not separable - from county totals, and the latter were taken. Expenditures are available only for Elementary and High School combined.

"Average Attendance" (taken to mean Average Daily Attendance) is available by race for "Town" and "Country" schools separately and totalled, and the totals (town and country) for each county were taken. These data are not available at all for Elementary and High School separately, so total for all grades combined was taken.

4. Formula: The figure taken as "Per pupil expenditures" is given in the state report (page 68, Table VII - Per Capita expenditure, according to Average Attendance) by race. Although the report does not explicitly state the composition of this figure, it was possible to deduce it as follows: "Total expenditures for all purposes" (as given by race in Table II, page 58) including: "Teachers' salaries, furniture and apparatus, fuel and incidentals, libraries, transportation of pupils, grounds, buildings, repairs, rent, bonds - interest" divided by "Average Attendance" for all grades (as given in the report by race, Table III. p. 62).

South Carolina (cont'd)

5. Possibilities of comparison: "Per pupil expenditures" in South Carolina are most closely comparable to such data for: Arkansas, Florida, Louisiana and North Carolina; less comparable for Alabama and Mississippi, Georgia (q.v). Not at all comparable for: Kentucky, Maryland, Tennessee, Texas and Virginia.

11. Tennessee - "The Distribution of Funds for Salaries between the Racial Groups in Tennessee, A Study of the Per Capita Expenditures for Teachers' Salaries by Racial Group and Racial Population Ratio in Tennessee", by Harold Spencer Brown, (M.A. Thesis, September 1933, Department of Education, Fisk University).

1. "Per capita expenditures (scholastic population, 5-19 years), 1930-31, county totals including city systems, based on Total expenditures for teachers' salaries, (all grades, El. and H.S.) and school population, age 5-19 years (as given in U.S.Census, 1930)"

Samples:	White	Negro
	$27.84	$19.59
	11.94	15.35

2. All counties in the state included.

3. The only data for "per pupil (or per capita) expenditures" available in this thesis (see source) are those taken. (More recent state reports (e.g. for 1935) provide data more comparable to that for other states taken for the compendium, but in the early stages it seemed advisable to use Mr. Brown's thesis, for two reasons: (1) our aim was to gather data for the year 1930, or as near that time as possible; (2) it was possible to avoid considerable time-consuming calculation by taking figures already worked up.)

Tenntesee (cont'd)

Mr. Brown's thesis presents "Per capita expenditures" for four principal cities in Tennessee, but his data for counties include city systems, figures for which are not given separately in his thesis except for the four cities mentioned, as follows:

City	Per capita expenditures for salaries	
	Negro	White
Nashville	$17.10	$26.21
Chattanoota	17.00	28.12
Knoxville	23.60	34.23
Memphis	15.65	39.21

(These figures are based on salaries and school population, using the same formula as in the case of counties).

4. Formula: Total salaries divided by school population (5-19 years). Mr. Brown's thesis - p. 34, Table VI.

5. Possibilities of comparison: "Per capita expenditures" in Tennessee are not strictly comparable to such data for any other state taken, but are roughly comparable for Texas (q.v. - Texas' figures exclude city systems, while Tennessee's data include them).

12. Texas - Twenty-sixth Biennial Report- State Department of Education, 1928-30, Austin, Texas, March 1931.

1. "Per pupil expenditures, Elementary and High School combined 1929-30, common school districts only, excluding city systems, based on "Total salaries, male and female teachers totalled, common school districts only, and Total enrollment, Elementary and High School combined.

Samples:	White	Negro
	$55.86	$14.55
	19.50	15.33
	24.88	24.32

2. Data were obtained only for counties whose population was 5% or more, Negro.

3. The only data available in the report on expenditures by race are those taken - i.e., total salaries. Total salaries are available by race, by counties, for "common school districts" which do not include "independent school districts" in cities and towns, and the latter are available separately (though not listed by counties) but totals for "common school districts" in each county was taken. Teachers' salaries are available only for Elementary and High School combined and not separable.

No figures for "Average Daily Attendance" are available in the state report. The data taken are "Enrollment" figures, available for Elementary and High School separately and totalled (total was taken), and available for "common school districts" and "independent districts" separately and totalled (data for "common school districts" only were taken).

Texas (cont'd)

4. Formula: "Total salaries" (total for male and female teachers in common school districts in each county) by race (1929-30, found on pages 487-492 of state report) were divided by "Total enrollment" by race, Elementary and High School combined, common school districts only, 1929-30 (found on pages 340-387 of the report), to find "Per pupil expenditures".

5. Possibilities of comparison: "Per pupil expenditures" in Texas are not strictly comparable to such data for any other state taken, but are roughly comparable for Tennessee (q.v.).

13. Virginia - Annual Report of the Superintendent of Public Instruction, School Year, 1929-30, Richmond, September 1930.

1. "Per pupil expenditures, Elementary schools only, county systems only, excluding cities, based on Disbursements for Instruction and Enrollment, Elementary grades only".

Samples:	White	Negro
	$37.95	$7.56
	7.18	---
	11.47	12.25

2. All counties in state included.

3. The only data available in the report by race are those taken, "Per capita cost instruction" (page 148 of the report). These are available in the report for Elementary and High School grades separately and combined, and the figures for Elementary schools only were taken (because many counties report no expenditures for Negro High Schools). These data are given for cities separately, but county figures, excluding cities, were taken.

Enrollment and Attendance are given in the report by race, for all grades combined and inseparable, but these data were not taken because the "Per capita cost instruction" was given in the report. These figures were also available by cities separately, but county figures only were (by deduction) used in the formula by which the report obtained "Per capita cost instruction".

4. Formula: "Per pupil expenditures" (for instruction) were given in the report and the formula used was deduced as the following: Disbursements, 1929-30, for Instruction, divided by Enrollment in Elementary schools.

Virginia (cont'd)

(Disbursements for Instruction included teachers' salaries and did not include "Instructional Costs").

5. Possibilities of comparison: "Per pupil expenditures" in Virginia are roughly comparable to such data only for: Kentucky (q.v). Not at all comparable for any other state taken.

SUMMARY - Possibilities of Comparison

"Per pupil expenditures" and the Ratio between white and Negro per pupil expenditures may be handled in several different ways in the Compendium. The best methods appear to be the following:

A. Maps

1. By mapping per pupil expenditures for whites)
2. By mapping per pupil expenditures for Negroes)
3. By mapping the Ratio between white and Negro)

using three colors, perhaps, with a different scale for each state (since the range differs for each).

Contiguous "lows" and "highs" graphically portrayed would indicate how these "school facts" tie in with differences and similarities in social organizations by agricultural, industrial and other areas. (Counties having less than 10 per cent or less than 5 per cent of their population Negro could be left blank, since per pupil expenditures in such counties are frequently unusually high due to the high cost of operating schools for a small school population).

B. Correlations

1. Using per pupil expenditures in states by groups of states according to comparability of data.

2. By establishing correlations with per pupil expenditures and Ratio within each state and then listing the correlations by states.

3. By relying for correlations upon the Ratio alone, dealing with all the states taken, despite the fact that the Ratio says nothing about the actual amounts spent per pupil and despite the fact, too, that the Ratio is sometimes misleading.

4. Using per pupil expenditures by groups of states for which data are comparable and selecting counties by area-types and area sub-types for running correlations therein.

All these methods depend to a considerable extent on the degree to which data are comparable. The following summarizes the information on this point which has already been presented by states.

"Per pupil expenditures, Elementary and High School, county only, excluding cities, based on Total current expenditures and Average Daily Attendance": Alabama, Georgia.

"Per pupil expenditures, Elementary and High School, county totals, including cities, based on Total current expenditures and Average Daily Attendance": Arkansas, Florida, Louisiana, North Carolina, South Carolina.

"Per pupil expenditures, Elementary only, county system only, excluding cities, based on estimated total expenditures for salaries of elementary teachers and attendance in elementary schools." - Kentucky. (Virginia).

"Per pupil expenditures, Elementary grades only, county totals including cities (except Baltimore County which excludes Baltimore city figures), based on Current expenses, exclusive of general control, and average number of pupils belonging, elementary grades." - Maryland.

"Per pupil expenditures, Elementary and High School, county systems, excluding separate school districts rural and urban, based on expenditures for Instructional Service and ADA, all grades". - Mississippi. (Texas, but see below).

"Per capita expenditures (scholastic population, 5-19 years), 1930-31, county totals including city systems, based on Total expenditures for teachers' salaries (all grades, Elementary and High School), and school population, age 5-19 years (as given in U.S. Census, 1930). Tennessee.

"Per pupil expenditures, Elementary and High School combined, 1929-30, common school districts only, excluding city systems, based on Total salaries, male and female teachers totalled, common school districts only, and Total enrollment, Elementary and High School combined, common school districts only". Texas (Mississippi, but see above)

Data for per pupil expenditures are comparable between states for:

1. Alabama and Georgia taken together.
2. Arkansas, Florida, Louisiana, North Carolina and South Carolina, taken together.

Data are only roughly comparable between states for:

3. Kentucky and Virginia, taken together.
4. Mississippi and Texas, taken together.

Data are not at all comparable for:

5. Maryland
6. Tennessee

SECTION II

STATISTICS TO BE TABULATED AND THEN PUT ON COUNTY CARDS

COMPENDIUM - STATISTICS - WORK IN PROGRESS

SECTION II. STATISTICS TO BE TABULATED AND THEN PUT ON COUNTY CARDS (5/25/36)

A. INTRODUCTION

B. LIST OF ITEMS TO BE ADDED (Items 53 to 76)

C. DESCRIPTION, DISCUSSION, SOURCES, ETC., OF EACH ITEM

D. ESTIMATED TIME TO GATHER AND PUT ALL DATA ON COUNTY CARDS

A. Introduction

In an earlier "Memorandum on Work in Progress" (circa March 1st), a "tentative working outline for gathering materials by counties and by race" listed among other things certain statistical items which have not been tabulated or put on the county cards described in Section I of the present memorandum (e.g. - "educables per 1,000 population," "per cent of school population that is in school", "per capita tax allotment per educable," etc.) Due to the experimental approach necessarily used in obtaining and organizing statistics for this compendium, some of the items originally proposed have not been gathered, for three reasons: (1) our earlier lack of certainty as to the length of time to be allotted for the compendium and the amount of assistance to be made available, made it advisable to concentrate on a limited group of statistics; (2) for some items proposed, it was discovered that data were not available for: all the states, or by counties, or by race, or all three; and, (3) for other items, though data were available, their meaning was not clear, or comparisons between states and regions were difficult, if not impossible.

Nevertheless, a few items are needed to round out the basic statistics already on county cards, and this section will list and describe these. This second group of items may be added to the present county cards, but it may become necessary to group them on a second card for each county, in which case the second card may be a yellow one, to distinguish it from the first, a white card.

B. List of items to be added:

53. Total county population (1930)

54. Density (county population per square mile, 1930)

55. Per cent increase or decrease in county population between 1920 and 1930

56. Per cent of county population that is urban (1930).

57. Per cent that rural non-farm population is of total county population (1930).

58. Per cent of white farm operators that are full owners (1930).

59. Per cent of Negro farm operators that are full owners (1930).

60. Number of Rosenwald school buildings in county.

61. Per cent of all Negro school buildings that are Rosenwald buildings (i.e., - % that item 60 is of item 21 - Total number of Negro schools, 1930).

62. Total valuation of white school buildings in county system (1930).

63. Average valuation per white school building in county system (1930).

64. Total valuation of Negro school buildings in county system (1930).

65. Average valuation per Negro school building in county system (1930).

66. Ratio between white average valuation and Negro average valuation (item 63 divided by item 65). (1930).

67. Per pupil expenditures - white - in city school systems (in selected states, 1930)

68. Per pupil expenditures - Negro - in city school systems (in selected states, 1930).

69. Ratio between white and Negro per pupil expenditures in cities (1930) (item 67 divided by item 68).

70. Per cent of white enrollment that is in High School (for selected states, 1930).

71. Per cent of Negro enrollment that is in High School (for selected states, 1930).

72. Area-types and area-sub-types (including land-use, e.g. chief farm products).

73. Name and population of largest city in county (1930).

74. County population per weekly newspaper.

75. No. of persons (in county population) per subscriber (in weekly newspaper circulation).

76. No. of persons (in county population) per magazine subscriber (in circulation of 15 national magazines combined).

C. Description, Discussion, sources, etc., of Items 53 to 73.

Outline for discussion of each item:

a. description (number, etc.)

b. source and states to be taken.

c. tabulation and calculation.

d. use of the data.

Items 53, 54 and 55:

a. 53. Total county population (1930)

54. Density (county population per square mile, 1930)

55. Per cent increase or decrease in county population between 1920 and 1930.

b. All 13 states to be taken. Source: U. S. Census, 1930: Vol. I. Population. Table 3 for each state: column 2 for item 53, column 3 for item 54, column 8 for item 55.

c. No calculation necessary; data to be taken as given in Census volume. No tabulation on data sheets necessary. Item 55 to be written with a minus sign if a decrease has occurred, without a sign if an increase has occurred (as given in Census volume).

d. Use of the data: Item 53 - counties may be sorted by sheer size of population for correlations with per pupil expenditures, etc. Item 54 - counties may be sorted by population per square mile for similar correlations. Also to test what area-types ("cotton and corn" counties versus "tobacco and forage" counties) support the densest population. Item 55 - counties may be sorted into two or three groups for correlations with per pupil expenditures, etc. (e.g. - increase of over 10%, no change or less than 10% change, and decrease over 10%). Also - counties might be sorted for degree of change (decrease or increase, taken separately) for similar correlations (per pupil expenditures; area-types, etc.)

*Item 56.

a. 56 - per cent of county population that is urban (1930).

b. All 13 states to be taken (except perhaps Virginia and Maryland, where Census data on urbanization may not be given by counties). Source: U. S. Census, Vol. III. Part 1 and Part 2, Table 13 for each state, Composition of Population by Counties, 1930 (or bulletins for each state: Composition and Characteristics of the Population).

c. Tabulation and calculation: Tabulate - urban population and per cent urban population is of county total, or "Urban population, 1930" divided by "Total population, 1930." Tabulation on data sheets will be necessary. (N.B. - see Item 57).

d. Use of the data: 1. to define "city counties"; 2. to be correlated with school expenditures; 3. to test the extent to which Negro urbanization follows general urbanization (item 56 correlated with item 14, per cent of Negroes that are urban).

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*- Note: Item 74, 75 and 76 to be tabulated and calculated at the same time as Items 56 and 57. See page 18 of this Section for discussion of Items 74, 75, and 76.

*Item 57

a. 57 - per cent that rural non-farm population is of total county population (1930).

b. All 13 states to be taken. Source: U. S. Census, 1930, Volume III, Part 1 and Part 2, Table 13, Composition of Population by Counties, 1930, for each state.

c. Tabulation and calculation: To be tabulated at the same time Item 56 is taken. Formula: "Rural non-farm population" divided by "Total county population". Tabulation on data sheets will be necessary.

d. Use of the data: This percentage will indicate: (1) what part of the rural population gets a living from occupations other than agriculture; (2) and thereby define, perhaps, those counties that are not "city counties" but still have an "urban-industrial" type of population. Correlations with school expenditures, area-types, and per cent of population that is Negro, may be useful.

Item 58 and Item 59

a. 58 - per cent of white farm operators that are full owners (1930).
59 - per cent of Negro farm operators that are full owners (1930).

b. All 13 states to be taken. Source: U. S. Census, 1930, Agriculture, Vol. II. part 2. The Southern States, Reports by States with Statistics for Counties: County Table I (e.g. - page 174) and County Table I, Supplemental for Southern States (page 183, e.g.).

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* Note: Items 74, 75, and 76 to be tabulated and calculated at the same time as Items 56 and 57. See page 18 of this Section for discussion of Items 74, 75 and 76.

c. Tabulation and calculation: Take the following:

(1) white farm operators - Table I, first section, line 4.

(2) white full owners - Table I, second section ("Supplemental") line 3.

(3) Negro farm operators - Table I, first section, line 6.

(4) Negro full owners - Table I, second section ("Supplemental") line 5.

Tabulate (1) and (2), and then find per cent that (2) is of (1) - i.e. (2) divided by (1), equals Item 58. Tabulate (3) and (4), and then find per cent that (4) is of (3) - i.e., (4) divided by (3) equals Item 59.

(N.B. - Two additional sources may be used as a short cut: - a bulletin issued by the Virginia State Agricultural College (see Mr Jones) in which items 58 and 59 have already been calculated; and - the Census volume, Negroes in the United States, which gives the per cent of Negro farm operators that are owners for counties having more than 2,000 Negro farm operators in 1930. In the latter the counties are arranged according to the number of Negro farm operators, so they would have to be re-arranged by states and perhaps this would take longer than using the method outlined above).

d. Use of the data: - (1) counties may be sorted according to extent of ownership (white or Negro) to mark out areas, or correlate with area-types; (2) for correlations with school expenditures, etc. Is extensive Negro farm ownership a factor in making for higher expenditures for Negro schools?

Items 60 and 61.

a. 60. Number of Rosenwald school buildings in county.

61. Per cent of all Negro school buildings that are Rosenwald buildings (i.e. - per cent that item 60 is of item 21 - Total number of Negro schools, 1930).

b. All 13 states to be taken (i.e. - item 21 is on county cards for all states except Florida, so for that state it will be necessary to use figures now on data sheets for items 64 and 65, q.v.). Source: data sheets at the Nashville office of the Rosenwald Fund: data from questionnaires sent to county superintendents through state departments of education in 1935.

c. Tabulation and calculation: - On our data sheets on Number and per cent of one-teacher schools, etc., tabulate the Number of Rosenwald schools as given in the source data sheets, and then calculate for item 61 by dividing item 60 (number of Rosenwald Schools) by item 21 (total number of Negro schools, as already tabulated on our data sheets). N.B. - for Florida it will probably be necessary to make a new data sheet (since item 21 is not tabulated for that state).

d. Use of the data: (1) counties may be sorted according to item 61, and correlations with per pupil expenditures, etc., may be obtained; (2) also - correlations with: per cent of population that is Negro, extent of Negro farm ownership, per cent of Negro ADA that is in High School, etc.; (3) also - correlations with area-types.

Items 62, 63, 64, 65 and 66.

a. 62. Total valuation of white school buildings in county system (1930)

63. Average valuation per white school building in county system (1930.)

64. Total valuation of Negro school buildings in county system (1930).

65. Average valuation per Negro school building in county system (1930).

66. Ratio between white average valuation and Negro average valuation (item 63 divided by item 65) (1930).

b. States to be taken: 12 states, all except Texas (for which data are lacking). Source: data sheets loaned by Dr. Ullin W. Leavell, of Peabody College for Teachers, -- data worked out by Dr. Leavell and graduate students, for the year 1930, from state reports, and some correspondence with state departments of education. Valuation and number of schools are county totals not including city systems, Elementary and High Schools combined.

c. Tabulation and calculation: Tabulate the following on data sheets:

(1) Number of buildings in county school system for (a) whites (b) Negroes

(2) Total valuation of buildings in county system for (a) whites (b) Negroes

(3) Average valuation per school building for (a) whites (b) Negroes

(4) Ratio between white average valuation and Negro average valuation (calculated by dividing 3, a by 3, b).

Then (2,a) will be put on county cards as item 62; (3a) will be item 63; (2,b) will be item 64; (3,b) will be item 65; and (4) will be item 66.

d. Use of the data: An attempt was made to work out the per pupil valuation of buildings, but this was impossible because: (1) the attendance, or the enrollment, is not available for county school systems (separate from cities) in many states, and by race, and for elementary and high school combined; (2) no single system of valuation was used in all the counties, some states relying on county superintendent's estimates (or guesses), others reporting original cost of building, and a few probably employing some standard method or formula such as "original cost less depreciation" (depreciation at rates worked out for each type of building, whether frame, or brick, etc). Thus it was necessary to rely upon the ratio

between white average valuation and Negro average valuation, at least for an index by which to compare counties from one state to the next, and this may be the best index available, for at least it is highly probable that in each county (taken by itself), the total valuation of white and Negro buildings was estimated or calculated by the same person (usually the county superintendent) and by the same methods.

The ratio simply states that 'x' number of dollars are invested in the average white school building for every $1.00 invested in the average Negro building. As such, this ratio may be used in correlations as an index of discrimination between whites and Negroes in school plant investment. Within each state, it may be possible to work out correlations using the total and average valuations for each race, and then, in the compendium, list such coefficients of correlation by states. (I.e. - taking each state by itself, since it is impossible to be certain that the data are comparable from one state to the next).

Items 67, 68, and 69.

a. 67. Per pupil expenditures - white - in city school systems (in selected states, 1930).

68. Per pupil expenditures - Negro - in city school systems (in selected states, 1930).

69. Ratio between white and Negro per pupil expenditures in cities (1930). (Item 67 divided by item 68).

b. States to be taken: Data are not available for these items in 1930 state reports for: Arkansas, Florida, Louisiana, Maryland (except for Baltimore), South Carolina, and Tennessee. Data are unsatisfactory for Kentucky and Texas. Four different types of data are available for cities in the remaining five states:

Items 67, 68 and 69 (continued)

(1) Basing per pupil expenditures on: "total current expenditures", Elementary and High School combined, data already taken for county per pupil expenditures excludes city expenditures: Alabama and Georgia.

(2) Basing per pupil expenditures on: "total current expenses," Elementary and High School, combined, data already on county cards includes city expenditures: North Carolina.

(3) Basing per pupil expenditures on: "Instructional Service" only, Elementary and High School combined, data already on county cards excludes city systems: Mississisippi.

(4) Basing per pupil expenditures on: "Disbursements for Instruction" only Elementary school only, data already on county cards excludes city systems: Virginia.

Source of data: state reports for 1930; see below under (c) Tabulation.

c. Tabulation and calculation: discussion by states.

Alabama: "Per pupil expenditures, Elementary and High School combined, for city systems, based on total current expenditures in Day Schools and Average Daily Attendance Elementary and High School combined".

Tabulate: - (From Annual Report of State Department of Education, 1930) -

* (1) Total current expenditures in Day Schools (white), p. 237, for each of the 44 city systems; tabulate name of county, name of city, expenditures.

* (2) The sum of: Average Daily Attendance Grades 1-6 (white) and ADA H.S. grades 7-12 (white) on page 197; tabulate name of county, name of city, ADA.

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* N.B. - it will not be necessary to tabulate on data sheets items 1,2,3, and 4 - but it will be best to save the work-sheets on which items 5,6, and 7 will be calculated.

* (3) Total current expenditures in Day Schools (colored), page 277, etc.

* (4) The sum of: ADA grades 1-6 (colored) and ADA High School 7-12 (colored), page 253.

(5) "Per pupil expenditures - white" (No. 1 divided by No. 2) (Item 67)

(6) "Per pupil expenditures - colored" (No. 3 divided by No. 4) Item 68)

(7) Ratio between white and Negro per pupil expenditures (No. 5 divided by No. 6). (Item 69).

Georgia: "Per pupil expenditures, Elementary and High School combined, for city systems, based on Total current expenditures and ADA El. and High School combined". 58th and 59th Annual School Report, 1929 and 1930.

Tabulate: Name of county, name of city, and:-

(1) "Cost per pupil in ADA - white" - page 198. (Item 67).

(2) "Cost per pupil in ADA - Colored" - page 234. (Item 68).

(3) Ratio between white and Negro per pupil expenditures (No. 1 divided by No. 2). (Item 69).

N.B. - the state report gives "Cost per pupil in ADA" by counties, a nd by cities, for about 100 city systems. Cities must be tabulated here (as in other states) by the counties in which they are located, because this must later be put on county cards.

Mississippi: "Per pupil expenditures, Elementary and High School combined, for city systems, based on expenditures for Instructional Service (1929-30) and ADA 1931-32".

(1) Biennial Report 1931-32 and 1932-33, State Superintendent of Education (for ADA).

(2) Bulletin No. 67, Research Bulletin No. 1, A Biennial Survey of Public Education in Mississippi - 1931 (for expenditures).

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* N.B. - it will not be necessary to tabulate on data sheets items 1,2,3, and 4 - but it will be best to save the work-sheets on which items 5,6, and 7 will be calculated.

Mississippi (continued)

Tabulate name of county, name of city:

(1) Expenditures for Instructional Service - white: (From Bul. No. 67, Table 79, pp. 205-218).

(2) Average Daily Attendance - white (from Biennial Report, p. 77).

(3) Expenditures for Instructional Service - Negro; (from Bul. No. 67, Table 79, pp. 205-218).

(4) Average Daily Attendance - Negro (from Biennial Report, p. 77).

(5) "Per pupil expenditures - white" (No. 1 divided by No. 2) (Item 67)

(6) "Per pupil expenditures - Negro" (No. 3 divided by No. 4) (Item 68)

(7) Ratio between white and Negro per pupil expenditures (No. 5 divided by No. 6). (Item 69)

N.B. - Tabulate data by cities according to the counties in which they are located. Omit data for rural school districts which are designated in the source (Bul. No. 67) by "(R") a nd omit Agricultural High Schools, designated by "A.H.A." E.g. - in Alcorn County, take only Corinth and Rienzi - the two city systems, and omit: county total, Holly (R), West Corinth (R), and Alcorn A.H.S.

North Carolina: "Per pupil expenditures, Elementary and High School combined, for city systems, based on Net C. E. Expenditures and Average Daily Attendance, Elementary and High School combined."

Biennial Report, Superintendent of Public Instruction, 1928-29, 1929-30.

Tabulate name of county, name of city, and:

*(1) Net C. E. Expenditures - white; page 41, Table V - Summary of Expenditures by Funds ("Net C. E. Expenditures" equal Total current expense fund less payment of principal on temporary loans) '29-'30.

*(2) Average Daily Attendance, All Schools - white; page 144, Table XIV, (1929-30).

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*Note: as in other states, it is not necessary to tabulate Nos. 1, 2, 3, and 4 on data sheets, but only Nos. 5,6, and 7. Save work sheets, however. Note that the State report gives data for: County total (rural and city combined), Rural, and then by cities. Only the latter data are to be taken for this tabulation of "Per pupil expenditures for city systems," and are to be tabulated, as in other states, by counties in which cities occur.

North Carolina (continued)

*(3) Net C.E. Expenditures - Negro; page 41, Table V.

*(4) Average Daily Attendance - All Schools - Negro; p. 133, Table XIV.

(5) "Per pupil expenditures - white" (No. 1 divided by No. 2)(Item 67)

(6) "Per pupil expenditures - Negro" (No. 3 divided by No. 4) (Item 68).

(7) Ratio between white and Negro per pupil expenditures (No. 5 divided by No. 6). (Item 69).

Virginia: "Per pupil expenditures, Elementary only, for city systems, based on Disbursements for Instruction and Enrollment, Elementary Schools only". Annual Report of the Superintendent of Public Instruction, School Year 1929-30; Richmond: September 1930.

Tabulate name of county, name of city and:

(1) Per capita cost of instruction in Elementary schools - white;(p. 149 of state report). (Item 67)

(2) Per capita cost of instruction in Elementary schools - Negro:(p. 149) (Item 68).

(3) Ratio between white and Negro per pupil expenditures (No. 1 divided by No. 2). (Item 69).

N.B. Here it is first necessary to find out what county each city is in, and then tabulate name of county, name of city, etc.

d. Use of the data: - Per pupil expenditures (white, Negro) and Ratio between white and Negro expenditures will be tabulated on data sheets for cities according to the counties in which they are located. Then, on the card for each county in which city data are thus made available, the name of each city and the per pupil expenditures by race and the Ratio will be typewritten. Such correlations as the following will then be possible, at least for the five states taken: first, counties may be sorted into two groups: (a) those having city school systems

*Note: as in other states, it is not necessary to tabulate Nos. 1,2, 3, and 4 on data sheets, but only Nos. 5,6, and 7. Save work sheets, however. Note that the state report gives data for: County total (rural and city combined), Rural, and then by cities. Only the latter data are to be taken for this tabulation of "Per pupil expenditures for city systems", and are to be tabulated, as in other states, by counties in which cities occur.

Virginia (continued)

separate from county systems, and (b) those that do not. Then data on per pupil expenditures (and ratio) for the county systems only may be used to compare group (a) with group (b), to answer the question: Do counties having separate city systems have higher expenditures per pupil than counties whose city systems, if any, are included in the county system? Per pupil expenditures in city systems only may be correlated, using the (a) group of counties only, with per cent of county population that is urban, per cent of Negroes that are urban, etc., and, within each state, cities may be compared with the counties in which they are located, and cities may be compared with each other.

Such use may be made of the data for Alabama and Georgia to provide some answer to the question: How does the presence of a city in a county affect expenditures for rural schools in the county system? The effect of "isolation" (by which is usually meant the relative absence of urban "standards of living") upon rural school expenditures may thus be evaluated.

See Section I, Appendix, Discussion of Per pupil expenditures, by states - for detailed description of the extent to which such data are comparable from one state to another. The methods used to find such data for counties are the same in each state as those used to find data for cities, as outlined above, so county and city figures within each state will be comparable.

Items 70 and 71

a. 70. Per cent of Negro enrollment that is in High School (for selected states, 1930).

71. Per cent of white enrollment that is in High School (for selected states, 1930).

b. The following states for both items will be taken: Alabama, Georgia, and North Carolina. Source: state reports for 1930; see discussion by states, below.

c. Tabulation and calculation by states: (N.B. - for Alabama and Georgia, county data conclusive of city systems will be taken, so that much data may be consistent with figures on per pupil expenditures already on county cards for those states. For North Carolina, per pupil expenditures already on county cards are for the total county system - rural and city combined - so enrollment likewise will be taken for rural and city combined.

Alabama: Tabulate name of county and:

(1) Enrollment - High - Grades 7-12, white schools (p. 197 et seq. in state report).

(2) All white pupils enrolled (p. 196 et seq. in state report)

(3) Per cent of white enrollment that is in High School (No. 1 divided by No. 2). (Item 70.)

(4) Enrollment - High - Grades 7-12, Colored Schools (p. 253 et seq. in state report).

(5) All colored pupils enrolled (p. 252 et seq. in reports).

(6) Per cent of Negro enrollment that is in High School (No. 4 divided by No. 5). (Item 71).

Source: - Annual Report, 1930, issued by State Board of Education.

Georgia: Tabulate name of county and:

(1) Enrollment - High School Grades - white total (Male and female) (Table Iv, p. 170 et seq. in state report).

(2) Enrollment - Total (El. and H. S. combined white) (Table IV, p. 170 et seq.).

Georgia (continued)

(3) Per cent of white enrollment that is in High School (No. 1 divided by No. 2) (Item 70).

(4) Enrollment - High School Grades - Colored - Total (male and female) Table X, p. 206 et seq. in state report.

(5) Enrollment - Total (El. and H. S. combined) (Table X, p. 206 et seq).

(6) Per cent of Negro enrollment that is in High School (No. 4 divided by No. 5). (Item 71).

Source: 58th and 59th Annual School Report, 1929 and 1930.

North Carolina: Tabulate name of county and:

(1) Total Enrollment - High Schools - white (Table XIV, p. 132, Part III of state report).

(2) Total Enrollment - All Schools - white (Table XIV, p. 132, et seq).

(3) Per cent of white enrollment that is in H.S. (No. 1 divided by No. 2) (Item 70).

(4) Total Enrollment - High Schools - Colored (Table XIV. p. 132 et seq).

(5) Total Enrollment - All Schools - Colored (Table XIV, p. 132 et seq.)

(6) Per cent of Negro enrollment that is in H. S. (No. 4 divided by No. 5) (Item 71)

Source: Biennial Report, Superintendent of Public Instruction, 1928-29, 1929-30: Part III, Section I (Statistics, 1929-30), (B. Pupil).

d. Use of the data: (1) A ratio between the percentage for white and the percentage for Negro might be worked out, but this does not seem necessary at the moment; (2) the per cent of enrollment that is in High School for each race may be correlated with per pupil expenditures for each race, and if, as may be expected, a high positive correlation results, that will establish, partly at least, the truth of the assertion that the greater the expenditures, the better the education - or at least, the more extended and more elaborate the education; (3) the percentage for Negroes, particularly, may be correlated with a large number of the other items recorded on county cards, including:

d. (continued)
North Carolina

"wealth", urbanization, occupations, land ownership, illiteracy, as well as the area-types present in the three states selected.

Item 72.

a. Area-types and area-sub-types (including land-use, e.g. chief farm products).

b. All 13 states to be taken. Sources: see memorandum by Mr. Jones.

c. Tabulation and calculation: It will probably be necessary to tabulate on data sheets: name of county, area-type or area-sub-type, and remarks (the minimum number of words necessary to characterize the county according to the basic activities by which the people make a living). Detailed statistics (e.g. - on production of staple crops, or value added by manufactures, or number of acres in farms, etc.) are not to be taken here, but an attempt will be made to "type" each county by inspection of census documents, maps, and certain works on regionalism. It is expected that many counties in the states taken will fall into one of several general "area-types" - such as "cotton and corn - old plantation system" or "citrus fruit and vegetable" or "sugar cane and rice", etc.

d. Use of the data: Chiefly grouping counties by "area types" and "area-sub-types" for correlations within area groups and comparisons from one group to another in respect to other basic statistics, (e.g. - per pupil expenditures, ~~per-cent~~ density of population, "wealth", occupations, etc.)

Item 73.

a. 73. Name and population of largest city in county (1930).

b. All 13 states to be taken. Source: "Population and its Distribution" - J. Walter Thompson & Company, New York 1932, (in which the cities and their population are listed for each county according to their size).

Item 73 (continued)

c. No tabulation or calculation necessary. Data to be put on county cards may be copied directly from the book, the largest city in each county being taken.

d. Use of the data:- The name of the largest city in the county will supplement our information as to the area-type or area-sub-type to which the county belongs, and the population of that city will supplement the two items having reference to urbanization (Item 14 - per cent of Negroes that are urban; Item 56 - per cent of county population that is urban). Counties may be grouped according to the size of the largest city, and at least three types of "city-counties" might be distinguished: (1) the "metropolitan-city-county" (e.g. the thirty-odd cities in these states defined as " "metropolitan districts" by the 1930 Census); (2) the major market and industrial center; (3) the smaller "county seat" trade center. No. 1 would include, for example, Atlanta and New Orleans; No. 2 would include Macon, Georgia, and Durham, North Carolina; and No. 3 might be defined to include only cities of 2500 population and over that fall into this class. The first type is characterized by diversified basic activities and a metropolitan culture; the second type is less diversified and has fewer elements of metropolitan culture, a nd may have arisen as a "one-industry" town (cotton mills, or tobacco factories) but also functions as a major trade center for a number of counties around it (or it may simply be "an overgrown market town" without much industry); and the third type is primarily a trade center serving a restricted rural market (comprising, say, only one county), and frequently being the county seat. Whether or not a city in any one of these three classes is the seat of government for a county or a state at present appears

Item 73 (continued)
d. (con'td)

to be less important than the other functions performed by a city. But a city may have a population and a character rating classification as type two, mainly because it is, say, the state capital, while without the function of government it might very likely deserve a rating as type three (for example, Raleigh, North Carolina, population 37,000, which city, without its function as state capital, would probably be smaller, and more like a "county seat trade center").

Items 74, 75 and 76.

a. 74 - County population per weekly newspaper (from Item 50).

75 - Number of persons (in county population) per "subscriber" (in weekly newspaper circulation - Item 51).

76 - Number of persons (in county population) per "magazine subscriber" (in circulation of 15 national magazines combined - Item 52).

b. All 13 states to be taken. Source: Items 50, 51 and 52 on county cards (or original data sheets may be used) for County population, see under 'c' next.

c. Tabulation and calculation: This is to be done at the same time, and if feasible, on the same data sheets, as Items 56 and 57 (see pages 4 and 5 of this Section). For Items 56 and 57, it should be noted, it will not be necessary to tabulate Total county population on the data sheets, but since this latter figure is the divisor in the process of finding Items 56 and 57, it may be feasible to put that figure in the calculating machine (as in running a column of percentages), find 56 and 57 and then use it as the divisor in finding Item 74, the formula for which follows:

74. Number of weekly newspapers published in county (item 50) divided by Total county population, equals: County population per weekly newspaper.

The formulae for Items 75 and 76, however, use Total county population as the dividend, as follows:

75. Total county population divided by Circulation of weekly newspapers published in county (Item 51), equals: Number of persons per "subscriber".

76. Total county population divided by Circulation of 15 national magazines combined, equals: Number of persons per magazine "subscriber".

Since the figures used in calculating Items 74, 75 and 76 have already been tabulated elsewhere, it will not be necessary to put them on data sheets, but work sheets, if used, should be saved. The data sheets should thus have the following columns: (1) Name of county; (2) per cent urban population is of county total; (3) per cent rural non-farm population is of county total; (4) County population per weekly newspaper; (5) Number of persons (in county population) per weekly newspaper "subscriber"; (6) Number of persons (in county population) per magazine "subscriber".

d. Use of the data: As pointed out in Section I (C, VI, items 50, 51, and 52), it was necessary to work out some such indices of "prevalence of printed matter" as Items 74, 75, and 76, before this material could be used in correlations. Correlations with: illiteracy, school expenditures, "wealth", area-types, urbanization, etc., should prove interesting.

D. Estimated time to gather and put all data on county cards. (as of 5/29/36)

The work now being done, on items 53 to 76 inclusive, is expected to consume a total of seven more weeks and two days, from 5/29/36 to about July 15th. This work will probably continue to divide itself into three sections:

A. Tabulation of items 53 to 76 on data sheets - by Mrs. Harrington, working alone.

B. Typing items 53 to 73 on county cards - by Mrs. Harrington and an assistant (a typist).

The formulae for Items 75 and 76, however, use Total county population as the dividend, as follows:

75. Total county population divided by Circulation of weekly newspapers published in county (Item 51), equals: Number of persons per "subscriber".

76. Total county population divided by Circulation of 15 national magazines combined, equals: Number of persons per magazine "subscriber".

Since the figures used in calculating Items 74, 75 and 76 have already been tabulated elsewhere, it will not be necessary to put them on data sheets, but work sheets, if used, should be saved. The data sheets should thus have the following columns: (1) Name of county; (2) per cent urban population is of county total; (3) per cent rural non-farm population is of county total; (4) County population per weekly newspaper; (5) Number of persons (in county population) per weekly newspaper "subscriber"; (6) Number of persons (in county population) per magazine "subscriber".

d. Use of the data: As pointed out in Section I (C, VI, items 50, 51, and 52), it was necessary to work out some such indices of "prevalence of printed matter" as Items 74, 75, and 76, before this material could be used in correlations. Correlations with: illiteracy, school expenditures, "wealth", area-types, urbanization, etc., should prove interesting.

D. Estimated time to gather and put all data on county cards. (as of 5/29/36)

The work now being done, on items 53 to 76 inclusive, is expected to consume a total of seven more weeks and two days, from 5/29/36 to about July 15th. This work will probably continue to divide itself into three sections:

A. Tabulation of items 53 to 76 on data sheets - by Mrs. Harrington, working alone.

B. Typing items 53 to 73 on county cards - by Mrs. Harrington and an assistant (a typist).

C. Item 72 - all counties in 13 states to be "area-typed" - by Mr. Jones and Mr. Junker - with perhaps some assistance in tabulating "area-types" on data sheets by counties.

Section A and Section C will proceed concurrently and should be completed during the first week in July. When they are finished, Section B can begin and should be completed in two weeks from the time it is undertaken.

The following are detailed estimates of working-time, by items:

A. Tabulation on data sheets:

Items		Time required
53, 54, 55	No tabulation or calculation necessary.	-----
56,57 and 74,75,76	To be tabulated together: tabulation of 6 columns and calculation of 2 percentages, and 3 ratios, 13 states	1 week
58, 59	Tabulation of 4 columns and calculation of 2 percentages. 13 states.	1 week
60, 61	Tabulation of 2 columns and calculation of 1 percentage, 13 states.	3 days
62,63,64 65, & 66	Tabulation of 7 columns and calculation of 1 ratio. Five states done by 5/29; 7 more states -	4 days
67,68,69	Tabulation of 3 columns, calculation of 3 items on work sheets, for 3 states -	1 week
	Tabulation of 3 columns and calculation of 1 item, no work sheets, for 2 states -	3 days
70, 71	Tabulation of 6 columns, calculation of 2 percentages, for 3 states -	3 days
(72)	No tabulation planned for Mrs. H (see C)	
73	No tabulation necessary	
	Totals	5 weeks, 2 days

B. Typing items 53 to 76 on county cards:

14	items	for	13	states)	Since this will be not more than
5	"	"	12	")	30 per cent of the task of putting
3	"	"	3	")	items 1-52 on cards (which consumed
2	"	"	3	")	about 5 weeks), the maximum time
					needed would be - 2 weeks

C. Item 72 - "area-typing":

Since this has not yet been attempted on a large scale, the full time available (the time during which Section A will proceed) is to be allotted to this task - i.e., - 5 weeks, 2 days.

When sections A, B, and C have been completed, all statistics will be on county cards, and then the next task will be to arrange the data for punching cards for the sorting machine, and then the punching itself. Correlations can then be run, probably in August. It is not yet possible to make estimates of the working-time required for this stage.

SECTION III

RELATION OF STATISTICS TO OTHER MATERIALS IN THE COMPENDIUM

COMPENDIUM - STATISTICS - WORK IN PROGRESS 6/2/36

SECTION III. RELATION OF STATISTICS TO OTHER MATERIALS IN THE COMPENDIUM

This section is a brief discussion of the manner in which the statistics discussed in Sections I and II will probably be used.

The data sheets from which figures have been taken for the county cards will be available for reference, of course, and may later be used in connection with state averages, etc., for certain items, since such tabulations may be easier to work with than county cards.

The county card file, with state cards giving totals and averages for each state, may become the basis for a permanent file of county data for the 13 states taken, which file can be expanded by adding cards for new sets of county data, or by adding states.

The present memorandum (sections I and II particularly) forms a working manual to accompany the data sheets and county card file.

The county card file may be used in the compendium as the principle statistical basis for the discussion of:

(a) areas - grouping counties by area-types, etc.

(b) social organization

(c) education

To illustrate:

(a) Area-types: When a satisfactory method of "typing" counties has finally been decided upon, it should be possible to group counties according to major area-types (e.g. - "cotton-corn-old plantation system") and by means of averages and correlations establish certain statistical consistencies within each group of counties to compare them with other

groups. (E.g., - "cotton-corn" group of counties will probably show a uniform high per cent of Negroes in the population, a uniform low expenditure for Negro education, fairly high illiteracy, etc., as contrasted with the "forage-grain-dairy cattle" counties having a low per cent of Negroes in the population, higher expenditures for Negro education, etc.)

(b) Social Organization: To a generalization about the social importance of a particular element in white-Negro relations (e.g. - share cropping), it should be possible to add some such statement as this: "...It is very likely that this is an important feature in the social life of about 200 counties out of the 1800 (?) studied statistically - and these 200 counties include 40 per cent of the Negro population in all the counties studied." This should bring "the breath of life" into the statistics and should, as well, back up generalizations about social organization with statements as to the probable number of people involved.

(c) Education: In gathering statistics for the compendium, no detailed study of special educational problems has been attempted. Literally hundreds of special problems have been avoided that might conceivably have been studied by county statistics (if the raw material were available, comparable and reliable), such as: curriculum (distribution of time to subject matter), teachers' salary scales, educational results as measured by standardized tests, long-time population trends as affecting public education, variations in school organization and administrative practices, proportion of taxes devoted to education, etc.

Instead, only a few indices of general conditions (expenditures, value of buildings, per cent of schools that are one-teacher schools) have

been selected for the comparison of counties on a statistical basis. The chief assumption made here is this: that higher expenditures per pupil (etc). mean "better education" than lower expenditures. (Some studies giving proof of the validity of this assertion:- "Educational Returns at Varying Expenditure Levels," by Orrin E. Powell, Teachers' College, Columbia University, 1933; "The Financing of the Public Schools of Maine" - The Maine School Finance Commission, November 1934; etc.)

Given this assumption, that expenditures are related to the quantity and quality of education provided, then the statistics can be used to answer certain general questions, such as the following:

(a) in what counties are expenditures high; low?

(b) what other factors are correlated with high and low expenditures?

(c) why, for example, is North Carolina "progressive" and Georgia "soggy" in respect to provision for Negro education?

The facts of variation in provision for education are indicated by the statistics taken for the county cards, and by means of correlations and other statistical treatment it may be possible to show something of the nexus of social and economic facts which surrounds the school. It should be emphasized that this treatment will not make it possible to present a thorough analysis for each variation, but it should mark out the principal types and make it possible to select sample counties for which more detailed studies are available.

When all the statistics are on county cards and when these cards have been coded and others punched for the sorting machine, it will be possible to experiment with the following and other methods of handling:

(a) correlations between specified items: within states; between states.

(b) grouping counties according to each item: within states, between states.

(c) ranking counties by each item: within states and between states.

(d) grouping counties by area-types and running correlations between specified items.

(e) ranking counties by area-types, etc.

(f) finding the "most average" counties for each state; for each area-type; etc. (also finding the "exceptional" counties).

PART II

THE AREAS

PART II

THE AREAS

It was decided at the outset that the materials recorded in this compendium should be organized and classified in terms of cultural areas. This made it necessary to disregard formal and political divisions of State and County.

In delimitating for the purpose of a study of rural education, of cultural areas two things had to be avoided: (1) over-simplification which would define the areas too broadly, so that they would lose individuality, and (2) too great refinement would make resulting areas too numerous so that they could not be easily surveyed or could not be distinctly represented on a map of the whole region. For our purposes the following classification is suggested. It describes in broad terms agricultural regions and attempts to relate them to culture complexes.

I. The Cotton Belt

A. The old cotton belt.

Characteristics: Reduced fertility due to worn out soil, high percentage of tenant farmers, or tenant and yeoman farmers.

Descriptive Sources:[1] Pee Dee Farm Management Studies - Johnson, W. C. and Russell, B. A.

The upper Piedmont embraces Abbeville, Anderson, Greenville, Laurens, Oconee, Pickens and Spartanburg Counties. Fifty per cent of

---

1. Descriptive Sources listed are illustrative rather than comprehensive.

is usually in cotton. Small farms without machinery - 80 acres
ge size of farm which is operated by family labor.
iptive Sources: Green and Macon Counties, Georgia - Arthur Roper.
ge family cash income of $300 a year. Fifty-eight and six tenths
ent of land in Macon County and 50.4% in Green County owned in
s of 500 acres or more, absentee landlordism.

Descriptive Source: Shadow of the Plantation - Charles S.
on (Macon County, Alabama) 43 per cent of white and 10 per cent of
farmers are owners. Improverished soil, meager income, no machine-
reas of decadent plantation system.

he Delta Plantations.

Characteristics: Localized in the Mississippi Delta covering
ea in Arkansas where St. Francis, White, and Arkansas Rivers join
ississippi; in the State of Mississippi it embraces the Sunflower
azoo delta. In Louisiana it centers about the confluence of the
ita, Red, and Atchafaloya Rivers with the Mississippi.

Most efficient production of cotton without wide use of ma-
ry, fertile soil, high per acre production, small white land owning
s preserves the aristocratic agrarian tradition. Negro tenant at
ps his lowest economic level.
iptive Sources: Human Geography of the South - Rupert B. Vance.

Seventy per cent of improved land in cotton, 86 per cent of
operated by Negro tenants, 85 per cent of farm land operated ac-
ng to plantation system. The Yazoo Mississippi Delta.

ew Cotton Area of Oklahoma and Texas.

Characteristics: Machinery versus hand labor. Large tracts
ltivation, fresh soil, small laboring class, new area in process

of development.

Descriptive Sources: Large scale cotton production in Texas.

II. Tobacco - Grain - Forage

A. Tobacco

Characteristics: Often less than 50 per cent of farm land in crops, intensive cultivation, hand labor, large tenant population, cost of production and marketing high.

Descriptive Sources: Farm Organization in Macon and Fleming Counties (Kentucky) W. D. Nicholls, C. V. Jet, and Z. L. Galloway, Macon County - Average size of farms 152 acres. Acres in crop 65, per cent of total receipts from tobacco 53.1 per cent.

B. Grain Forage

Characteristics: Grain and forage produced for sale and support of livestock and dairying. Large proportion of farms devoted to pasture. Small and often negligible Negro population. Range of farms in size from 80 to 200 acres.

Descriptive Sources: Farm Organization and Management in Grayson County (Kentucky) W. L. Rouse, H. W. Hawthorne, and Z. L. Galloway.

Average farms consisted of 135 acres of which 96 are tillable. Tillable land consisted of 44 acres of crops, 46 acres of pasture, 80 per cent of total farm receipts came from livestock enterprises. Farms furnish 50 per cent of the total family living.

III. The Southern Highlands.

Characteristics: Small self-sufficing economy, isolated, almost entirely white, the seat of culture survivals.

Descriptive Sources: Backwoods America - Charles Morrow Wilson. A picture of life in the Ozarks.

"True, it is a frontier that holds such modern realities as numbered highways, ventilated school houses, automobiles, wayside markets and lighted streets. The towns have colleges, arcades and depots. But the towns are almost entirely dependent upon farming realms and back hills, not only for their commercial life, but for the lion's share of their human interest. Earth and men build the dominating interest.

The country is not new to settlement. Its farm lands have given nurture and fair lives to five or six generations of land tillers. But it has kept its frontier temperament."

The Southern Highlander and His Homeland - John C. Campbell.

The Kentucky Highlanders from a Native Mountaineer's View - Josiah H. Combs.

IV. Trucking Regions

A. Inland gardening around cities.

Characteristics: Farm family devoted to growing perishable vegetables on a small scale designed to serve a convenient market.

B. Coastal Commercial Vegetable Growing.

Large scale, commercial, owned tracts, laborers predominate, seasonal work. Long distance transportation.

V. Rice, Sugar Cane, Citrus Fruit.

Characteristics: Commercial farming, business enterprise more than agriculture, highly capitalized, strict organization of methods.

VI. Industrial and Commercial Areas

A. Textiles
B. Tobacco
C. Mining
D. Oil
E. Trade
F. Fishing
G. Lumbering

are
These areas determined chiefly on the basis of the principal industry. The industrial organization is the basis for social organization and an order of life. We believe that our classification of areas in the south will serve as satisfactorily as others previously made.

We are indebted to the Institute for Social Research of the University of North Carolina for pioneering in the analysis the regions of the south.

Odum[1] has defined the subregions of the south without adhering to a single system of classification. His subregions are:

The Tidewater
The Black Belt
The Northern Cotton and Tobacco
The Southern Cotton and Tobacco
The Cotton Piedmont
The Northern Piedmont
The Shenandoah Valley
The Tennessee Valley
The Blue Ridge
The Cumberland Mountains
The Blue Grass
The Tobacco Cattle Region
The Muscle Shoals Nashville Basin
The Mining Region
The Interior Ridge
The Bluffs
The Delta
The Interior Plain
The Red River Region
The Ozark Mountains
The Rice-Cane Region
The Gulf Tidewater
The Gulf Coast
The Vegetable-Citrus Region
The Citrus-Vegetable Region
The Semi-Tropical Region
The Northern Ozarks
The Arkansas Valley and Eastern Plains
The Southern Ozarks
The Northeast Texas Piney Flatwoods
The Southeast Texas Piney Flatwoods
The Gulf Coast Area

1. Odum, Howard W., Southern Regions, p. 152.

The Oklahoma Sand Hills
The Central Oklahoma Prairies
The Black Belt and Timber Borders
East Wheat-Grain Sorghum Section
East Cotton-Wheat-Grain Sorghum Region
West Texas Cross Timbers
The Edwards Plateau and Borders
South Texas Fruit and Vegetable Region
West Wheat-Grain Sorghum Section
West Cotton-Wheat-Grain Sorghum Region
West Texas-New Mexico Mountain Irrigated Valley Section
The Colorado Plateau
The Arizona Mountain-Irrigated Valley Section
The Sonora Desert

His regions are a mixture of geographic areas, soil types and agricultural regions. The forty-seven subregions of the South he describes represents a breakdown too great for our purposes

The easiest course to follow is acceptance of one or the other of geographic classifications or the agricultural classifications, assume that they mark culture areas and proceed to discuss distinctions in culture on the basis of these. To illustrate the differences in the three types of classifications we may take the simplest:

Geographic	Agricultural	Cultural
1. The Coastal Plain	Cotton, rice, cane citrous fruit, and vegetables	Commercial farming, money economy, small class of farmer-capitalists, large class of laborers.
2. The Piedmont Belt	Cotton, tobacco, grain, forage	Small scale commercial farming, rich peasant type.
3. The Highland Region	Subsistence farming	The retarded frontier, poor land, meager incomes, isolated.

Vance[1] has proposed a classification of cultural areas of the South. He describes the main types of economic organization and comments on the culture they support. To illustrate the difference in types

1. Vance, Rupert B., Human Geography of the South, p. 31.

of areas he takes the states of North Carolina and Tennessee. A summary of this analysis follows:

The retarded frontier in North Carolina passed through the hunting stage to arrive at the status of a small self-sufficing economy. Farming before commercialised agriculture. Family ties strong. Churches and school poorest. North Carolina illiteracy rate highest in United States.

Uplands of the Piedmont Plateau. Small farms, a frontier yeomanry; in the cotton and tobacco economy but not too deep. An emerging industrial area it possesses a monopoly of the main branches of tobacco manufacture and is the nation's leading textile area.

Central Plains inhabited by the rich peasant type. Seat of the ante-bellum cotton plantation. Purely commercial farming. Cotton and tobacco. Sixty-eight per cent of all farms are operated by tenants. During 1925, in the 21 tobacco growing counties of Coastal North Carolina, 60 per cent and more of the farmers were tenants. In the 19 tobacco counties of the Piedmont, 69 per cent of the farmers owned their own farms.

Tennessee - The highlander, anti-slavery, proud, self-reliant, untaught in the schools, unchurched, untraveled. The Cumberland Plateau in sympathy with highlands.

Central Plains. The Blue grass region, diversified farming, stock and dairy farming, remains of an ante-bellum aristocracy.

The real cotton belt. Portion of the Gulf Plain containing the alluvial valleys of the Tennessee and the Mississippi Delta.

Determination of the extent and boundaries of the areas by rough statistical indices. Designation of a county as belonging to the "cotton area", "tobacco area", etc., will be made on the basis of acreage devoted to the cultivation of the principal crop. Industrial areas will be determined from the per cent of the population engaged in non-farm pursuits.

One method of determining the areas would be to calculate the per cent the several crops grown in the area are of the total acreage. To calculate these percentages for each county in the south would be a large task. To determine the areas by inspection would be sufficiently accurate to serve our purposes. The method of reporting the major staple crops in the census will aid the inspection. For example, tobacco which is an important crop in several states in the south of which Mississippi is not one, is omitted in reporting the crops of Mississippi. On the other hand Kentucky which is important as a tobacco producing state does not produce much cotton, and total state acreage in 1929 was reported as 15,898 acres with many counties making no return of cotton acreage.

Rice production is reported for four states: Louisiana, Arkansas, Texas, a nd Florida. Louisiana alone lists sugar cane for sugar as a field crop.

The arbitrary criteria for designating a county follow:

1. Cotton - any county in which 40 per cent or more of the acreage in cultivation is devoted to cotton. In the recognized cotton areas where cotton is the chief staple crop the concentration of land in cotton is seldom less than 40 per cent. When the percentage falls below 40 per cent there tends to be a diversified area.

2a. Tobacco - Any county in which 500 acres or more are devoted to the cultivation of tobacco. The requirements of tobacco cultivation are such as to make intensive cultivation of small acreages. It is an exceptional county in which ten acres per farm is the average. When as many as 500 acres in a county are given to the cultivation of tobacco, tobacco has become an important staple crop.

2b. Grain and Forage - A county having a combined acreage of cereals and forage crops totalling 50 per cent or more of the land in crops. The extent to which these crops are grown for sale and for the basis of the livestock or dairying industries distinguishes them from subsistence areas.

3. The Southern Highlands - Counties in this area may be recognized by a large percentage of crop land in grains, forage and vegetables of which little is grown for the market. Very small acreage is devoted to what the Census defines as "field crops".

4. Trucking Regions - Counties in the trucking regions whether inland gardening areas or coastal commercial vegetable areas may be identified by the devotion of 1000 acres or more to the production of vegetables for sale.

5. Rice, Sugar Cane, Citrus Fruit. Rice - any county having 1000 acres or more planted in rice. Citrus fruits - any county having 1000 acres or more planted in lemons, oranges, and grape fruit. Sugar - Because of the concentration of cane production for sugar any county having acreage devoted to sugar cane for sugar should be counted.

6. Industrial Areas

A. Fishing - counties in which a significant proportion of the gainfully employed are engaged in fishing.

B. Lumbering - counties in which a significant proportion of the population is engaged in lumbering.

Procedure

Census of Agriculture, Vol. II, Part 2, The Southern States County Table V, is the source of information determining the cotton, corn, forage, tobacco, rice and sugar cane counties.

By inspection of the table the approximate proportion of land in crops devoted to cotton, corn, and forage may be determined and the fixed acreage decided upon as criteria for defining tobacco, rice, and sugar cane areas makes their definition simpler than the definition in which approximate proportions are taken.

From the same volume of the Census, County Table VI.

The acreage and value of vegetables harvested for sale is to be taken.

From the same Census volume, County Table VIII. The acres of land in fruit trees is to be gotten.

Sheets will be prepared listing each county and in the inspection the principal crop will be written opposite the county name followed by other significant crops in order of importance.

From these sheets the identification of counties according to a rea-type will be made on the county card in the following alphabetical code.

Cotton	A
Tobacco	B
Grain Forage	C
Trucking	D
Rice	E
Sugar cane	F
Citrus Fruit	G
Subsistence	H

Mixed Farming:

Cotton-grain-forage	AC
Grain-forage-cotton	CA
Tobacco-Cotton	BA
Cotton-Tobacco	AB
Tobacco-trucking-grain	BDC
Etc. etc.	
Industrial	
Fishing	J
Lumbering	K

PART II. - APPENDIX: "CITY-COUNTIES"

The area-types based on agriculture, forestry and fishing are designed to characterize "rural counties" primarily, but they should also supplement the characterization of a county as a "city county". (E. g. - a county may have several industrial towns, and be characterized as a "city county", but agriculturally it may be the "inland truck gardening" type).

Thus the procedure for "area-typing" each county in the 13 states uses two approaches: (a) the rural, agricultural classification, and (b) the urban, industrial classification. (A county may, for example, be 60 per cent rural, 40 per cent urban, and the agricultural a rea-type would characterize the basic activities of the rural people, while the industrial area-type would roughly state the activities of the urban population. Such a county might thus be: "tobacco-forage-dairy-cattle" and "cotton-textile-mill-town").

It should be clearly understood that such "area-typing" is arrived at by inspection (of maps, Census documents, etc.) and the general knowledge of the investigators. It is not intended to be complete and precise as to details, but merely a general characterization of each county.

The first step will be to type each county from the two approaches separately; then bring the two sets of characterizations together and correct for overlapping, and come to some agreement on the transitional cases (i.e. - in which a county appears to be "urban-industrial" from the "city-county" point of view, but appears to be mainly "agricultural" from the other point of view). It is hoped that out of

this will come some compound types, say 12 in number, ranging from (1) the "metropolitan-city-county" with a high degree of diversification in industry and great division of labor, to (12) the "highland-subsistence-farming" type of county, with very little diversification and with a very simple social organization (with kinship more important than class structure).

As for "area-typing" the city-counties, four approaches are being used:

A. statistics on county cards: item 14 - % of Negroes that are urban.
" 56 - % of county population that is urban.
" 73 - Name and population of largest city in county (1930).

B. urban area-types.

The statistics mentioned in (A) have been described in Part I, sections I and II, of this memorandum. The urban area-types are to be handled in the following manner:

(1) in terms of retail shopping centers and areas;

(2) in terms of basic activities.

B. (1) Retail shopping centers and areas -

Taken by tabulating for <u>all</u> counties:

Name of county

Name of retail center that county is tributary to

Location of county in relation to center:

A - center in county
B - center in contiguous county
C - center 2 or more counties away

Population of center (1930)

*Size-class for population of center:

I. - over 250,000

II. - 100, - 250,000

III. - 50, - 100,000

IV. - 25, - 50,000

V. - 10, - 25,000

VI. - 2,500 - 10,000

This will permit:

(a) sorting counties according to location of county in relation to trade center (A, B, or C).

(b) sorting counties in group A - according to size of center it has.
" " " " B - according to size of center it is tributary to.
sorting counties in group C - according to size of center it is tributary to.

(c) within each of these groups, correlations between various items may be run (if the group includes enough counties), or averages of various items may be compared from one group to another (if the number of counties in such groups is too small). (E.g. - per pupil expenditures, Negro; density of population; wealth; prevalence of printed matter, etc.)

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*Note: these size-classes are the best ones for sorting counties into such groups, but not for correlations between size of center and other factors. For correlations, population size-groups will have to be pre-coded according to a scale having regular intervals, e.g. - 1: over 250,000, 2: 200,-250,000 .....6: under 50,000.

B. (2) in terms of basic activities:

Here three principal types will be used, and sub-types may be distinguished as the area-typing proceeds:

I - the "metropolitan-city-county" (for example, the thirty-odd cities in our 13 states defined as "metropolitan districts" by the 1930 Census).

II - the major market and industrial center.

III - the smaller "county seat" trade center; the one-industry type of town.

The criteria by which city-counties will be area-typed in this manner include:

1 - size of the center (the city)

2 - population of the area served by the trade center

3 - variety of industries - from "highly diversified" through "some diversification" to "one-industry town".

4 - eleemosynary - reputation as a "culture center" - presence of colleges, etc.

5 - recreational - resort types (mountain, lake, seaside, etc.); theaters, etc.

PART III

SOCIAL ORGANIZATION: "Breath of Life"

PART III

SOCIAL ORGANIZATION: BREATH OF LIFE

To infuse the compendium with the "breath of life" and vitalize the materials is not the least task in the preparation of the compendium. Some understanding of the order of life in southern communities must be secured by becoming familiar with the characteristics a nd relationship of various population groups. There must be a presentation of intimate facts about economic organization, social organization and the desires a nd satisfactions of the people. Insights that will transform statistical units into individuals and groups and attach mea ning to numbers can be gotten from intimate descriptive and analytical studies. These studies will serve as case studies to interpret area-types and give clearer knowledge regarding statistically determined facts. In studying the schools in a variety of communities many explanations of the character and differences of education are given in studies prepared from close association with the communities. A great part of the interpretation of facts about education will be made from studies which reveal the characteristics of the county served by the school.

Procedure

A bibliography has been a ssembled of studies treating life in the south. Published manuscripts describing social organization

or any aspect of social organization are secured and pertinent material abstracted a nd classified according to the area of which it is descriptive and according to the following subject outline.

Outline of Organization of descriptive Material

I. Population
   A. Population origins: white, Negro.
   B. Composition (and geographic distribution) of population a t various periods.

II. Economic Organization
   A. Agriculture (crop; man-la nd relations)
   B. Industry (basic activities excluding Agriculture).
   C. Trade (commissary; wholesale; retail)
   D. Transportation and communication
   E. Occupational stratification
   F. Finance
   G. Electric super-power zones.

III. Institutions
   A. Family
   B. Church
   C. Education
   D. Government
   E. Social aspects of economic institutions (see also Assoc.s)
   F. Associations (including agrarian co-op's; lodges, etc.)
   G. The Press and Literature
   H. Recreation (not otherwise classified)

IV. Social Stra tification:
   A. Raae relations;
   B. White
   C. Negro

V. Folk Culture (a ll customs and beliefs except those relating to health, q .v.)
   A. Music
   B. Handcraft
   C. Stories
   D. Beliefs
   E. Relating to rites de passage.

VI. Health
   A. Vital Statistics
   B. Institutions
   C. Folk belief and customs
   D. Diet (1. Birth rate, 2. morbidity, 3. mortality)
   E. Birth rate, morbidigy, mortality

I. Population

Studies reveal the character and variations in economy and in social organization of different ethnic groups and of groups and communities according to their historical experience.

The composition of population in terms of racial stocks may be s tated statistically but the meaning of the proportions and percentages is gleaned from descriptions of social organization where specific proportions exist.

II. Economic Organization

The significant relationship which exists between the economy and social organiza tion ma kes description of economic organization necessary. Some questions an analysis of economic organization will answer which are importa nt in determining the social organization are:

1. Does the economy make the labor unit the individual or the family?

2. What is the time budget of the individual as determined by the economy?

3. What standard of living does a particular type of economy support?

4. Is the economic organization such as to require or encourage communication or isolation of the community?

Descriptions of crop demands upon the time of the workers and type of husbandry under which a crop is produced go far in explaining social organization in different crop regions. Description of a n industry and the people engaged in it permits an appreciation of the order of life of the people engaged in it.

The type of trade area, trade institutions, and the trading customs are indices to the ideas and customs of the patronizing group. Whether the community is of easy accessibility through convenient means of transportation a nd communication or whether it is isolated by inconvenient and undeveloped means of communication is importa nt to the understanding of social change. The community insulated a gainst new ideas by poor roads can be contrasted to the community which a few minutes drive on a good highway from a large metropolitan city.

Occupational stratification according to race, nationality, sex, etc., when analyzed often proves the basis for class distinctions a nd the whole question of status in the community. Studies treating this subject can throw light on educational opportunities in the community.

III. Institutions

Studies of two types: (a) s ta ndard of living studies, and (b) cultural studies of the family are given careful attention since they reveal the nature of the most significant primary groups. Family customs a nd attitudes determine many of the community attitudes and customs.

Next to the family the institution next in importance is possibly the church especially in the rural community. Many community attitudes toward new ideas, toward education, toward recreation, etc., may be traced to the character of the church and the influence it bears on the community. Studies of the church as an institution, studies of religious beliefs and practices of the people will be carefully examined.

The School - Since Section IV of the compendium is devoted to a discussion of education the principal studies to be used for the discussion of the school here will be those defining the place of school in the community.

Studies of government are examined to secure information about the political structure, political parties and factions and their influence on the community. The types of personalities who control politics determine school policies.

The types of associations - farmers groups, clubs, civic and community organizations and other secondary groups when studied describe much of the more formal life of the community organized interests and community alignments.

The reading habits of the people in the several communities aid in describing the interests a nd outlook of the community. A community with a class which subscribes to the New York Times would have an influence that would be lacking in a community in which only the weekly paper published in the county seat read.

Recreational opportunities afforded and the patronage of them describe the play habits of the people which are as important in the social organization as their work habits are.

IV. Social Stratification

Studies showing the class lines in communities reveal much about the social organization. Interesting contrasts in community life a re seen between a highly stratified community and a more or less simple homogeneous community. The fixing of the caste line is most important in a race relations discussion and in understanding both

the Negro and the white community.

V. Folk Culture

Particular attention is to be given here to studies of distinct a nd interesting cultures. The existence and character of folk culture will be related to area types. Particular types of economy and social organization must exist to preserve folk culture which disa ppears when communication is established.

VI. Health

Many counties in the south are outside the registration area a nd vital statistics a re not available for them. We must rely largely upon special studies for information on health in the several area-types.

PART IV

EDUCATION

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EDUCATION

The present memorandum describes work in progress on the compendium in four parts: (1) statistics; (2) areas; (3) social organization - "breath of life" materials; and (4) education. This fourth part, on education, will serve as a summary for the present memorandum.

Statistics

In the memorandum on statistics (Sections I, II, and III), it has been noted that statistics on county cards for 13 states have been selected and organized around a few indices of "educational conditions" (per pupil expenditures, per cent of 1-teacher schools, valuation of school buildings, etc.) in such a way that it will be possible to examine, statistically and for a great number of counties, the social and economic nexus surrounding the public schools for whites and Negroes. Emphasis has been placed on indices of racial discrimination in respect of education and differences between whites and Negroes in respect of occupations, land-ownership, illiteracy, etc.

Areas

It is expected that these statistical features will be correlated with area-types by which counties will be characterized and grouped. Certain broad "belts" (cotton-corn belt; forage-cattle belt; highlands-subsistence-farming belt) will be marked out, and here and there "urban-industrial counties" will be spotted.

Social Organization: "Breath of Life"

According to the categories outlined (in part 3 of this memorandum), materials and studies are being examined and abstracted to provide more intimate information on:

(1) the specific aspects of social organization included in the categories (e.g. - man-land relations: sharecropping; folk culture: folk handcraft).

(2) "sample counties" which will illustrate the "area-types" a nd make it possible to discuss any element typical of the social life of such a county in terms of not only its local importance, but its probable importance in whatever number of other counties that have been characterized and grouped in that "area-type". Thus, "the breath of life" materials, coupled with the statistics, can be shown to be relevant and important to some of the major problems of rural education, particularly for Negroes.

Education

A few of the problems open to discussion in this manner are:

(1) where is the greatest (or the least) discrimination against Negroes in school expenditures and what general social and economic conditions are associated with such discrimination?

(2) relation of curriculum to rural life:

(a) what and how are Negro children taught in various situations? (b) relation between economic opportunities (and adjustment to life) and the curriculum;

(c) rural curriculum in general as part of the great process of integrating rural culture into "modern American culture" (or - urban culture) involving the development of major and minor city centers of trade and cultural diffusion, etc.