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THE INFLUENCE OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958

ON THE SEVENTEEN ORIGINAL NEGRO LAND-GRANT COLLEGES

WITH EMPHASIS ON AUDIO-VISUAL EDUCATION

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THE INFLUENCE OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958
ON THE SEVENTEEN ORIGINAL NEGRO LAND-GRANT COLLEGES
WITH EMPHASIS ON AUDIO-VISUAL EDUCATION

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DEDICATION

This dissertation is dedicated to my daughters, Jamelle Gloria
and Lurma Mila.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
DEDICATION	iv
LIST OF TABLES	vii
Chapter	
I. INTRODUCTION	1
Origin of the Study	
Statement of the Problem	
Purpose of the Study	
Need of the Study	
Limitations of the Study	
Hypotheses Pertaining to the Study	
Definition of Terms	
Method and Procedure of Study	
II. HISTORY OF THE LAND-GRANT COLLEGES	14
Distinctive Features and Problems	
Primary Function and Services Rendered	
Financial Situation	
The Outlook	
Summary	
III. PROFILE OF THE NEGRO LAND-GRANT COLLEGES	24
General Information	
The NDEA Student Loan Fund	
Counseling and Guidance Institutes	
Language Institutes	
Summary	
IV. AUDIO-VISUAL EDUCATION	44
Research and Experimentation	
The Audio-Visual Center	
Educational Television	
Teacher Training	
Summary	

Chapter	Page
V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	54
Summary	
Findings	
Conclusions	
Implications	
Recommendations	
BIBLIOGRAPHY	60
APPENDIX	
A. PRELIMINARY LETTER	63
B. COVER LETTER	65
C. QUESTIONNAIRE	67
D. FOLLOW-UP LETTER TO PRESIDENTS	75
E. FOLLOW-UP LETTER TO A FRIEND AT THE NON-RESPONDING INSTITUTION	77
F. LIST OF THE SEVENTEEN ORIGINAL NEGRO LAND-GRANT COLLEGES	79

LIST OF TABLES

Table	Page
1. Titles of Respondents at Participating Institutions	25
2. College Representatives Attending U. S. Office of Education Conference, Fall, 1959	26
3. Enrollment at the Seventeen Participating Institutions . .	28
4. The Extent of Influence of the NDEA on Increasing Enrollment at Participating Institutions	30
5. Racial Integration at Participating Institutions	32
6. Institutions Participating in the NDEA Student Loan Program and Date of First Participation	33
7. NDEA Student Loan Recipients of Participating Institutions and the Number of Recipients Majoring in Education 1958-62	34
8. NDEA Counseling and Guidance Institutes at Participating Institutions and Number of Persons Served	37
9. NDEA Language Institutes at Participating Institutions and Number of Persons Served	40
10. Language Laboratories at Participating Institutions	41
11. Institutions With Language Laboratories Influenced by the NDEA and Extent of Influence	42
12. Research in Communication Media Supported by NDEA at Participating Institutions	45
13. Participating Institutions With Audio-Visual Centers . . .	47
14. Percentage of Time Devoted to Administering the Audio-Visual Center	48
15. The Influence of the NDEA on the Amount of A-V Equipment at Participating Institutions	50
16. Participating Institutions Requiring Prospective Teachers to Take A Course in A-V Education	52

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LAND-GRANT COLLEGES WITH EMPHASIS ON
AUDIO-VISUAL EDUCATION

CHAPTER I

INTRODUCTION

Origin of the Study

A survey of the literature revealed that the National Defense Education Act of 1958 is regarded by many educators as one of the greatest legislative breakthroughs on the educational front during the past fifty years. Norberg and Clemens state that the National Defense Education Act has been characterized as a bold, many faceted assault on the educational problems of America.¹ It has also been stated that "The National Defense Education Act is the greatest stimulus to the improvement in education in the United States since the Northwest Ordinance."²

Lawrence G. Derthick asserted that he saw in the National Defense Education Act an occasion for reaching in education, a new level of shared responsibility and creative cooperation among public and pri-

¹Kenneth D. Norberg and Thomas D. Clemens, "The First Year of Title VII," Audio-Visual Communication Review, VII (Fall, 1959), p. 288.

²Donald W. Johnson, "California Blueprint for Appraisal of Title III," Audio-Visual Instruction, VI (November, 1961), p. 459.

vate agencies, individuals, wherever and whatever they may be. Derthick stated further, "If it can be seen thusly, each step we take will move us onward toward our goal: defense of our nation against every enemy of body, mind, or spirit that they may bring."¹

Elbers expressed the opinion that the passage of the National Defense Education Act of 1958 was a recognition of the seriousness of the problems higher education must face in this country over the next few decades. The resources of institutions of higher education are strained to the limit and at critical points they have proved insufficient to meet the stern demands of the time. The National Defense Education Act was an expression of public awareness of the need to bring the resources of all the nation to bear on the problems which ultimately affect the strength and security of the American people as a whole.²

Sterling M. McMurrin alleged in his Letter of Transmittal to the Congress that the National Defense Education Act constitutes one of the most significant developments in recent educational history. It reflects the judgment of our lawmakers and the public that education is the bone, sinew, and good red blood of any country. The Act is based on the firm belief that it is essential to the national interest that every young person should have opportunity to develop his gifts to the fullest extent.

He stated in conclusion that the National Defense Education Act

¹Homer D. Babbridge, Jr., "Higher Education and the National Defense Education Act," Phi Delta Kappan, XL (February, 1959), p. 200.

²Gerald W. Elbers, "The National Defense Education Act and Higher Education," Higher Education, XVI (September, 1959), p. 8.

has expanded horizons and opened up new vistas for those who work in the field of education. It has provided new opportunities and mutual challenges for bringing citizens and educators together into increasingly closer partnership roles.¹

The following statements from the Report on the National Defense Education Act specifically refer to its importance relative to institutions of higher education:

The National Defense Student Loan Program has all but reversed earlier student and parental attitudes toward borrowing to finance a college education. Overwhelming acceptance of borrowing for this purpose offered considerable promise of providing a partial solution to the problem of encouraging able but needy students to develop their talents by continuing their education beyond high school. In a number of colleges the National Defense Student Loan Fund constituted the major component of financial aid.

Enrollments in science, mathematics, and modern foreign languages have increased more rapidly than the total school enrollment. New courses have been offered; a new emphasis has been placed on longer sequence in language instruction. The aural-oral approach has revolutionized modern language instruction. The professional competencies of teachers have been upgraded.

The noncategorical National Defense Fellowship awarded to students in new and expanded programs have started 2,500 fellows on their way toward doctorate degrees. One-fourth of the fellows who entered graduate school in 1959 reported that they would not have done so without NDEA assistance.

If each of the nearly 6,000 counselors and teachers who by the end of 1960-61 will have received training at the counseling and guidance institutes since their inception should counsel 300 pupils in 1961-62, then 1,800,000 secondary school pupils would benefit from this program in that one year alone. Both educators and laymen have become convinced that the solution of at least some of our educational problems can be found in wider and more effective use of motion pictures, television, radio, and other media.

¹U. S. Department of Health, Education, and Welfare, Report on the National Defense Education Act — Fiscal Year Ending June 30, 1960, (Washington: U. S. Government Printing Office, 1961), p.

Although designed primarily to strengthen American education at selected, strategic points of critical national need, the National Defense Education Act has generated a tremendous upward surge that is benefiting every phase and every element of American education.¹

The importance of this Act was evidenced by the fact that the 87th Congress continued it for two additional years and provided it with record-breaking appropriations.² The continuous claims relative to the greatness and importance of this Act have stimulated the writer to find out the extent to which the seventeen original Negro Land-Grant Colleges have capitalized upon the provisions of this Act. The following question constitutes the basic frame of reference: Could it be possible that such an important piece of Federal legislation has had no, little, or great effect upon these colleges? It was upon this question that this study was made.

Statement of the Problem

The problem of this study was to determine the extent to which the seventeen original Negro Land-Grant Colleges have been influenced by the National Defense Education Act of 1958. In this study special emphasis was placed on the influence of the NDEA on audio-visual instruction at these seventeen colleges.

Purpose of the Study

It was the purpose of this study to ascertain the effect of the National Defense Education Act of 1958 on the seventeen original Negro

¹Ibid., pp. 1-2.

²NEA Division of Federal Relations, "What Did Congress Do?", NEA Journal, L (November, 1961), p. 14.

Land-Grant Colleges. More specifically the study sought to discover the extent to which these seventeen colleges participated in those selected aspects of this Act which are primarily concerned with higher education. These aspects are: Title II - Loans to Students in Institutions of Higher Education; Title V, Part B - Counseling and Guidance Training Institutes; Title VI - Language Development; and Title VII - Research and Experimentation in more Effective Utilization of Television, Radio, Motion Pictures, and Related Media for Educational Purposes.

Need of the Study

No study has been made, as far as can be determined, to appraise the influence of the National Defense Education Act of 1958 on Negro colleges. The findings of this study should reveal data which will enable the administrative personnel of the participating colleges to evaluate their institutions in order to determine the extent to which they are contributing to the national defense. These data should also provide the colleges with a means of appraising their teacher-education programs in terms of recommendations and suggestions made by some of the leaders in the field of audio-visual education. Some of these recommendations are as follows:

White discovered that school supervisors in the State of Wisconsin were of the opinion that prospective teachers should be adequately prepared to use audio-visual materials when they leave college. He recommended that each prospective teacher take a complete and separate course (not connected with the methods course) in audio-visual instruction.¹

¹Frederick A. White, "Teacher Competence in the Use of Audio-Visual Materials," Audio-Visual Communication Review, I (Spring, 1953), p. 98.

McClusky pointed out that if the schools of today are to keep pace in practice with the techniques of communication in use in the larger community which they serve, studies in audio-visual education are a must for tomorrow.¹

Fulton and White stated that it is necessary for educators to give serious thought to the competencies needed by teachers to make effective use of audio-visual materials. They concluded by stating that it becomes increasingly evident that the materials and methods of yesterday are as inadequate to present and future needs in education as they would be in science and industry. No one suggests that new tools by themselves can solve our educational problems. But it is more and more clear that the job cannot be done without them.²

The need and importance of studies dealing with the utilization of audio-visual materials are stressed by Edwin E. Henrichson who alleged that methods and procedures once successful in the school rooms of the past are presently inadequate, and today's teachers are experiencing the need to adopt improved techniques and methods to reach the mind and stimulate the thinking of youth. Henrichson concluded by stating that for those teachers who did not receive training in the utilization of audio-visual materials during their preservice training, the best means of achieving such a goal is through a program of informative in-service edu-

¹F. Dean McClusky, "Audio-Visual Distrust of Verbalism Gives New Impetus to A-V Education," The Audio-Visual Reader, ed. James S. Kinder and F. Dean McClusky (Dubuque: William C. Brown Co., 1954), p. 378.

²W. R. Fulton and F. A. White, "What Constitutes Teacher Competence in A-V Communications?," Phi Delta Kappan, XL (January, 1959), pp. 158-60.

cation.¹

The need of the study was also emphasized by W. A. Wittich who asserted that audio-visual materials can implement the instructional program by creating an array of learning experiences necessary to the understanding and accomplishment of the educational achievement sought to a degree not now available through traditional procedures and techniques.

He made two generalizations regarding audio-visual materials:

1. Through audio-visual materials useful and socially desirable learning experiences can be created with a reality, a degree of interest, and an effectiveness not now always characterized by some of the currently arranged classroom learning programs.
2. To experience audio-visual materials is not enough but rather that careful planning, pupil teacher participation, discussion in anticipation to, experiencing of, and follow-up planning are inherent to the effective utilization of audio visual materials as we realize them today.²

Special prominence was given to the need of the study by Garrett R. Weathers who pointed out that deficiencies in use of audio-visual instructional aids at the undergraduate level make the task of the beginning teacher harder. The obligations of the supervisor are increased, and the need for in-service training is greater.

He continued by saying that one assumption is reasonably safe; few children today can be taught adequately with only a textbook. If this assumption is granted, is it safe to assume that the beginning teachers will do an expert job of using the modern tools of teaching if

¹Edwin E. Henrichson, "Teachers Need In-Service AV Training," Educational Screen, XXXVIII (March, 1959), p. 128.

²W. A. Wittich, "How Can Audio-Visual Materials Be Integrated Into the Instructional Program?," National Association of Secondary School Principals, XXXVIII (April, 1954), p. 184.

they have never seen them used as part of their instruction in the classroom of the teacher training institution they have attended? Beginning teachers do not think so. Following are typical replies to the question, "What additional experience at the undergraduate level do you now feel should have been provided for you?":

"My main criticism of undergraduate education was the use of straight lecture. Very few courses used any type of audio-visual aids."

"The students should become acquainted with all visual aids during college so they'll not waste teaching time experimenting."

"The use of audio-visual aids was described and discussed but actual use in classes themselves was very infrequent."

"I would have appreciated some experience with audio-visual aids other than motion pictures."

Weathers concluded by stating that audio-visual materials and equipment cannot be used most effectively by the great majority of teachers except through effective undergraduate training, or lacking that, through effective in-service training and adequate supervision. Facilities for in-service training and adequate supervision are lacking in many situations. Therefore, unless teachers have at least some contact with audio-visual materials in their pre-service training, the majority will never develop the skills and understandings that are necessary attributes of the effective teacher today.¹

The need of the study was further emphasized by Robert E. de Kieffer who pointed out that not only are four-year institutions concerned

¹Garrett R. Weathers, "Teachers Teach as They Are Taught," The Nations Schools, LII (September, 1953), pp. 90-92.

with the pre-service education of teachers, but they also play a vital role in offering advanced education to in-service teachers. Most of the institutions of higher learning which are engaged in teacher education are committed to a program of assisting teachers in the field by means of graduate study, workshops, clinics, conferences, short courses, publications, and similar activities. Because of the relatively recent development in electronic tools of communication, the in-service education in the audio-visual field is considered of major importance in the improvement of instruction throughout the nation.

de Kieffer showed in his study that there is a direct relationship between the size of the student body of an institution and the probability that it is conducting an audio-visual program. In concluding he stated that few other professional courses in education require as much laboratory equipment as do courses in audio-visual education. Students must be provided with opportunities for the development of skills in equipment operation and the production of teacher-made materials.¹

Good educational psychology supports the theory that students learn best and retain more if they are allowed to practice a skill shortly after it has been demonstrated and explained. It would seem most logical, therefore, that students be expected to use audio-visual materials in their practice teaching.

¹Robert de Kieffer, "AV Activities of Colleges and Universities in Teacher Education," Audio-Visual Communication Review, VII (Spring, 1959), pp. 122-137.

Limitations of the Study

This study was limited to the seventeen original Negro Land Grant Colleges. It was further limited to those sections of the National Defense Education Act of 1958 which are specifically concerned with higher education, and to those aspects of the colleges affected by these particular sections.

Hypotheses Pertaining to the Study

There are many benefits which these seventeen colleges would receive as a result of participating in the National Defense Education programs. It was because of these benefits that the following hypotheses were made:

1. That more students would be enrolled in these colleges than were enrolled prior to the NDEA.
2. That more students at these colleges would be majoring in science, mathematics, and modern foreign language as a result of the NDEA.
3. That these colleges would be training more persons in guidance and counseling as a result of the NDEA.
4. That these colleges would be conducting research in the area of better utilization of communication media as a result of the NDEA.
5. That the quality of instruction would be improved at these colleges as a result of the NDEA.
6. That these colleges would be extending their course offerings in the area of audio-visual instruction as a result of the NDEA.
7. That all prospective teachers would be required to take at least one course in audio-visual instruction as a result of the NDEA.
8. That these colleges would be conducting more workshops and

conferences in audio-visual instruction as a result of the NDEA.

9. That these colleges would be exposing their prospective teachers to language laboratories as a result of the NDEA.
10. That these colleges would be enriching their instructional programs with the use of educational television as a result of the NDEA.

Definition of Terms

Operational definitions of terms used in this study are as follows:

Influence.--The power of the National Defense Education Act of 1958 to effect changes in these seventeen colleges is interpreted as "influence" in this study.

The National Defense Education Act of 1958.--This Act is referred to as selective legislation because it does not provide general aid to education but is aimed specifically toward strengthening certain weaknesses in the Nation's schools and colleges. The stated purpose of this Act is as follows: "To provide substantial assistance in various forms to individuals, and to states and their subdivisions, in order to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States.¹

Original.--This term is used to include those colleges which are no longer "Negro" colleges, because of integration resulting from the desegregation movement, but which were established for Negroes by the 17 states maintaining segregated school systems.

¹U. S. Congress, House Committee on Education and Labor, The National Defense Education Act of 1958, Pub. Law 864, 85 Cong., 1958, p. 5.

Negro Land-Grant Colleges.--Those colleges endowed by the Morrill Act of July 2, 1862 in the seventeen states which maintained segregated school systems, are referred to in this study as "Negro Land-Grant Colleges."¹

Audio-visual instruction.--Any teaching-learning situation which utilizes materials acting upon and stimulating the audio and sensory mechanism is identified as "audio-visual instruction."

Method and Procedure of the Study

The survey method was used in this study. The data were secured by means of a questionnaire (Appendix C) with an accompanying cover letter (Appendix B). This instrument and the letter were sent to the presidents of the seventeen participating institutions. A preliminary letter (Appendix A) was sent out prior to the questionnaire requesting the cooperative participation of these colleges.

The seventeen participating institutions were coded with the letters A through Q according to the time the returns were received. That is to say, the return which was received first was coded as "Institution A"; the one received second as "Institution B"; and so on.

One hundred percent returns were received from the seventeen institutions involved in the study. Nine returns were received as a result of the cover letter which accompanied the questionnaire. No questionnaires were received as a result of the follow-up letter (Appendix D). This prompted the dispatching of letters to friends and acquaint-

¹"Colleges Land Grant," Encyclopedia America, 1958 ed., Vol. VII.

ances who were requested to contact the presidents of the eight non-responding institutions. Four returns were received as a result of these "contact" letters. Personal telephone calls were made in order to secure the four remaining questionnaires.

The data were tabulated and analyzed to determine that which was relevant and significant. The data were reported by using percentages.

CHAPTER II

HISTORY OF THE NEGRO LAND-GRANT COLLEGES

One of the functions of history is to impart knowledge of the past as a means of contributing to an appraisal of and preparation for the present and future. An overview of the historical background including the social, economic and educational heritage of these institutions is presented here as a means of providing some understanding as to why they would or would not be influenced by the National Defense Education Act of 1958.

The Morrill Act of 1862 provided for the establishment of seventeen colleges in the seventeen Southern States which maintained segregated school systems. These colleges were referred to as the Negro Land-Grant Colleges.¹

Eddy pointed out that these institutions have developed under entirely different conditions and with handicaps unknown to the other fifty-two land-grant institutions. The Negro Land-Grant Colleges are the product of a social and economic pattern of a particular region rather than a nation. These Negro institutions have been and continue to be operating under a time lag of some fifteen to twenty-five years behind the white Land-Grant Colleges.²

¹"Colleges Land Grant," Encyclopedia Americana, 1958 ed., Vol. VII.

²Edward D. Eddy, Jr., Colleges for Our Land and Time (New York: Harper and Brothers Publisher, 1957), pp. 257-258.

Alcorn University was the first Negro Land-Grant College. The majority of the southern states took no action in behalf of Negro land-grant education until they were induced to do so under the terms of the Second Morrill Act of 1890. The provisions of this act are as follows:

No money shall be paid out under this act to any State or Territory for the support and maintenance of a college where a distinction of race or color is made in the admission of students, but the establishment and maintenance of such college separately for white and colored students shall be held to be in compliance with the provisions of this act if the funds received in such State or Territory be equitably divided as hereinafter set forth.¹

These provisions and a specification that "separate but equal" fulfills the mandate.

Distinctive Features and Problems

Eddy stated that all levels of Negro education were affected profoundly by the social and economic conditions in the southern states. The menial types of occupations engaged in by the Negro was a factor which prevented the growth of his education. Many persons in the South felt that the Negro could not benefit from an education because of his personality and lack of ability, and thereby such money would be wastefully spent.²

One of the most important problems of the Negro Land-Grant Colleges, according to Eddy, was an inadequate system of Negro public education in the South. There were only sixty-four public high schools for Negroes in the southern states as late as 1915, and only forty-five

¹U. S. Department of Interior, Office of Education, Survey of Land-Grant Colleges and Universities (Washington: U. S. Government Printing Office, 1930), p. 13.

²Eddy, op. cit., p. 259.

of them offered a four-year curriculum. The function of elementary and secondary school work for many years was performed by the Negro Land-Grant Colleges. The difficulty of obtaining trained and competent teachers was one of the effects of the retarded educational situation of the Negro in the South. It was not only a problem of finding adequate teachers but, also, the perplexing task of paying decent salaries.¹

The Negro Land-Grant Colleges were in deplorable condition during the first twenty-five years of their existence. They were practically destitute and most inactive. Support from the states was very meager, often less than that from the Federal Government. President Gandy pointed out that no effort was made to encourage improvement or enlargement. Many of the buildings became dilapidated and ramshackled. There was practically no equipment for teaching such as laboratories and maps. Many of the colleges did not have even an adequate supply of blackboards in their classrooms. The living conditions of the students and teachers were unsanitary and breeders of dissatisfaction, and the teachers were woefully underpaid.²

The total value of the combined plants of the colleges in 1914 was estimated to be \$2,507,434. Income from the Federal grants was \$281,030, with state appropriations amounting to \$368,487. By 1925, plant value had risen to \$7,979,848, and state support to \$1,455,260, still a sharp contrast to the development and increased support of the

¹Ibid., p. 260.

²Proceedings of the Annual Conference of the Presidents of Negro Land-Grant Colleges (John M. Gandy, 1925), p. 99.

other fifty-two land-grant institutions during this period.¹

Eddy asserted that the Negro Land-Grant Colleges were in much better shape during the decade of the thirties. Whereas as late as 1930 only three of the seventeen institutions could meet the standards established by accrediting agencies for libraries, by 1940 only two were below standard.²

Primary Function and Services Rendered

Chapman alleged that the principle function of the Negro Land-Grant Colleges, in contrast to the other land-grant institutions, has been largely that of teacher-training. It was dictated in some measure by the growth of public and private educational facilities for Negro youth and the demand for teachers, as well as by social restrictions on other professional fields which Negroes might enter. The responsibility for educating more and better teachers was thrust upon the land-grant institutions because the private Negro colleges were oriented toward the pure liberal arts. In graduate study, for instance, in 1953 the education majors numbered more than four times the combined enrollment of the other three fields in which graduate students were reported. The operation of summer session work became an important part of the Negro Land-Grant College program as a result of this emphasis on teacher-training.³

¹U. S. Department of Interior, op. cit., p. 18.

²Eddy, op. cit., p. 261.

³O. J. Chapman, "A Historical Study of Negro Land-Grant Colleges in Relationship with Their Social, Economic, Political, and Educational Backgrounds and A Program for Their Improvement" (Unpublished Ed. D. Dissertation, College of Education, Ohio State University, 1955), p. 42.

Chapman further stated that the Negro colleges have never given strong emphasis to the traditional land-grant subjects. The number in agriculture for many years was very small, and instruction in mechanic arts was limited to manual training and trades. Negro graduates found it difficult to find employment at any other level, and the colleges themselves were handicapped by the lack of equipment so necessary to professional engineering training. Until recent years the work has been given almost entirely on a high school level and has consisted of mechanical drawing, automobile mechanics, carpentry, masonry, building construction, power-plant engineering, printing, and industrial management. The development of home economics has been slightly more consistent with the non-Negro land-grant institutions. With the increased interest in nutrition and child development, home economics graduates found more demand for their services.¹

There was little military training provided in Negro Land-Grant Colleges until World War II. The United States Office of Education has emphasized since that time the obligation of these institutions to offer military instruction, whether or not an ROTC unit is provided through Federal assistance. The Department of Defense has established units, with varying degrees of success, in most of the institutions despite the reluctance of the various branches of service.²

The Negro Land-Grant Colleges, as reported by Eddy, have been and continue to be called upon for the rendering of service, both in

¹Ibid., p. 45.

²U. S. Department of Interior, op. cit., p. 23.

quality and quantity, far beyond that usually expected of institutions of their size and stature. The seventeen states in which the colleges are located are populated by the great majority of the nation's Negroes, most of whom live in rural areas, leaving to the Negro land-grant institutions a staggering job of raising the level of living and working conditions. These institutions have succeeded in making a contribution to the life of their race which otherwise would never have been made. They have proven, too, the wisdom of government assumption of the responsibility for the higher education of the Negro, and the contribution which the educated Negro can make to the state and to society.¹

A very significant indication of the present status of the Negro Land-Grant Colleges, as pointed out by Orr, is found in their full acceptance as members of the American Association of Land-Grant Colleges and Universities. This significant step was taken in 1954.²

Financial Situation

Davis reported that the Negro Land-Grant Colleges have been held back as much by financial stringency as by social conditions. He further stated that in 1937 the white land-grant colleges in seventeen southern states maintaining separate schools expended \$13,360,598 of Federal funds in or through white institutions while only \$504,767 was spent in Negro institutions. Whereas the Negroes constituted 23 percent of the total population of the seventeen states in 1930, as late as 1935-

¹Eddy, op. cit., p. 265.

²Clyde L. Orr, "An Analytical Study of the Conference of Presidents of Negro Land-Grant Colleges" (Unpublished Ed. D. Dissertation, Graduate School, University of Kentucky, 1959), p. 47.

36 the Negro colleges received only six percent of the funds apportioned to the states for the support of Land Grant Colleges. There is no doubt that the educational standards in the Negro colleges have suffered because of lack of financial support, and that opportunities for Negro study in a wide variety of fields have been curtailed on both economic and social grounds.

The Outlook

The death knell was sounded for segregation in public supported institutions by the Supreme Court decision of 1954, and it will not be long before the two "hard core" southern states which have no vestige of racial integration will have to open their doors of educational institutions to all races. This prospect, within itself, proposed problems for the Negro Land-Grant Colleges.

The future of the Negro Land-Grant Colleges, according to Eddy, is doubtful. He concluded that what will happen to the separate Negro colleges as a result of the United States Supreme Court decision invalidating their long-held separate but equal approach is an open question.¹

Orr stated that many changes in the social and economic structure on the southern region have come about as a result of the movement from an agrarian economy to an industrial one. One of the major objectives of the Negro Land-Grant Colleges is that of preparing the Negro to live in an industrial society. Much can be done in these colleges to assure

¹Eddy, op. cit., p. 265.

the children of the rural southern Negro, since he is most often ill-prepared to meet the challenges of urban life, that they will not be faced with so great a problem in the future. The presidents of these Negro colleges will need to realize that their students will have to be better prepared than ever before to meet the demands of society, both socially and economically.¹

Atwood predicted that some land-grant colleges established for Negroes may cease to be land-grant colleges; but he doubted that any, or certainly, not many, will cease to function as colleges.²

It is very likely that as progress in integration is made other states will follow the plan of West Virginia. The West Virginia Board of Education decided as a result of a survey, cited by Orr, that the land-grant function of the states could best be carried on in one land-grant institution. The Federal funds could then be allocated to one institution rather than two, and it was their judgement that a more adequate program, including personnel and facilities, would be the result.³

No matter how well equipped, or heavily endowed, the Negro Land-Grant Colleges are in the future, they will be effective in performing the services required of them only in proportion to the type of administrative leadership which is attuned to the unique needs and demands of Negro youth. These Negro youth need the assurance that the administration

¹Orr, op. cit., p. 39.

²Rufus B. Atwood, "The Future of the Negro Land-Grant College," The Journal of Negro Education, XIX (Summer, 1958), p. 381.

³Orr, op. cit., p. 40.

of these institutions is less concerned about personal status and vested interest and more concerned about education for full citizenship and for leadership in a democracy.

These institutions will not only be expected to meet the urgent needs of the Negro youth but, also, the needs of the community in which they are located. The extent to which they will adequately perform this function will also depend upon the type of administrative leadership they have. These responsibilities place the future of the Negro Land-Grant Colleges squarely into the hands of their administrative personnel. This, indeed, includes the white boards of trustees which are over many of these institutions.

Summary

The Negro Land-Grant Colleges were established as a result of the Morrill Act of 1862. However, the majority of the southern states took no action in behalf of Negro land-grant education until they were induced to do so under the terms of the second Morrill Act of 1890. Alcorn University was the first Negro Land-Grant College.

The social and economic conditions in the southern states affected all levels of Negro education. Therefore, one of the most important problems of the Negro Land-Grant Colleges was an inadequate system of Negro public education in the South. Another problem was the old dilapidated buildings with practically no equipment.

The principle function of the Negro Land-Grant Colleges has been largely that of teacher-training. This emphasis on teacher-training contributed to the operation of summer session work at these institutions.

There was little military training provided until World War II.

The Negro Land-Grant Colleges have been held back as much by financial stringency as by social conditions. In 1930 the seventeen southern states where these institutions were located constituted 23 percent of the total population, but as late as 1935-36 these colleges received only six percent of the funds apportioned to the states for the support of Land-Grant Colleges.

The future of these institutions is doubtful as a result of the Supreme Court decision outlawing segregation in publicly supported institutions. The service which they will render in the future will be in direct proportion to the type of administrative leadership which they have. This leadership must be more concerned about meeting the unique needs of the Negro youth of our times than it is about personal status and vested interests.

CHAPTER III

PROFILE OF THE NEGRO LAND-GRANT COLLEGES

General Information

The Respondents

The purpose of this chapter is to present a profile of the seventeen original Negro Land-Grant Colleges. This is done by means of analyzing, tabulating and synthesizing the data submitted by the respondents.

Nine returns, or 53 per cent, were received within one week after the questionnaires were sent out. Although the questionnaires were mailed directly to the presidents of the participating institutions, in most instances, some other member of the college staff returned the completed instruments.

Table 1 shows the titles of respondents who returned questionnaires. Listing by titles, more questionnaires (five) were returned by presidents than by persons holding any other position in these colleges. Four respondents, or 24 per cent, were deans of colleges (instruction); 12 per cent were deans of students; 12 per cent were college representatives of the National Defense Student Loan Program; one respondent was the college librarian; one was the business manager; one had the title of professor of education; and one was the dean of the law school.

TABLE 1'

TITLES OF RESPONDENTS AT PARTICIPATING INSTITUTIONS

Institution	Titles of Respondents
A	President
B	Librarian
C	NDSLP College Representative
D	Dean of the College
E	Dean of Law School
F	Business Manager
G	Chairman, NDSLP
H	Dean of Students
I	Professor of A-V Education
J	President
K	Dean of the University
L	Dean of Students
M	President
N	Dean of Instruction
O	President
P	Dean of College
Q	President

Table 2 presents the institutions which had representatives at the conference on how the NDEA of 1958 would benefit higher education.

TABLE 2

COLLEGE REPRESENTATIVES ATTENDING U. S. OFFICE
OF EDUCATION CONFERENCE, FALL, 1959

Institution	Representation	
	Yes	No
A	X	
B	X	
C	X	
D	X	
E		X
F	X	
G	X	
H	X	
I		X
J	X	
K	X	
L	X	
M	X	
N		X
O	X	
P	X	
Q	X	

In answer to the question, "Did a representative from your institution attend the conference on how the NDEA would benefit higher education?", eighty-two per cent of the respondents said "Yes." This data gave rise to certain questions:

1. Did these representatives return to their institutions highly enthusiastic and motivated toward participation in the NDEA Program?
2. Was there interest and motivation engendered in these representatives which were discouraged by the administration of these colleges?
3. Were these representatives unimpressed and uninspired by the many provisions and benefits outlined at this conference?
4. Were the representatives who attended the conference the persons who would most likely implement the NDEA Program at the participating institutions?
5. Could these institutions justify a lack of participation in the NDEA Program in view of the fact that no matching funds are necessary; that the only requisite for participation is a carefully developed proposal or prospectus; that the increasing enrollments demand adequate provisions for quality education?

The Enrollment

The enrollment at the seventeen Negro Land-Grant Colleges has increased significantly during the past decade. It has been previously stated that the enrollment of these colleges in 1953 was 21,975 students.¹ The enrollment in the responding institutions is presented in Table 3.

¹Eddy, op. cit., p. 261.

TABLE 3

ENROLLMENT IN THE SEVENTEEN PARTICIPATING INSTITUTIONS
1961-62

Institution	Number of Students			
	1-1000	1001-2000	2001-3000	Over 3000
A	X			
B		X		
C		X		
D	X			
E		X		
F		X		
G	X			
H			X	
I			X	
J		X		
K				X
L				X
M	X			
N			X	
O	X			
P			X	
Q		X		

There were five colleges with enrollments between one and 1000 students. The average enrollment of these five colleges was approximately 600 students. There were six colleges with enrollments between 1001 and 2000 students. Four colleges had enrollments between 2001 and 3000 students; and two of these institutions had enrollments of over 3000 students. One of these two colleges is the largest institution of higher education for Negroes in the United States. The enrollment of this institution for 1961-62 was 5,580 students.

Table 4 shows that the National Defense Education Act of 1958 influenced the enrollment at thirteen institutions, or seventy-six per cent of the total; while the enrollment at four institutions, or twenty-four per cent of the total, was not at all influenced by this Act.

It is interesting to note that at only one institution, which represents six per cent of the total, was enrollment influenced "very much" by the National Defense Education Act of 1958. At four institutions, which represent twenty-four per cent of the total, the enrollment was "considerably" influenced by this Act. At seven institutions, or forty-one per cent of the total, enrollment was influenced "somewhat" by the NDEA. At one institution, or six per cent of the total, the NDEA influenced enrollment "very little". Table 4 shows the extent to which enrollment at these institutions was influenced by the National Defense Education Act of 1958.

TABLE 4

THE EXTENT OF INFLUENCE OF THE NATIONAL DEFENSE EDUCATION ACT
OF 1958 ON INCREASING ENROLLMENT AT THE
PARTICIPATING INSTITUTIONS

Institution	Enrollment Increase Influenced by NDEA		Extent of Influence			
	Yes	No	Very Much	Consider- ably	Some- what	Very Little
A		X				
B	X				X	
C	X		X			
D	X				X	
E		X				
F	X				X	
G	X				X	
H		X				
I	X			X		
J	X			X		
K	X				X	
L	X			X		
M		X				
N						X
O	X			X		
P	X				X	
Q	X				X	

The Status of Racial Integration

The racial integration status of the seventeen original Negro Land-Grant Colleges is presented in Table 5. There are seven institutions, representing 41 per cent of the total, which are racially integrated. These institutions are located in those states which are referred to as "border states", and all of them were integrated before 1958. Information concerning the date of racial integration of these institutions is, also, presented in Table 5.

The NDEA Student Loan Program

Table 6 shows that all of the seventeen original Negro Land-Grant Colleges are participating in the NDEA Student Loan Fund Program. This is the only aspect of the National Defense Education Act of 1958 in which all of these institutions are involved. Table 6, also, reveals that only three of these colleges did not participate in the program when it was first inaugurated. These three institutions began participating during the second year (1959-60) of its operation.

A noteworthy observation concerning the NDEA Student Loan Program is that the majority of recipients were preparing to teach; in fact the proportion of loans to persons majoring in education is on the rise. In 1958-59, 71 per cent of these recipients were education majors; 73 per cent were education majors in 1959-60; 76 per cent were education majors in 1960-61; and 76 per cent of these recipients were education majors in 1961-62.

TABLE 5

RACIAL INTEGRATION IN PARTICIPATING INSTITUTIONS

Institution	Racial Integration		Date
	Yes	No	Before 1958
A	X		X
B	X		X
C		X	
D	X		X
E		X	
F		X	
G	X		X
H		X	
I		X	
J		X	
K		X	
L	X		X
M		X	
N		X	
O	X		X
P	X		X
Q		X	

TABLE 6

INSTITUTIONS PARTICIPATING IN THE NATIONAL DEFENSE
EDUCATION ACT STUDENT LOAN PROGRAM AND
DATE OF FIRST PARTICIPATION

Institution	Participation		Date of First Participation	
	Yes	No	1958-59	1959-60
A	X		X	
B	X		X	
C	X		X	
D	X		X	
E	X			X
F	X		X	
G	X		X	
H	X		X	
I	X		X	
J	X		X	
K	X		X	
L	X			X
M	X			X
N	X		X	
O	X		X	
P	X		X	
Q	X		X	

TABLE 7

NATIONAL DEFENSE EDUCATION ACT STUDENT LOAN RECIPIENTS AT
PARTICIPATING INSTITUTIONS AND THE NUMBER OF RECIPIENTS
MAJORING IN EDUCATION 1958-59, - 1961-62

Institution	Recipients of Loans							
	1958-59		1959-60		1960-61		1961-62	
	Total	Ed. Majors	Total	Ed. Majors	Total	Ed. Majors	Total	Ed. Majors
A	22	11	44	30	59	43	108	65
B								
C	121	101	381	308	436	398	506	405
D	4	2	64	50	72	69	102	89
E	0	0	23	16	38	27	68	47
F	18	9	61	56	133	108	147	133
G	17	13	59	60	48	40	33	28
H	6	5	139	125	239	225	435	390
I	70	42	140	93	271	160	350	240
J	36	28	226	186	277	253	383	357
K	12	7	224	72	225	105	435	157
L	82	51	350	250	250	191	235	185
M	0	0	50	31	113	104	133	105
N	0	0	127	91	174	126	184	145
O	23	23	73	72	95	55	149	111
P	11	11	84	63	98	57	98	66
Q	58	38	103	78	195	105	221	135

Table 7 shows by institution the total number of recipients of the NDEA Student Loan Fund. The data reveal that the majority of the recipients of each institution was education majors. It must be pointed out at this time that Institution B did not submit information concerning the number of students served by the NDEA Loan Program. The response to the question "List the total number of students served by your loan program and indicate the number preparing to teach for the years you have participated in the program," was, "Cannot answer at this time."

Counseling and Guidance Institutes

The constant demands for maximum performance in a competitive society; the stresses and strains of modern-day living; and the pressing needs of youth resulting from the transition taking place throughout the world make the need for guidance and counseling most acute in our schools today. In spite of this urgent need for trained counselors and guidance personnel, only three, or approximately eighteen per cent, of the participating institutions conducted counseling and guidance institutes. The Negro youth in the South, especially during this period of flux and change, are in desperate need of the kind of guidance and counseling which will enable them to acquire first-class citizenship for which they are struggling. Table 8 shows that only 209 persons have participated in counseling and guidance institutes at these colleges since the inauguration of the NDEA in 1958.

This indeed is a sad commentary in view of the fact that the section of the NDEA concerned with counseling and guidance institutes had as one of its purposes training to improve the qualifications of person-

nel engaged in counseling and guidance of students in secondary schools.

One factor which automatically eliminates over fifty per cent of these institutions from participating in the Counseling and Guidance Institutes Program is the requirement that the institution currently offers, or is ready to launch and maintain, a graduate program of counselor education.¹ Only eight, or 47 per cent of the total, of these colleges offer a master's degree program with a major in education and a minor in guidance and counseling. In general, curriculum changes result from the needs and demands of society. Is this true of the seventeen original Negro Land-Grant Colleges?

The overall purpose of Title V - Guidance, Counseling, and Testing is the identification and encouragement of able students. This purpose cannot be realized, however, if the teachers and counselors in the secondary schools are so lacking in the basic competencies and skills as to be unable to select and use the instruments which will enable them to determine these able students.

Information pertaining to the NDEA Counseling and Guidance Institutes and the number of persons served is presented in Table 8. Only one of the three institutions which conducted NDEA Counseling and Guidance Institutes indicated that the NDEA had influenced an increase in course offerings in counseling and guidance.

¹U. S. Department of Health, Education, and Welfare, op. cit., p. 20.

TABLE 8

NATIONAL DEFENSE EDUCATION ACT COUNSELING AND GUIDANCE INSTITUTES
AT PARTICIPATING INSTITUTIONS AND NUMBER OF PERSONS SERVED

Institution	Institute		Number Served		
	Yes	No	1959-60	1960-61	1961-62
A		X			
B		X			
C		X			
D		X			
E	X			40	30
F		X			
G		X			
H		X			
I		X			
J		X			
K		X			
L	X		35	44	30
M		X			
N	X			30	
O	X				
P	X				
Q	X				

Language Institutes

The shrinking globe and orbiting astronauts, brought about by scientific advancement in travel and communication, have created the need for a knowledge of many languages. Title VI of the National Defense Education Act of 1958 was designed to meet this need.

The purpose of Part B - Language Institutes, of Title VI is as follows:

To provide for advanced training particularly in the use of new teaching methods and instructional materials for individuals engaged, or preparing to engage, in teaching or supervising, or training teachers of any modern foreign language in the elementary or secondary schools.¹

The data reveal that two, or 12 per cent, of the participating institutions have conducted NDEA Language Institutes. These were summer institutes and they served a total of 180 teachers. Forty-three persons participated in the institute at Institution B during the summer of 1961. Institution Q served 42 persons in 1960; 44 persons in 1961; and 50 persons in 1962.

The information concerning the NDEA Institutes and the number of persons served is presented in Table 9. None of the participating institutions have initiated studies or research projects in modern foreign language. The data also reveal that the NDEA did not influence any of the participating institutions to increase their course offerings in modern foreign language.

The language laboratory is an electronic device employed to facilitate conversation in modern foreign language. The "audiolingual"

¹Ibid., p. 29.

method helps students acquire a "near native" pronunciation of a foreign language by giving them opportunities for alert listening to and careful repeating after perfect native models.¹

In spite of the remarkable change in attitude toward the importance of learning foreign languages only four, or 24 per cent, of the participating institutions have language laboratories. Two of these four institutions stated that the NDEA was partly responsible for the establishment of the language laboratories. The other two institutions indicated that the NDEA was not responsible at all. Table 10 presents information about the number of language laboratories at the participating institutions. Table 11 reveals the institutions whose language laboratories were influenced by the NDEA and the extent of the influence.

¹Gene C. Fusco, "Technology in the Classroom Challenges the School Administrator," School Life, XII (March, May 1960), p. 9.

TABLE 9

NATIONAL DEFENSE EDUCATION ACT LANGUAGE INSTITUTES
AT PARTICIPATING INSTITUTIONS AND NUMBER
OF PERSONS SERVED

Institution	Institute		Number Served		
	Yes	No	1959-60	1960-61	1961-62
A		X			
B		X			
C		X			
D		X			
E		X			
F		X			
G		X			
H		X			
I		X			
J		X			
K	X			43	
L		X			
M		X			
N		X			
O		X			
P		X			
Q	X		42	45	50

TABLE 10

LANGUAGE LABORATORIES AT PARTICIPATING INSTITUTIONS

Institution	Language Laboratory	
	Yes	No
A	X	
B		X
C		X
D		X
E	X	
F		X
G		X
H		X
I		X
J		X
K	X	
L		X
M		X
M		X
N		X
O		X
P		X
Q	X	

TABLE 11
INSTITUTIONS WITH LANGUAGE LABORATORIES INFLUENCED
BY THE NATIONAL DEFENSE EDUCATION ACT
AND EXTENT OF INFLUENCE

Institution	Influenced by NDEA		Extent of Influence		
	Yes	No	Entirely Responsible	Partly Responsible	Not Responsible at All
A		X			
E		X			
K	X			X	
Q	X			X	

Summary

All of the seventeen original Negro Land-Grant Colleges responded to the questionnaire. The limitations of the study made it imperative that 100 per cent returns be received.

Three of the seventeen colleges did not send a representative to the conference on how the NDEA of 1958 would benefit higher education. This conference was held in the fall of 1958 by the U. S. Office of Education.

The enrollment of these institutions has increased significantly during the past decade. The NDEA influenced the increase in enrollment at 13, or 76 per cent, of these institutions. The extent of this influence varied considerably.

Seven, or 41 per cent, of these institutions are racially integrated. All of these colleges were integrated before the National Education Act of 1958.

All of the seventeen original Negro Land-Grant Colleges are participating in the NDEA Student Loan Program. The majority, or 74 per cent, of the loan recipients are preparing to teach.

In spite of the urgent need for counselors and guidance personnel only three, or 18 per cent, of the participating institutions have conducted Counseling and Guidance Institutes. One of these three institutions indicated that the NDEA had influenced an increase in course offerings in guidance and counseling.

The new aural-oral approach to language instruction which is facilitated by the language laboratory has created much interest in this area of the educational program. Nevertheless, only two, or 12 per cent, of these institutions have conducted NDEA Language Institutes. Four, or 24 per cent of these institutions have language laboratories. The National Defense Education Act of 1958 was partly responsible for the establishment of language laboratories at two of these institutions. No research projects supported by the NDEA have been initiated in modern foreign language at the participating institutions. There has been no increase in course offerings in modern foreign language as a result of the influence of the NDEA at any of these colleges.

CHAPTER IV

AUDIO-VISUAL EDUCATION

Research and Experimentation

Title VII of the National Defense Education Act of 1958 is concerned with research and experimentation in more effective utilization of communication media. It is also concerned with the development of new techniques and methods for presenting academic subject matter through audio-visual materials.

With the exception of Institution H, none of the participating institutions have conducted research in more effective utilization of communication media supported by the NDEA. An OE Grant of \$12,134 was given to Institution H for a research project.

Table 12 presents information concerning research in the area of more effective utilization of communication supported by the NDEA.

The Audio-Visual Center

The fundamental purpose of an audio-visual program is to complement classroom instruction by enriching the learning experiences of the pupils. The nature of such a program and the services it will render are affected by the leadership and ability of the person who directs it and by the amount of time devoted to audio-visual work.

TABLE 12

RESEARCH IN COMMUNICATION MEDIA SUPPORTED BY THE NATIONAL DEFENSE
EDUCATION ACT AT PARTICIPATING INSTITUTIONS

Institution	Research Projects	
	Yes	No
A		X
B		X
C		X
D		X
E		X
F		X
G		X
H	X	
I		X
J		X
K		X
L		X
M		X
N		X
O		X
P		X
Q		X

It was pointed out by the audio-visual committee of Western Illinois State Teachers College that one of the major functions of an efficient audio-visual program is that of providing adequate audio-visual

instruction for public school teachers.¹

The data revealed that eight, or 47 per cent, of the participating institutions have audio-visual centers. It also revealed that the NDEA was not at all responsible for the establishment of the audio-visual centers.

DeCosta stated in his study of 1950 that 10 of the Negro Land-Grant Colleges had audio-visual aids programs. He further stated that the audio-visual aids programs at only six of the Negro Land-Grant Colleges were each coordinated by one staff member.²

It must be pointed out at this time, however, that some of these colleges which indicated the existence of an audio-visual aids program in DeCosta's study did not have audio-visual centers. The possession of one or two pieces of audio-visual equipment, in many instances, may have constituted the audio-visual program of an institution. The present study revealed that only one of the eight institutions having audio-visual centers indicated that the center was established prior to 1950.

Table 13 presents the participating institutions having audio-visual centers. The eight institutions with audio-visual centers indicated that the NDEA did not in any way influence the establishment of the centers.

The persons in charge of three of the audio-visual centers hold degrees in audio-visual education. Two of these persons were holders of

¹Western Illinois State Teachers College, Audio-Visual Committee, The Foundation of an Audio-Visual Department in A Teacher Education Institution, Macomb: 1946, pp. 65-67.

²Laler C. DeCosta, "Audio Visual Aids Programs in the Negro Land-Grant Colleges", (Unpublished Master's Thesis, Graduate School, South Carolina State College, 1950), p. 5.

the Ed. D. Degree and one was the holder of the M. A. Degree. The other five persons have special training in audio-visual education.

TABLE 13
PARTICIPATING INSTITUTIONS WITH AUDIO-VISUAL CENTERS

Institution	A-V Center	
	Yes	No
A		X
B		X
C	X	
D		X
E	X	
F		X
G		X
H	X	
I	X	
J		X
K		X
L	X	
M	X	
N		X
O	X	
P		X
Q	X	

The effectiveness of an audio-visual center is in direct proportion to the training and experience of the person in charge. Its effectiveness is also related to the amount of time this person devotes to administering it.

The study revealed that three of the participating institutions have persons in charge of the audio-visual center who spend 100 per cent of their time administering it, i. e. they are full-time directors. One institution has a person who spends 75 per cent of his time; one has a person who spends 65 per cent of his time; one has a person who spends 50 per cent of his time; one has a person who spends 35 per cent of his time; and one institution has a person who spends 25 per cent of his time administering the audio-visual center. This information is presented in Table 14.

TABLE 14
PERCENTAGE OF TIME DEVOTED TO ADMINISTERING
THE AUDIO-VISUAL CENTER

Institution	Percentage of Time
C	100%
E	75%
H	50%
I	35%
L	65%
M	100%
O	35%
Q	100%

It is impossible to conduct an effective program of audio-visual education with inadequate equipment. There must be sufficient equipment with which the students can practice in order for them to acquire competence in the use of the materials. Table 15 shows that only two of the participating institutions indicated that the NDEA influenced an increase in the amount of audio-visual equipment in the a-v centers.

de Kieffer stated that the rapid growth in the number and percentage of institutions now conducting audio-visual programs seems to indicate the acceptance of instructional materials and their impact on teaching and learning.¹

The data revealed that not any of the participating institutions indicated the National Defense Education Act of 1958 as having influenced an increase in course offerings in audio-visual instruction. It also revealed that only one of these institutions employed the use of educational television.

Educational Television

Educational television is one means of extending the effectiveness of the outstanding college teachers to a greater number of students. It is also suggested as one means of resolving the shortage of teachers and the increased enrollments.

¹Robert de Kieffer, op. cit., p. 125.

TABLE 15

THE INFLUENCE OF THE NATIONAL DEFENSE EDUCATION ACT OF THE AMOUNT
OF AUDIO-VISUAL EQUIPMENT AT PARTICIPATING INSTITUTIONS

Institution	NDEA Influence on A-V Equipment	
	Yes	No
A		X
B		X
C		X
D		X
E		X
F		X
G		X
H		X
I		X
J		X
K		X
L	X	
M		X
N		X
O		X
P		X
Q	X	

Teacher Training

Dent suggests that in the training of teachers and administrators in the area of audio-visual education, teacher training institutions should:

1. Include in methods and subject matter courses for teachers the use of audio-visual materials as well as techniques of using these aids.
2. Include in courses for administrators, supervisors, curriculum directors, and guidance personnel material on the principles and techniques of using a-v aids.
3. Offer courses, including workshops, in audio-visual education for teachers.
4. Maintain a trained staff and facilities necessary to implement such a program.
5. Offer courses for training audio-visual specialists whenever the institution possesses adequate facilities and qualified staff for advanced specialized training.¹

Institutions engaged in the education of prospective teachers should be vitally concerned with the quality of their product and should be interested in the continuing professional advancement of their graduates. These institutions can manifest their concern and interest by comprehensive programs of pre-service and in-service audio-visual education.

Table 16 reveals that only five, or 29 per cent of the participating institutions require their prospective teachers to take a course in audio-visual education.

¹Ellsworth C. Dent, The Audio-Visual Handbook, (Chicago: Society for Visual Education, Inc., 1949), p. 195.

TABLE 16

PARTICIPATING INSTITUTIONS REQUIRING PROSPECTIVE TEACHERS
TO TAKE A COURSE IN AUDIO-VISUAL EDUCATION

Institution	A-V Education Course Required	
	Yes	No
A		X
B		X
C		X
D	X	
E		X
F	X	
G		X
H		X
I		X
J		X
K	X	
L	X	
M	X	
N		X
O		X
P		X
Q		X

It is noteworthy that one of the five institutions requiring their prospective teachers to take a course in audio-visual education indicated that the requirement was a result of the NDEA. To the question, "To what extent did the NDEA influence your institution to conduct an audio-visual education workshop?", all of the participating institutions responded, "Not at all."

It is interesting to note that only five, or 29 per cent, of the respondents indicated that the NDEA had helped to improve instruction in their institutions. Four of these respondents stated that the NDEA helped "considerably" to improve instruction and one indicated that it helped "very little."

Summary

Research and experimentation in the area of more effective utilization of communication media were very limited at the participating institutions. Only one of these institutions has conducted research in this area of audio-visual education.

There were audio-visual centers at eight of the responding institutions. Three of these centers were headed by persons holding degrees in audio-visual education. The NDEA influenced an increase in the amount of audio-visual equipment at two of the audio-visual centers.

The prospective teachers are required to take a course in audio-visual education at five of the participating institutions. The NDEA did not influence any of the seventeen institutions to conduct audio-visual education workshops. However, it did help to improve the quality of instruction at five of these Negro Land-Grant Colleges.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to ascertain the influence of selected aspects of the National Defense Education Act of 1958 on the seventeen original Negro Land-Grant Colleges. The selected aspects of this Act are those sections which are concerned specifically with higher education. They are Title II - Loans to Students in Institutions of Higher Education; Title V - Part B - Counseling and Guidance Training Institutes; Title VI - Language Development; and Title VII - Research and Experimentation in More Effective Utilization of Television, Radio, Motion Pictures, and Related Media for Educational Purposes.

The design of this study sought to determine the extent to which the seventeen original Negro Land-Grant Colleges participated in those aspects of the NDEA concerned with higher education. To carry out the purposes of the study, questionnaires were sent to the presidents of the participating institutions. The responses to the questions were analyzed and tabulated.

The data were tabulated and analyzed to determine that which was relevant and significant. The data were presented by using percentages.

Findings

The major findings of this study were as follows:

1. Eighty-two per cent of the participating institutions had representatives at the conference on how the NDEA would benefit higher education which was conducted by the U. S. Office of Education in the fall of 1959.
2. Twenty-nine per cent of these institutions had enrollments between 1001 and 2000 students; 24 per cent had enrollments between 2001 and 3000 students; and 12 per cent had enrollments over 3000 students.
3. Seventy-six per cent of the participating institutions indicated that their enrollment increase was influenced by the NDEA.
4. Forty-one per cent of the participating institutions were racially integrated.
5. One hundred per cent of the responding institutions participated in the NDEA Student Loan Program.
6. Seventy-four per cent of the recipients of loans were education majors, i.e., prospective teachers.
7. Only 17 per cent of the participating institutions had conducted NDEA Counseling and Guidance Institutes.
8. Only 12 per cent of these colleges had conducted NDEA Language Institutes.
9. Not any of the participating institutions had conducted or were conducting, modern foreign language research projects

supported by the NDEA.

10. Language laboratories were established at only 24 per cent of the participating institutions. The establishment of two of these was influenced by the NDEA.
11. Only one, or six per cent, of the participating institutions had conducted research in the area of better utilization of communication media.
12. Forty-seven per cent of the participating institutions had audio-visual centers.
13. The NDEA did not influence an increase in audio-visual education course offerings at any of the participating institutions.
14. Only one, or six per cent, of these colleges employed educational television.
15. Twenty-nine per cent of the participating institutions required their prospective teachers to take a course in audio-visual education.
16. None of the participating institutions were influenced by the NDEA to conduct a-v education workshops.
17. Only 29 per cent of the respondents indicated that the NDEA had helped to improve instruction at their institutions.

Conclusions

On the basis of the findings of this investigation, it is possible to set forth certain tentative general conclusions pertinent to the influence of the NDEA of 1958 on the seventeen original Negro Land-Grant Colleges.

1. The National Defense Education Act of 1958 had very little

influence on the seventeen original Negro Land-Grant Colleges except in the area of Student Loans.

2. The majority (82 per cent) of the participating institutions were interested enough in the prospects of the NDEA of 1958 to send representatives to the conference on how it would benefit higher education. However, this interest was not strong enough to motivate participation in all aspects of the NDEA Program.
3. The participating institutions were least influenced by those aspects of the NDEA Program which are specifically concerned with the national defense, viz., Language Development; Guidance, Counseling, and Testing; (Identification and Encouragement of Able Students); and Research and Experimentation in more Effective Utilization of Communication Media.
4. Fifty-three per cent of the participating institutions did not have audio-visual centers; therefore, learning was not enhanced by the maximum use of audio-visual materials. Effective communication is the result of this maximum utilization.
5. The prospective teachers at the majority (71 per cent) of these institutions received no training in audio-visual education, unless they elected to do so.
6. The most effective means of teaching modern foreign languages, viz., the language laboratory, was not available to the students at 76 per cent of the participating institutions.

Implications

1. The apparent lack of participation in all of the aspects of the NDEA of 1958 by the responding institutions, when they need so desperately the benefits which will accrue from such participation, implies a need for dynamic and farsighted administrative leadership at these institutions.
2. The lack of participation which has been concluded to be the result of a lack of influence of the NDEA of 1958 also implies that the representatives who attended the U. S. Office of Education Conference in the fall of 1959 were either not interested or not impressed; or their enthusiasm was discouraged by the administration upon their return, or the persons selected to attend the conference were not the ones who would encourage and implement total participation of their institutions in the NDEA Program.
3. The 100 per cent participation of these 17 institutions in the NDEA Student Loan Program tends to imply interest in providing financial assistance to the students in need of such help.
4. The status of racial integration at 41 per cent of the "border state" institutions implies the immediate need for the remaining 59 per cent of these colleges to improve facilities and course offerings and to plan with "white" Land-Grant Colleges and with state officials the role they will perform when they, too, become racially integrated institutions.

5. The fact that less than 50 per cent of the participating institutions have audio-visual centers and none of them have been influenced by the NDEA to conduct audio-visual education workshops implies a very limited program of pre-service a-v education and no in-service training in this area.

Recommendations

1. It is recommended that further study be made using all of the Land-Grant Colleges for the purpose of comparing the influence of the NDEA of 1958 on the Negro and white colleges.
2. It is also recommended that a subsequent study be made four years hence to determine the extent to which these seventeen institutions will have been influenced by the NDEA at that time.
3. It is recommended that a study be made to determine how the college personnel and also the student body of these institutions perceive the role of the Negro Land Grant Colleges.
4. It is further recommended that a study be made to determine the extent to which those persons in audio-visual education are actually utilizing audio-visual materials.
5. It is finally recommended that the present study be made available to the administrative personnel of the participating institutions in order that they may appraise the effectiveness of their programs.

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APPENDIX A

PRELIMINARY LETTER

Post Office Box 4247
Woodrow Wilson Center
Norman, Oklahoma

May 3, 1962

_____, President

Dear President _____:

The purpose of this letter is to request your cooperation in the proposed study for my doctoral dissertation. The subject of my study is: **THE INFLUENCE OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958 ON THE SEVENTEEN ORIGINAL NEGRO LAND-GRANT COLLEGES WITH EMPHASIS ON AUDIO-VISUAL INSTRUCTION.**

A questionnaire will be forthcoming within the next week. I will look forward to an immediate response from you or from the member of your staff you feel best suited to supply the desired information.

Your cooperation will be essential to the success of this investigation and will, therefore, be greatly appreciated.

Very truly yours,

Larney G. Rackley

APPENDIX B

COVER LETTER

Post Office Box 4247
Woodrow Wilson Center
Norman, Oklahoma

May 15, 1962

_____, President

Dear President _____:

I know that I am sending the enclosed questionnaire to you at a very busy time of the school year. I beg your indulgence, because the schedule set for this investigation demands that I contact all participating institutions before the spring semester ends.

The purpose of the study, as stated on the questionnaire, is to ascertain the extent of influence of the National Defense Education Act of 1958 on the seventeen original Negro Land-Grant Colleges.

The small size of my sample makes it imperative that I secure one hundred per cent returns, therefore, your cooperation is most essential.

I will be very happy to send you a summary of the questionnaire results as soon as the data are tabulated.

Very truly yours,

Larney G. Rackley

APPENDIX C

QUESTIONNAIRE

QUESTIONNAIRE

Name of Institution	Name of Respondent
Location of Institution	Title of Respondent

The purpose of this questionnaire is to ascertain the extent of the influence of the National Defense Education Act of 1958 on the seventeen original Negro Land-Grant Colleges.

The questions are constructed so as to require in most cases only a check mark for the response and can be answered in approximately thirty minutes.

You are urged to make any additional comments you care to on any of the items.

A. GENERAL INFORMATION

1. What is the total enrollment of your institution? (Check one)
(1-1000)___; (1001-2000)___; (2001-3000)___; (Over 3000)___.
2. Did a representative (s) from your institution attend the regional conference on how the NDEA would benefit higher education? (This conference was conducted by the U. S. Office of Education in the fall of 1959).
Yes ___ No ___
3. Is your institution racially integrated?
Yes ___ No ___
4. If "Yes", when did integration take place? (Check one)
(Before 1958)___; (1958-59)___; (1959-60)___; (1960-61)___;
(1961-62)___.

B. THE NDEA STUDENT LOAN PROGRAM

1. Is your institution presently participating in the NDEA Student Loan Program?
Yes ___ No ___

2. If "Yes", when did you first participate? (Check one)
(1958-59)___; (1959-60)___; (1960-61)___; (1961-62)___.
3. Did the NDEA influence in any way an increase in the enrollment at your institution?
Yes___ No___
4. If "Yes", to what extent? (Check one)
Very much___; considerably ___; somewhat___; very little___.
5. List the number of students served by your loan program according to academic status and sex for the years you have participated in the program.

Year	Academic Status					
	Freshmen		Upper-classmen		Graduate and Professional	
	Male	Female	Male	Female	Male	Female
1958-59						
1959-60						
1960-61						
1961-62						

6. List the number of students who secured loans by years who were preparing to teach.
(1958-59)___; (1959-60)___; (1960-61)___; (1961-62)___.
7. Other comments

C. COUNSELING AND GUIDANCE INSTITUTES

1. Has your institution conducted NDEA Counseling and Guidance Institutes?

Yes _____ No _____

2. If "Yes", how many persons participated in each institute?
(1958-59) _____; (1959-60) _____; (1960-61) _____; (1961-62) _____.

3. Did the NDEA influence an increase in course offerings in counseling and guidance?

Yes _____ No _____

4. If "Yes", list courses.

5. Other comments

D. LANGUAGE DEVELOPMENT

1. Has your institution conducted NDEA Language Institutes?

Yes _____ No _____

2. If "Yes", how many persons participated in each institute?
(1958-59) _____; (1959-60) _____; (1960-61) _____; (1961-62) _____.

3. Has your institution initiated studies, surveys, or research projects in modern foreign language supported by the NDEA?

Yes _____ No _____

4. If "Yes", list contract number.

5. Did the NDEA influence an increase in course offerings in modern foreign language at your institution?

Yes _____ No _____

6. If "Yes", list courses.

7. Is there a language laboratory at your institution?

Yes_____ No_____

8. If "Yes", list the number of units of equipment it contains.

Tape recorders_____	Motion picture projectors_____
Student booths_____	Filmstrip projectors _____
Teacher's console_____	Overhead projectors_____
Other_____	Other_____

9. Did the NDEA influence in any way the establishment of this language laboratory?

Yes_____ No_____

10. If "Yes", to what extent? (Check one)

Entirely responsible____; partly responsible____; not responsible at all_____.

11. Other comments

E. RESEARCH AND EXPERIMENTATION IN MORE EFFECTIVE UTILIZATION OF COMMUNICATION MEDIA

1. Has any research been conducted, or is being conducted, at your institution in the area of more effective utilization of communication media which was, or is, supported by the NDEA?

Yes_____ No_____

2. If "Yes", give NDEA file number.

F. AUDIO-VISUAL INSTRUCTION

1. Does your institution have an audio-visual center?

Yes_____ No_____

2. If "Yes", what year was it established?

3. To what extent did the NDEA influence the establishment of this center? (Check one)

Entirely responsible____; partly responsible____; not responsible at all_____.

4. Does the person in charge of the audio-visual center hold a degree in audio-visual education?

Yes____ No____

5. If "Yes", check one:

B. S. ____; M. A. ____; Ed. D. ____.

6. If "No", does he have special training in audio-visual education?

Yes____ No____

7. What percentage of time does this person devote to administering the audio-visual center?

8. Did your participation in the NDEA influence the hiring of this person?

Yes____ No____

9. Has the NDEA influenced in any way the amount of audio-visual equipment at your institution?

Yes____ No____

10. If "Yes", list the number of units of equipment which were acquired as a result of the NDEA.

Motion picture projectors ____	Tape recorders_____
Filmstrip projectors _____	Television receivers_____
Overhead projectors_____	Record players_____
Opaque projectors _____	Cameras (TV)____Movie_____
Other _____	Other _____

11. Does your institution employ the use of educational television in its instructional program?

Yes____ No____

12. If "Yes", check one.

Closed circuit____; open circuit____; both____.

13. To what extent did the NDEA influence its employment? (Check one)

Entirely responsible____; partly responsible____; not responsible at all____.

14. Is there scheduled telecasting to supplement the regular classroom instruction?

Yes____ No____

15. If "Yes", check one.

Live demonstrations____; instructional films____; both____.

16. Where is the originating station for your instructional television? (Check one)

A-V center____; educational TV station____; other_____.

17. How many receiving stations are served by your TV system?

18. Is the coaxial cable "looped" to allow the origination of a program at various points within the system?

Yes____ No____

19. Did the NDEA influence an increase in course offerings in audio-visual instruction at your institution?

Yes____ No____

20. If "Yes", list courses.

21. Indicate whether courses are undergraduate ____ or graduate _____. (Check one)

22. Are the prospective teachers at your institution required to take a course in audio-visual instruction?

Yes____ No____

23. If "yes", was this requirement influenced in any way by the NDEA?

Yes____ No____

24. To what extent did the NDEA influence your institution to conduct audio-visual instruction workshops? (Check one)

Very much____; considerably____; very little____; not at all____.

25. Do you think that the NDEA has helped to improve the quality of instruction at your institution?

Yes _____ No _____

26. If "Yes," check one.

Very much____; considerably____; very little____; not at all.

Add all explanation and comments on back.

APPENDIX D

FOLLOW-UP LETTER TO PRESIDENTS

Post Office Box 4247
Woodrow Wilson Center
Norman, Oklahoma

June 19, 1962

_____, President

Dear President _____:

A few weeks ago I sent you a letter describing the research which I am conducting for my doctoral dissertation. This letter also requested that you fill out a questionnaire and return it to me. The response has been good. However, as was pointed out in the letter, this study is concerned with the seventeen original Negro Land-Grant Colleges. Since the sample is relatively small, your response is essential.

I am enclosing, for your convenience, another copy of the questionnaire. I will be very grateful if you will return the completed questionnaire at your earliest convenience.

Very truly yours,

Larney G. Rackley

Enclosure

APPENDIX E

**FOLLOW-UP LETTER TO A FRIEND AT THE
NON-RESPONDING INSTITUTIONS**

Post Office Box 4247
Woodrow Wilson Center
Norman, Oklahoma

July 3, 1962

Dear _____:

This letter is to request a very special favor of you.

Several weeks ago I sent President _____ a questionnaire concerning my doctoral dissertation. I suggested in my follow-up letter to him that you would be one person who could provide the information needed on the return. I have not as yet heard from President _____.

I would be most appreciative if you would contact President _____ concerning this matter. It is impossible for me to proceed with my dissertation until all of my returns are in.

You can understand, I am sure, how urgent and important this is to me; I am trying to have the completed draft by the end of summer school.

Thank you for your cooperation. My kindest regards to you and your family.

Very truly yours,

Larney G. Rackley

APPENDIX F

**LIST OF THE SEVENTEEN ORIGINAL NEGRO LAND-GRANT COLLEGES,
LOCATION AND DATE OF FOUNDING**

SEVENTEEN ORIGINAL NEGRO LAND-GRANT COLLEGES

<u>Name</u>	<u>Location</u>	<u>Date</u>
1. Alabama A and M College	Norman, Ala.	1875
2. Arkansas A and M College	Pine Bluff, Ark.	1873
3. Delaware State College	Dover, Del.	1891
4. Florida A and M University	Tallahassee, Fla.	1887
5. Fort Valley State College	Fort Valley, Ga.	1895
6. Kentucky State College	Frankfort, Ky.	1886
7. Southern University	Baton Rouge, La.	1880
8. Maryland State College	Princess Anne, Md.	1886
9. Alcorn A and M College	Lorman, Miss.	1871
10. Lincoln University	Jefferson City, Mo.	1886
11. North Carolina A and T College	Greensboro, N. C.	1891
12. Langston University	Langston, Okla.	1897
13. South Carolina State College	Orangeburg, S. C.	1896
14. Tennessee A and I University	Nashville, Tenn.	1912
15. Prairie View A and M College	Prairie View, Tex.	1876
16. Virginia State College	Petersburg, Va.	1882
17. West Virginia State College	Institute, W. Va.	1891