A study of the progression in the educational status of white and negro teachers in Thomas County, Georgia 1935-1955

Lucinda Claressa Dunbar Saunders

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A STUDY OF THE PROGRESSION IN THE EDUCATIONAL STATUS
OF WHITE AND NEGRO TEACHERS IN
THOMAS COUNTY, GEORGIA
1935–1955

A THESIS

BY
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L. C. D. S.
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CHAPTER I

INTRODUCTION

In the early days of American education the teacher was a person often with little preparation and background for teaching who was hired to keep the school. After one or two terms he would go to another school or to an entirely different type of work. Teaching was a "way-station" job, few people thought seriously of making it a professional career. Then, as now, the growth of schools and colleges paralleled the economic expansion of our country. Consequently, if you should become a teacher today, you will join the largest professional group in our country. As a profession teaching is marked by the ten definite characteristics of a profession, to wit:

1. is regarded as a life work.

2. exalts service over personal gain, that is, is devoted to the welfare of the people, gives public service, regards itself as obligated to give more than is required by law.

3. insists upon the highest standards of character and ability.

4. recognizes the status of the worker on the basis of his worth.

5. develops organizations of organs of expression.

6. evolves a code of ethics governing work and behavior.

7. relies upon a highly developed body of scientific and philosophic knowledge.

8. requires extended professional education and internship.

9. exerts real leaders in the communities of America.
has its legal status defined by state laws.¹

It is within the bounds of possibility that the teaching profession could in the next generation, make itself into an enlightened leader-group of our culture. Around the teachers the creative forces of the community and the nation might gather, energizing the building of a society of physical, intellectual, and spiritual abundance. But that could happen only if those who are drawn to that profession are themselves magnificently qualified to lead.

The point has been made abundantly clear that our times and our world cry out for leadership of the younger generation in understanding our changing society and culture. It is a truism not to say that such social education is a two-fold process. It consists on the one hand of making sure that the essential ideas, beliefs and values of the people get passed on to our young people; but, on the other hand there must be those who guide in the interpretation and appraisal of the culture, picking out its salient features, pointing out its strengths and weaknesses.

A teacher should be a person of rich experience, possess physical well-being, be emotionally mature; have effective intelligence and leadership; a person of integrity; and a master of the development of personality.²

²Ibid., p. 504.
Rationale.-- The teacher still maintains a unique position and/or a predominant role in the educational scheme of things as found in the American public school. Throughout history nations and communities have been gravely concerned about the qualifications of those who would have the job of teaching, training and disciplining the young and passing on the cultural heritage of the human race wherever found. Here, in America we have not ever been satisfied with the over-all qualifications of our public school teachers both as to the caliber and scope of the academic and professional training which they have received and the socio-economic stratum from which they have been recruited.

In more recent times, the American people have given much thought to and have given much money to the program of training an adequate supply of qualified (at the highest level) teachers. Consequently, the program of certification of teachers has been one of the main tasks of State Departments of Education in the various states.

Here in the South, and especially here in Georgia, the past twenty years have witnessed a marked upgrading in the training and certification of teachers, which has been different and of varied levels from county to county in Georgia: for, in the absence of an overall state directive, the counties and independent school districts have varied greatly in their emphasis upon and demand for properly certified teachers at the various levels of the educational programs fostered by them.

In the past two or three years, Thomas County has been engaged
in the big task of providing modern and adequate facilities for its public schools for both races. With the coming of modern facilities for these schools, there has come the question as to the adequacy of the training and certification of the teachers employed or those to be employed in these new school facilities.

It has been out of this recent development of modern plant facilities, revised curricula programs, and the need for properly trained educational personnel to man them that the writer, who has served as classroom teacher, home economist, and principal, has been motivated to make a study of the progression of certification of white and Negro teachers in Thomas County, Georgia, for the period of 1935-1955.

**Statement of Problem.**-- The problem involved in this research was to collect pertinent data from the official records on file in the superintendent's office which would reveal the progression in the educational status of the white and Negro teachers of Thomas County, Georgia for the past twenty years as reflected in the up-grading of their certification during the period 1935-1955.

**Purpose of the Study.**-- The overall purpose of this research was to determine the course of the up-grading of the certification of white and Negro teachers employed in Thomas County during the years 1935-1955. The more specific purposes of this study were as follows:

1. What has been the nature of the professional training of the white and Negro teachers in Thomas County for the year 1954-1955, with reference to the following factors:
   (a) College-level training
2. What has been the progression in the certification of white and Negro teachers in Thomas County, Georgia, for the years 1935-1955?

3. What has been the extent of the teaching experience of the white and Negro teachers in Thomas County, Georgia, for the years 1935-1955?

4. What has been the extent of the tenure of the white and Negro teachers in Thomas County, Georgia, for the years 1935-1955?

5. What percentage of the white and Negro teachers in Thomas County, Georgia, are teaching in the areas of either the major or minor fields of their preparation?

6. What has been the course of salary schedules for the white and Negro teachers in Thomas County, Georgia, for the years 1935-1955?

7. What has been the background, with reference to socio-economic factors, of the white and Negro teachers in Thomas County, Georgia, for the years 1935-1955?

8. What implications, if any, can be derived from the analysis and interpretation of the data, for administrative and/or supervisory policies and practices in the public schools of Thomas County, Georgia?

Definition of Terms.-- The important terms which were used throughout this research are characterized in the statements that follow.

1. The term, "educational status," refers to the level of academic and professional training attained, together with the type of certificate held by the teachers.

2. The term, "certificate," refers to the license to teach as based upon the level of academic training attained by the teachers as identified by the State Department of Education (Bureau of Certification) of Georgia.

3. The term, "progression," refers to the course of upgrading in the certification of the teachers.

4. The term, "background," refers to selected factors of the
social strata and the economic levels from which the white and Negro teachers have been recruited.

**Locale of Study.**— The data for this proposed research was gathered from the official records in the office of the Superintendent of Public Schools, Thomasville, Georgia, and from questionnaires executed by the white and Negro teachers of Thomas County. The necessary field-work in collecting the data and the assemblage, statistical treatment, and interpretation thereof was directed and carried on in the home of the researcher at Maigs, Georgia and Atlanta University.

**Period of Study.**— The conduct of this research was pursued during the 1955 Summer School Session, School of Education, Atlanta University.

**Methods of Research.**— The Descriptive-Survey Method of research, employing the specific techniques of documentary materials and questionnaire, was used to gather the data necessary to this study.

**Subjects and Materials.**— The subjects and materials which were involved in this study are indicated below:

1. **Subjects:** The subjects are concerned with the white and Negro teachers employed in Thomas County, Georgia, during the period 1935-1955.

2. **Materials:** The materials used as the data for this research were (a) official records of the Superintendent of Schools, Thomas County, Georgia, (b) questionnaire on socio-economic background, and (c) interviews with selected members of the educational personnel of the County.
Procedure.— The procedural steps used in the conduct of this research are outlined below:

1. A review, summation, and presentation of the literature related to the research.

2. The superintendent of schools granted permission to carry on the research in Thomas County, and is anxious to review results of the findings.

3. The superintendent of schools orientated the educational personnel to the conduct of the research.

4. The official records of the superintendent of schools were surveyed and the necessary data on the educational personnel (white and Negro) was abstracted from the records for the purposes of this research.

5. The questionnaire was specifically designed and validated under the supervision and direction of competent staff members of the university.

6. The data was derived from the official records and the questionnaire has been assembled into appropriate Tables and Figures as the basis for the analysis and interpretation thereof.

7. This study analyzes from statistical treatment information about the professional attainments, upgrading of certification, salaries socio-economic status and tenure of the white and Negro teachers of Thomas County, Georgia, from 1935-1955.

8. The Findings, Implications, Conclusions, and Recommendations as derived from the analysis and interpretation of the data will be presented in the Third Chapter.

Related Literature.— There has been no study conducted in the field of comparing or measuring the progression or the upgrading of the certification status of white and Negro teachers as a combined effort. Most studies have dealt with Negro teachers certification, proficiency personality and socio-economic status as single or combined factors. The literature has been reviewed under the following heads:

1. Professional status
2. Socio-economic status

3. Certification.— Reviewed related literature has been confined to these areas.

Walker found in his study "The Attitude of Georgia Toward The Education of Negroes" that "a law in 1770 was passed fining any person 20 pounds who taught a slave to read or write. In 1829 a more severe law was passed punishing free persons of color who taught a slave to read or write by fine and whipping, the whites who so offended by fine not exceeding $500.00 and imprisonment at the discretion of the court."¹

"The attitudes of the various classes toward the Negroes and their position in society were not the same in all causes. The poor whites hated the Negroes with a hatred that was born of jealousy and envy predating emancipation. They objected to the education of a Negro above them in their ignorant state."²

Walker in his conclusion says:

In recent years the whites have begun to show more interest in Negro education by way of increased appropriations and a closer supervision of Negro schools, but the discrepancies in the division of the funds are practically as great today as they were twenty-five years ago. Relatively speaking, therefore, there has not been any great change in those attitudes which are reflected by concrete efforts on the part of officials to decrease the lay of Negro education behind that of the white.³


²Ibid.

³Ibid., p. 65.
Jenkins, in relating the value of his study comments: In the treatment of the component parts of the tests certain weaknesses of the teaching personnel have been revealed.¹

The American Commission of Education in outlining the characteristics of the successful teacher states:

It is of basic importance that our teachers should be good specimen of our culture. They should be devoted to the ideals that characterize American people at their best. The teachers of our times should believe in the worth of each growing personality, in the ideal that each child has potentialities to be nurtured, and in reasoned action as to the surest way of meeting our problems and improving our lives together.²

Hewitt, in his study to determine the progress in certification found that:

The distribution and types of teaching certificates held by Negro teachers of Jefferson County in 1940-1941. Forty-six per cent or 38 of the teachers had only county licenses. Which means that in the school year of 1940-1941 forty-six did not have college training registered with the State Department of Education of Georgia.³

Washington, in summarizing her research, comments: "The group does not seem to have feelings of inferiority, instead it shows a


tendency to be wholesomely self-confident and very well adjusted to their environment.\textsuperscript{1}

Boykin, in his study on certification requirements, found that:

Standards of teacher certification requirements and the effectiveness of administration of certification have been intimately related to the contrived growth and advancement of the several states, the Federal Government has been vitally concerned with the development of public education in the United States. The United States Office of Education from time to time issues bulletins and other publications concerning the laws, regulations, practices and requirements and trends of certification.\textsuperscript{2}

Margurite Please, in her study of the Trends in Certification of High School Teachers in the United States, concluded:

The trend is toward a specific statement in the status of professional academic requirements. Each year the requirements for certification of the highest types are becoming more standardized.

Most state institutions set certification standards above the minimum that is set by law. Some states require courses for certification.\textsuperscript{3}

Frazier, in his study in 1938, found that studies of problems of certification were numerous but minor attention has been given

\textsuperscript{1}Justine Wilkerson Washington, "The Study of Some Personality Traits, Adjustments and Educational Aptitudes of 168 Negro Teachers in Aiken County, South Carolina." Unpublished M. A. Thesis, Department of Education, Atlanta University, 1948.

\textsuperscript{2}Leander Boykin, "A Comparative Study of the Certification Requirements For Teachers in Fifteen Southern States." Unpublished Thesis, Atlanta University, 1940.

to the progress of certification in a single school system.¹

Woods made a study of the progress in the certification made by Birmingham Negro public school teachers between the years 1939-1949, and concluded:

The greatest increase in certification was made in 1938-1939; fifty-three and five tenths of the teachers had sub-standard certificates; the teachers showed a reasonable amount of participation in civic affairs and a great extent of participation in professional organizations. There was a tendency toward college and graduate concentration in southern educational centers as well as northern and eastern centers, and the plans for self-improvement lean toward regular inclinations to go to school rather than travel or spend vacations at resorts.

Germain² found that the Negro teacher has sought to attain those qualities which the responsibility of educational leadership demands.

Ambrose Caliver³ made a study of the Negro teacher in which he found:

More important however and closely related to certain of the factors already mentioned are differences found in the qualifications and salaries of white and Negro teachers; for the extent to which the general educational level may lie, depends on a large measure upon the amount and quality of the professional preparation of the teachers.... these first teachers of the newly emancipated colored race were men and women of fine training, culture and high character without


⁴Ambrose Caliver, Education of the Negro Teacher (Washington, D. C., 1933) p. 32.
a doubt the rapid progress made by the Negro in these early days may be largely attributed to their leadership and devotion.

In treating the subject of the Negro teachers salary Bond\(^1\) added:

> A study of the cost of living indicates that there is little difference between the basic requirements for livelihood of the teachers of the two races. Negro teachers are obliged to adopt their standards of living to the income received.

Boykin states:\(^2\)

> Qualification constitutes the key to educational efficiency and teacher qualification is determined on the basis of certification. It follows that the problem of certification is of major concern to all school personnel. It is directly related to most aspects of public education, however, its most commonly recognized purpose is to protect states against employment of incompetent teachers.

In a comprehensive study by Dr. L. E. Boyd on Negro Secondary School Personnel in North Carolina, evidence points to the need for more teachers trained to teach in at least three subject-matter fields.\(^3\)

Anderson found in her study of the requirements for teachers education and certification, that the paucity for qualified teachers was the result of meager salaries, poses the point. The new

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program has already given evidence of its value. It is recognized by teachers and administrators as a "definite forward step" in education. It has helped to keep in-service teachers in the schools and has stimulated their pride in the profession. One disconcerting fact, however, still faces us. Young teachers are not entering teaching in numbers sufficient to supply the demand for qualified teachers. Many qualified teachers are being attracted to other states by salaries much higher.

Anderson further concludes:

A program of teacher education and certification, however excellent, cannot within itself guarantee an adequate supply of teachers. It can only guarantee that those who are certified are qualified to teach unless salaries are high enough to attract an adequate supply of qualified teachers. The shortage will grow steadily worse.

A law passed by the first territorial legislature meeting in 1855 provided for the establishment of school districts and the election of three trustees and one inspector in each district. The examination and certification of teachers appears to be the sole function assigned to the inspector.

"It shall be the duty of the inspector to examine all applicants proposing to teach a common school in the county who shall produce satisfactory evidence that they sustain a good moral character; he shall examine such candidates in spelling, reading, writing, English grammar, geography, history, arithmetic and all branches usually in public school, and particularly in such school for which such persons are examined and also as to his or her capacity for government

1H. L. Anderson, "A Study of ...Socio-Economic Status, Professional Status, Personality Adjustment, ...Teaching Proficiency of...teachers Employed in...Area, Greenville County, South Carolina, 1952-1953." Unpublished M. A. Thesis, Department of Education, Atlanta University, 1952.

2 Ibid., p. 9.
and discipline of such school; and for examination such persons are found competent, he or she is qualified to teach, which certificate for good cause, he shall have power to revoke.”

This provision appears to be based on thoughtful consideration of the needs of the teacher, both in content and in methods as judged by prevailing standards. It also set a pattern of certification by examination only which persist in 1937 despite the far-reaching changes in the fundamental concepts of public education and the role of the teacher in the ensuing eighty-two years.

The first territorial legislature of Kansas met in 1855; at that time the first provision was made for the certification of teachers in Kansas. Subsequently, twenty-nine other legislature bodies have dealt with teacher certification. Four general patterns which have been established are:

1. Certification by county superintendents
2. Certification by normal schools or teachers colleges
3. Certification by local authorities in first and second class cities
4. Certification by the states boards of education.

In general two means of determining the qualifications of

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1N. L. Prentis, A History of Kansas (Topeka, Kansas, 1909) p. 316.


3Ibid.
teachers have been employed: one on the basis of examination, the other is based on credentials. County school superintendents and city examining committees have made liberal use of the former; normal schools and teacher colleges have used credentials only and the State Board of Education has used both with a trend toward the enlarged use of the latter.¹

**Principles of Certification.**—It should be clear that certification of teachers exists primarily in the public interest. Unfortunately, there has been little interest in the matter of teacher certification by either the public or members of the teaching profession. Actually, its importance can scarcely be overestimated.²

The practice of certifying teachers in some form is not of recent origin. It is older than the American School system itself. The history of education shows that candidates for teaching position have uniformly been required to hold some kind of license issued in consequence of an evaluation of each applicant's qualifications.

Cubberly points to such practice in the Middle Ages when he says:

"The medieval church early began the licensing of priests to teach song and grammar, and early required, in addition to evidence as to competency, an oath of fealty as well. The

¹Kansas Department of Education. "The Certification of Teachers."

examination of the candidates for master of arts which was originally the teaching degree became from the first, one of the functions of the medieval university and in some form or other this examination has been continued ever since.¹

One of the earliest efforts for getting and certifying qualified teachers is reported by Knight and Hall:²

A license was issued to John Shuttle in Albany, N. Y. in 1665 which was one of the first forms of qualified teaching. A contract was given a Dutch school-master in Flat Bush, New York in 1662. A request by the General Assembly of Virginia to change the methods of licensing schoolmasters was given in 1686.

Further, the early basis for securing a teaching certificate, according to Knight and Hall:³

In 1711 qualifications required certificates on Age, Marital Status, Temper, Prudence, Learning, Sober and Pious Conversation, Zeal, Religion and Diligence in his calling, Affection to Present Government, Conformity to Doctrine and Discipline of the Church. Up to this time, no definite program had been set up.

In the mid-18th century, Franklin's Academy was set up to prepare teachers to teach children reading, writing, arithmetic and grammar, stressing the development of good moral character,

¹Ellwood P. Cubberly, State School Administration (Boston, Mass., 1927), p. 621.


³Ibid., pp. 27-28.
a trait necessary for recommendation from the Academy to country schools:

Dilley sought to formulate a proposal for the certification of teachers in Ohio. His proposal is based on the following principles:

1. Certification of teachers is a state function.
2. There should be one source of authority of certification.
3. The authority should be a professional body.
4. Certificates should be based on academic and professional training.
5. Certification laws should be general in form and flexible in application.
6. Original certificates should be probationary or provisional.
7. Certificates should be differentiated or specific.
8. Certification regulations should be simple and easily administered.
9. Certification regulations should be valid throughout the state.


In 1750 Benjamin Franklin's Academy in Philadelphia was established to prepare teachers. Up to this time, teachers were vicious imported servants or conceited papists with bad examples and instructions who often depraved the morals or corrupted the principles of children. In 1751, the need for improved methods of teaching and managing schools was introduced.

Horace Mann, the first secretary of the Massachusetts Board of Education, Henry Bernard, editor of the Connecticut Common School Journal, and first United States Commissioner of Education (1867-1870) and others prodded the people into accepting a system of public education. Between 1820 and 1840, new state constitutions and school laws provided for the support of the public elementary school education by taxation.
10. Permanent certificates should lapse after a period of non-use.

Certification of Principals of Elementary and High Schools.

The principal has both administrative and supervisory duties. He is responsible for leadership in planning the curriculum and in improving instruction as well as coordinating school activities and administering routine.

The Principal's Professional Certificate (P-5)²

1. The Teacher's Professional Four-year Certificate
2. Three years of successful experience as teacher and principal
3. Completion of an approved masters degree program including nine courses distributed approximately as follows:
   a. Sciences basic to an understanding of human growth and development and the community in action (1 to 3 courses).
   b. Curriculum and problems of instruction in elementary and high school (1 to 4 courses).
   c. Problems of administration and supervision of the community school with emphasis upon the elementary or the high school level (3 to 5 courses).
4. The recommendation of the Education Department of the institution in which the training has been done as to the personal character and competency of the applicant and his probable success as a supervising principal.

The Principal's Provisional Certificate (P-4)³

1. The Teacher's Professional Four-year Certificate

²State Department of Education, Department of Certification, Atlanta, Georgia, 1948.
³State Department of Certification, "Certification of Principals of Elementary and High Schools," February, 1948.
2. One year of successful teaching experience

3. Three courses (or 15 quarter hours) of approved graduate work in special preparation for the principalship, including at least one overview course such as The Duties of the Principal or Planning the School Program.

The Principal's Provisional Certificate (P-4) is valid for three years and is renewable upon evidence of successful experience as a principal and completion of two additional courses toward the Principal's Professional Certificate.

Certification of Teachers on the Graduate Level.— The master teacher not only fosters desirable changes in children, but accepts responsibility for leadership in the community and in his profession. Experienced teachers who have prepared themselves for this type of service by a year of carefully planned graduate study may be issued a certificate.

The Teacher's Professional Five-Year Certificate (T-5)¹

1. The Teacher's Four-Year Certificate (as a prerequisite)

2. Three years of successful experience as a teacher

3. Completion of an approved master's degree program including nine courses, (45 quarter hours) distributed as follows:

   a. Studies in psychology and sociology, designed to develop an understanding of human growth and development and of community organization (1 to 3 courses).

   b. Studies of curriculum and problems of instruction in elementary and secondary schools designed to develop an understanding of the total school program (2 to 4 courses).

   c. Studies designed to broaden the teacher's resources and improve skills in a major teaching field, as kindergarten and early elementary grades, upper-elementary and lower-high school language arts, social studies, etc., special subjects as art or music (3 to 5 courses).

¹State Department of Certification, "Certification of Principals of Elementary and High Schools," February, 1950.
4. The recommendation of the Education Department of the institution in which the training has been done.

This certificate is valid for six years and is renewable upon the same conditions as other professional five year certificates.

The Teacher's Provisional Five Year Certificate (B-5)\(^1\) may be issued to an applicant who holds the master's degree with an appropriate major and who approximates through he has not met all requirements in 1, 2, and 3 above.

This certificate is valid for one year and is renewable upon six weeks of graduate study applicable on requirements 1 or 3 above.

Study and Planning Program on Teacher Certification in Georgia.\(^2\) The State Department of Education has a planned program for certification of Georgia teachers that is on a level with the best standards of certification in other areas. The State Committee on Teacher Education and Professional Standards wishes to back this plan and to have you help us. It is our job to convince the teachers of Georgia that better certification standards mean higher professional standards and higher salaries. To assist local units in a study and planning program on teacher certification in Georgia, the following plans are outlined for 1950-1951.

I. Establish Travel Credit for Certification

A. Appointment of Travel Committee

1. Members (one representative each)
   
   a. Classroom Teachers
   b. Public School Administrators
   c. State Department of Certification
   d. Colleges

2. Time of appointment

   a. Committee appointed by September, 1950
   b. Final report due by June, 1951

B. Work of Committee (In connection with Division of Certification)

\(^1\)State Department of Certification, "Certification of Principals of Elementary and High Schools," February, 1950.

1. Establish criteria for evaluation of travel
2. Establish criteria for study and research by teachers in local community
   a. Grant certification not college credit for this work
   b. Open work only to teachers having an A. B. or higher
3. Secure cooperation of local systems in using these plans for salary increments where state pay is supplemented

II. Promote a Long-range Program for Higher Certified Teachers

A. Encourage choice young people to become teachers
   1. Urge local units to have Future Teachers of America clubs
   2. Protect the four year program in education required by new teachers by the State Department of Education by granting no more professional certificates to teachers with less training.

B. Have a certification clinic at the local level
   1. Inform teachers of their certification level as group. (State Department will furnish information)
   2. Invite committee members to the clinic to talk to the teachers on certification
   3. Encourage those holding life professional certificates to exchange them for the new type which requires additional study (The committee hopes to get the Department of Education to offer additional salary increments to encourage this).

III. Back State Department of Education Plans for Certification

A. Set a date at which time all two and three year preparation teachers must become four year preparation teachers
   1. Use salary increments as incentives.

1 State Department of Certification, "Certification of Principals," Atlanta, Georgia, 1951.
2. Encourage teachers to study by in-service programs and system workshops (University of Georgia will help on workshop plans if a whole system joins in)

3. Encourage superintendents to employ only degree teachers

B. Encourage the State Department to issue only one year certificates to those four year college people who have not completed professional requirements. Further certification to depend on further study.

C. Encourage State Department of Education to discontinue issuing emergency certificates by June, 1951.

On June 1, 1945, the State Board of Education discontinued the five-year certificate, based on the master's degree only, and authorized the Teacher's Professional Five-year Certificate (T-5) based upon:

1. The Teacher's Professional Four-year Certificate (as a pre-requisite).

2. Three years of successful experience as a teacher.

3. The master's degree based upon at least one year of graduate work organized as a curriculum leading to superior competencies in a major teaching field or school service.

In order not to penalize unduly teachers who had completed the master's degree without full information about other requirements, the T-5 certificate, up to September, 1950, was issued to individuals who had met the course requirements and had as much as one year of experience. In view of the fact that this point was not clarified, a Professional Two-Year Certificate will receive the Professional Three-Year Certificate when 90 approved semester hours have been completed.

4. No more Life Certificates are being issued. If a teacher now holds a Life Certificate, it remains valid so long as he teaches regularly. If, however, a new certificate is issued, it will be Professional, valid for a limited term and renewable upon six weeks of study or approved equivalent.

5. No course in the required professional education sequence may be taken by correspondence or extension. This core training for teaching must be done in residence where adequate staff, facilities, and materials are available.
6. A teacher's major assignment should be in the field for which he holds a professional certificate. It is especially important that an elementary teacher shall hold an elementary certificate. No salary deductions on this account, however, will be made in 1951-52. The holder of the teacher's professional certificate on either the elementary or the high school level may qualify for the professional certificate on the other level by

a. meeting the specialized subject matter requirements of the new field and, in addition,

b. studying material and methods and problems of teaching on the new level for a period of six weeks.

This work may be done only in an institution having an approved program for the professional certificate in the new field.

7. An expired certificate may be renewed by submitting credit for 2 courses (6 weeks of study) toward a higher certificate.

8. A certificate which has lapsed because the holder has been out of the profession for more than five years may be reinstated by submitting credit for two approved courses (6 weeks of study) in residence dealing with problems of the special teaching field. This work should be done under direction of an institution offering courses designed for this purpose.

Changes in Certification Policies.--

1. The Professional Four-year Certificate shall be valid for five years instead of six, as at present.

2. The Professional Five-year Certificate shall be valid for seven years instead of six, as at present.

3. The Professional Elementary Three-year Certificate, which will continue to be issued for a few years upon the basis of the planned three-year program at West Georgia College, shall be valid for three years.

\[1\] State Department of Education, Division of Certification, (April 19, 1951).

\[2\] State Department of Education, Department of Certification, Atlanta, Georgia, 1951.
4. Professional Four and Five-year certificates shall be renewable upon 6 semester hours of additional study toward a higher professional certificate or upon an approved equivalent such as extensive travel. All certificates based upon less than four years of college training shall be renewable upon at least six weeks of approved additional study toward a higher certificate.

5. Provisional Two, Three, Four and Five-year Certificates shall be valid for one year and renewable upon 6 semester hours of additional study toward a higher level certificate.

6. Not more than one course per semester or two courses per school year may be taken for credit while holding a full-time position and drawing a full salary from the State.

7. The Division of Certification is authorized to withhold a certificate upon evidence of serious weakness in the use of the English language.

8. Effective September 1, 1952, a teacher may be assigned for the major part of his work only in teaching fields for which he holds either a provisional or professional certificate.

9. Credit for experience on the salary schedule will be restricted as follows:

   a. The unit of experience shall be full-time employment as a regular teacher for a school year of at least nine months. Supply and substitute teaching does not apply. If, because of sickness or other providential cause, a teacher should be unable to complete the school term of nine months, a minimum of six months, supported by proper evidence, will be recognized as a year of experience.

   b. The total experience of a teacher before qualifying for the professional certificate will apply on the salary schedule after the professional requirements have been met.

   c. Six years of experience formerly accepted as a basis for issuing the life certificate will be recognized.

   d. Experience in the public schools of other states in the United States and its territories, and in English-speaking schools in other countries will be recognized.
e. Teaching experience on the college level will not be recognized on the salary schedule.

f. Experience in private elementary and secondary schools organized and conducted with approximately the same curriculum as the public schools.

g. Teaching elementary and secondary school subjects to veterans is applicable on the salary schedule only when employed full-time by the local administrative unit.

Policies Regarding Dating of Teachers' Certificates. — The law requires that teachers, principals, supervisors and all other professionals employed by local school systems shall hold State Certificates showing preparation for the service performed and that each teacher shall be paid on the basis of this certificate. It is recommended that this provision of the law become fully effective September 1, 1952.

It is the responsibility of the Superintendent of Schools to keep a complete and up-to-date record of the current certificates of all teachers and other professional employees in his system and to requisition salaries only on the basis of valid certificates held.

A teacher's salary for the entire year will be based upon the certificate which he holds or is entitled to hold, on September 1, or on the first day of his school term.

A beginning teacher should apply for a teacher's certificate immediately upon completion of his training or upon acceptance of a position in order not to be subject to financial loss. Failure to apply promptly after beginning work will subject the teacher to the risk of losing his first day of his school term.

The superintendents should, by January 1, have received and recorded the current certificates of all teachers who began work before December 1 and should request adjustments at the latest on the January requisition. The current certificate of all teachers who began work after December 1 should be required by the superintendent within thirty days after employment. No adjustments in salary may be made after June 1.

The system superintendent shall notify the Division of Administration and Finance of the State Department of Education on or before June 1 of every teacher in his system who plans to attend summer school or to raise his teaching certificate the following summer.

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1 State Department of Education, Division of Certification, (May 16, 1951).
Worksheet on Certification to be used for study in preparing similar material helpful to teachers. (THIS IS NOT AN OFFICIAL CERTIFICATION BULLETIN and has been prepared for use by the TEPS group and the Teacher Education Conference, Athens, Georgia, January 20-23, 1952).

Standard Credential.—1 The standard credential for teaching in the public schools of Georgia is the Teachers Professional Four-year Certificate. To qualify for this certificate, one must have completed an approved curriculum designed for a specific school service or teaching field and be recommended by the college in which the training was completed.

This policy has been in effect since September 1, 1950. It applies to all teachers who plan additional study toward a higher certificate as well as to high school seniors and college freshmen who plan to make teaching their profession.

Note: For the present, certain certificates other than the standard certificates will continue to be issued:

1. The Provisional certificate based upon two, three, four, and five years of college. This certificate indicates a lack in the training program.

2. The Limited Professional Certificate based upon three years of college. This certificate refers to students of West Georgia College only.

3. The temporary emergency certificate on the two, three, four and five year level. This certificate must be requested by the employing superintendent and indicates that the person has not studied or taught recently.

4. Permits based upon less than two years of college training are occasionally issued upon a request indicating extreme emergency from the superintendent and chairman of the board.

In-Service Study.— In-service study for credit, i.e., summer school, Saturday classes, extension or correspondence courses, should be done as a part of a planned program leading to the professional degree for teaching. The holder of a provisional certificate or any two or three year certificate should addiliate

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1Teacher Education Conference, Athens, Georgia, January 20-23, 1952.

2Ibid.
immediately with an institution having an approved program in the desired field. This institution will examine the record of a teacher and guide him to completion of the program and the degree. No courses should be taken without approval of the college.

Out-of-State Study will be evaluated by the Georgia State Department of Education.

Teaching Field.— A teacher's major assignment should be in the field for which he holds a professional certificate.

Study While Teaching.— Not more than one course per semester or two courses per school year may be taken for credit while holding a full-time position and drawing full salary from the State.

Correspondence and Extension.— None of the required professional education courses may be taken by correspondence or extension. Not more than two courses per year of college work may be taken by correspondence and/or extension.

Renewal.— An expired certificate may be renewed by submitting credit for two courses (six weeks of study) toward a higher certificate.

Reinstatement.— A certificate which has lapsed because the holder has been out of the profession for more than five years may be reinstated by submitting credit for two approved courses (six weeks of study) in residence dealing with problems of the special teaching field. This work should be done under direction of an institution offering courses designed for this purpose.

T-5 Certificate. —1 The Professional Five-Year certificate (T-5) will be issued only to individuals who

a. hold the professional four-year certificate
b. have had three years of approved teaching experience
c. have completed an approved master's degree program, designed to capitalize on this experience in maturing understandings in broadening resources and in improving skills as a teacher.

The master's degree is required.

Experience.— The unit of experience shall be full-time employment as a regular teacher for a school year of at least nine months. Supply and substitute teaching does not apply. If, because of sickness or other providential cause, a teacher should

1State Department of Education, Department of Certification, 1951, Atlanta, Georgia.
be unable to complete the school term of nine months, a minimum of six months supported by proper evidence will be recognized as a year of experience.

Experience in the public schools of other states in the United States and its territories, and in English-speaking schools in other countries will be recognized.

Teaching experience on the college level will not be recognized on the salary schedule.

Validity.— Certificates with a beginning validity of July 1, 1952 will have the following terms:

- Professional Five-year Certificates: 7 years
- Professional Four-year Certificates: 5 years
- Limited Professional certificates below the degree level: 3 years
- Provisional Five-year Certificates: 3 years
- Other Provisional graduate level certificates as P-4, VT-4, etc.: 3 years
- Provisional four-year, three-year and two-year certificates: 1 year.

Undergraduate Certificates.— The Teacher's Professional Four-year Certificate is the standard credential for teaching in the public schools of Georgia. This certificate is issued upon one of the following:

1. Completion of an approved professional four-year program designed for a specific teaching field and recommendation by the college in which the training was completed and the degree conferred.

2. Completion of a bachelor's degree program at an accredited college, with approximately 60 quarter hours in general education, a complete teaching field (elementary or high school), and 30 quarter hours in approved professional education courses (should be planned in advance with the certification office).

3. Completion of an approved bachelor's degree program in his field by a teacher who already holds a professional three-year certificate.

The validity period is one year.— It may be renewed upon two courses toward a higher certificate.

1State Department of Education, Division of Certification (January 18, 1952).
The Teacher's Limited Professional Three-year Certificate may be issued upon one of the following:

1. Ninety semester hours, exclusive of required physical education courses, with a professional two-year certificate as a prerequisite.

2. Completion of the three-year planned program for elementary teachers at West Georgia College (by a temporary arrangement between the college and the State Department of Education).

The validity period is three years. — It may be renewed upon two courses toward a degree.

The Teacher's Provisional Three-year Certificate may be issued upon 135 quarter hours, exclusive of required physical education courses, including:

1. One course in education

2. Two courses in specialized subject matter for the elementary teacher
   or
   Within two courses of a high school teaching field.

The validity period is one year. — It may be renewed upon two courses toward a higher certificate.

The Teacher's Provisional Two-year Certificate. — May be issued upon 90 quarter hours, exclusive of required physical education courses, including:

1. One course in education

2. Two courses in specialized subject matter.

The validity period is one year. — It may be renewed upon two courses toward a higher certificate.

An expiring provisional certificate. — May be renewed only upon 10 quarter hours of additional study toward requirements for the Professional Four-year Certificate.

In case of a certificate which has lapsed because of absence from the profession for more than five years, the additional work should deal directly with the problems of the teacher's working position.

An expiring professional certificate may be renewed upon satisfactory evidence of continued professional growth, such as
1. Ten quarter hours of additional approved graduate study

2. Planned educational travel which has been approved in advance by the local administration and the certification office.

Plans for recognizing other valid evidences of professional growth are being developed but are not yet in effect.

Certification of Teachers on the Graduate Level.—1 The master teacher not only fosters desirable changes in children, but accepts responsibility for leadership in the community and in his profession. Experienced teachers, who have prepared themselves for this type of service by a year of carefully planned graduate study, may be issued the salary schedule as first announced. It seems advisable to continue this plan for one more year. This is to announce that teachers who have completed all course requirements and who have one or two years of regular teaching experience prior to September 1, 1951, will be issued the Teacher's Professional Five-year Certificate (T-5) and will receive a salary of $2,700.00.

Certificates already issued will be adjusted in line with this policy as soon as we can get to them. A large number of applications are already on file and, in fairness to all, they should be processed in the order in which they have been received.

After September 1, 1951, the Professional Five-year Certificate (T-5) will be issued only to individuals who

a. hold the professional four-year certificate
b. have had three years of approved teaching experience
c. have completed an approved master's degree program, designed to capitalize on this experience in maturing understanding, in broadening resources and in improving skills as a teacher.

Teachers' Certificates and In-Service Education.—2 The standard credential for teaching in the public schools of Georgia is the Teacher's Professional Four-Year Certificate (T-4). To qualify for this certificate, one must have completed an approved curriculum designed for a specific school service or teaching field and be recommended by the college in which the training was completed.

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1 State Department of Education, Division of Certification, Atlanta, Georgia, 1952.

2 Ibid.
This policy has been in effect since September 1, 1950. It applies to all teachers who plan additional study toward a higher certificate as well as to high school seniors and college freshmen who plan to make teaching their profession.

The following statements about certification are important for teachers whose training is below the four-year level:

1. In-service study for credit, i.e., summer school work, Saturday classes, extension or correspondence courses, should be done as part of a planned program leading to the professional degree for teaching. The holder of a provisional certificate or of any two or three year certificate should affiliate immediately with an institution having an approved program in the desired area. This institution will examine the record of a teacher and guide him to completion of the program and the degree. No courses should be taken without approval of the college.

2. Professional certificates are not now issued on less than the four-year level. For example, the holder of a Provisional Two-year Elementary Certificate will be issued the Provisional Three-year Elementary Certificate when he has earned 90 semester hours toward the professional degree. However, the holder of

The Teacher's Professional Five-year Certificate (T-5) provided:

1. The Teacher's Professional Four-year Certificate has been established.

2. At least three years of approved experience as a teacher has been established. Approved military experience is applicable.

3. Completion of an approved master's degree program including nine courses (45 quarter hours) distributed as follows:

   a. Studies in psychology and sociology, designed to develop an understanding of human growth and development of community organization...1 to 3 courses.

   b. Studies of curriculum and problems of instruction in elementary and secondary schools, designed to develop an understanding of the total school program...2 to 4 courses.

---

1Georgia State Department of Education, Division of Certificates (January, 1955).
c. Studies designed to broaden the teacher's resources and improve skills in a major teaching field, as elementary grades, upper-elementary grades and lower-high school grades, high school language arts, social studies, etc., and special subjects as art or music... 3 to 5 courses

4. The recommendation of the education department of the institution in which the training has been done with an official statement that the master's degree has been conferred or that all requirements for the degree have been met.

This certificate is valid for seven years and is renewable upon satisfactory evidence of continued professional growth, such as

1. ten quarter hours of additional approved study, preferably graduate

or

2. planned educational travel which has been approved in advance by the local administration and the certification office.

The Teacher's Provisional Five-Year Certificate (B-5).— This certificate may be issued to an applicant who holds the master's degree with an appropriate major and who approximates, though he has not met, all requirements in 1, 2, and 3 above.

The Provisional certificate is valid for three years and is renewable upon six weeks of additional graduate study toward the Teacher's Professional Five-year Certificate.

Minimum Foundation Program Requirements¹

New Requirements for Teachers of High School should be carefully noted by employing official before contracting with teachers for the 1955-1956 term of school. It should be observed that no teacher of less than three years college training will be recognized as a qualified teacher in an accredited high school. Also, please note: "In addition to the principal, the teaching staff must include four or more full-time qualified high school teachers." Formerly, the requirement was three or more teachers. Superintendents should note that schools not earning as many as four or

¹Excerpts from the Minimum Foundation Program Law as sent out by the State Department of Education, 1949.
more teachers in addition to the principal, will face the necessity of employing the extra needed teachers and paying them with local funds.

The Minimum Foundation Program.— From and after July 1, 1949, the public schools of this state, including the public high schools, shall be operated for a period of not less than nine school months during each school year. Twenty school days shall constitute a school month. The school year shall begin on the first day of July and end on the 30th day of June of each year. (Acts 1949, pp. 1406, 1409).

Local Units of Administration.— Written contracts required.— For the purposes of this chapter, the several counties of this state and the various independent school systems established by law shall be the local units of administration. The superintendents and the boards of education of those respective local units shall execute the provisions of this chapter under such rules and regulations as may be adopted by the State Board of Education. In the local units of administration, the several teachers, principals and other school employees shall be elected by the boards of education on the recommendation of the respective superintendents. Contracts for teachers, principals and other professional personnel shall be in writing, signed in duplicate by the teacher in his own behalf, and by the superintendent of schools on behalf of the board. (Acts 1949, pp. 1406, 1409; See Tripp v. Martin, 210 Ga. 281).

Teachers Must Hold State Certificate.— The State Board of Education shall provide, by regulation, for certifying the teachers in the public schools of this State. No teacher, principal, supervisor, or superintendent other than county school superintendents, shall be employed in the public schools unless such person shall hold a certificate from the State Board of Education, certifying to his or her qualifications as such teacher, principal, supervisor, or superintendent pursuant to the rules and regulations of the State Board of Education. The State Board of Education shall provide, by regulation, for the classification of all teachers in the public schools of this State upon the basis of academic, technical and professional training and experience, and the certificate issued to each such teacher by the State Board of Education, or pursuant to its authority, shall indicate the classification of such teacher (Acts. 1949, pp. 1406, 1409).

Minimum Salaries Must Be Paid.— The State Board of Education shall annually fix a schedule of minimum salaries which shall be paid to the teacher of the various classes prescribed by the State Board of Education which salary schedule shall be uniform for each of the classes fixed by the State Board of Education
with no differentiation being made because of subjects or grades taught. A local unit of administration may not pay to any teacher in its employment a salary less than the minimum salary prescribed by the State Board of Education for the class to which such teacher belongs. A local unit may supplement the salaries of any of its teachers, and in fixing the amount thereof may take into account the nature of the duties to be performed, the responsibility of the position, the experience and the individual worth of the teacher. (Act 1949, pp. 1406, 1409).

Value of the Study.—The findings of this study might well serve to point out the degree of upgrading of the certification of white and Negro teachers employed in Thomas County, Georgia, during the period 1935-1955. Further, the findings might show the extent to which the teachers in Thomas County are adequately trained to take on the larger tasks which will be found in the modern school facilities into which they are to go.
CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introductory Statement.-- In this chapter is presented the analysis, treatment and interpretation of the data under three captions, namely: the data that deals with the socio-economic status of the Negro and white teachers of Thomas County, Georgia; the data that deals with the up-grading of the certification of the Negro and white teachers of Thomas County, Georgia; and the data that deals with the salary schedule pattern for the Negro and white teachers of Thomas County, Georgia, from 1935-1955.

The primary sources of data used in this study includes first, a questionnaire on the socio-economic strata from which the Negro and white teachers of Thomas County, Georgia have evolved. This questionnaire was designed and validated by the writer under the guidance of the competent staff members of the School of Education. Second, the Annual Records and Reports in the office of the Superintendent of the Thomas County Public Schools. Third, the salary scales, certification standards, regulations and changes as issued by the Georgia State Department of Education, Division of Certification.

Since the primary purpose of this study was to trace the course of the up-grading in the certification of the white and Negro teachers of Thomas County, Georgia, during the period 1935-1955, the analysis and interpretation of the data will be presented
in the order of (a) socio-economic backgrounds of the teachers, (b) training and work of the teachers, (c) certification of the teachers, and (d) salary of the teachers.

Socio-economic Backgrounds of the Teachers

Educational Status of the Negro Parents.— The data on the parental educational status of the Negro teachers of Thomas County, Georgia, for the school year 1954-1955 are shown on Table 1, page 37 which reveals the following significant facts: the educational levels range from a low of the third grade level to a high of graduate training. Of the 66 parents, 38 or 57.38 per cent of the fathers and 38 or 57.38 per cent of the mothers, respectively, of these teachers, showed an educational status at the elementary school level. Out of the 38 fathers, 6 or 9.06 per cent achieved elementary school graduation. Out of the 38 mothers, 7 or 10.57 per cent achieved elementary school graduation.
### TABLE I

EDUCATIONAL STATUS OF THE PARENTS OF THE NEGRO TEACHERS

OF THOMAS COUNTY, GEORGIA, 1954-1955

<table>
<thead>
<tr>
<th>Educational Status</th>
<th>Father</th>
<th>Mother</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Graduate Level</td>
<td>3</td>
<td>4.53</td>
<td>3</td>
</tr>
<tr>
<td>College 4 years</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>College 3 years</td>
<td>0</td>
<td>0.00</td>
<td>3</td>
</tr>
<tr>
<td>College 2 years</td>
<td>2</td>
<td>3.02</td>
<td>2</td>
</tr>
<tr>
<td>College 1 year</td>
<td>1</td>
<td>1.51</td>
<td>4</td>
</tr>
<tr>
<td>High School 4 years</td>
<td>3</td>
<td>4.53</td>
<td>6</td>
</tr>
<tr>
<td>High School 3 years</td>
<td>2</td>
<td>3.02</td>
<td>2</td>
</tr>
<tr>
<td>High School 2 years</td>
<td>3</td>
<td>4.53</td>
<td>4</td>
</tr>
<tr>
<td>High School 1 year</td>
<td>3</td>
<td>4.53</td>
<td>0</td>
</tr>
<tr>
<td>Elementary Grade 8</td>
<td>6.08</td>
<td>9.06</td>
<td>7</td>
</tr>
<tr>
<td>Elementary Grade 7</td>
<td>11</td>
<td>16.61</td>
<td>8</td>
</tr>
<tr>
<td>Elementary Grade 6</td>
<td>5</td>
<td>7.55</td>
<td>5</td>
</tr>
<tr>
<td>Elementary Grade 5</td>
<td>8</td>
<td>12.08</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Grade 4</td>
<td>8</td>
<td>12.08</td>
<td>14</td>
</tr>
<tr>
<td>All Other</td>
<td>3</td>
<td>4.53</td>
<td>4</td>
</tr>
<tr>
<td>No Response</td>
<td>8</td>
<td>12.08</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>66</td>
<td>99.66</td>
<td>66</td>
</tr>
</tbody>
</table>
Again, Table 1 shows that 11 or 16.61 percent of the fathers and 12 or 18.12 percent of the fathers and mothers respectively, of these teachers showed an educational status of high school level, 3 or 4.53 percent of the fathers and 6 or 9.06 percent of the mothers had graduated from high school.

Further, Table 1 shows that 2 or 3.02 percent and 2 or 3.02 percent of the fathers and mothers, respectively, of these teachers showed an educational status at the college level. No graduation from the college level was indicated by either the fathers or mothers of the teachers. From the graduate level 3 or 4.53 percent of the fathers and 3 or 4.53 percent of the mothers had attained graduate level educational status. Three or 4.53 percent of the fathers and 4 or 6.06 percent of the mothers had no educational status indicated for them.

Educational Status of the White Parents.— The data on the parental educational status of the white teachers of Thomas County, Georgia, for the school year 1954-1955 are shown on Table 2, page 39 which reveals the following significant facts: the educational levels range from a low of the third grade level to a high of graduate training. Of the 68 parents, 24 or 35.29 percent of the fathers and 18 or 26.46 percent of the mothers, respectively, of these teachers showed an educational status at the elementary school level. Out of 24 fathers, 4 or 5.88 percent achieved elementary graduation. Out of 18 mothers, 5 or 7.35 percent attained elementary graduation.

Again, Table 2 shows that 22 or 32.31 percent of the fathers
### Table 2

**Educational Status of Parents of the White Teachers of Thomas County, Georgia, 1954-1955**

<table>
<thead>
<tr>
<th>Educational Status</th>
<th>Father</th>
<th>Mother</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Graduate Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College 4 years</td>
<td>6</td>
<td>8.82</td>
<td>4</td>
</tr>
<tr>
<td>College 3 years</td>
<td>1</td>
<td>1.47</td>
<td>1</td>
</tr>
<tr>
<td>College 2 years</td>
<td>1</td>
<td>1.47</td>
<td>0</td>
</tr>
<tr>
<td>College 1 year</td>
<td>5</td>
<td>7.35</td>
<td>5</td>
</tr>
<tr>
<td>High School 4 years</td>
<td>2</td>
<td>2.94</td>
<td>4</td>
</tr>
<tr>
<td>High School 3 years</td>
<td>1</td>
<td>1.47</td>
<td>0</td>
</tr>
<tr>
<td>High School 2 years</td>
<td>5</td>
<td>7.35</td>
<td>5</td>
</tr>
<tr>
<td>High School 1 year</td>
<td>6</td>
<td>8.82</td>
<td>6</td>
</tr>
<tr>
<td>Elementary Grade 8</td>
<td>5</td>
<td>7.35</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Grade 7</td>
<td>3</td>
<td>4.41</td>
<td>5</td>
</tr>
<tr>
<td>Elementary Grade 6</td>
<td>5</td>
<td>7.35</td>
<td>1</td>
</tr>
<tr>
<td>Elementary Grade 5</td>
<td>6</td>
<td>8.82</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Grade 4</td>
<td>5</td>
<td>7.35</td>
<td>5</td>
</tr>
<tr>
<td>All Others</td>
<td>7</td>
<td>10.29</td>
<td>7</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>68</td>
<td>99.96</td>
<td>68</td>
</tr>
</tbody>
</table>
and 29 or 42.63 per cent of the mothers, respectively, of these teachers showed an educational status of high school level. Four or 5.88 per cent of the fathers and 5 or 7.35 per cent of the mothers had graduated from high school.

Further, Table 2 shows that 9 or 13.23 per cent of the fathers and 10 or 14.70 per cent of the mothers, respectively of these teachers, showed an educational status on the college level. One or 1.47 per cent of the fathers and 1 or 1.47 per cent of the mothers were graduated from the college level.

Six or 8.82 per cent of the fathers and 4 or 5.88 per cent of the mothers attained graduate level educational status. Seven or 10.29 per cent of the fathers and 7 or 10.29 per cent of the mothers had no educational status indicated for them.
TABLE 3


<table>
<thead>
<tr>
<th>Occupations</th>
<th>Father</th>
<th>Mother</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Teaching</td>
<td>3</td>
<td>4.53</td>
<td>6</td>
</tr>
<tr>
<td>Housewife</td>
<td>0</td>
<td>0</td>
<td>47</td>
</tr>
<tr>
<td>Clerical</td>
<td>4</td>
<td>6.04</td>
<td>1</td>
</tr>
<tr>
<td>Management</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Skilled Trades</td>
<td>11</td>
<td>16.61</td>
<td>4</td>
</tr>
<tr>
<td>Law, Medicine</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ministry, Dentistry</td>
<td>4</td>
<td>6.04</td>
<td>0</td>
</tr>
<tr>
<td>Engineering</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>2</td>
<td>3.02</td>
<td>0</td>
</tr>
<tr>
<td>Business Owner</td>
<td>6</td>
<td>9.06</td>
<td>0</td>
</tr>
<tr>
<td>Farmer</td>
<td>14</td>
<td>21.14</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>21.14</td>
<td>7</td>
</tr>
<tr>
<td>No response</td>
<td>8</td>
<td>12.08</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>66</td>
<td>99.66</td>
<td>66</td>
</tr>
</tbody>
</table>
Occupations of the Negro Parents. The data on the occupations of the parents of the Negro teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 3 on page 41 which reveals the significant facts to follow. The frequency of mention of the occupations of the fathers ranged from a low of 3 or 4.53 per cent for teaching to a high of 14 or 21.14 per cent for farmers and 14 or 21.14 listed as "other," with skilled trades 11 or 16.61 per cent, and the other listed occupations ranking in the order of "business owner," clerical, salesmanship, minister and dentistry. Eight or 12.08 per cent of parents had no occupations indicated for them.

The occupations of the mothers ranged from a low of 1 or 1.51 per cent for clerical and management to a high of 47 or 70.97 per cent for housewife, with the second ranking occupation being teaching with 6 or 9.06 per cent, and other listed occupations ranking in the order skilled trade and management and "others."

Occupations of the White Parents. The data on the occupations of the parents of the white teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 4, page 43 which reveals the significant facts to follow. The frequency of mention of the occupations of the fathers ranged from a low of 1 or 1.47 per cent for teaching and clerical to a high of 27 or 38.22 per cent for farmers with the second ranking occupation being business owner, with 13 or 19.99 per cent and the other occupations ranking in order of "other," management,
### TABLE 4

**DISTRIBUTION OF THE OCCUPATIONS OF THE PARENTS OF WHITE TEACHERS OF THOMAS COUNTY, GEORGIA 1954-1955**

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Father Number</th>
<th>Father Per cent</th>
<th>Mother Number</th>
<th>Mother Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>1</td>
<td>1.47</td>
<td>6</td>
<td>8.82</td>
<td>7</td>
<td>5.11</td>
</tr>
<tr>
<td>Housewife</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>7.79</td>
<td>53</td>
<td>38.69</td>
</tr>
<tr>
<td>Clerical</td>
<td>1</td>
<td>1.47</td>
<td>3</td>
<td>4.41</td>
<td>4</td>
<td>2.92</td>
</tr>
<tr>
<td>Management</td>
<td>6</td>
<td>8.82</td>
<td>3</td>
<td>4.41</td>
<td>9</td>
<td>6.57</td>
</tr>
<tr>
<td>Skilled Trade</td>
<td>5</td>
<td>7.35</td>
<td>2</td>
<td>2.94</td>
<td>7</td>
<td>5.11</td>
</tr>
<tr>
<td>Law, Medicine</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Ministry, Dentistry</td>
<td>4</td>
<td>5.88</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2.92</td>
</tr>
<tr>
<td>Engineering</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Business Owner</td>
<td>13</td>
<td>19.11</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>9.49</td>
</tr>
<tr>
<td>Farmer</td>
<td>27</td>
<td>38.22</td>
<td>0</td>
<td>0</td>
<td>26</td>
<td>18.98</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>10.29</td>
<td>1</td>
<td>1.47</td>
<td>8</td>
<td>5.84</td>
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<tr>
<td>No response</td>
<td>5</td>
<td>7.35</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3.65</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>68</strong></td>
<td><strong>99.96</strong></td>
<td><strong>68</strong></td>
<td><strong>99.96</strong></td>
<td><strong>136</strong></td>
<td><strong>99.28</strong></td>
</tr>
</tbody>
</table>
skilled trades, ministry and dentistry.

The occupations of the mothers ranged from a low of 2 or 2.94 per cent for skilled trades to a high of 53 or 77.91 per cent for housewife, with 6 or 8.82 per cent teachers and other listed occupations ranking in the order clerical and management and "other." Five or 7.35 per cent of parents had no occupations indicated for them.

Early Environment of the Teachers of Thomas County, Georgia.—

The data on the early environment of the Negro and white teachers of Thomas County, Georgia, for the school year 1954-1955 are shown in Table 5, page 45 which reveals the significant facts to follow: the frequency of the community population ranged from a low of 9 or 13.59 per cent of the Negro teachers and 3 or 4.41 per cent of the white teachers, who were reared in communities with a population of 10,000 and over; to a high of 20 or 30.20 per cent of the Negro teachers who were reared in communities with a population of 2,000 to 10,000, and 33 or 48 per cent of the white teachers who were reared on the farm. Nineteen or 28.69 per cent of the Negro teachers were reared in small towns with a population of less than 2,000; whereas, 22 or 32.34 per cent of the white teachers were reared in small towns with a population of less than 2,000. Fifteen or 22.65 per cent of the Negro teachers were reared on the farm. Three or 4.53 per cent of the Negro teachers and none of the white teachers gave no response as to where they were reared. Ten or 14.70 per cent of the white teachers were reared in communities with a population of 2,000 to 10,000. The data indicated
TABLE 5
DISTRIBUTION OF THE ENVIRONMENT OF THE TEACHERS
OF THOMAS COUNTY BY RACE 1955

<table>
<thead>
<tr>
<th>Environment</th>
<th>Negro Teacher</th>
<th>White Teacher</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Farm</td>
<td>15</td>
<td>22.65</td>
<td>33</td>
</tr>
<tr>
<td>Small Town under 2,000</td>
<td>19</td>
<td>28.69</td>
<td>22</td>
</tr>
<tr>
<td>City (2,000 to 10,000)</td>
<td>20</td>
<td>30.20</td>
<td>10</td>
</tr>
<tr>
<td>City (10,000 and over)</td>
<td>9</td>
<td>13.59</td>
<td>3</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>4.53</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
<td>99.66</td>
<td>68</td>
</tr>
</tbody>
</table>

that of these 134 teachers employed in the schools of Thomas County, Georgia, that 89 or 65.86 per cent of them, respectively, were reared on the farm or small towns of less than 2,000 population, or 119 or 98.06 per cent of these teachers were reared in towns of less than 10,000 population.

Marital Status of the Negro and White Teachers of Thomas County, Georgia.— The data on the marital status of the Negro and white teachers for the school year 1954-1955 are shown in Table 6, page 146, which reveals the significant facts to follow. The frequency of the marital status of the 134 Negro and white teachers of Thomas County, Georgia, ranged from a low of 3 or
<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Negro Teacher</th>
<th>White Teacher</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Single</td>
<td>15</td>
<td>22.65</td>
<td>14</td>
</tr>
<tr>
<td>Married</td>
<td>36</td>
<td>54.36</td>
<td>45</td>
</tr>
<tr>
<td>Widow or Widow</td>
<td>8</td>
<td>12.08</td>
<td>5</td>
</tr>
<tr>
<td>Separated</td>
<td>4</td>
<td>6.04</td>
<td>0</td>
</tr>
<tr>
<td>Divorced</td>
<td>3</td>
<td>4.53</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
<td>99.66</td>
<td>68</td>
</tr>
</tbody>
</table>

4.53 per cent of the Negro teachers divorced, and 4 or 5.88 per cent of the white teachers divorced, to a high of 36 or 54.36 per cent of the Negro teachers who were married and 45 or 66.15 per cent of the white teachers who were married. Fifteen or 22.65 per cent of the Negro teachers were single and 14 or 20.58 per cent of the white teachers were single. Eight or 12.08 per cent of the Negro teachers were widowed and 5 or 7.35 per cent of the white teachers were widowed. Four or 6.04 per cent of the Negro teachers were separated. There were no separations among the white teachers indicated in the data.

Religious Preferences of the Negro and White Teachers of Thomas County, Georgia.— The data on the religious preferences
TABLE 7

DISTRIBUTION OF RELIGIOUS PREFERENCES OF NEGRO AND WHITE
TEACHERS OF THOMAS COUNTY, GEORGIA, 1955

PROFESSIONAL GROUP

<table>
<thead>
<tr>
<th>Denomination</th>
<th>Negro</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Baptist</td>
<td>30</td>
<td>45.30%</td>
<td>37</td>
</tr>
<tr>
<td>Methodist</td>
<td>32</td>
<td>48.32%</td>
<td>24</td>
</tr>
<tr>
<td>Congregational</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Presbyterian</td>
<td>3</td>
<td>4.53%</td>
<td>3</td>
</tr>
<tr>
<td>Lutheran</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Episcopalian</td>
<td>1</td>
<td>1.51%</td>
<td>1</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Protestant</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>66</strong></td>
<td><strong>99.66%</strong></td>
<td><strong>68</strong></td>
</tr>
</tbody>
</table>

of the Negro and white teachers of Thomas County, Georgia, for
the school year 1954-1955 are shown on Table 7, page 47 which
reveals the significant facts to follow. The frequency of the
religious preferences of the 134 Negro and white teachers of
Thomas County, Georgia, ranged from a low of 1 or 1.51 per cent
of the Negro teachers who were members of the Episcopalian
Church and 1 or 1.47 per cent of the white teachers who were
members of the Episcopalian Church; to a high of 32 or 48.32
per cent of the Negro teachers who were members of the Methodist
Church and 37 or 51.39 per cent of the white teachers who were members of the Baptist Church, with 24 or 35.28 per cent and 30 and 45.30 per cent of the white teachers and Negro teachers, respectively, who were members of the Baptist Church. Three or 4.53 per cent of the Negro teachers and 3 or 4.53 per cent of the white teachers, respectively, were members of the Presbyterian Church. The data showed no indication of other Protestant religious preferences among the Negro teachers. Two or 2.94 per cent of the white teachers were indicated as members of other Protestant religious preferences. It is of interest to note that neither Negro nor the white teachers indicated a preference for the Catholic Church.

Further, it is interesting to note that 62 or 93.52 per cent and 61 or 89.67 per cent of the Negro and white teachers, respectively, were members of either the Baptist or Methodist Church.

Age of Teachers.-- The data on the ages of the 134 teachers of Thomas County, Georgia, for the school year 1954-1955 are shown on Table 8, page 49 which reveals the following significant facts: The ages of the Negro and white teachers of Thomas County, Georgia, ranged from a low of 22 and 20 years, respectively, to a high of 70 and 65 years, respectively. Negro and white teachers, respectively, of the total of 134 teachers, four or 5.88 per cent of the white teachers were 20 years old; no Negro teachers were in this age range. From 32 to 41 years old, 12 or 25.67 per cent of the Negro teachers and 19 or 27.93 per cent of the white teachers were in this age group. From 42 to 51 years old, 16 or 24.16 per cent
### TABLE 8

**DISTRIBUTION OF THE AGES OF NEGRO AND WHITE TEACHERS**

**OF THOMAS COUNTY, GEORGIA, 1955**

<table>
<thead>
<tr>
<th>Age by Years</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20-21</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>5.88</td>
<td>4</td>
<td>2.96</td>
</tr>
<tr>
<td>22-23</td>
<td>1</td>
<td>1.51</td>
<td>3</td>
<td>4.41</td>
<td>4</td>
<td>2.96</td>
</tr>
<tr>
<td>24-25</td>
<td>6</td>
<td>9.06</td>
<td>2</td>
<td>2.94</td>
<td>8</td>
<td>5.92</td>
</tr>
<tr>
<td>26-27</td>
<td>6</td>
<td>9.06</td>
<td>3</td>
<td>4.41</td>
<td>9</td>
<td>6.66</td>
</tr>
<tr>
<td>28-29</td>
<td>6</td>
<td>9.06</td>
<td>6</td>
<td>8.82</td>
<td>12</td>
<td>8.88</td>
</tr>
<tr>
<td>30-31</td>
<td>3</td>
<td>4.53</td>
<td>3</td>
<td>4.41</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>32-33</td>
<td>3</td>
<td>4.53</td>
<td>6</td>
<td>8.82</td>
<td>9</td>
<td>6.66</td>
</tr>
<tr>
<td>34-35</td>
<td>6</td>
<td>9.06</td>
<td>6</td>
<td>8.82</td>
<td>12</td>
<td>8.88</td>
</tr>
<tr>
<td>36-37</td>
<td>3</td>
<td>4.53</td>
<td>2</td>
<td>2.94</td>
<td>5</td>
<td>3.70</td>
</tr>
<tr>
<td>38-39</td>
<td>2</td>
<td>3.02</td>
<td>2</td>
<td>2.94</td>
<td>4</td>
<td>2.96</td>
</tr>
<tr>
<td>40-41</td>
<td>3</td>
<td>4.53</td>
<td>3</td>
<td>4.41</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>42-43</td>
<td>4</td>
<td>6.06</td>
<td>2</td>
<td>2.94</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>44-45</td>
<td>3</td>
<td>4.53</td>
<td>4</td>
<td>5.88</td>
<td>7</td>
<td>5.18</td>
</tr>
<tr>
<td>46-47</td>
<td>4</td>
<td>6.06</td>
<td>5</td>
<td>7.35</td>
<td>9</td>
<td>6.66</td>
</tr>
<tr>
<td>48-49</td>
<td>2</td>
<td>3.02</td>
<td>4</td>
<td>5.88</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>50-51</td>
<td>3</td>
<td>4.53</td>
<td>4</td>
<td>5.88</td>
<td>7</td>
<td>5.18</td>
</tr>
<tr>
<td>52-53</td>
<td>1</td>
<td>1.51</td>
<td>2</td>
<td>2.94</td>
<td>3</td>
<td>2.22</td>
</tr>
<tr>
<td>54-55</td>
<td>1</td>
<td>1.51</td>
<td>4</td>
<td>5.88</td>
<td>5</td>
<td>3.70</td>
</tr>
<tr>
<td>56-57</td>
<td>1</td>
<td>1.51</td>
<td>1</td>
<td>1.47</td>
<td>2</td>
<td>1.48</td>
</tr>
<tr>
<td>58-59</td>
<td>1</td>
<td>1.51</td>
<td>1</td>
<td>1.47</td>
<td>2</td>
<td>1.48</td>
</tr>
<tr>
<td>60-65</td>
<td>1</td>
<td>1.51</td>
<td>1</td>
<td>1.47</td>
<td>2</td>
<td>1.48</td>
</tr>
<tr>
<td>66-70</td>
<td>2</td>
<td>3.02</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td>70-over</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>6.04</td>
<td>0</td>
<td>0.00</td>
<td>4</td>
<td>2.96</td>
</tr>
</tbody>
</table>

**TOTAL** 66 99.66 68 99.96 134 99.16
of the Negro teachers and 19 or 27.93 per cent of the white teachers were in this age group. From 52-65 years old 5 or 7.55 per cent of the Negro teachers and 9 or 13.24 per cent of the white teachers were in this age group. Two or 3.02 per cent of the Negro teachers were over 65 years old. There were no white teachers over 65 years old. Four or 6.04 per cent of the Negro teachers did not indicate their age.

Official Positions Held by the Fathers of Negro and White Teachers.—The data on the official positions held by the fathers of the 134 Negro and white teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 9, page 51, which reveals the significant facts to follow. The frequency of the positions held by the fathers ranged from a low 5 or 7.25 per cent of the Negro fathers who held no positions, to a high of 33 or 41.93 per cent of the Negro fathers and 22 or 27.50 of the white fathers who held church official positions. Eight or 12.08 per cent of the Negro fathers and 9 or 11.25 per cent of the white fathers held civic club positions. Eight or 12.08 per cent of the Negro fathers and 7 or 8.75 per cent of the white fathers held community drive positions, 7 or 10.57 per cent of the Negro fathers and 18 or 22.50 per cent of the white fathers held positions listed as "others." Five or 7.55 per cent of the Negro fathers and 5 or 6.25 per cent of the white fathers were deceased. Seven or 8.75 per cent of the white fathers held government positions. The data did not indicate a position in this area for the Negro fathers.
TABLE 9

DISTRIBUTION OF COMMUNITY OFFICIAL POSITIONS OF FATHERS OF
THOMAS COUNTY, GEORGIA TEACHERS BY RACE, 1955

<table>
<thead>
<tr>
<th>Official Position</th>
<th>Negro</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Church</td>
<td>33</td>
<td>49.83</td>
<td>22</td>
</tr>
<tr>
<td>Civic Club</td>
<td>8</td>
<td>12.08</td>
<td>9</td>
</tr>
<tr>
<td>Government</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Community Drive</td>
<td>8</td>
<td>12.08</td>
<td>7</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
<td>10.57</td>
<td>18</td>
</tr>
<tr>
<td>Deceased</td>
<td>5</td>
<td>7.55</td>
<td>5</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
<td>7.55</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>66</strong></td>
<td><strong>99.66</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

Dormiciliary Status of the Negro and White Teachers. — The
dormiciliary status data of the 134 Negro and white teachers of
Thomas County, Georgia, for the school year 1954–1955 are given
in Table 10, page 52 which reveals the significant facts to
follow. The frequency of the dormicile status ranged from a low
of 4 or 5.88 per cent of the white teachers who had no dormicile
status to a high of 55 or 83.05 per cent of the Negro teachers
who owned their homes and 40 or 58.80 per cent of the white teachers
who owned their homes; 7 or 10.57 per cent of the Negro teachers
and 14 or 20.58 per cent of the white teachers rented. Three or
14.53 per cent of the Negro teachers and 6 or 8.82 per cent of the
DISTRIBUTION OF DORMICILARY STANDING BY RACE OF THE
TEACHERS OF THOMAS COUNTY, GEORGIA, 1955

<table>
<thead>
<tr>
<th>Dormiciliary Standing</th>
<th>Negro Number</th>
<th>Per cent</th>
<th>White Number</th>
<th>Per cent</th>
<th>Total Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Own home</td>
<td>55</td>
<td>83.05</td>
<td>40</td>
<td>58.80</td>
<td>95</td>
<td>70.30</td>
</tr>
<tr>
<td>Rent home</td>
<td>7</td>
<td>10.57</td>
<td>14</td>
<td>20.58</td>
<td>21</td>
<td>15.54</td>
</tr>
<tr>
<td>Parent living with you</td>
<td>1</td>
<td>1.51</td>
<td>4</td>
<td>5.88</td>
<td>5</td>
<td>3.70</td>
</tr>
<tr>
<td>Room with others</td>
<td>3</td>
<td>4.53</td>
<td>6</td>
<td>8.82</td>
<td>9</td>
<td>6.66</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0.00</td>
<td>4</td>
<td>5.88</td>
<td>4</td>
<td>2.96</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>66</strong></td>
<td><strong>99.66</strong></td>
<td><strong>68</strong></td>
<td><strong>99.96</strong></td>
<td><strong>134</strong></td>
<td><strong>99.16</strong></td>
</tr>
</tbody>
</table>

white teachers roomed with others. One or 1.51 per cent of the Negro teachers and 4 or 5.88 per cent of the white teachers had parents living with them. The data indicated that no Negro teachers were without any type of dormicile status.

Dormiciliary Status of the Parents of the Negro and White Teachers of Thomas County, Georgia.— The dormiciliary status data of the 134 Negro and white teachers' parents of Thomas County, Georgia, for the school year 1954-1955 are given in Table 11, page 53, which reveals the significant facts to follow. The frequency of the dormiciliary status of the Negro and white parents ranged from a low of 1 or 1.47 per cent of the white parents rooming with others to a high of 56 or 84.56 per cent of the Negro parents and 58 or 85.26 per cent of the white parents who owned their homes,
TABLE 11

DISTRIBUTION OF DORMICILIARY STATUS BY RACE OF THE PARENTS

OF THE TEACHERS OF THOMAS COUNTY, GEORGIA,

1955

<table>
<thead>
<tr>
<th>Dormiciliary Standing</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Own Home</td>
<td>56</td>
<td>84.56</td>
<td>58</td>
<td>85.26</td>
<td>114</td>
<td>84.36</td>
</tr>
<tr>
<td>Rent</td>
<td>7</td>
<td>10.57</td>
<td>3</td>
<td>4.41</td>
<td>10</td>
<td>7.40</td>
</tr>
<tr>
<td>Living With Parents</td>
<td>3</td>
<td>4.53</td>
<td>6</td>
<td>8.82</td>
<td>9</td>
<td>6.66</td>
</tr>
<tr>
<td>Room With Others</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1.47</td>
<td>1</td>
<td>.74</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>66</strong></td>
<td><strong>99.56</strong></td>
<td><strong>68</strong></td>
<td><strong>99.96</strong></td>
<td><strong>134</strong></td>
<td><strong>99.16</strong></td>
</tr>
</tbody>
</table>

seven or 10.57 per cent of the Negro parents and 3 or 4.41 per cent of the white parents rented. Three or 4.53 per cent of the Negro parents and 6 or 8.82 per cent of the white parents had the teachers living with them. The data indicated that the great percentage of all parents owned their homes.

Number of Brothers and Sisters of White and Negro Teachers of Thomas County, Georgia.— The data on the number of brothers and sisters of the Negro and white teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 12, page 54, which reveals the significant facts to follow. The frequency of mention of brothers and sisters of the Negro and white teachers ranged from a low of 5 or 7.55 per cent of the Negro teachers and 6 or 8.82 per cent of the white teachers who had no sisters or
TABLE 12

DISTRIBUTION OF THE NUMBER OF BROTHERS AND SISTERS

OF THE NEGRO AND WHITE TEACHERS

OF THOMAS COUNTY, GEORGIA

<table>
<thead>
<tr>
<th>Number of Brothers &amp; Sisters</th>
<th>Negro</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>One</td>
<td>13</td>
<td>19.63</td>
<td>8</td>
</tr>
<tr>
<td>Two</td>
<td>9</td>
<td>13.59</td>
<td>9</td>
</tr>
<tr>
<td>Three</td>
<td>10</td>
<td>15.10</td>
<td>11</td>
</tr>
<tr>
<td>Four</td>
<td>3</td>
<td>4.53</td>
<td>9</td>
</tr>
<tr>
<td>Five</td>
<td>10</td>
<td>15.10</td>
<td>7</td>
</tr>
<tr>
<td>Six</td>
<td>4</td>
<td>6.04</td>
<td>4</td>
</tr>
<tr>
<td>Seven</td>
<td>8</td>
<td>12.08</td>
<td>8</td>
</tr>
<tr>
<td>Eight</td>
<td>2</td>
<td>3.02</td>
<td>0</td>
</tr>
<tr>
<td>Nine</td>
<td>2</td>
<td>3.02</td>
<td>4</td>
</tr>
<tr>
<td>Ten or More</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Nons</td>
<td>5</td>
<td>7.55</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL 66 99.66 68 99.96 134 99.16
brothers to a high of 13 or 19.63 per cent of the Negro teachers who had 1 brother or sister and 11 or 16.17 per cent of the white teachers who had 3 sisters or brothers. Thirty-five or 52.58 per cent of the Negro teachers and 37 or 54.39 per cent of the white teachers had from 1 to 4 brothers and sisters; 24 or 36.24 per cent of the Negro teachers and 19 or 27.93 per cent of the white teachers had from 5 to 8 brothers and sisters; 2 or 3.02 per cent of the Negro teachers and 6 or 8.82 per cent of the white teachers had 9 or more brothers and sisters. The data did not indicate that any of the teachers came from families with larger than ten members.

Children of the Negro and White Teachers of Thomas County, Georgia.— The data on the number of children of the Negro and white teachers of Thomas County, Georgia for the school year 1954-1955 are presented in Table 13, page 56, which reveals the significant facts to follow. The frequency of the mention of the children of the 134 teachers ranged from a low of 2 or 3.02 Negro teachers with 5 children to a high of 29 or 43.79 per cent of the Negro teachers and 31 or 45.57 per cent of the white teachers had no children. Fifteen or 22.65 per cent of the Negro teachers and 17 or 24.99 per cent of the white teachers had 1 child, 15 or 22.65 per cent of the Negro teachers and 13 or 19.11 per cent of the white teachers had two children, 7 or 10.57 per cent of the Negro teachers and 7 or 10.29 per cent of the white teachers had three children.

Educational and Work Status of the Children.— The data on the educational status of the children of the Negro and white
TABLE 13  
DISTRIBUTION OF THE CHILDREN OF THE TEACHERS  
BY RACE OF THOMAS COUNTY, GEORGIA  
1955

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
<th>Total</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>15</td>
<td>22.65</td>
<td>17</td>
<td>24.99</td>
<td>32</td>
<td>23.68</td>
</tr>
<tr>
<td>Two</td>
<td>15</td>
<td>22.65</td>
<td>13</td>
<td>19.11</td>
<td>28</td>
<td>20.72</td>
</tr>
<tr>
<td>Three</td>
<td>3</td>
<td>4.53</td>
<td>7</td>
<td>10.29</td>
<td>10</td>
<td>7.40</td>
</tr>
<tr>
<td>Four</td>
<td>2</td>
<td>3.02</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1.48</td>
</tr>
<tr>
<td>Five</td>
<td>2</td>
<td>3.02</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1.48</td>
</tr>
<tr>
<td>Six</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Seven</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eight</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nine</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ten or More</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>None</td>
<td>29</td>
<td>43.79</td>
<td>31</td>
<td>45.57</td>
<td>60</td>
<td>44.40</td>
</tr>
</tbody>
</table>

TOTAL 66 99.66 68 99.96 134 99.16

The teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 14, page 57, which reveals the following significant facts to follow. The frequency of the mention of the children of the 134 teachers ranged from a low of 3 or 3.00 per cent of the Negro teachers' children and no children of the white teachers at the graduate level to a high of 28 or 28.00 per cent of the Negro teachers and 65 or 52.00
## TABLE 14

**DISTRIBUTION OF THE EDUCATIONAL AND WORK STATUS OF THE CHILDREN OF TEACHERS OF THOMAS COUNTY, GEORGIA, 1955**

<table>
<thead>
<tr>
<th>Educational Status</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negro</td>
<td></td>
<td>White</td>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Pre School</td>
<td>6</td>
<td>6.00</td>
<td>25</td>
<td>20.00</td>
<td>31</td>
<td>13.64</td>
</tr>
<tr>
<td>Elementary Level</td>
<td>10</td>
<td>10.00</td>
<td>25</td>
<td>20.00</td>
<td>35</td>
<td>15.40</td>
</tr>
<tr>
<td>High School Level</td>
<td>10</td>
<td>10.00</td>
<td>4</td>
<td>3.20</td>
<td>14</td>
<td>6.16</td>
</tr>
<tr>
<td>College Level</td>
<td>9</td>
<td>9.00</td>
<td>1</td>
<td>.80</td>
<td>10</td>
<td>4.40</td>
</tr>
<tr>
<td>Graduate Level</td>
<td>3</td>
<td>3.00</td>
<td>1</td>
<td>.80</td>
<td>4</td>
<td>1.76</td>
</tr>
<tr>
<td>Professional Level</td>
<td>3</td>
<td>3.00</td>
<td>0</td>
<td>0.00</td>
<td>3</td>
<td>1.32</td>
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</tr>
<tr>
<td>Working Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td>6</td>
<td>6.00</td>
<td>1</td>
<td>.80</td>
<td>7</td>
<td>3.08</td>
</tr>
<tr>
<td>Full-Time</td>
<td>12</td>
<td>12.00</td>
<td>1</td>
<td>.80</td>
<td>13</td>
<td>5.72</td>
</tr>
<tr>
<td>Serving Armed Forces</td>
<td>4</td>
<td>4.00</td>
<td>0</td>
<td>0.00</td>
<td>4</td>
<td>1.76</td>
</tr>
<tr>
<td>None</td>
<td>28</td>
<td>28.00</td>
<td>65</td>
<td>53.00</td>
<td>93</td>
<td>40.92</td>
</tr>
<tr>
<td>No Response</td>
<td>9</td>
<td>9.00</td>
<td>1</td>
<td>.80</td>
<td>10</td>
<td>4.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>100.00</td>
<td>124</td>
<td>99.20</td>
<td>224</td>
<td>98.66</td>
</tr>
</tbody>
</table>
per cent of the white teachers who had no children; 6 or 6.00 per cent of the Negro children and 25 or 20.00 per cent of the white children were of the pre-school level; 10 or 10.00 per cent of the Negro children and 25 or 20.00 per cent of the white children were on the elementary level; 10 or 10.00 per cent of the Negro children and 4 or 3.20 per cent of the white children were on the high school level; 9 or 9.00 per cent of the Negro children and 1 or .80 per cent of the white children were on the college level; 3 or 3.00 per cent of the Negro children were on the professional level. No children at the professional level were indicated in the data for the white teachers; 6 or 6.00 per cent of the Negro children and 1 or .80 per cent of the white children had part-time jobs; 12 or 12.00 per cent of the Negro children and 1 or .80 per cent of the white children had worked full time; 4 or 4.00 per cent of the Negro children had served in the armed forces. No children for the white teachers were indicated in the data on these levels. Nine or 9.00 per cent of the Negro teachers and 1 or .80 per cent of the white teachers had no response.

Age Level of the Negro and White Teachers on Entering the Teaching Field.—The data on the age-level of the Negro and white teachers on entering the teaching field for the school year 1954-1955 are presented in Table 15, page 59, which reveals the significant facts to follow. The frequency of mention of the age-level of the Negro and white teachers ranged from a low of 1 or 1.51 per cent of the Negro teachers and 1 or 1.51 per cent
### TABLE 15

<table>
<thead>
<tr>
<th>Age Level of Teachers on Entering Teaching Field</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>15-19</td>
<td>23</td>
</tr>
<tr>
<td>20-24</td>
<td>30</td>
</tr>
<tr>
<td>25-29</td>
<td>8</td>
</tr>
<tr>
<td>30-34</td>
<td>2</td>
</tr>
<tr>
<td>35-39</td>
<td>1</td>
</tr>
<tr>
<td>40-44</td>
<td>1</td>
</tr>
<tr>
<td>45-49</td>
<td>1</td>
</tr>
<tr>
<td>50 and over</td>
<td>0</td>
</tr>
<tr>
<td>No reply</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>66</td>
</tr>
</tbody>
</table>

White teachers who had entered the teaching field at the 45-49 age-level group to a high of 30 or 45.30 per cent of the Negro teachers and 30 or 44.10 per cent of the white teachers who had entered the teaching field at the 20-24 age-level group. Twenty-three or 34.73 per cent of the Negro teachers and 25 or 36.75 per cent of the white teachers had entered the teaching field at the 15-19 age-level group; 8 or 12.08 per cent of the Negro teachers and 8 or 11.76 per cent of the white teachers had entered the teaching field at the
twenty-five - twenty-nine age-level; 2 or 3.02 per cent of the Negro teachers and 1 or 1.47 per cent of the white teachers had entered the teaching field at the 30-34 age-level group; 1 or 1.51 per cent of the Negro teachers and 1 or 1.47 per cent of the white teachers had entered the teaching field at the 40-49 age-level group. No teachers were indicated in the data that had entered the teaching field at the 50 or over age-level group.

Teaching Level of the Negro and White Teachers.— The data on the teaching level of the 134 Negro and white teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 16, page 61, which reveals the significant facts to follow. The frequency mention of the teaching levels of the Negro and white teachers of Thomas County, Georgia, ranged from a low 7 or 10.57 per cent for Negro principals and 4 or 5.52 per cent for the white principals were on the administrative level to a high of 22 or 33.22 per cent of the Negro teachers and 25 or 34.50 per cent of the white teachers who were on the elementary teaching level; 22 or 33.22 per cent of the Negro teachers and 17 or 23.46 per cent of the white teachers were on the primary teaching level; 2 or 3.02 per cent of the Negro teachers and no white teachers were on the junior high school level; 11 or 16.61 per cent of the Negro teachers and 21 or 33.12 per cent of the white teachers were on the high school teaching level. Two or 3.02 per cent of the Negro gave no response.

Years of Teaching Experience of the Negro and White Teachers.— The data on the years of teaching experience of the Negro and white teachers of Thomas County, Georgia, for the school year 1954-1955
TABLE 16
THE DISTRIBUTION OF THE TEACHING LEVEL OF THE NEGRO AND WHITE TEACHERS OF THOMAS COUNTY, GEORGIA
1954-1955

<table>
<thead>
<tr>
<th>Teaching Level</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>22</td>
<td>33.22</td>
<td>17</td>
<td>23.46</td>
<td>39</td>
<td>28.47</td>
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<tr>
<td>Elementary</td>
<td>22</td>
<td>33.22</td>
<td>25</td>
<td>36.75</td>
<td>47</td>
<td>34.78</td>
</tr>
<tr>
<td>Junior High</td>
<td>2</td>
<td>3.02</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
</tr>
<tr>
<td>Senior High</td>
<td>11</td>
<td>16.61</td>
<td>24</td>
<td>33.12</td>
<td>35</td>
<td>25.55</td>
</tr>
<tr>
<td>Principal</td>
<td>7</td>
<td>10.57</td>
<td>4</td>
<td>5.52</td>
<td>11</td>
<td>8.03</td>
</tr>
<tr>
<td>Supervisor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>3.02</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1.48</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>66</td>
<td>99.66</td>
<td>72</td>
<td>99.36</td>
<td>136</td>
<td>99.28</td>
</tr>
</tbody>
</table>

are presented in Table 17, page 62, which reveals the significant facts to follow.

The frequency of mention of the years of the teaching experience of the Negro and white teachers ranged from a low of 1 or 1.51 per cent of the Negro teachers who had 11 years of teaching experience and 1 or 1.47 per cent of the white teachers who had 9 years teaching experience to a high of 26 or 39.26 per cent of the Negro teachers and 21 or 30.87 per cent of the white teachers who had 15 and over years of teaching experience. Nineteen or 28.69 per cent of the Negro teachers and 22 or 32.34 per cent of the white teachers who had from 1-5 years of teaching experience;
## TABLE 17

**DISTRIBUTION OF THE YEARS OF TEACHING EXPERIENCE OF THE NEGRO AND WHITE TEACHERS OF THOMAS COUNTY, GEORGIA 1954-1955**

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>3</td>
<td>4.53</td>
<td>5</td>
<td>7.35</td>
<td>8</td>
<td>5.92</td>
</tr>
<tr>
<td>Two</td>
<td>3</td>
<td>4.53</td>
<td>3</td>
<td>4.41</td>
<td>6</td>
<td>4.41</td>
</tr>
<tr>
<td>Three</td>
<td>8</td>
<td>12.08</td>
<td>4</td>
<td>5.88</td>
<td>12</td>
<td>8.88</td>
</tr>
<tr>
<td>Four</td>
<td>1</td>
<td>1.51</td>
<td>5</td>
<td>7.35</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>Five</td>
<td>4</td>
<td>6.04</td>
<td>5</td>
<td>7.35</td>
<td>9</td>
<td>6.66</td>
</tr>
<tr>
<td>Six</td>
<td>3</td>
<td>4.53</td>
<td>0</td>
<td>0.00</td>
<td>3</td>
<td>2.22</td>
</tr>
<tr>
<td>Seven</td>
<td>2</td>
<td>3.02</td>
<td>2</td>
<td>2.94</td>
<td>4</td>
<td>2.96</td>
</tr>
<tr>
<td>Eight</td>
<td>1</td>
<td>1.51</td>
<td>5</td>
<td>7.35</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>Nine</td>
<td>4</td>
<td>6.04</td>
<td>1</td>
<td>1.47</td>
<td>5</td>
<td>3.70</td>
</tr>
<tr>
<td>Ten</td>
<td>1</td>
<td>1.51</td>
<td>5</td>
<td>7.35</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>Eleven</td>
<td>1</td>
<td>1.51</td>
<td>5</td>
<td>7.35</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>Twelve</td>
<td>3</td>
<td>4.53</td>
<td>2</td>
<td>2.94</td>
<td>5</td>
<td>3.70</td>
</tr>
<tr>
<td>Thirteen</td>
<td>3</td>
<td>4.53</td>
<td>2</td>
<td>2.94</td>
<td>5</td>
<td>3.70</td>
</tr>
<tr>
<td>Fourteen</td>
<td>3</td>
<td>4.53</td>
<td>3</td>
<td>4.41</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>Fifteen and over</td>
<td>26</td>
<td>39.26</td>
<td>21</td>
<td>30.87</td>
<td>47</td>
<td>34.78</td>
</tr>
</tbody>
</table>

**TOTAL** 66 99.66 68 99.96 134 99.16
eleven or 16.61 per cent of the Negro teachers and 12 or 17.64 per cent of the white teachers who had from 6-10 years of teaching experience; and 9 or 13.59 per cent of the Negro teachers and 12 or 17.64 per cent of the white teachers who had from 11-14 years of teaching experience.

**Years of Tenure of the Negro and White Teachers.**— The data on the years of tenure of the 134 Negro and white teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 18, page 64, which reveals the significant facts to follow. The frequency of mention of the years of tenure of the Negro and white teachers ranged from a low of 2 or 3.02 per cent of the Negro teachers and 1 or 1.47 per cent of the white teachers who had 11 years of tenure to a high of 11 or 16.61 per cent of the Negro teachers who had 3 years of tenure experience and 21 or 35.28 per cent of the white teachers who had no years of tenure experience. Twenty-two or 31.20 per cent of the Negro teachers and 22 or 32.34 per cent of the white teachers had from 1-5 years of tenure experience. Twenty or 30.20 per cent of the Negro teachers and 8 or 11.76 per cent of the white teachers had from 6-10 years of tenure experience. Nine or 13.59 per cent of the Negro teachers and 13 or 19.11 per cent of the white teachers had from 11-15 years of tenure experience. Two or 3.02 per cent of the Negro teachers had no response. The data indicated that all the white teachers responded to tenure experience.

**Non-Professional Organizations.**— The data on the participation of the 134 Negro and white teachers of Thomas County, Georgia, in non-professional organizations for the school year 1954-1955
TABLE 18

DISTRIBUTION OF YEARS OF TENURE OF THE NEGRO AND WHITE
TEACHERS OF THOMAS COUNTY, GEORGIA

1954-1955

<table>
<thead>
<tr>
<th>Years of Tenure</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>8</td>
<td>12.08</td>
<td>24</td>
<td>35.28</td>
<td>32</td>
<td>23.68</td>
</tr>
<tr>
<td>Two</td>
<td>5</td>
<td>7.55</td>
<td>7</td>
<td>10.29</td>
<td>12</td>
<td>8.88</td>
</tr>
<tr>
<td>Three</td>
<td>11</td>
<td>16.61</td>
<td>0</td>
<td>0.00</td>
<td>11</td>
<td>8.14</td>
</tr>
<tr>
<td>Four</td>
<td>5</td>
<td>7.55</td>
<td>6</td>
<td>8.82</td>
<td>11</td>
<td>8.14</td>
</tr>
<tr>
<td>Five</td>
<td>4</td>
<td>6.04</td>
<td>9</td>
<td>13.23</td>
<td>13</td>
<td>9.62</td>
</tr>
<tr>
<td>Six</td>
<td>5</td>
<td>7.55</td>
<td>2</td>
<td>2.94</td>
<td>7</td>
<td>5.18</td>
</tr>
<tr>
<td>Seven</td>
<td>4</td>
<td>6.04</td>
<td>1</td>
<td>1.47</td>
<td>5</td>
<td>3.70</td>
</tr>
<tr>
<td>Eight</td>
<td>4</td>
<td>6.04</td>
<td>2</td>
<td>2.94</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>Nine</td>
<td>3</td>
<td>4.53</td>
<td>2</td>
<td>2.94</td>
<td>5</td>
<td>3.70</td>
</tr>
<tr>
<td>Ten</td>
<td>4</td>
<td>6.04</td>
<td>1</td>
<td>1.47</td>
<td>5</td>
<td>3.70</td>
</tr>
<tr>
<td>Eleven</td>
<td>2</td>
<td>3.02</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>1.48</td>
</tr>
<tr>
<td>Twelve</td>
<td>2</td>
<td>3.02</td>
<td>2</td>
<td>2.94</td>
<td>4</td>
<td>2.96</td>
</tr>
<tr>
<td>Thirteen</td>
<td>2</td>
<td>3.02</td>
<td>5</td>
<td>7.35</td>
<td>7</td>
<td>5.18</td>
</tr>
<tr>
<td>Fourteen</td>
<td>2</td>
<td>3.02</td>
<td>1</td>
<td>1.47</td>
<td>3</td>
<td>2.22</td>
</tr>
<tr>
<td>Fifteen and over</td>
<td>3</td>
<td>4.53</td>
<td>6</td>
<td>8.82</td>
<td>9</td>
<td>6.66</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>3.02</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>1.48</td>
</tr>
</tbody>
</table>

TOTAL 66 99.66 68 99.96 134 99.16
are presented in Table 19, page 66, which reveals the significant facts to follow. The frequency of mention of the participation in organization and clubs ranged from a low of 2 or 2.04 per cent for the Negro and 2 or 2.04 for the white teachers who were affiliated with political clubs to a high of 23 or 23.46 per cent of the Negro teachers and 33 or 29.70 of the white teachers who were affiliated with civic clubs. Fifteen or 15.30 per cent of the male Negro teachers and 9 or 8.10 per cent of the female Negro teachers and 8 or 7.20 per cent of the white teachers affiliated with sororities. Four or 4.08 per cent of the male Negro teachers and 5 or 4.50 per cent male white teachers were affiliated with fraternal organizations. Nine or 9.18 per cent of the Negro teachers and 19 or 17.10 per cent of the white teachers were affiliated with social recreational clubs; 14 or 14.28 per cent of the Negro teachers and 9 or 8.10 per cent of the white teachers were affiliated with the Y. M. C. A. or Y. W. C. A. Four or 4.08 per cent of the Negro teachers and 6 or 5.40 per cent of the white teachers were affiliated with the Boy Scouts or Girl Scouts. Two or 2.04 per cent of the Negro teachers and 16 or 14.40 per cent of the white teachers had no affiliations in any organizations. Thirteen or 13.26 per cent of the Negro teachers and 3 or 2.70 per cent of the white teachers gave no response as to their status in non-professional organizations.
TABLE 19

DISTRIBUTION OF PARTICIPATION IN NON-PROFESSIONAL ORGANIZATIONS

BY THE TEACHERS OF THOMAS COUNTY, GEORGIA

1954-1955

<table>
<thead>
<tr>
<th>Organizations and Clubs</th>
<th>Negro</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Fraternity</td>
<td>15</td>
<td>15.30</td>
<td>9</td>
</tr>
<tr>
<td>Sorority</td>
<td>12</td>
<td>12.24</td>
<td>8</td>
</tr>
<tr>
<td>Fraternal Organization</td>
<td>4</td>
<td>4.08</td>
<td>5</td>
</tr>
<tr>
<td>Civic Club</td>
<td>23</td>
<td>23.46</td>
<td>33</td>
</tr>
<tr>
<td>Political Club</td>
<td>2</td>
<td>2.04</td>
<td>2</td>
</tr>
<tr>
<td>Social Recreational</td>
<td>9</td>
<td>9.18</td>
<td>19</td>
</tr>
<tr>
<td>Y.M.C.A. or Y.W.C.A.</td>
<td>14</td>
<td>14.28</td>
<td>9</td>
</tr>
<tr>
<td>Scouting (B. or G.)</td>
<td>4</td>
<td>4.08</td>
<td>6</td>
</tr>
<tr>
<td>Camp Fire</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
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<td>16</td>
</tr>
<tr>
<td>No Response</td>
<td>13</td>
<td>13.26</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>98</td>
<td>99.96</td>
<td>110</td>
</tr>
</tbody>
</table>
Level of Training of Negro and White Teachers. — The data on the level of training of the Negro and white teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 20, page 68, which reveals the significant facts to follow. The frequency of mention of the level of training of the Negro and white teachers of Thomas County, Georgia, ranged from a low of 1 or 1.51 per cent of the Negro teachers who had beyond the Master's degree and 1 or 1.47 per cent of the white teachers who had high school level training to a high of 43 or 64.93 per cent of the Negro teachers and 32 or 47.04 per cent of the white teachers who had A. B. or B. S. degrees. Eighteen or 27.18 per cent of the Negro teachers and 9 or 13.23 per cent of the white teachers had a level of training beyond Bachelor's degree. Two or 3.02 per cent of the Negro teachers and 4 or 5.88 per cent of the white teachers who had Master's degree. Six or 8.82 per cent of the white teachers had two years of college training and eleven or 16.17 per cent of the white teachers had three years of college level training, with the data showing no training on these levels for the Negro teachers. Neither Negro nor white teachers reported training at the doctorate level.

Major and Minor Teaching Combinations of the Negro Teachers. — The data on the major and minor teaching fields of the Negro teachers of Thomas County, Georgia, for the school year 1954-1955
TABLE 20
DISTRIBUTION OF THE TRAINING LEVEL OF TEACHERS OF THOMAS COUNTY, GEORGIA, 1951-1955

<table>
<thead>
<tr>
<th>Level of Training</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
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<td>0</td>
<td>1</td>
<td>1.47</td>
<td>1</td>
<td>0.74</td>
</tr>
<tr>
<td>Two years College</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>8.82</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>Three years College</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>16.17</td>
<td>11</td>
<td>8.14</td>
</tr>
<tr>
<td>A.E. or B.S. degree</td>
<td>13</td>
<td>64.93</td>
<td>32</td>
<td>47.04</td>
<td>75</td>
<td>55.50</td>
</tr>
<tr>
<td>Beyond Bachelor's</td>
<td>18</td>
<td>27.18</td>
<td>9</td>
<td>13.23</td>
<td>27</td>
<td>19.98</td>
</tr>
<tr>
<td>Hold Master's degree</td>
<td>2</td>
<td>3.02</td>
<td>4</td>
<td>5.88</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>Beyond Master's</td>
<td>1</td>
<td>1.51</td>
<td>5</td>
<td>7.35</td>
<td>6</td>
<td>4.44</td>
</tr>
<tr>
<td>Ph. D. or Ed. degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>3.02</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1.38</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
<td>99.66</td>
<td>68</td>
<td>99.96</td>
<td>134</td>
<td>99.16</td>
</tr>
</tbody>
</table>

are presented in Table 21, page 69, which reveals the significant facts to follow.

(1) One teacher whose major field was Biology, with a minor in Physical Science.

(2) Nine teachers whose major teaching field were English and minor field were Mathematics, Social Science, Music, Elementary Education and other subjects not listed.

(3) Four teachers were shown to have Mathematics as a major field with minors in the fields of Biology, Physical Science, and Social Science.

(4) One teacher was shown to have a major field and minor field in Social Science.
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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<td>11</td>
<td>12</td>
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<tr>
<td>English</td>
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<td></td>
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<td></td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<td>4</td>
</tr>
<tr>
<td>Physical Science</td>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>Social Science</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics</td>
<td>3</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>4</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Elementary Education</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>School Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
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<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>66</td>
</tr>
</tbody>
</table>
Seven teachers were shown to have major teaching fields in Social Science with minor fields in English, Physical Science, Social Science, and Home Economics.

Two teachers were shown to have major teaching fields in Foreign Languages, with minor fields in Social Science and Elementary Education.

Four teachers were shown to have major teaching fields in Home Economics with minor fields in Biology and Elementary Education.

Twenty-four teachers were shown to have major fields of teaching in Elementary Education with minor fields in Social Science, Foreign Languages and Home Economics.

One teacher was shown in the area of Administration. There were twelve teachers who did not respond.

Elementary Education, English, and Social Science were the leading major fields.

Major and Minor Teaching Combinations of the White Teachers:

The data on the major and minor teaching fields of the white teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 22, page 71, which reveals the significant on the subject combinations to follow.

Six teachers whose major fields were Biology with minor teaching fields in the area of Mathematics, Physical Science, Home Economics and other subjects not listed.

Four teachers whose major fields were English with minor teaching fields in the area of English and Elementary Education.

One teacher whose major field was Physical Science with a minor in Social Science.

Four teachers whose major fields were Social Science with minor fields in the areas of Biology, English and Physical Science.

Two teachers whose major and minor fields were in the areas of Foreign Languages.

One teacher whose major field was Home Economics with a minor in Biology.
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
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<tr>
<td>English</td>
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<td>1</td>
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<td></td>
<td></td>
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<td>0</td>
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<td></td>
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<td></td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Science</td>
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<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language</td>
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<td></td>
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<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
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<td>2</td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
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</tr>
<tr>
<td>Elementary Education</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td>22</td>
<td></td>
<td></td>
<td>1</td>
<td>13</td>
<td>13</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Secondary Education</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>1</td>
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</tr>
<tr>
<td>Other</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>No Response</td>
<td></td>
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<td></td>
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<td></td>
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<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>8</strong></td>
<td><strong>1</strong></td>
<td><strong>0</strong></td>
<td><strong>1</strong></td>
<td><strong>6</strong></td>
<td><strong>68</strong></td>
</tr>
</tbody>
</table>
(7) One teacher whose major and minor field was Vocational Agriculture.

(8) One teacher whose major and minor field was Music.

(9) Twenty-five teachers whose major fields were in the area of Elementary Education with minors in English and Social Science.

(10) Thirteen teachers whose major fields were Secondary Education and minor fields were Elementary Education.

(11) Nine teachers listed as other fields with minors in Social Science, Agriculture, Music, and School Administration.

One teacher did not respond.

Field of Preparation of Teaching Areas.— The data on the teaching area according to field preparation of the Negro and white teachers of Thomas County, Georgia, for the school year, 1954-1955 are presented in Table 23, page 73, which reveals the significant facts to follow. The frequency of mention of the field of preparation of the 134 teachers, ranged from a low of 4 or 6.01 per cent of the Negro teachers who were in the minor field of their preparation and 1 or 1.17 per cent of the white teachers who were in the major and minor field of their preparation to a high of 26 or 39.26 per cent of the Negro teachers who were in the area of Elementary Education and 25 or 36.75 per cent of the white teachers who were in their major field of preparation. Sixteen or 24.16 per cent of the Negro teachers were in their major field of preparation. Six or 9.06 per cent of the Negro teachers were in their major and minor field of preparation. Ten or 15.10 per cent of the Negro teachers and 11 or 27.93 per cent of the white teachers were outside their fields of preparation. Nineteen or 27.93 per cent of the white
TABLE 23

DISTRIBUTION OF TEACHING AREA OF TEACHERS ACCORDING TO FIELD OF PREPARATION, 1954-1955

<table>
<thead>
<tr>
<th>Field of Preparation</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>16</td>
<td>24.16</td>
<td>25</td>
<td>36.75</td>
<td>41</td>
<td>30.34</td>
</tr>
<tr>
<td>Minor</td>
<td>4</td>
<td>6.04</td>
<td>12</td>
<td>17.64</td>
<td>16</td>
<td>11.84</td>
</tr>
<tr>
<td>Major and Minor</td>
<td>6</td>
<td>9.06</td>
<td>1</td>
<td>1.47</td>
<td>7</td>
<td>5.18</td>
</tr>
<tr>
<td>Outside Field</td>
<td>10</td>
<td>15.10</td>
<td>11</td>
<td>16.17</td>
<td>21</td>
<td>15.54</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>26</td>
<td>39.26</td>
<td>19</td>
<td>27.93</td>
<td>45</td>
<td>33.30</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>6.04</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2.96</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>66</strong></td>
<td><strong>99.66</strong></td>
<td><strong>68</strong></td>
<td><strong>99.96</strong></td>
<td><strong>134</strong></td>
<td><strong>99.16</strong></td>
</tr>
</tbody>
</table>

teachers were in Elementary Education. Four or 6.04 per cent of the Negro teachers did not indicate the relationship of their teaching area to that of their areas of preparation.

Rank or Honor Attained by the Negro and White Teachers

The data on the rank or honor attained by the Negro and white teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 24, page 74, which reveals the significant facts to follow. The frequency of the rank or honor attained by the teachers ranged from a low of 3.27 per cent of the Negro teachers and 1 or 1.11 per cent of white teachers who had attained honor or rank of graduate study to a high of 41 or 36.90 per cent of the Negro teachers and 28 or 31.08 per cent of the white teachers.
TABLE 24

DISTRIBUTION OF RANK OR HONOR ATTAINED BY THE NEGRO AND WHITE TEACHERS OF THOMAS COUNTY, GEORGIA

WHILE THEY WERE ATTENDING SCHOOL

<table>
<thead>
<tr>
<th>Honor Level</th>
<th>Negro</th>
<th></th>
<th>White</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Elementary</td>
<td>34</td>
<td>30.60</td>
<td>24</td>
<td>26.64</td>
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<tr>
<td>High School</td>
<td>41</td>
<td>36.90</td>
<td>28</td>
<td>31.08</td>
<td>69</td>
<td>33.81</td>
</tr>
<tr>
<td>College</td>
<td>22</td>
<td>19.80</td>
<td>12</td>
<td>13.32</td>
<td>34</td>
<td>16.66</td>
</tr>
<tr>
<td>Graduate</td>
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<td>2.70</td>
<td>1</td>
<td>1.11</td>
<td>4</td>
<td>2.96</td>
</tr>
<tr>
<td>None</td>
<td>9</td>
<td>8.10</td>
<td>25</td>
<td>27.75</td>
<td>34</td>
<td>16.66</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>1.80</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1.48</td>
</tr>
<tr>
<td>TOTAL</td>
<td>111</td>
<td>99.90</td>
<td>90</td>
<td>99.90</td>
<td>201</td>
<td>99.99</td>
</tr>
</tbody>
</table>

who had attained rank or honor at the high school level. Thirty-four or 30.60 per cent of the Negro teachers and 24 or 26.64 per cent of the white teachers had attained rank or honor at the elementary level. Nine or 8.10 per cent of the Negro teachers and 25 or 27.75 per cent of the white teachers had not attained any honor or rank. Two or 1.80 per cent of the Negro teachers did not respond.

Economic Status Factors of the Negro and White Teachers of Thomas County, Georgia.— The data on the economic status factors of the Negro and white teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 25, page 75, which
TABLE 25

DISTRIBUTION OF THE FACTORS WHICH APPLY TO ECONOMIC STATUS
OF TEACHERS OF THOMAS COUNTY, GEORGIA
1954-1955

<table>
<thead>
<tr>
<th>Status Factors</th>
<th>Negro</th>
<th>White</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Own Automobile</td>
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<td>30.43</td>
<td>53</td>
</tr>
<tr>
<td>Owner or Partner in Business</td>
<td>4</td>
<td>2.84</td>
<td>9</td>
</tr>
<tr>
<td>Own Home</td>
<td>35</td>
<td>24.35</td>
<td>35</td>
</tr>
<tr>
<td>Own Real Estate Other Than Own Home</td>
<td>22</td>
<td>15.62</td>
<td>12</td>
</tr>
<tr>
<td>Own Stocks or Bonds</td>
<td>8</td>
<td>5.68</td>
<td>8</td>
</tr>
<tr>
<td>Government Bonds</td>
<td>13</td>
<td>9.23</td>
<td>19</td>
</tr>
<tr>
<td>Retirement plan Other than School and Government Plans</td>
<td>8</td>
<td>5.68</td>
<td>15</td>
</tr>
<tr>
<td>None</td>
<td>8</td>
<td>5.68</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>141</td>
<td>100.01</td>
<td>162</td>
</tr>
</tbody>
</table>
reveals the significant facts to follow. The frequency of the economic status factors ranged from a low of 4 or 2.84 per cent of the Negro teachers and 9 or 5.48 per cent of the white teachers who were owners or part-owners in business to a high of 43 or 30.43 per cent of the Negro teachers and 53 or 32.86 per cent of the white teachers who owned automobiles; 35 or 21.85 per cent of the Negro teachers and 35 or 21.70 per cent of the white teachers owned their homes; 22 or 15.62 per cent of the Negro teachers and 12 or 7.44 per cent of the white teachers owned real estate other than their homes; 8 or 5.68 per cent of the Negro teachers and 8 or 4.96 per cent of the white teachers owned stocks or bonds; 13 or 9.23 per cent of the Negro teachers and 19 or 11.78 per cent of the white teachers owned government bonds; 8 or 5.68 per cent of the Negro teachers and 15 or 9.30 per cent of the white teachers had a retirement plan other than school and government plans. Eight or 5.68 per cent of the Negro teachers and 11 or 6.82 per cent of the white teachers reported none of the economic status factors.

Institutions Which Have Granted Degrees to Negro Teachers.---
The data on the distribution of the institutions which have granted under-graduate and graduate degrees to the Negro teachers of Thomas County, Georgia for the school year, 1954-1955 are presented in Table 26, page 77, which reveals the significant facts to follow. The frequency of mention of the institutions ranged from a low of one or 1.21 per cent for 11 institutions to a high of 29 or 35.09 per cent for Albany State College, Albany, Georgia; 11 or 13.31 per cent, respectively, Fort Valley State College, Fort Valley,
TABLE 26

DISTRIBUTION OF THE INSTITUTIONS WHICH HAVE GRANTED UNDER-GRADUATE AND GRADUATE DEGREES TO THE NEGRO TEACHERS
OF THOMAS COUNTY, GEORGIA
1954-1955

<table>
<thead>
<tr>
<th>College</th>
<th>Bachelor's</th>
<th></th>
<th>Master's</th>
<th></th>
<th>Ph. D</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Morris Brown</td>
<td>2</td>
<td>2.42</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Edward Waters</td>
<td>1</td>
<td>1.21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Valley</td>
<td>11</td>
<td>13.31</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>St. Augustine</td>
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<td>1.21</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New York University</td>
<td>2</td>
<td>2.42</td>
<td>1</td>
<td>50.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Morehouse</td>
<td>2</td>
<td>2.42</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Albany State</td>
<td>29</td>
<td>35.09</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Paine</td>
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<td>1.21</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Florida State University</td>
<td>11</td>
<td>13.31</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gammon</td>
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<td>1.21</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Miner Teachers</td>
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<td>1.21</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>North Carolina State</td>
<td>1</td>
<td>1.21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Savannah State</td>
<td>7</td>
<td>8.47</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stillman</td>
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<td>1.21</td>
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<td>0</td>
<td>0</td>
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<tr>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bethune-Cookman</td>
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<td>1.21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuskegee Institute</td>
<td>3</td>
<td>3.63</td>
<td>0</td>
<td>0</td>
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### TABLE 26 (Continued)

**DISTRIBUTION OF THE INSTITUTIONS WHICH HAVE GRANTED UNDERGRADUATE AND GRADUATE DEGREES TO THE NEGRO TEACHERS OF THOMAS COUNTY, GEORGIA 1954-1955**

<table>
<thead>
<tr>
<th>College</th>
<th>Bachelor's Number</th>
<th>Bachelor's Per cent</th>
<th>Master's Number</th>
<th>Master's Per cent</th>
<th>Ph. D. Number</th>
<th>Ph. D. Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shaw University</td>
<td>1</td>
<td>1.21</td>
<td>1</td>
<td>50.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lincoln University</td>
<td>1</td>
<td>1.21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Atlanta University</td>
<td>2</td>
<td>2.42</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>2.42</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>82</strong></td>
<td><strong>99.22</strong></td>
<td><strong>2</strong></td>
<td><strong>100.00</strong></td>
<td><strong>0</strong></td>
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</tbody>
</table>

Georgia and Florida State University, Tallahassee, Florida; 7 or 8.47 per cent Savannah State College, Savannah, Georgia; 3 or 3.63 per cent Tuskegee Institute, Tuskegee, Alabama; 2 or 2.42 per cent for the following: New York University, New York; Morehouse College, Atlanta, Georgia; Morris Brown College, Atlanta, Georgia. Two or 2.42 per cent gave no response. One or 1.21 per cent for the following institutions: Edward Waters College, Jacksonville, Florida; St. Augustine College, Raleigh, North Carolina; Paine College, Augusta, Georgia; Gammon Theological Seminary, Atlanta, Georgia; Miner Teachers College, Washington, D. C.; North Carolina State College, Durham, North Carolina; Stillman College, New Orleans, Louisiana; Hampton Institute, Hampton,
Virginia; Bethune-Cookman College, Daytona Beach, Florida; Shaw University, Raleigh, North Carolina; Lincoln University, Chester, Pennsylvania; two institutions with a frequency of 11.22 or 26.62 per cent; one institution with a frequency of 29 or 35.09 per cent; 2 or 2.42 per cent of the teachers did not respond.

On the graduate level there were two institutions with one graduate each. There was a total of 20 institutions represented.

Institutions Which Have Granted Degrees to White Teachers.—

The data on the distribution of the institutions which have granted undergraduate and graduate degrees to the white teachers of Thomas County, Georgia for the school year 1954-1955 are presented in Table 27, page 80, which reveals the significant facts to follow. The frequency of mention of the institutions ranged from a low of 1 or .75 per cent for 26 institutions to a high of 21 or 15.75 per cent Georgia State College for Women, Milledgeville, Georgia; 17 or 12.75 per cent University of Georgia, Athens, Georgia; 11 or 8.25 per cent Southwestern College, Americus, Georgia; 10 or 7.50 per cent Valdosta State College, Valdosta, Georgia; 8 or 6.00 per cent Georgia Teachers College, Statesboro, Georgia; 6 or 4.50 per cent Abraham-Baldwin College, Tifton, Georgia; 5 or 3.75 per cent Mercer University, Macon, Georgia; 4 or 3 per cent Florida State University, Tallahassee, Florida; 3 or 2.25 per cent for the following institutions: Berry College, Rome, Georgia; University of Maryland; Norman Park College, Norman Park, Georgia; Andrew College, Cuthbert, Georgia; Georgia Teachers College, Statesboro, Georgia; University of Alabama, Montgomery, Alabama; University of Tennessee, Nashville,
# TABLE 27


<table>
<thead>
<tr>
<th>College</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Ph. D's</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Berry</td>
<td>3</td>
<td>2.25</td>
<td>0</td>
</tr>
<tr>
<td>Bessie Tift</td>
<td>2</td>
<td>1.50</td>
<td>0</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>3</td>
<td>2.25</td>
<td>0</td>
</tr>
<tr>
<td>Georgia State Women</td>
<td>21</td>
<td>15.75</td>
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<tr>
<td>Mississippi State Women</td>
<td>1</td>
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<td>0</td>
</tr>
<tr>
<td>Texaskana Business</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Texaskana Junior</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Mercer University</td>
<td>5</td>
<td>3.75</td>
<td>0</td>
</tr>
<tr>
<td>University of Texas</td>
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<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Mary Hardin</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>17</td>
<td>12.75</td>
<td>2</td>
</tr>
<tr>
<td>Norman Park</td>
<td>3</td>
<td>2.25</td>
<td>0</td>
</tr>
<tr>
<td>Montana State University</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Southwestern</td>
<td>11</td>
<td>8.25</td>
<td>0</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>2</td>
<td>1.50</td>
<td>0</td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>2</td>
<td>1.50</td>
<td>0</td>
</tr>
<tr>
<td>Valdosta State</td>
<td>10</td>
<td>7.50</td>
<td>0</td>
</tr>
<tr>
<td>Georgia Teachers</td>
<td>8</td>
<td>6.00</td>
<td>0</td>
</tr>
<tr>
<td>Meridian Junior</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Mississippi Southern</td>
<td>1</td>
<td>.75</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE 27 (Continued)


<table>
<thead>
<tr>
<th>College</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Ph. D's</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>South Georgia</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>University of Florida</td>
<td>2</td>
<td>1.50</td>
<td>0</td>
</tr>
<tr>
<td>Florida State University</td>
<td>4</td>
<td>3.00</td>
<td>1</td>
</tr>
<tr>
<td>Andrew</td>
<td>3</td>
<td>2.25</td>
<td>0</td>
</tr>
<tr>
<td>Abraham-Baldwin</td>
<td>6</td>
<td>4.50</td>
<td>0</td>
</tr>
<tr>
<td>Peabody</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Kent State</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>East Tennessee</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Ball State</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Hanover</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Florida Southern</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Wesleyan</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Wilson Teachers</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>American</td>
<td>1</td>
<td>.75</td>
<td>1</td>
</tr>
<tr>
<td>George Washington</td>
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<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Miami University</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Wooster</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Missouri State</td>
<td>1</td>
<td>.75</td>
<td>1</td>
</tr>
<tr>
<td>Georgia Teachers College</td>
<td>3</td>
<td>2.25</td>
<td>0</td>
</tr>
<tr>
<td>Emory</td>
<td>2</td>
<td>1.50</td>
<td>0</td>
</tr>
<tr>
<td>North Georgia</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>West Georgia</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>New York University</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td>Morningside</td>
<td>1</td>
<td>.75</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>133</strong></td>
<td><strong>99.75</strong></td>
<td><strong>7</strong></td>
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</tbody>
</table>
Tennessee; University of Florida, Gainesville, Florida; Emory University, Atlanta, Georgia.

**Number of Different Subjects Taught.**—The data on the different subjects taught by the Negro and white teachers of Thomas County, Georgia, for the school year 1954-1955 are presented in Table 28, page 83 which reveals the significant facts to follow. The frequency of mention of the number of subjects taught by these teachers ranged from a low of 1 or 1.51 per cent for the Negro teachers and 4 or 5.88 per cent of the white teachers who taught two different subjects to a high of 23 or 34.73 per cent of the Negro teachers and 18 or 26.46 per cent of the white teachers who had taught six different subjects. Five or 7.55 per cent of the Negro teachers and 8 or 11.76 per cent of the white teachers who had taught one subject; 7 or 10.57 per cent of the Negro teachers and 5 or 7.35 per cent of the white teachers who had taught three subjects; 6 or 9.06 per cent of the Negro teachers and 3 or 4.41 per cent of the white teachers who had taught four subjects; 10 or 15.10 per cent of the Negro teachers and 4 or 5.88 per cent of the white teachers who had taught five subjects; 11 or 16.61 per cent of the Negro teachers and 26 or 38.22 per cent of the white teachers who had taught on the elementary level, and 3 or 4.53 per cent of the Negro teachers did not respond.

**Types of Certificates, Originally, Presently.**—The data on the types of certificates, originally and presently held by the Negro and white teachers of Thomas County, Georgia, for the school
TABLE 28
DISTRIBUTION OF NUMBER OF DIFFERENT SUBJECTS TAUGHT BY
TEACHERS OF THOMAS COUNTY, GEORGIA, 1954-1955

<table>
<thead>
<tr>
<th>Number of Different Subjects Taught</th>
<th>Negro</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>One</td>
<td>5</td>
<td>7.55</td>
<td>8</td>
</tr>
<tr>
<td>Two</td>
<td>1</td>
<td>1.51</td>
<td>4</td>
</tr>
<tr>
<td>Three</td>
<td>7</td>
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<tr>
<td>Five</td>
<td>10</td>
<td>15.10</td>
<td>4</td>
</tr>
<tr>
<td>Six</td>
<td>23</td>
<td>34.73</td>
<td>18</td>
</tr>
<tr>
<td>Elementary Level</td>
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<td>16.61</td>
<td>26</td>
</tr>
<tr>
<td>No Response</td>
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<td>4.53</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>66</strong></td>
<td><strong>99.66</strong></td>
<td><strong>68</strong></td>
</tr>
</tbody>
</table>

Year 1954-1955 are presented in Table 29, page 84, which reveals the significant facts to follow. The frequency of mention of the certification of the Negro and white teachers ranged from a low of 3 or 4.53 per cent of the Negro teachers and 1 or 1.47 per cent of the white teachers who originally had no type of certification, to a high of 25 or 37.75 per cent of the Negro teachers and 14 or 20.58 per cent of the white teachers who presently hold D-4 certificates. The original certificates held by the white and Negro teachers: 2 or 3.02 per cent of the Negro teachers and 5 or 7.35
TABLE 29
DISTRIBUTION OF THE TYPES OF CERTIFICATES ORIGINALLY AND PRESENTLY HELD BY THE NEGRO AND WHITE TEACHERS OF THOMAS COUNTY, GEORGIA 1953-1955

<table>
<thead>
<tr>
<th>Certificates</th>
<th>Negro</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>No Certification</td>
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<td>1</td>
</tr>
<tr>
<td>County License</td>
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<td>1.53</td>
<td>5</td>
</tr>
<tr>
<td>General Elementary</td>
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<td>6.04</td>
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<tr>
<td>D-2 Normal</td>
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<tr>
<td>2 Years</td>
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<td>7.55</td>
<td>2</td>
</tr>
<tr>
<td>Provisional 3 Year</td>
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<td>4.53</td>
<td>3</td>
</tr>
<tr>
<td>Provisional 4 Year</td>
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<td>7.55</td>
<td>10</td>
</tr>
<tr>
<td>Professional 2 Year</td>
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<td>0.00</td>
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<tr>
<td>Professional 3 year</td>
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<td>3</td>
</tr>
<tr>
<td>Professional 4 Year</td>
<td>11</td>
<td>16.61</td>
<td>8</td>
</tr>
<tr>
<td>T-5</td>
<td>0</td>
<td>1.51</td>
<td>4</td>
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<tr>
<td>D-4</td>
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<td>37.75</td>
<td>5</td>
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<tr>
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<td>49.83</td>
<td>21</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
<td>99.66</td>
<td>68</td>
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</tbody>
</table>
per cent of the white teachers originally held county licenses, 4 or 6.04 per cent of the Negro teachers originally held General Elementary certificates. The data indicated that no white teachers originally held certificates on this level. Five or 7.55 per cent of the Negro teachers and 2 or 2.94 per cent of the white teachers originally held two year college certificates; 3 or 4.53 per cent of the Negro teachers and 3 or 4.41 per cent of the white teachers originally held 3 year provisional certificates; 5 or 7.55 per cent of the Negro teachers and 10 or 14.70 per cent of the white teachers originally held 4 year provisional college certificates; 11 or 16.61 per cent of the Negro teachers and 8 or 11.79 per cent of the white teachers originally held 4 year professional certificates; 33 or 49.83 per cent of the Negro teachers and 21 or 30.87 per cent of the white teachers did not report as to their original certification status.

Certificates presently held by the Negro and white teachers of Thomas County, Georgia: 1 or 1.67 per cent of the white teachers presently hold County license, 4 or 5.88 per cent of the white teachers presently hold D-2 or life professional 2 year certificates. The data did not indicate any Negro teacher on these levels. Two or 2.94 per cent presently hold 2 year certificates. Two or 3.02 per cent of the Negro teachers and 6 or 8.82 per cent of the white teachers presently hold 3 year life professional certificates. Thirty-three or 49.83 per cent of the Negro teachers and 29 or 42.63 per cent of the white teachers presently hold 4 year professional certificates; 1 or 1.51 per cent of the Negro teachers
presently hold a T-5 certificate; 4 or 5.88 per cent of the white teachers presently hold T-5 certificates. Of the 66 Negro teachers 62 or 93.62 presently hold 4 year college degrees and 13 or 63.21 per cent of the white teachers presently hold 4 year college degrees.

Different Counties the Negro and White Teachers Have Worked.---
The data on the different counties in which the Negro and white teachers of Thomas County, Georgia have worked for the school year 1954-1955 are presented in Table 30, page 87, which reveals the significant facts to follow. The frequency of mention of the number of different counties ranged from a low of 1 or 1.47 per cent of the white teachers who had worked in 9 different counties to a high of 3 or 46.81 per cent of the Negro teachers and 19 or 27.93 per cent of the white teachers who had worked in one county; 20 or 30.20 per cent of the Negro teachers and 12 or 17.61 per cent of the white teachers had worked in two different counties; 8 or 12.08 per cent of the Negro teachers and 19 or 27.93 per cent of the white teachers had worked in three counties; 2 or 3.02 per cent of the Negro teachers and 8 or 11.76 per cent of the white teachers had worked in four different counties; 4 or 5.88 per cent of the white teachers worked in 6-7-8 different counties; and 4 or 6.04 per cent of the Negro teachers and 2 or 2.94 per cent of the white teachers gave no response as to the number of counties in which they have worked.

Number of Schools the Negro and White Teachers Have Worked.---
The data on the number of different schools the Negro and white
TABLE 30
DISTRIBUTION OF COUNTIES IN WHICH TEACHERS OF THOMAS COUNTY
HAVE WORKED DURING THEIR TEACHING EXPERIENCE
1954-1955

<table>
<thead>
<tr>
<th>Counties</th>
<th>Negro</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>One</td>
<td>31</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>Two</td>
<td>20</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Three</td>
<td>8</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Four</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Five</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Six</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Seven</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Eight</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nine</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Ten</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL** 66 99.66 68 99.96 134 99.16

Teachers of Thomas County, Georgia have worked for the school year 1954-1955 are presented in Table 31, page 88, which reveals the significant facts to follow. The frequency of mention of the number of different schools in which the Negro and white teachers had worked ranged from a low of 2 or 3.02 per cent of the Negro teachers and 1 or 1.47 per cent of the white teachers who had taught in seven
TABLE 31

DISTRIBUTION OF THE NUMBER OF DIFFERENT SCHOOLS IN WHICH THE TEACHERS OF THOMAS COUNTY HAVE TAUGHT DURING THEIR TEACHING EXPERIENCE, 1954-1955

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Negro</th>
<th></th>
<th>White</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>One</td>
<td>16</td>
<td>24.16</td>
<td>13</td>
<td>19.11</td>
<td>29</td>
<td>21.46</td>
</tr>
<tr>
<td>Two</td>
<td>7</td>
<td>10.57</td>
<td>9</td>
<td>13.23</td>
<td>16</td>
<td>11.84</td>
</tr>
<tr>
<td>Three</td>
<td>15</td>
<td>22.65</td>
<td>12</td>
<td>17.64</td>
<td>27</td>
<td>19.98</td>
</tr>
<tr>
<td>Four</td>
<td>4</td>
<td>6.04</td>
<td>9</td>
<td>13.23</td>
<td>13</td>
<td>9.62</td>
</tr>
<tr>
<td>Five</td>
<td>12</td>
<td>18.12</td>
<td>3</td>
<td>4.41</td>
<td>15</td>
<td>11.10</td>
</tr>
<tr>
<td>Six</td>
<td>3</td>
<td>4.53</td>
<td>12</td>
<td>17.64</td>
<td>15</td>
<td>11.10</td>
</tr>
<tr>
<td>Seven</td>
<td>2</td>
<td>3.02</td>
<td>1</td>
<td>1.47</td>
<td>3</td>
<td>2.22</td>
</tr>
<tr>
<td>Eight</td>
<td>2</td>
<td>3.02</td>
<td>3</td>
<td>4.41</td>
<td>5</td>
<td>3.70</td>
</tr>
<tr>
<td>Nine</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2.94</td>
<td>2</td>
<td>1.48</td>
</tr>
<tr>
<td>Ten</td>
<td>3</td>
<td>4.53</td>
<td>2</td>
<td>2.94</td>
<td>5</td>
<td>3.70</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>3.02</td>
<td>2</td>
<td>2.94</td>
<td>4</td>
<td>2.96</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
<td>99.66</td>
<td>68</td>
<td>99.96</td>
<td>134</td>
<td>99.16</td>
</tr>
</tbody>
</table>

different schools; 16 or 24.16 per cent of the Negro teachers and 13 or 19.11 per cent of the white teachers who had taught in one school; 7 or 10.57 per cent of the Negro teachers and 9 or 13.23 per cent of the white teachers who had taught in two different schools; 11 or 22.65 per cent of the Negro teachers and 12 or 17.64 per cent of the white teachers who had taught in three different schools; 4 or 6.04 per cent of the Negro teachers and 9 or 13.23
per cent of the white teachers who had taught in four different schools; 12 or 18.12 per cent of the Negro teachers and 3 or 4.41 per cent of the white teachers who had taught in five different schools; 3 or 4.53 per cent of the Negro teachers and 12 or 17.64 per cent of the white teachers who had taught in six different schools; 2 or 3.02 per cent of the Negro teachers and 3 or 4.41 per cent of the white teachers who had taught in eight different schools; 2 or 2.94 per cent of the white teachers who had taught in nine schools; 3 or 4.53 per cent of the white teachers who had taught in ten different schools; and 2 or 3.02 per cent of the Negro teachers and 2 or 2.94 per cent of the white teachers gave no response as to the number of different schools in which they had taught.

Teachers Who Have Taught in Georgia and Other States.—The data on the number of the Negro and white teachers of Thomas County, Georgia who have taught in Georgia and other states for the school year 1954-1955 are presented in Table 32, page 90, which reveals the significant facts to follow. The data shows that 58 or 87.58 per cent of the Negro teachers and 55 or 80.85 per cent of the white teachers had taught only in Georgia; 6 or 9.06 per cent of the Negro teachers and 13 or 19.11 per cent of the white teachers had taught in other states; 2 or 3.02 per cent of the Negro teachers gave no response as to the different states in which they had taught.

Talent Areas of the Negro and White Teachers of Thomas County, Georgia.—The data on the talent areas of the Negro and white teachers of Thomas County, Georgia for the school year 1954-1955 are presented
in Table 33, page 91, which reveals the significant facts to follow:
The frequency of the talent areas for the Negro and white teachers showed in the area of instrumental, music, painting, drawing, creative writing, and athletics: 37 or 37.37 per cent of the Negro teachers and 20 or 23.80 per cent of the white teachers were in these areas. In vocal music, public speaking, and acting, 33 or 33.33 per cent of the Negro teachers and 20 or 23.80 per cent of the white teachers were in these talent areas. Talent listed as "other" 4 or 4.04 per cent of the Negro teachers and 1 or 1.19 per cent of the white teachers reported for this area. Nineteen or 19.19 per cent of the Negro teachers and 41 or 48.79 per cent of the white teachers did not indicate any talent. Six or 6.06 per cent of the Negro teachers and 2 or 2.38 per cent of the white teachers gave no indication as to their talent status.

Employment Status of Parents.— The data on the employment status of the parents of the Negro and white teachers of Thomas County,
TABLE 33

DISTRIBUTION OF TEACHERS OF THOMAS COUNTY, GEORGIA

WHO HAVE BEEN IDENTIFIED AS POSSESSING

SUPERIOR TALENT, 1954-1955

<table>
<thead>
<tr>
<th>Talent Area</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music (Instrumental)</td>
<td>6</td>
<td>6.06</td>
<td>7</td>
<td>8.33</td>
<td>13</td>
<td>7.02</td>
</tr>
<tr>
<td>Painting</td>
<td>8</td>
<td>8.08</td>
<td>0</td>
<td>0.00</td>
<td>8</td>
<td>4.32</td>
</tr>
<tr>
<td>Drawing</td>
<td>7</td>
<td>7.07</td>
<td>1</td>
<td>1.19</td>
<td>8</td>
<td>4.32</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>5</td>
<td>5.05</td>
<td>4</td>
<td>4.76</td>
<td>9</td>
<td>4.86</td>
</tr>
<tr>
<td>Athletics</td>
<td>11</td>
<td>11.11</td>
<td>8</td>
<td>9.52</td>
<td>19</td>
<td>10.26</td>
</tr>
<tr>
<td>Music (Vocal)</td>
<td>6</td>
<td>6.06</td>
<td>6</td>
<td>7.14</td>
<td>12</td>
<td>6.48</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>11</td>
<td>11.11</td>
<td>8</td>
<td>9.52</td>
<td>19</td>
<td>10.26</td>
</tr>
<tr>
<td>Acting</td>
<td>16</td>
<td>16.16</td>
<td>6</td>
<td>7.14</td>
<td>22</td>
<td>11.88</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>4.04</td>
<td>1</td>
<td>1.19</td>
<td>5</td>
<td>2.70</td>
</tr>
<tr>
<td>None</td>
<td>19</td>
<td>19.19</td>
<td>41</td>
<td>48.79</td>
<td>60</td>
<td>32.40</td>
</tr>
<tr>
<td>No Response</td>
<td>6</td>
<td>6.06</td>
<td>2</td>
<td>2.38</td>
<td>8</td>
<td>4.32</td>
</tr>
</tbody>
</table>

TOTAL: 99 99.99 84 99.96 183 98.82

Georgia for the school year 1954-1955, are presented in Table 34, page 92, which reveals the significant facts to follow. Two or 3.02 per cent of the Negro parents and 2 or 2.94 per cent of the white parents were employed part-time; 15 or 22.65 per cent of the Negro parents and 8 or 11.76 per cent of the white parents were employed full-time; 10 or 15.10 per cent of the Negro parents and 25 or 36.75 per cent of the white parents were business owners; 17 or 25.67 per cent of the Negro
TABLE 34

DISTRIBUTION OF THE EMPLOYMENT STATUS OF THE PARENTS OF THE
TEACHERS OF THOMAS COUNTY, GEORGIA, 1954-1955

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Negro</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Part-Time</td>
<td>2</td>
<td>3.02</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time</td>
<td>15</td>
<td>22.65</td>
<td>8</td>
</tr>
<tr>
<td>Own Business</td>
<td>10</td>
<td>15.10</td>
<td>25</td>
</tr>
<tr>
<td>Not Employed</td>
<td>17</td>
<td>25.67</td>
<td>17</td>
</tr>
<tr>
<td>Deceased</td>
<td>20</td>
<td>30.20</td>
<td>13</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>3.02</td>
<td>3</td>
</tr>
</tbody>
</table>

| TOTAL             | 66     | 99.66  | 68     | 99.96    | 134    | 99.16    |

parents and 17 or 30.20 per cent of the white parents were not employed; 20 or 30.20 per cent of the Negro teachers' parents and 13 or 19.11 per cent of the white parents were deceased. Two or 3.02 per cent of the Negro teachers and 3 or 4.41 per cent of the white teachers gave no response as to the employment status of their parents.

Other Employment of The Negro and White Teachers.— The data on other employment of the Negro and white teachers of Thomas County, Georgia for the school year 1954-1955 are presented in Table 35, page 93, which reveals the significant facts to follow. The data show that 51 or 77.01 per cent of the Negro teachers and 60 or 88.20 per cent of the white teachers had no other jobs; 1 or 1.51 per cent of the Negro teachers and 1 or 1.47 per cent of the white teachers were file clerks; 7 or 10.57 per cent of the Negro teachers and 7 or 10.29 per
TABLE 35
DISTRIBUTION OF OTHER TYPES OF EMPLOYMENT IN ADDITION TO THEIR
PRESENT TEACHING JOBS AS REPORTED BY
THE WHITE AND NEGRO TEACHERS
OF THOMAS COUNTY, GEORGIA
1954-1955

<table>
<thead>
<tr>
<th>Job Area</th>
<th>Negro</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>None</td>
<td>51</td>
<td>77.01</td>
<td>60</td>
</tr>
<tr>
<td>File Clerk</td>
<td>1</td>
<td>1.51</td>
<td>1</td>
</tr>
<tr>
<td>Ministers</td>
<td>7</td>
<td>10.57</td>
<td>7</td>
</tr>
<tr>
<td>No Response</td>
<td>7</td>
<td>10.57</td>
<td>0</td>
</tr>
</tbody>
</table>

TOTAL 66 99.66 68 99.96 134 99.16

cent of the white teachers were ministers. Seven or 10.57 per cent of the Negro teachers gave no response to their job status other than teaching.

Certification of the Teachers

Introductory Statement.— The teaching profession is open only to those who are qualified by education, training and personal qualities. A person seeking admission to the educational profession must present legal credentials in the form of a certificate or license to teach. Today laws are set up by the state departments of education defining and regulating the certification of teachers, the method of appointment and the contract of employment, except in time of great
emergency, school boards cannot employ persons who do not meet these State requirements. There are also laws which prevent the employment of teachers below a special wage, and in many states there are laws which regulate salary increases and professional promotions.

White and Negro Teachers Certification Status of Thomas County, Georgia, 1935-1936.— The data on the certification status of the white and Negro teachers for the school year 1935-1936 of Thomas County, Georgia, are presented in Table 36, page 95 which reveals the significant facts to follow. The certification of the 59 Negro teachers and the 77 white teachers ranged from a low county license, to a high of 2 years of college. The data indicated that 28 or 47.32 per cent of the Negro teachers and 1 or 1.29 per cent of the white teachers held the lowest available levels of certification; 25 or 42.25 per cent of the Negro teachers and 6 or 7.74 per cent of the white teachers held General Elementary Certificates. Nine or 11.61 per cent of the white teachers held Life Professional 2 year certificates; 36 or 46.44 per cent of the white teachers held 2 year professional certificates; 6 or 10.14 per cent of the Negro teachers and 25 or 32.25 per cent of the white teachers held provisional 2 year certificates. Thus, it is apparent that an important difference existed between the preparation and certification of the Negro teachers and the preparation and certification of the white teachers of Thomas County, Georgia, for the school year 1935-1936. This difference is further confirmed by comparing all teachers in the two groups, whose certificates required a minimum of 2 years of college preparation. The data revealed that there were 59 Negro teachers and 77 white
TABLE 36
DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS
SCHOOL YEAR 1935-1936

<table>
<thead>
<tr>
<th>Certification 1935-1936 Types</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Certification</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>County License</td>
<td>28</td>
<td>47.32</td>
<td>1</td>
<td>1.29</td>
<td>29</td>
<td>21.17</td>
</tr>
<tr>
<td>General Elementary</td>
<td>25</td>
<td>42.25</td>
<td>6</td>
<td>7.74</td>
<td>31</td>
<td>22.63</td>
</tr>
<tr>
<td>Life Professional Normal</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>11.61</td>
<td>9</td>
<td>6.57</td>
</tr>
<tr>
<td>Professional 2 Year College</td>
<td>0</td>
<td>0</td>
<td>36</td>
<td>46.44</td>
<td>36</td>
<td>26.28</td>
</tr>
<tr>
<td>Provisional 2 Year College</td>
<td>6</td>
<td>10.14</td>
<td>25</td>
<td>32.25</td>
<td>31</td>
<td>22.63</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>59</strong></td>
<td><strong>99.71</strong></td>
<td><strong>77</strong></td>
<td><strong>99.33</strong></td>
<td><strong>136</strong></td>
<td><strong>99.28</strong></td>
</tr>
</tbody>
</table>

Six or 10.14 per cent of the Negro teachers and 70 or 90.30 per cent of the white teachers held certificates of 2 years of college preparation.

The data on the county license examination record for 1935-1936 on six white teachers and 10 Negro teachers are presented in Table 37, page 96, which reveals the significant facts to follow. One white teacher and one Negro teacher who had scores of 65 per cent respectively, were issued third grade county license, valid for one year. Two white teachers who had scores of 70 per cent were issued second grade county license, valid for two years. One Negro teacher who had a score of 70 per cent was issued a third grade
<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Score</th>
<th>License Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65 Per cent</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>70 Per cent</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>80 Per cent</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>85 Per cent</td>
<td>1</td>
</tr>
</tbody>
</table>

COUNTY LICENSE RECORD EXAMINATION - NEGRO TEACHERS

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Score</th>
<th>License Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>65 Per cent</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>60 Per cent</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>70 Per cent</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>80 Per cent</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>90 Per cent</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>92 Per cent</td>
<td>1</td>
</tr>
</tbody>
</table>

License, valid for one year. Two white teachers and 3 Negro teachers who had scores of 80 per cent, respectively, were issued second grade license, valid for two years. One white teacher who had a score of 85 per cent and one Negro teacher who had a score of 90 per cent were issued first grade county license, valid for three years. One Negro teacher had a score of 92 per cent and was issued first grade license, valid for three years.
White and Negro Teachers Certification Status of Thomas County, Georgia, 1936-1937.— The data on the certification status of the white and Negro teachers for the school year 1936-1937 of Thomas County, Georgia, are presented in Table 38, page 98, which reveals the significant facts to follow. The certification of the 61 Negro and 77 white teachers ranged from a low county license to a high of B. S. degree. The data indicated that 25 or 40.75 per cent of the Negro teachers and 1 or 1.29 per cent of the white teachers held the lowest available level of certification. Twenty-seven or 44.01 per cent of the Negro teachers and 6 or 7.64 per cent of the white teachers held General Elementary Certificates. Nine or 14.67 per cent of the Negro teachers and 23 or 29.67 per cent of the white teachers, held provisional two-year college certificates. Thirty-five or 45.15 per cent of the white teachers held life professional two-year certificates; 11 or 14.19 per cent of the white teachers held life professional two-year certificates; 1 or 1.29 per cent of the white teachers held a Bachelor's degree. The data revealed that the Negro teachers held no types of certification above two-years provisional college preparation.

White and Negro Teachers Certification Status of Thomas County, Georgia, 1937-1938.— The data on the certification status of the white and Negro teachers for the school year 1937-1938 of Thomas


TABLE 38

DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS

SCHOOL YEAR 1936-1937

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>County License</td>
<td>25</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>General Elementary</td>
<td>27</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>Provisional College</td>
<td>9</td>
<td>23</td>
<td>32</td>
</tr>
<tr>
<td>Professional College</td>
<td>0</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Life Professional</td>
<td>0</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>(Normal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. S. Degree</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 61 99.43 77 99.23 138 99.36

County, Georgia are presented in Table 39, page 99, which reveals the significant facts to follow. The certification of the 71 Negro and 97 white teachers ranged from a low county license to a high of professional five-year college preparation. The data indicated that 13 or 18.20 per cent of the Negro teachers held the lowest available level of certification. No white teachers held certificates on this level. Thirty-eight or 53.20 per cent of the Negro teachers and 7 or 7.21 per cent of the white teachers held General Elementary or one year college certificates. Eight or 11.20 per cent of the Negro teachers held provisional 2 year college certificates. No white teacher held a certificate on this level. One or 1.40 per
TABLE 39
DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS
SCHOOL YEAR 1937-1938

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>County License</td>
<td>13</td>
<td>18.20</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>7.67</td>
</tr>
<tr>
<td>General Elementary</td>
<td>38</td>
<td>53.20</td>
<td>7</td>
<td>7.21</td>
<td>45</td>
<td>26.55</td>
</tr>
<tr>
<td>Provisional College</td>
<td>8</td>
<td>11.20</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>4.72</td>
</tr>
<tr>
<td>Professional College</td>
<td>1</td>
<td>1.40</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.59</td>
</tr>
<tr>
<td>Professional 2 Year</td>
<td>7</td>
<td>9.80</td>
<td>39</td>
<td>40.17</td>
<td>46</td>
<td>27.14</td>
</tr>
<tr>
<td>Life Professional 3 Year</td>
<td>1</td>
<td>1.40</td>
<td>7</td>
<td>7.21</td>
<td>8</td>
<td>4.72</td>
</tr>
<tr>
<td>Professional 4 Year</td>
<td>3</td>
<td>4.20</td>
<td>41</td>
<td>42.23</td>
<td>44</td>
<td>25.96</td>
</tr>
<tr>
<td>Professional 5 Year</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3.09</td>
<td>3</td>
<td>1.77</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>71</strong></td>
<td><strong>99.40</strong></td>
<td><strong>97</strong></td>
<td><strong>99.91</strong></td>
<td><strong>168</strong></td>
<td><strong>99.12</strong></td>
</tr>
</tbody>
</table>

percent of the Negro teachers held a provisional 3 year college certificate. No white teacher held a certificate on this level. Seven or 9.30 per cent of the Negro and 39 or 40.17 per cent of the white teachers held professional 2 year certificate; 1 or 1.40 per cent of the Negro teachers and 7 or 7.21 per cent of the white teachers held 3 year life professional certificates; 3 or 4.20 per cent of the Negro teachers and 41 or 42.23 per cent of the white teachers held 4 year professional college certificates; 3 or 3.09 per cent of the white teachers held 5 year professional college certificates.
White and Negro Teachers’ Certification Status of Thomas County, Georgia, 1938-1939.— The data on the certification status of the Negro teachers and the white teachers for the school year 1938-1939 of Thomas County, Georgia, are presented in Table 40, page 101, which reveals the significant facts to follow. The certification of the 72 Negro teachers and the 99 white teachers ranged from a low county license to a high of life professional 5 year college. The data indicated that 4 or 5.52 per cent of the Negro teachers held the lowest available level of certification. Three or 4.14 per cent of the Negro teachers held A-0 (certificates based on less than one year college); 7 or 9.66 per cent of the Negro teachers held A-1 (general elementary certificate based on one year college). The data showed that no white teacher held certificates on these levels of certification. Twenty-five or 31.56 per cent of the Negro teachers and 3 or 3.03 per cent of the white teachers held A-1 certificates (general elementary based on one-year college and 49 months teaching experience); 25 or 31.45 per cent of the Negro teachers and 33 or 33.33 per cent of the white teachers held two year college certificates on the provisional, professional and life professional levels. Four or 5.52 per cent of the Negro teachers and 11 or 11.11 per cent of the white teachers held three year college certificates on the provisional, professional and life professional levels; seven or 9.66 per cent of the Negro teachers and 50 or 50.50 per cent of the white teachers held 4-year certificates on the provisional, professional and life professional college level. Two or 2.02 per cent of the white teachers
TABLE 40
DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS
SCHOOL YEAR 1938-1939

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>County License</td>
<td>4</td>
<td>5.52</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2.32</td>
</tr>
<tr>
<td>A - 0</td>
<td>3</td>
<td>4.14</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1.74</td>
</tr>
<tr>
<td>A - 1</td>
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<td>9.66</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>4.06</td>
</tr>
<tr>
<td>A - 1a</td>
<td>25</td>
<td>34.56</td>
<td>3</td>
<td>3.03</td>
<td>28</td>
<td>16.24</td>
</tr>
<tr>
<td>B - 2</td>
<td>3</td>
<td>4.14</td>
<td>11</td>
<td>11.11</td>
<td>14</td>
<td>8.12</td>
</tr>
<tr>
<td>B - 3</td>
<td>1</td>
<td>1.38</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.58</td>
</tr>
<tr>
<td>B - 4</td>
<td>1</td>
<td>1.38</td>
<td>7</td>
<td>7.07</td>
<td>8</td>
<td>4.64</td>
</tr>
<tr>
<td>C - 2</td>
<td>7</td>
<td>9.66</td>
<td>7</td>
<td>7.07</td>
<td>14</td>
<td>8.12</td>
</tr>
<tr>
<td>C - 3</td>
<td>1</td>
<td>1.38</td>
<td>1</td>
<td>1.01</td>
<td>2</td>
<td>1.16</td>
</tr>
<tr>
<td>C - 4</td>
<td>3</td>
<td>4.14</td>
<td>22</td>
<td>22.22</td>
<td>25</td>
<td>14.50</td>
</tr>
<tr>
<td>C - 5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>C - 2</td>
<td>12</td>
<td>16.56</td>
<td>15</td>
<td>15.15</td>
<td>27</td>
<td>16.66</td>
</tr>
<tr>
<td>D - 3</td>
<td>2</td>
<td>2.76</td>
<td>10</td>
<td>10.10</td>
<td>12</td>
<td>6.96</td>
</tr>
<tr>
<td>D - 4</td>
<td>3</td>
<td>4.14</td>
<td>21</td>
<td>21.21</td>
<td>24</td>
<td>13.92</td>
</tr>
</tbody>
</table>

**TOTAL** 72 99.42 99 99.99 171 99.18

held life professional 5-year certificates. No data indicated certification preparation in this area for the Negro teachers.
White and Negro Teachers' Certification Status of Thomas County, Georgia, 1939-1940.— The data on the certification status of the white and Negro teachers for the school year 1939-1940 of Thomas County, Georgia, are presented in Table 41, page 103, which reveals the significant facts to follow. The certification of the 73 Negro teachers and 104 white teachers ranged from a low of county license to a high of life professional 5-year of college preparation. One or 1.36 per cent of the Negro teachers and 1 or .96 per cent of the white teachers held the lowest available level of certification. Twenty or 27.20 per cent of the Negro teachers and 2 or 1.92 per cent of the white teachers held less than 2 years of college preparation. Thirty-nine or 53.04 per cent of the Negro teachers and 37 or 35.62 per cent of the white teachers held 2-year certificates of provisional, professional, and life professional college levels; 2 or 2.72 per cent of the Negro teachers and 9 or 8.74 per cent of the white teachers held life professional 3-year college certificates. Eleven or 16.32 per cent of the Negro teachers and 52 or 49.92 per cent of the white teachers held 4-year college certificates on the provisional, professional and life professional levels. Four or 3.84 per cent of the white teachers held 5-year certificates.
TABLE 41
DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS
SCHOOL YEAR 1939-1940

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>County License</td>
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<td>1.36</td>
<td>1</td>
<td>.96</td>
<td>2</td>
<td>2.26</td>
</tr>
<tr>
<td>A - 0</td>
<td>1</td>
<td>1.36</td>
<td>1</td>
<td>.96</td>
<td>2</td>
<td>2.26</td>
</tr>
<tr>
<td>A - 1</td>
<td>4</td>
<td>5.44</td>
<td>0</td>
<td>.00</td>
<td>2</td>
<td>5.34</td>
</tr>
<tr>
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<td>19.04</td>
<td>0</td>
<td>.00</td>
<td>14</td>
<td>18.04</td>
</tr>
<tr>
<td>B - 2</td>
<td>4</td>
<td>5.44</td>
<td>8</td>
<td>7.78</td>
<td>12</td>
<td>12.54</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B - 4</td>
<td>1</td>
<td>1.36</td>
<td>4</td>
<td>3.84</td>
<td>5</td>
<td>4.96</td>
</tr>
<tr>
<td>B - 5</td>
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<td>0</td>
<td>3</td>
<td>2.88</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C - 2</td>
<td>6</td>
<td>8.16</td>
<td>10</td>
<td>9.60</td>
<td>0</td>
<td>17.16</td>
</tr>
<tr>
<td>C - 3</td>
<td>0</td>
<td>0</td>
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<td>.96</td>
<td>1</td>
<td>.90</td>
</tr>
<tr>
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<td>6.80</td>
<td>25</td>
<td>21.00</td>
<td>30</td>
<td>29.30</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D - 2</td>
<td>29</td>
<td>39.44</td>
<td>19</td>
<td>18.24</td>
<td>48</td>
<td>57.14</td>
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<td>2.72</td>
<td>8</td>
<td>7.78</td>
<td>10</td>
<td>9.92</td>
</tr>
<tr>
<td>D - 4</td>
<td>6</td>
<td>8.16</td>
<td>23</td>
<td>22.08</td>
<td>29</td>
<td>28.86</td>
</tr>
<tr>
<td>D - 5</td>
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<td>0</td>
<td>1</td>
<td>.96</td>
<td>1</td>
<td>.90</td>
</tr>
</tbody>
</table>

TOTAL                  | 73           | 99.28          | 104          | 100.04         | 189.58       |
White and Negro Teachers Certification Status of Thomas County, Georgia, 1940-1941.-- The data on the certification status of the white and Negro teachers for the school year 1939-1940, of Thomas County, Georgia, are presented in Table 42, page 105 which reveals the significant facts to follow. The certification of the 78 Negro teachers and the 85 white teachers ranged from a low of county license to a high of life professional 4-years of college. One or 1.28 per cent of the Negro teachers and 1 or 1.17 per cent of the white teachers held the lowest available level of certification. Sixteen or 20.48 per cent of the Negro teachers and 3 or 3.51 per cent of the white teachers held certificates of less than one year college preparation. Forty-three or 55.04 per cent of the Negro teachers and 42 per cent of the white teachers held 2 years college certificates. Seven or 8.96 per cent of the Negro teachers and 8 or 9.36 per cent of the white teachers held 3-year college certificates on the professional and life professional levels. Twelve or 15.36 per cent of the Negro teachers and 33 or 38.61 per cent of the white teachers held 4-year college certificates on the provisional, professional and life professional levels.
DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS  
SCHOOL YEAR 1940-1941

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro Number</th>
<th>Per cent</th>
<th>White Number</th>
<th>Per cent</th>
<th>Total Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>County License</td>
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<td>1.28</td>
<td>1</td>
<td>1.17</td>
<td>2</td>
<td>1.20</td>
</tr>
<tr>
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<td>0</td>
<td>1</td>
<td>1.17</td>
<td>1</td>
<td>.60</td>
</tr>
<tr>
<td>A - 1</td>
<td>4</td>
<td>5.12</td>
<td>1</td>
<td>1.17</td>
<td>5</td>
<td>3.00</td>
</tr>
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<td>A - 1a</td>
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<td>14.08</td>
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<td>0</td>
<td>11</td>
<td>6.60</td>
</tr>
<tr>
<td>B - 2</td>
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<td>2.56</td>
<td>11</td>
<td>12.87</td>
<td>13</td>
<td>7.80</td>
</tr>
<tr>
<td>B - 4</td>
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<td>0</td>
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<td>5.85</td>
<td>5</td>
<td>3.00</td>
</tr>
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<td>B - 5</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C - 2</td>
<td>5</td>
<td>6.40</td>
<td>7</td>
<td>8.19</td>
<td>12</td>
<td>7.20</td>
</tr>
<tr>
<td>C - 3</td>
<td>2</td>
<td>2.56</td>
<td>1</td>
<td>1.17</td>
<td>3</td>
<td>1.80</td>
</tr>
<tr>
<td>C - 4</td>
<td>5</td>
<td>6.40</td>
<td>14</td>
<td>16.38</td>
<td>19</td>
<td>11.40</td>
</tr>
<tr>
<td>D - 2</td>
<td>36</td>
<td>46.08</td>
<td>18</td>
<td>21.06</td>
<td>54</td>
<td>32.40</td>
</tr>
<tr>
<td>D - 3</td>
<td>5</td>
<td>6.40</td>
<td>7</td>
<td>8.19</td>
<td>12</td>
<td>7.20</td>
</tr>
<tr>
<td>D - 4</td>
<td>7</td>
<td>8.96</td>
<td>19</td>
<td>22.23</td>
<td>26</td>
<td>15.60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>78</strong></td>
<td><strong>99.84</strong></td>
<td><strong>85</strong></td>
<td><strong>99.45</strong></td>
<td><strong>163</strong></td>
<td><strong>99.80</strong></td>
</tr>
</tbody>
</table>

White and Negro Teachers Certification Status of Thomas County, Georgia, 1941-1942.— The data on the certification status of the white and Negro teachers for the school year 1941-1942 of Thomas County, Georgia, are presented in Table 43, page 106 and revealed the significant facts to follow. The certification of the 79 Negro
### TABLE 43

**DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS**

**SCHOOL YEAR 1941-1942**

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
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<td>.55</td>
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<td>A - 1e</td>
<td>7</td>
<td>8.82</td>
<td>1</td>
<td>1.02</td>
<td>8</td>
<td>4.48</td>
</tr>
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<td>6.30</td>
<td>10</td>
<td>10.20</td>
<td>15</td>
<td>8.48</td>
</tr>
<tr>
<td>B - 3</td>
<td>1</td>
<td>1.26</td>
<td>2</td>
<td>2.04</td>
<td>3</td>
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</tr>
<tr>
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<td>1</td>
<td>1.26</td>
<td>3</td>
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<td>4</td>
<td>2.24</td>
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<tr>
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<td>.00</td>
<td>1</td>
<td>1.02</td>
<td>1</td>
<td>.56</td>
</tr>
<tr>
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<td>10.08</td>
<td>13</td>
<td>13.26</td>
<td>21</td>
<td>11.76</td>
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<tr>
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<td>1</td>
<td>1.26</td>
<td>4</td>
<td>4.08</td>
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<td>2.80</td>
</tr>
<tr>
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<td>10</td>
<td>10.20</td>
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<td>10.64</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>D - 2</td>
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<td>42.84</td>
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<td>15.30</td>
<td>49</td>
<td>27.44</td>
</tr>
<tr>
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<td>6.30</td>
<td>10</td>
<td>10.20</td>
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<td>8.40</td>
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<tr>
<td>D - 4</td>
<td>6</td>
<td>7.56</td>
<td>26</td>
<td>26.52</td>
<td>32</td>
<td>17.92</td>
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<tr>
<td>D - 5</td>
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<td>0.00</td>
<td>3</td>
<td>3.06</td>
<td>3</td>
<td>1.68</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>79</td>
<td>99.54</td>
<td>98</td>
<td>99.96</td>
<td>177</td>
<td>99.20</td>
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</table>
- 107 -

teachers and 98 white teachers ranged from a low of County License to a high of life professional 5 years of college preparation. Nine or 11.34 per cent of the Negro teachers and 1 or 1.02 per cent of the white teachers held certificates of 1 year college preparation and less. Seven or 8.82 per cent of the Negro teachers and 16 or 16.32 per cent of the white teachers held provisional certificates. Eighteen or 22.68 per cent of the Negro teachers and 27.54 per cent of the white teachers held professional certificates which ranged from 2-4 years. Forty-five or 56.70 per cent of the Negro teachers and 54 or 55.03 per cent of the white teachers held life professional certificates which ranged from 2-5 years.

White and Negro Teachers Certification Status of Thomas County, Georgia, 1942-1943.— The data on the certification status of the white and Negro teachers for the school year 1942-1943 of Thomas County, Georgia, are presented in Table 44, page 108, which reveals the significant facts to follow. The certification of the 75 Negro teachers and 100 white teachers ranged from a low of County license, to a high of life professional 5-years college preparation. Four or 5.32 per cent of the Negro teachers and 8 or 8.00 per cent of the white teachers held certificates of 1-year college and less. Eleven or 14.63 per cent of the Negro teachers and 9 or 9.00 per cent of the white teachers held provisional certificates which ranged from 2-4 years. Twelve or 15.86 per cent of the white teachers held professional certificates which ranged from 2-4 years. Forty-eight or 63.84 per cent of the Negro teachers and 61 or 61.00
TABLE 44

DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS

SCHOOL YEAR 1942-1943

<table>
<thead>
<tr>
<th>Types of Certificates</th>
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<th>Total</th>
</tr>
</thead>
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<tr>
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<td>Number Per cent</td>
</tr>
<tr>
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<td>A - 0</td>
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<td>0</td>
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</tr>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A - 1e</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>B - 2</td>
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<td>7</td>
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</tr>
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<td>1</td>
</tr>
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<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>B - 5</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C - 2</td>
<td>7</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>C - 3</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>C - 4</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>C - 5</td>
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<td>0</td>
<td>0</td>
</tr>
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<td>D - 2</td>
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<td>53</td>
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<td>6</td>
<td>11</td>
<td>17</td>
</tr>
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<td><strong>TOTAL</strong></td>
<td>75</td>
<td>100</td>
<td>175</td>
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of the white teachers held life professional certificates which ranged from 2-5 years of college preparation.

White and Negro Teachers Certification Status of Thomas County, Georgia, 1943-1944.—— The data on the certification status of the white and Negro teachers for the school year 1943-1944 of Thomas County, Georgia are presented in Table 45, page 110, which reveals the significant facts to follow. The certification of the 78 Negro teachers and the 102 white teachers ranged from a low of County license to a high of life professional 5-years of college preparation. Seven or 8.96 per cent of the Negro teachers and 5 or 4.90 per cent of the white teachers held certificates of 1-year or less of college preparation; 6 or 7.68 per cent of the Negro teachers and 9 or 8.82 per cent of the white teachers held provisional certificates which ranged from 2 to 4 years. Eleven or 14.06 per cent of the Negro teachers and 26 or 25.48 per cent of the white teachers held professional certificates which ranged from 2 to 4 years; 54 or 69.12 per cent of the Negro teachers and 60 or 58.80 per cent of the white teachers held life professional certificates which ranged from 2-5 years. Two or 1.96 per cent of the white teachers held P-5 certificates.
TABLE 45

DISTRIBUTION OF THE CERTIFICATION STATUS OF TEACHERS

SCHOOL YEAR 1943-1944

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
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<td>.98</td>
<td>1</td>
<td>.55</td>
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<td>.98</td>
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<td>2.20</td>
</tr>
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<td>11</td>
<td>6.05</td>
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<tr>
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<td>0.00</td>
<td>2</td>
<td>1.96</td>
<td>2</td>
<td>1.10</td>
</tr>
<tr>
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<td>0</td>
<td>0.00</td>
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<td>13</td>
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<td>11.55</td>
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<td>0.00</td>
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<td>3.84</td>
<td>13</td>
<td>12.74</td>
<td>16</td>
<td>8.80</td>
</tr>
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<td>10.24</td>
<td>10</td>
<td>9.80</td>
<td>18</td>
<td>9.90</td>
</tr>
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<td>30</td>
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<td>1.96</td>
<td>2</td>
<td>1.10</td>
</tr>
<tr>
<td>P - 5</td>
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<td>2</td>
<td>1.96</td>
<td>2</td>
<td>1.10</td>
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</table>

TOTAL 78 99.84 102 99.96 180 99.00
White and Negro Teachers Certification Status of Thomas County, Georgia, 1944-1945. — The data on the certification status of the white and Negro teachers for the school year 1944-1945 of Thomas County, Georgia are presented in Table 16, page 112, which reveals the significant facts to follow. The certification of the 82 Negro teachers and 95 white teachers ranged from a low of County license to a high of life professional 5-years certificate. Eight or 9.68 per cent of the Negro teachers and 7 or 7.35 per cent of the white teachers had less that college preparation. Seven or 8.47 per cent of the Negro teachers and 14 or 14.70 per cent of the white teachers held provisional certificates which ranged from 2-4 years; 11 or 13.31 per cent of the Negro teachers and 14 or 14.70 per cent of the white teachers held professional certificates which ranged from 2-4 years. Fifty-five or 65.34 per cent of the Negro teachers and 60 or 63.00 per cent of the white teachers held life professional certificates which ranged from 2-5 years; 1 or 1.21 per cent of the Negro teachers held 8-5 certificates.
TABLE 46
DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS
SCHOOL YEAR 1944-1945

<table>
<thead>
<tr>
<th>Types of Certificates</th>
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<th>White</th>
<th></th>
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<th></th>
</tr>
</thead>
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<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
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<tr>
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<td>1.05</td>
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<td>1.68</td>
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<td>1.12</td>
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<tr>
<td>C - 2</td>
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<td>9.45</td>
<td>11</td>
<td>6.16</td>
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<td>10</td>
<td>5.60</td>
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<td>10.50</td>
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<td>1.12</td>
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<td>0.56</td>
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<td><strong>TOTAL</strong></td>
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<td>95</td>
<td>99.75</td>
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</table>
White and Negro Teachers Certification Status of Thomas County, Georgia, 1945-1946. — The data on the certification status of the white and Negro teachers for the school year 1945-1946, of Thomas County, Georgia are presented in Table 17, page 111, which reveals the significant facts to follow. The certification of the 81 Negro teachers and the 98 white teachers ranged from a low of County license to a high of life professional 5-year certificates. Six or 7.38 per cent of the Negro teachers and 11 or 11.22 per cent of the white teachers held certificates of 1-year college or less; 5 or 6.15 per cent of the Negro teachers and 12 or 12.21 per cent of the white teachers held provisional certificates which ranged from 2-4 years college preparation. Thirteen or 15.99 per cent of the Negro teachers and 21 or 21.42 per cent of the white teachers held professional certificates which ranged from 2-5 years of college preparation. Fifty-six or 70.11 per cent of the Negro teachers and 53 or 55.08 per cent of the white teachers held life professional certificates which ranged from 2-5 years of college preparation. One or 1.23 per cent of the Negro teachers held 5-5 certificates.
### Table 17

DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS

**School Year 1945-1946**

<table>
<thead>
<tr>
<th>Types of Certificates</th>
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<th>White</th>
<th>Total</th>
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<td>Number</td>
</tr>
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<td>4</td>
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<tr>
<td>C - 2</td>
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<td>3.69</td>
<td>11</td>
</tr>
<tr>
<td>C - 3</td>
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<td>9</td>
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<td>8</td>
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<td>1.23</td>
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</table>

**Total** 81 99.63 98 99.96 179 98.45
White and Negro Teachers Certification Status of Thomas County, Georgia, 1946-1947.— The data on the certification status of the white and Negro teachers for the school year 1946-1947 of Thomas County, Georgia are presented in Table 48, page 116, which reveals the significant facts to follow. The certification of the 84 Negro teachers and the 99 white teachers ranged from a low of County license to a high of Professional 5-years of college preparation. One of 1.19 per cent of the Negro teachers and 8 or 8.08 per cent of the white teachers held certificates of 1-year or less college preparation; 14 or 14.14 per cent of the white teachers held provisional certificates; 21 or 21.99 per cent of the Negro teachers and 19 or 19.19 per cent of the white teachers held professional certificates which ranged from 2-5 years of college training. Sixty-one or 72.59 per cent of the Negro teachers held life professional certificates which ranged from 2-5 years of college training; and 1 or 1.19 per cent of the Negro teachers held 5-5 certificates.
TABLE 48
DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS
SCHOOL YEAR 1946-1947

<table>
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<th>Types of Certificates</th>
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<th>Total</th>
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<td>Number Per cent</td>
<td>Number Per cent</td>
</tr>
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TOTAL 84 99.96 99 99.99 183 98.82
White and Negro Teachers Certification Status of Thomas County, Georgia, 1947-1948.— The data on the certification status of the white and Negro teachers for the school year 1947-1948 of Thomas County, Georgia are presented in Table 49, page 118, which reveals the significant facts to follow. The certification of the 82 Negro teachers and the 106 white teachers ranged from a low County license to a high of life professional 5-year college preparation. Two or 2.32 per cent of the Negro teachers and 7 or 6.58 per cent of the white teachers held certificates of 1-year college or less preparation; 3 or 3.63 per cent of the white teachers held provisional certificates which ranged from 2-4 years of college preparation; 19 or 27.99 per cent of the Negro teachers and 14 or 13.16 per cent of the white teachers held professional certificates which ranged from 2-5 years of college preparation. Fifty-seven or 68.97 per cent of the Negro teachers and 65 or 61.10 per cent of the white teachers held life professional certificates which ranged from 2-5 years of college preparation.
### TABLE 49

**DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS**

**SCHOOL YEAR 1947-1948**

<table>
<thead>
<tr>
<th>Types of Certificates</th>
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<th>White</th>
<th>Total</th>
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<td>Number</td>
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</tr>
<tr>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>A - 1e</td>
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<td>0</td>
<td>2</td>
</tr>
<tr>
<td>B - 2</td>
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<td>12</td>
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<td>B - 3</td>
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<td>4</td>
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<td>D - 3</td>
<td>27</td>
<td>32.67</td>
<td>11</td>
</tr>
<tr>
<td>D - 4</td>
<td>13</td>
<td>15.73</td>
<td>41</td>
</tr>
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<td>D - 5</td>
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<td>1.21</td>
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</tr>
<tr>
<td>P - 5</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>S - 5</td>
<td>1</td>
<td>1.21</td>
<td>0</td>
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<td><strong>TOTAL</strong></td>
<td>82</td>
<td>99.22</td>
<td>106</td>
</tr>
</tbody>
</table>
White and Negro Teachers Certification Status of Thomas County, Georgia, 1948-1949.-- The data on the certification status of the white and Negro teachers for the school year 1948-1949 of Thomas County, Georgia, are presented in Table 50, page 120, which reveals the significant facts to follow. The certification of the 82 Negro teachers and the 104 white teachers ranged from a low of County license to a high of life professional 5-years of college preparation. One of 1.21 per cent of the Negro teachers and 2 or 1.90 per cent of the white teachers held certificates which had 1-year college preparation or less; 5 or 6.05 per cent of the Negro teachers and 6 or 5.70 per cent of the white teachers held provisional certificates which ranged from 2-4 years of college preparation. Fourteen or 16.94 per cent of the Negro teachers and 30 or 28.50 per cent of the white teachers held professional certificates; 62 or 75.02 per cent of the Negro teachers and 67 or 63.65 per cent of the white teachers held life professional certificates which ranged from 2-5 years of college preparation. Two or 66.66 per cent of the Negro principals and 1 or 100.00 per cent of the white teachers held principal 4-years (P-4) certificates. One or 33.33 per cent of the Negro teachers held SV-5 or supervisor's certificate.
# TABLE 50

**DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS**

**SCHOOL YEAR 1948-1949**

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>County License</td>
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<td>.00</td>
<td>1</td>
<td>.95</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>3</td>
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<td>1.90</td>
<td>5</td>
</tr>
<tr>
<td>B - 3</td>
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<td>2</td>
<td>1.90</td>
<td>4</td>
</tr>
<tr>
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<td>0</td>
<td>2</td>
<td>1.90</td>
<td>2</td>
</tr>
<tr>
<td>C - 2</td>
<td>1</td>
<td>1.21</td>
<td>15</td>
<td>11.25</td>
<td>16</td>
</tr>
<tr>
<td>C - 3</td>
<td>3</td>
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<td>5</td>
<td>4.75</td>
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<td>C - 4</td>
<td>10</td>
<td>12.10</td>
<td>9</td>
<td>8.55</td>
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</tr>
<tr>
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<td>1</td>
<td>.95</td>
<td>1</td>
</tr>
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<td>D - 2</td>
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<td>15</td>
<td>11.25</td>
<td>24</td>
</tr>
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<td>D - 3</td>
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<td>31.46</td>
<td>12</td>
<td>11.40</td>
<td>38</td>
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<td>38</td>
<td>36.10</td>
<td>64</td>
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<tr>
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<td>1.90</td>
<td>3</td>
</tr>
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<td><strong>TOTAL</strong></td>
<td>82</td>
<td>99.22</td>
<td>105</td>
<td>99.75</td>
<td>187</td>
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</table>

| S - 5                  | 1     | 33.33    | 0        | 0        | 1        | 25.00    |
| P - 4                  | 2     | 66.66    | 1        | 3        | 75.00    |

| **TOTAL**              | 3     | 99.99    | 1        | 1        | 4        | 100.00   |
White and Negro Teachers Certification Status of Thomas County, Georgia, 1949-1950.— The data on the certification status of the white and Negro teachers for the school year 1949-1950 are presented in Table 51, page 122, which reveals the significant facts to follow. The certification of the 75 Negro teachers and the 95 white teachers ranged from a low of provisional 2-years of college to a high of life professional 5-years college certificate. Two or 2.66 per cent of the Negro teachers and 9 or 12.15 per cent of the white teachers held provisional certificates which ranged from 2-4 years of college. Sixteen or 20.28 per cent of the Negro teachers and 28 or 29.40 per cent of the white teachers held professional certificates which ranged from 2-5 years of college preparation. Fifty-seven or 74.48 per cent of the Negro teachers and 58 or 60.90 per cent of the white teachers held life professional certification which ranged from 2-5 years of college preparation. One Negro principal and one supervisor held P-5 and SV-5 certificates, respectively.
TABLE 51
DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS
SCHOOL YEAR 1949-1950

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro Number</th>
<th>Per cent</th>
<th>White Number</th>
<th>Per cent</th>
<th>Total Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
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<td>B - 2</td>
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<td>1.33</td>
<td>3</td>
<td>3.15</td>
<td>4</td>
<td>2.28</td>
</tr>
<tr>
<td>B - 3</td>
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<td>1.33</td>
<td>3</td>
<td>3.15</td>
<td>4</td>
<td>2.28</td>
</tr>
<tr>
<td>B - 4</td>
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<td>3.15</td>
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<td>1.71</td>
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<td>20.28</td>
<td>13</td>
<td>13.65</td>
<td>29</td>
<td>16.53</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D - 2</td>
<td>2</td>
<td>2.66</td>
<td>9</td>
<td>9.45</td>
<td>11</td>
<td>6.27</td>
</tr>
<tr>
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<td>20</td>
<td>26.60</td>
<td>11</td>
<td>11.55</td>
<td>31</td>
<td>17.67</td>
</tr>
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<td>45.22</td>
<td>36</td>
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<td>70</td>
<td>39.90</td>
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<td>98.84</td>
<td>95</td>
<td>99.75</td>
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<td>0</td>
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<td>0</td>
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<td>0.57</td>
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<td>0.57</td>
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<td>0</td>
<td>172</td>
<td>98.04</td>
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</table>
White and Negro Teachers Certification Status of Thomas County, Georgia, 1950-1951.— The data on the certification status of the white and Negro teachers for the school year 1950-1951 are presented in Table 52, page 124, which reveals the significant facts to follow. The certification of the 73 Negro teachers and the 94 white teachers ranged from a low provisional 2-year certificate to a high life professional 5-years college preparation. Five or 6.40 per cent of the Negro teachers and 10 or 10.60 per cent of the white teachers held provisional certificates which ranged from 2-4 years of college preparation. Eighteen or 23.04 per cent of the Negro teachers and 23 or 24.38 per cent of the white teachers held professional certificates which ranged from 2-4 years of college preparation; 55 or 70.40 per cent of the Negro teachers and 61 or 64.62 per cent of the white teachers held life professional certification which ranged from 2-5 years of college preparation. One Negro principal and one supervisor held P-4 and SV-5 certificates, respectively.
**TABLE 52**

DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS

SCHOOL YEAR 1950-1951

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro</th>
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<th>White</th>
<th>Total</th>
<th>Total</th>
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<td>Number</td>
<td>Per cent</td>
<td>Number</td>
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<td>6</td>
<td>6.36</td>
<td>8</td>
</tr>
<tr>
<td>B - 3</td>
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<td>1.28</td>
<td>4</td>
<td>4.24</td>
<td>5</td>
</tr>
<tr>
<td>B - 4</td>
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<td>2.56</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
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<td>0.00</td>
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<td>3.18</td>
<td>3</td>
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<tr>
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<td>5</td>
<td>5.30</td>
<td>6</td>
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<td>21.76</td>
<td>15</td>
<td>15.90</td>
<td>32</td>
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<td>2.56</td>
<td>8</td>
<td>8.48</td>
<td>10</td>
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<td>D - 3</td>
<td>9</td>
<td>11.52</td>
<td>15</td>
<td>15.90</td>
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<td>75</td>
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<td>6.32</td>
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**TOTAL**

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<th>94</th>
<th>99.60</th>
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<tr>
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<td>83.30</td>
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<td>0.00</td>
</tr>
<tr>
<td>S - 5</td>
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<td>16.66</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**TOTAL**

|  | 6 | 99.96 | 0  | 0.00  | 1.77 | 99.12 |
White and Negro Teachers Certification Status of Thomas County, Georgia, 1951-1952. The data on the certification status of the white and Negro teachers for the school year 1951-1952, of Thomas County, Georgia, are presented in Table 53, page 126, reveals the significant facts to follow. The certification of the 73 Negro teachers and the 105 white teachers ranged from a low of provisional 2-year certificate to a high of 5-year teacher. Sixteen or 15.20 per cent for the white teachers held 2-year college certificates on the provisional, professional and life professional level. Eleven or 14.96 per cent of the Negro teachers and 28 or 26.60 per cent of the white teachers held 3-year college certificates which ranged provisional, professional, life professional levels. Fifty-eight or 78.88 per cent of the Negro teachers and 56 or 53.30 per cent of the white teachers held 4-year college certificates which ranged provisional, professional, and life professional 5-year certificates. One or 95 per cent of the white teachers held teacher’s five-year certificate. Of the 5 Negro principals, 4 held P-4 certificates and 1 principal held D-4 certificate and 1 supervisor held SV-5 certificate.
TABLE 53

DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS

SCHOOL YEAR 1951-1952

<table>
<thead>
<tr>
<th>Types of Certificates</th>
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<th>White</th>
<th>Total</th>
</tr>
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<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
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<td>1</td>
</tr>
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<td>D - 5</td>
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</tr>
<tr>
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<td>41</td>
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<td>1</td>
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<td>11</td>
</tr>
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<td>C - 3</td>
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<td>16</td>
</tr>
<tr>
<td>B - 3</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>D - 2</td>
<td>1</td>
<td>1.36</td>
<td>3</td>
</tr>
<tr>
<td>C - 2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>B - 2</td>
<td>1</td>
<td>1.36</td>
<td>9</td>
</tr>
</tbody>
</table>

| TOTAL                 | 73        | 99.28     | 105       |

| S - 5                 | 1         | 20.00     | 99.85     | 178       | 99.68     |
| P - 4                 | 4         | 80.00     |           |           |           |

| TOTAL                 | 5         | 100.00    |           |           |           |
White and Negro Teachers Certification Status of Thomas County, Georgia, 1952-1953.-- The data on the certification status of the white and Negro teachers for the school year 1952-1953 of Thomas County, Georgia are presented in Table 54, page 128, which reveals the significant facts to follow. The certification status of the 72 Negro teachers and the 106 white teachers ranged from a low provisional 2-year certificate to a high of life professional 5-year college certificate. One or 1.38 per cent of the Negro teachers and 18 or 16.92 per cent of the white teachers held 2-year college certificates which ranged provisional, professional, and life professional levels. Six or 8.18 per cent of the Negro teachers and 25 or 23.50 per cent of the white teachers held 3-year certificates which ranged provisional, professional, and life professional levels; 64 or 88.32 per cent of the Negro teachers and 57 or 53.64 per cent of the white teachers held 4-year certificates which ranged provisional, professional, and life professional levels. One or 1.38 per cent of the Negro teachers and 5 or 4.70 per cent of the white teachers held life professional 5-year college level training; 1 or 9.4 per cent of the white teachers held professional 5-year certificates. Four or 66.64 per cent Negro principals held provisional certificates; 1 professional 5-year certificate and one supervisor held a 5-year certificate.
TABLE 54
DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS
SCHOOL YEAR 1952-1953

<table>
<thead>
<tr>
<th>Types of Certificates</th>
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<td>Number</td>
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<td>0</td>
</tr>
<tr>
<td>P - 5</td>
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<td>0</td>
</tr>
<tr>
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<td>0</td>
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</tr>
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<td>C - 5</td>
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<tr>
<td>D - 5</td>
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<td>5</td>
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<td>40</td>
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<tr>
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<td>4</td>
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<td>D - 3</td>
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<td>10</td>
</tr>
<tr>
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<td>11</td>
</tr>
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<tr>
<td>D - 2</td>
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<td>3</td>
</tr>
<tr>
<td>B - 2</td>
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<td>0</td>
<td>9</td>
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</table>

Total Certificates: 72 99.36 106 99.70 178 99.44
White and Negro Teachers Certification Status of Thomas County, Georgia, 1953-1954. — The data on the certification status of the Negro and white teachers for the school year 1953-1954 of Thomas County, Georgia, are presented in Table 55, page 130, which reveals the significant facts to follow. The certification status of the 70 Negro teachers and the 88 white teachers ranged from a low of emergency permits to a high of professional 5-year certificates. Five or 5.65 per cent of the white teachers held emergency permits; 3 or 3.26 per cent of the Negro teachers and 12 or 13.56 per cent of the white teachers held provisional certificates, which ranged from 2-5 years college. Sixty-seven or 95.14 per cent of the Negro teachers and 71 or 80.23 per cent of the white teachers held professional certificates which ranged from 2-5 years college preparation.
TABLE 55

DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS

SCHOOL YEAR 1953-1954

<table>
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<tr>
<th>Types of Certificates</th>
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</tr>
</thead>
<tbody>
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<td>Per cent</td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Provisional 3</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Provisional 2</td>
<td>1</td>
<td>1.42</td>
<td></td>
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</tr>
<tr>
<td>Emergency Permits</td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70</td>
<td>99.40</td>
<td>88</td>
<td>99.44</td>
<td>158</td>
<td>99.54</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Principal Certificates 5</td>
<td>4</td>
<td>80.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Supervisors</td>
<td>1</td>
<td>20.00</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>100.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
White and Negro Teachers Certification Status of Thomas County, Georgia, 1954-1955.— The data on the certification status of the Negro and white teachers for the school year 1954-1955, of Thomas County, Georgia, are presented in Table 56, page 132, which reveals the significant facts to follow. The certification status of the 70 Negro teachers and the 85 white teachers ranged from a low provisional 2-year certificate to a high professional teacher's 5-year certificate. Nine or 10.53 per cent of the white teachers held 2-year college certificates which ranged provisional professional and life professional. Five or 7.10 per cent of the Negro teachers and 26 or 19.32 per cent of the white teachers held 3-year certificates on the provisional, professional and life professional college levels. Sixty-four or 90.88 per cent of the Negro teachers and 59 or 69.03 per cent of the white teachers held 4-year certificates on the provisional, professional, and life professional level. One or 1.42 per cent of the Negro teachers and one or 1.17 per cent of the white teachers who held professional 5-year certificates; two or 20.00 per cent of the Negro teachers held professional 5-year certificates; 3 or 37.50 per cent of Negro principals and 1 or 10.00 per cent of white principals held professional 5-year principal's certificates. One or 12.50 per cent of the Negro teachers and 4 or 40.00 per cent of the white teachers held professional 5-year college teachers certificates.
TABLE 56

DISTRIBUTION OF THE CERTIFICATION STATUS OF THE TEACHERS

SCHOOL YEAR 1954-1955

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>D - 5</td>
<td>1</td>
<td>1.42</td>
<td>1</td>
<td>1.17</td>
<td>2</td>
<td>1.28</td>
</tr>
<tr>
<td>D - 4</td>
<td>26</td>
<td>36.92</td>
<td>25</td>
<td>29.25</td>
<td>51</td>
<td>32.64</td>
</tr>
<tr>
<td>C - 4</td>
<td>35</td>
<td>49.70</td>
<td>31</td>
<td>36.27</td>
<td>66</td>
<td>42.24</td>
</tr>
<tr>
<td>B - 4</td>
<td>3</td>
<td>4.26</td>
<td>3</td>
<td>3.51</td>
<td>6</td>
<td>3.84</td>
</tr>
<tr>
<td>D - 3</td>
<td>3</td>
<td>4.26</td>
<td>3</td>
<td>3.51</td>
<td>6</td>
<td>3.84</td>
</tr>
<tr>
<td>C - 3</td>
<td>2</td>
<td>2.84</td>
<td>12</td>
<td>14.04</td>
<td>14</td>
<td>8.86</td>
</tr>
<tr>
<td>B - 3</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>1.17</td>
<td>1</td>
<td>.64</td>
</tr>
<tr>
<td>D - 2</td>
<td>0</td>
<td>0.00</td>
<td>3</td>
<td>3.51</td>
<td>3</td>
<td>1.92</td>
</tr>
<tr>
<td>C - 2</td>
<td>0</td>
<td>0.00</td>
<td>6</td>
<td>7.02</td>
<td>6</td>
<td>3.84</td>
</tr>
</tbody>
</table>

| TOTAL                 | 70           | 99.40          | 85           | 99.45          | 155          | 99.10          |

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Negro Number</th>
<th>Negro Per cent</th>
<th>White Number</th>
<th>White Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - 5</td>
<td>1</td>
<td>12.50</td>
<td>4</td>
<td>40.00</td>
<td>5</td>
<td>27.75</td>
</tr>
<tr>
<td>S - 5</td>
<td>1</td>
<td>12.50</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>5.55</td>
</tr>
<tr>
<td>P - 5</td>
<td>2</td>
<td>25.00</td>
<td>2</td>
<td>20.00</td>
<td>4</td>
<td>22.20</td>
</tr>
<tr>
<td>D - 5</td>
<td>1</td>
<td>12.50</td>
<td>1</td>
<td>10.00</td>
<td>2</td>
<td>11.10</td>
</tr>
<tr>
<td>C - 5</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>20.00</td>
<td>2</td>
<td>11.10</td>
</tr>
<tr>
<td>P - 4</td>
<td>3</td>
<td>37.50</td>
<td>1</td>
<td>10.00</td>
<td>4</td>
<td>22.20</td>
</tr>
</tbody>
</table>

| TOTAL                 | 8            | 100.00         | 10           | 100.00         | 18           | 99.90          |
DISTRIBUTION OF THE TYPES OF CERTIFICATES IN TERMS OF PER CENT

Distribution of Certificates. — In 1935-1936, Table 57, page 133, revealed the significant facts to follow. There were 59 Negro teachers and 77 white teachers. Of the 59 Negro teachers 28 or 47.00 per cent held county license; 25 or 42.00 per cent held 1-year college certificates; 6 or 10.00 per cent held 2-year college certificates; whereas, of the 77 white teachers, 1 or 1.00 per cent held county license; 6 or 8.00 per cent held 1-year college certificates; 9 or 12.00 per cent held less than 2-year college certificates; 61 or 78.00 per cent held 2-year college certificates.

In 1940-1941, there were 85 white teachers and 78 Negro teachers, of the 78 Negro, 4 or 5.00 per cent held 1-year college certificates; 11 or 14.00 per cent held less than 2-year college certificates; 8 or 8.00 per cent held 3-year college certificates. Twelve or 15.00 per cent held 4-year college certificates; whereas, of the 85 white teachers, 1 or 1.00 per cent held county license; 2 or 2.00 per cent held 1-year college certificates; 11 or 14.00 per cent held less than 2-year college certificates; 36 or 42.00 per cent held 2-year college certificates; 8 or 9.00 per cent held 3-year college certificates; 38 or 44.00 per cent held 4 and 5-year college certificates.

The distribution 1950-1951. — There were 78 Negro teachers and 94 white teachers, of the 78 Negro teachers 4 or 5.00 per cent held 2-year college certificates; 12 or 14.00 per cent held 3-year college certificates; 62 or 80.00 per cent held 4 and 5-year college certificates.
**TABLE 57**

DISTRIBUTION OF THE TYPES OF CERTIFICATES IN TERMS OF PER CENT FOR THE WHITE AND NEGRO TEACHERS OF THOMAS COUNTY, GEORGIA AT 5-YEAR INTERVALS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negro</td>
<td>White</td>
<td>Negro</td>
<td>White</td>
</tr>
<tr>
<td>County License</td>
<td>28 47 1</td>
<td>1 1 1 1</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>1-Year College</td>
<td>25 42 6</td>
<td>8 4 5 2</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>Less Than 2 Years College</td>
<td>0 0 9 12</td>
<td>12 14 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>2 Years College</td>
<td>6 10 61</td>
<td>78 43 55 36 42</td>
<td>4 5 17 18</td>
<td>0 0 8 9</td>
</tr>
<tr>
<td>3 Years College</td>
<td>0 0 0 0</td>
<td>0 7 8 8 9</td>
<td>12 14 24 25</td>
<td>5 7 16 19</td>
</tr>
<tr>
<td>4-Year College</td>
<td>0 0 0 12 15 38 44</td>
<td>62 80 53 56</td>
<td>65 91 60 70</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>59 99 77 99 78 98 85 99</td>
<td>78 99 94 99 70 98 85 99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
certificates; whereas, of the 94 white teachers, 17 or 18.00 per cent held 2-year college certificates; 24 or 25.00 per cent held 3-year college certificates; 53 or 56.00 per cent held 4 and 5-year college certificates.

The distribution 1954-1955 was as follows: There were 70 Negro teachers and 85 white teachers; of the 70 Negro teachers, 5 or 7.00 per cent held 3-year college certificates; 65 or 91 per cent held 4 and 5-year certificates; whereas, of the 85 white teachers, 1 or 1.00 per cent held county license; 8 or 9.00 per cent held 2-year college certificates; 16 or 19.00 per cent held 4 and 5-year college certificates.
Salary Schedule of the Negro and White Teachers

Salary of Negro and White Teachers.-- The data on the salary schedule of the Negro and white teachers of Thomas County, Georgia for the period 1935-1955, are presented in Table 58, page 137, separately by race in the subsequent paragraphs.

Negro Teachers.-- The salary of the Negro teachers under the State-schedule and within the minimum-level ranged from a low of $22.50 in 1935-1936 to a high of $191.67 in 1954-1955; whereas, within the maximum-level the salary ranged from a low $40.00 in 1935-1936 to a high of $275.00 in 1954-1955. Further, under the Contract-schedule and within the minimum-level, the salary of the Negro teachers ranged from a low of $40.00 in 1935-1936 to a high of $351.17 in 1954-1955. The minimum and maximum levels of salaries under the State and Contract Schedules were the same. Salary supplements were given only to the vocational-agriculture teachers, home-economists, principals, and the supervisors.

White Teachers.-- The salary of the white teachers under the State-schedule and within the minimum-level ranged from a low of $45.00 in 1935-1936 to a high of $125.00 in 1954-1955; whereas, within the maximum-level the salary ranged from a low $80.00 in 1935-1936 to a high of $275.00 in 1954-1955. Further, under the Contract-schedule and within the minimum-level the salary of the white teachers ranged from a low of $65.00 in 1935-1936 to a high of $147.50 in 1954-1955. The white teachers were paid more on the State level and supplemented under the Contract schedule. In 1935-1936, the minimum State salary was $45.00 and the minimum Contract salary was $65.00.
<table>
<thead>
<tr>
<th>Year</th>
<th>Negro Minimum</th>
<th>Negro Maximum</th>
<th>White Minimum</th>
<th>White Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1935-1936</td>
<td>$22.50</td>
<td>$40.00</td>
<td>$45.00</td>
<td>$45.00</td>
</tr>
<tr>
<td>1936-1937</td>
<td>23.50</td>
<td>42.00</td>
<td>57.50</td>
<td>80.00</td>
</tr>
<tr>
<td>1937-1938</td>
<td>25.00</td>
<td>60.00</td>
<td>65.00</td>
<td>80.00</td>
</tr>
<tr>
<td>1938-1939</td>
<td>35.00</td>
<td>57.50</td>
<td>60.00</td>
<td>80.00</td>
</tr>
<tr>
<td>1939-1940</td>
<td>25.00</td>
<td>57.50</td>
<td>60.00</td>
<td>80.00</td>
</tr>
<tr>
<td>1940-1941</td>
<td>25.00</td>
<td>60.00</td>
<td>60.00</td>
<td>80.00</td>
</tr>
<tr>
<td>1941-1942</td>
<td>25.00</td>
<td>60.00</td>
<td>60.00</td>
<td>80.00</td>
</tr>
<tr>
<td>1942-1943</td>
<td>40.00</td>
<td>60.00</td>
<td>60.00</td>
<td>80.00</td>
</tr>
<tr>
<td>1943-1944</td>
<td>31.25</td>
<td>75.00</td>
<td>60.00</td>
<td>100.00</td>
</tr>
<tr>
<td>1944-1945</td>
<td>28.00</td>
<td>112.50</td>
<td>60.00</td>
<td>100.00</td>
</tr>
<tr>
<td>1945-1946</td>
<td>28.00</td>
<td>112.50</td>
<td>62.50</td>
<td>100.00</td>
</tr>
<tr>
<td>1946-1947</td>
<td>97.50</td>
<td>135.00</td>
<td>97.50</td>
<td>135.00</td>
</tr>
<tr>
<td>1947-1948</td>
<td>85.00</td>
<td>135.00</td>
<td>85.00</td>
<td>135.00</td>
</tr>
<tr>
<td>1948-1949</td>
<td>92.50</td>
<td>135.00</td>
<td>92.50</td>
<td>135.00</td>
</tr>
<tr>
<td>1949-1950</td>
<td>118.50</td>
<td>150.00</td>
<td>118.50</td>
<td>150.00</td>
</tr>
<tr>
<td>1950-1951</td>
<td>96.50</td>
<td>156.00</td>
<td>96.50</td>
<td>200.00</td>
</tr>
<tr>
<td>1951-1952</td>
<td>141.67</td>
<td>237.50</td>
<td>141.67</td>
<td>237.50</td>
</tr>
<tr>
<td>1952-1953</td>
<td>162.50</td>
<td>275.00</td>
<td>162.50</td>
<td>275.00</td>
</tr>
<tr>
<td>1953-1954</td>
<td>162.50</td>
<td>275.00</td>
<td>162.50</td>
<td>275.00</td>
</tr>
<tr>
<td>1954-1955</td>
<td>191.67</td>
<td>275.00</td>
<td>191.67</td>
<td>275.00</td>
</tr>
</tbody>
</table>
In 1935-1936, the maximum State salary was $80.00 and the maximum Contract salary was $180.00; whereas, in 1954-1955, the minimum State salary was $125.00 and the minimum Contract salary was $133.33. The maximum State salary was $275.00 and the maximum Contract salary was $447.50.
Types of Certificates and Salary Indices (1943-1944).— The data on the types of certificates and the salary indices for the Negro and white teachers of Thomas County, Georgia, for the period 1943-1944 are presented in Table 59, page 140. Table 59 shows that there were in 1943 seven types of certificates issued to the Thomas County teachers based on training which ranged from less than 1-year of college to 5-years of college training. The salaries commensurate with the respective types of certificates ranged from a low of $40.00 for the county license to a high of $80.00 for 4 and 5-years of college training for the white teachers; whereas, for the Negro teachers the salary ranged from a low of $25.00 for the county license to a high of $60.00 for 4 and 5-years of college training.
<table>
<thead>
<tr>
<th>Code</th>
<th>Certification By Years In College</th>
<th>White</th>
<th>Negro</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - 0</td>
<td>Certificate based on less than 1 year college</td>
<td>$50.00</td>
<td>$35.00</td>
</tr>
<tr>
<td>A - 1</td>
<td>General Elementary Certificate based on 1 year college</td>
<td>55.00</td>
<td>37.50</td>
</tr>
<tr>
<td>A - 1e</td>
<td>General Elementary Certificate based on 1 year college - 49 Months teaching experience</td>
<td>60.00</td>
<td>40.00</td>
</tr>
<tr>
<td>B - 2</td>
<td>Provisional (Elementary or High School) Certificate based on 2 years College - 49 mos. teaching experience</td>
<td>60.00</td>
<td>45.00</td>
</tr>
<tr>
<td>B - 3</td>
<td>Provisional (Elementary or High School) Certificate based on 3 years College - 49 mos. teaching experience</td>
<td>65.00</td>
<td>50.00</td>
</tr>
<tr>
<td>B - 4</td>
<td>Provisional (Elementary or High School) Certificate based on 4 years college - 49 mos. teaching experience</td>
<td>70.00</td>
<td>55.00</td>
</tr>
<tr>
<td>B - 5</td>
<td>Provisional (Elementary or High School) Certificate based on 5 years college - 49 mos. teaching experience</td>
<td>70.00</td>
<td>70.00</td>
</tr>
<tr>
<td>C - 2</td>
<td>Professional Certificate based on 2 years college - 49 mos. teaching experience</td>
<td>65.00</td>
<td>47.50</td>
</tr>
<tr>
<td>C - 3</td>
<td>Professional Certificate based on 3 years college - 49 mos. teaching experience</td>
<td>75.00</td>
<td>57.50</td>
</tr>
<tr>
<td>C - 4</td>
<td>Professional Certificate based on 4 years college - 49 mos. teaching experience</td>
<td>75.00</td>
<td>57.50</td>
</tr>
<tr>
<td>C - 5</td>
<td>Professional Certificate based on 5 years college - 49 mos. teaching experience</td>
<td>70.00</td>
<td>50.00</td>
</tr>
<tr>
<td>D - 2</td>
<td>Life Professional Certificate based on 2 years college - 49 mos. teaching experience</td>
<td>70.00</td>
<td>50.00</td>
</tr>
<tr>
<td>D - 3</td>
<td>Life Professional Certificate based on 3 years college - 49 mos. teaching experience</td>
<td>75.00</td>
<td>55.00</td>
</tr>
<tr>
<td>D - 4</td>
<td>Life Professional Certificate based on 4 years college - 49 mos. teaching experience</td>
<td>80.00</td>
<td>80.00</td>
</tr>
<tr>
<td>County License</td>
<td></td>
<td>40.00</td>
<td>25.00</td>
</tr>
</tbody>
</table>
The data on the types of certification and their salary indices for the white and Negro teachers of Thomas County, Georgia for the period of 1944-1945 are presented in Table 60, page 114, and shows that there were in 1944 nine types of certificates issued to the Thomas County teachers based on training which ranged from less than 1-year college to 4-years of college training. The salaries commensurate with the respective types of certificates ranged from a low of $50.00 for the county license to a high of $100.00 for 4 and 5-years of college training for the white teachers; whereas, for the Negro teachers the salary ranged from a low of $31.25 for the county license to a high of $75.00 for 4 and 5-years of college training.
<table>
<thead>
<tr>
<th>Certificate Level</th>
<th>State Salary</th>
<th>White</th>
<th>Negro</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - 0 Certificate based on less than 1 year college</td>
<td>$62.50</td>
<td>$43.75</td>
<td></td>
</tr>
<tr>
<td>A - 1 General Elementary Certificate based on 1 year college</td>
<td>68.75</td>
<td>46.87</td>
<td></td>
</tr>
<tr>
<td>A - 1a General Elementary Certificate based on 1 year college - 49 mos. teaching experience</td>
<td>75.00</td>
<td>50.00</td>
<td></td>
</tr>
<tr>
<td>B - 2 Provisional Certificate based on 2 years college</td>
<td>75.00</td>
<td>56.25</td>
<td></td>
</tr>
<tr>
<td>B - 3 Provisional Certificate based on 3 years college</td>
<td>81.25</td>
<td>62.50</td>
<td></td>
</tr>
<tr>
<td>B - 4 Provisional Certificate based on 4 years college</td>
<td>87.50</td>
<td>68.75</td>
<td></td>
</tr>
<tr>
<td>B - 5 Provisional Certificate based on 5 years college</td>
<td>87.50</td>
<td>68.75</td>
<td></td>
</tr>
<tr>
<td>C - 2 Professional Certificate based on 2 years college</td>
<td>81.25</td>
<td>59.37</td>
<td></td>
</tr>
<tr>
<td>C - 3 Professional Certificate based on 3 years college</td>
<td>87.50</td>
<td>65.62</td>
<td></td>
</tr>
<tr>
<td>C - 4 Professional Certificate based on 4 years college</td>
<td>93.75</td>
<td>71.87</td>
<td></td>
</tr>
<tr>
<td>C - 5 Professional Certificate based on 5 years college</td>
<td>93.75</td>
<td>71.87</td>
<td></td>
</tr>
<tr>
<td>D - 2 Life Professional Certificate based on 2 years college</td>
<td>87.50</td>
<td>62.50</td>
<td></td>
</tr>
<tr>
<td>D - 3 Life Professional Certificate based on 3 years college</td>
<td>93.75</td>
<td>68.75</td>
<td></td>
</tr>
<tr>
<td>D - 4 Life Professional Certificate based on 4 years college</td>
<td>100.00</td>
<td>75.00</td>
<td></td>
</tr>
<tr>
<td>D - 5 Life Professional Certificate based on 5 years college</td>
<td>100.00</td>
<td>75.00</td>
<td></td>
</tr>
<tr>
<td>P - 4 Provisional Principal's Certificate</td>
<td>100.00</td>
<td>75.00</td>
<td></td>
</tr>
<tr>
<td>P - 5 Professional Principal's Certificate</td>
<td>100.00</td>
<td>75.00</td>
<td></td>
</tr>
<tr>
<td>County License</td>
<td>50.00</td>
<td>31.25</td>
<td></td>
</tr>
</tbody>
</table>
Types of Certificates and Salary Indices (1945-1946).— The data on the types of certificates and their salary indices for the white and Negro teachers of Thomas County, Georgia for the period of 1945-1946 are presented in Table 61, page 144, and shows that there were in 1945 seven types of certificates issued to the Thomas County teachers based on training which ranged from less than 1 year of college to 5-years of college training. The salaries commensurate with the respective types of certificates ranged from a low of $45.00 for the county license to a high of $110.00 for 5-years college training for the white teachers. Whereas, for the Negro teachers the salary ranged from a low of $28.00 for the county license to a high of $93.00 for 5-years of college training.
<table>
<thead>
<tr>
<th>Code</th>
<th>Certification by College Years</th>
<th>White</th>
<th>Negro</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - 0</td>
<td>Certificate based on less than 1 year college</td>
<td>$57.00</td>
<td>$40.00</td>
</tr>
<tr>
<td>A - 1</td>
<td>General Elementary certificate based on 1 year college</td>
<td>62.00</td>
<td>43.00</td>
</tr>
<tr>
<td>A - 1e</td>
<td>General Elementary certificate based on 1 year college with 49 mos. teaching experience</td>
<td>68.00</td>
<td>46.00</td>
</tr>
<tr>
<td>B - 2</td>
<td>Provisional (Elementary or High School) certificate based on 2 years college</td>
<td>75.00</td>
<td>56.25</td>
</tr>
<tr>
<td>B - 3</td>
<td>Provisional (Elementary or High School) certificate based on 3 years college</td>
<td>81.25</td>
<td>62.50</td>
</tr>
<tr>
<td>B - 4</td>
<td>Provisional (Elementary or High School) certificate based on 4 years college</td>
<td>87.50</td>
<td>70.00</td>
</tr>
<tr>
<td>B - 5</td>
<td>Provisional (Elementary or High School) certificate based on 5 years college</td>
<td>100.00</td>
<td>85.00</td>
</tr>
<tr>
<td>C - 2</td>
<td>Professional certificate based on 2 years college</td>
<td>81.25</td>
<td>62.50</td>
</tr>
<tr>
<td>C - 3</td>
<td>Professional certificate based on 3 years college</td>
<td>87.50</td>
<td>65.62</td>
</tr>
<tr>
<td>C - 4</td>
<td>Professional certificate based on 4 years college</td>
<td>93.75</td>
<td>75.00</td>
</tr>
<tr>
<td>C - 5</td>
<td>Professional certificate based on 5 years college</td>
<td>105.00</td>
<td>89.25</td>
</tr>
<tr>
<td>D - 2</td>
<td>Life Professional certificate based on 2 years college</td>
<td>87.50</td>
<td>62.50</td>
</tr>
<tr>
<td>D - 3</td>
<td>Life Professional certificate based on 3 years college</td>
<td>93.75</td>
<td>68.75</td>
</tr>
<tr>
<td>D - 4</td>
<td>Life Professional certificate based on 4 years college</td>
<td>100.00</td>
<td>80.00</td>
</tr>
<tr>
<td>D - 5</td>
<td>Life Professional certificate based on 5 years college</td>
<td>110.00</td>
<td>93.50</td>
</tr>
<tr>
<td>County License</td>
<td></td>
<td>45.00</td>
<td>28.00</td>
</tr>
</tbody>
</table>
Types of Certificates and Salary Indices (1946-1949).— The data on the types of certification and their salary indices for the Negro and white teachers of Thomas County, for the period 1946-1949 are presented in Table 62 and shows that there were in 1946-1949 seven types of certificates issued to Thomas County teachers based on Training which ranged from less than 1 year of college training to 5 years of college training. The salaries commensurate with the respective types of certificates ranged from a low of $67.50 for county license to a high of $165.00 for 5-years of college training, for the white teachers. Whereas, for the Negro teachers, the salary ranged from a low of $47.50 for the county license to a high of $153.00 for 5-years of college training.
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>White</th>
<th>Negro</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - 0</td>
<td>Certificate based on less than one year college</td>
<td>$85.50</td>
<td>$64.50</td>
</tr>
<tr>
<td>A - 1</td>
<td>General Elementary certificate based on one year college</td>
<td>93.00</td>
<td>70.00</td>
</tr>
<tr>
<td>A - 1e</td>
<td>General Elementary certificate based on one year college with 6 years or more teaching experience</td>
<td>102.00</td>
<td>76.50</td>
</tr>
<tr>
<td>B - 2</td>
<td>Provisional (Elementary or High School) certificate based on 2 years college</td>
<td>112.50</td>
<td>90.00</td>
</tr>
<tr>
<td>B - 3</td>
<td>Provisional (Elementary or High School) certificate based on 3 years college</td>
<td>122.00</td>
<td>97.50</td>
</tr>
<tr>
<td>B - 4</td>
<td>Provisional (Elementary or High School) certificate based on 4 years college</td>
<td>131.50</td>
<td>118.50</td>
</tr>
<tr>
<td>B - 5</td>
<td>Provisional (Elementary or High School) certificate based on 5 years college</td>
<td>150.00</td>
<td>139.50</td>
</tr>
<tr>
<td>C - 2</td>
<td>Professional certificate based on 2 years college</td>
<td>122.00</td>
<td>97.50</td>
</tr>
<tr>
<td>C - 3</td>
<td>Professional certificate based on 3 years college</td>
<td>131.50</td>
<td>105.00</td>
</tr>
<tr>
<td>C - 4</td>
<td>Professional certificate based on 4 years college</td>
<td>141.00</td>
<td>127.00</td>
</tr>
<tr>
<td>C - 5</td>
<td>Professional certificate based on 5 years college</td>
<td>157.50</td>
<td>146.50</td>
</tr>
<tr>
<td>D - 2</td>
<td>Life Professional certificate based on 2 years college</td>
<td>131.50</td>
<td>105.00</td>
</tr>
<tr>
<td>D - 3</td>
<td>Life Professional certificate based on 3 years college</td>
<td>141.00</td>
<td>112.50</td>
</tr>
<tr>
<td>D - 4</td>
<td>Life Professional certificate based on 4 years college</td>
<td>150.00</td>
<td>135.00</td>
</tr>
<tr>
<td>D - 5</td>
<td>Life Professional certificate based on 5 years college</td>
<td>165.00</td>
<td>153.50</td>
</tr>
<tr>
<td>County License</td>
<td></td>
<td>67.50</td>
<td>47.50</td>
</tr>
</tbody>
</table>
Types of certificates and Salary Indices (1950-1951).— The data on the types of certification and their salary indices for the white and Negro teachers of Thomas County, Georgia for the period 1950-1951 are presented in Table 63, page 148, and shows that there were in 1950 eight types of certificates issued to the teachers of Thomas County based on training which ranged from less than 1-year of college training to 5-years of college training. The salaries commensurate with the respective types of certificates ranged from a low of $94.00 for less than 1-year of college to a high of $182.00 for 5-years of college training for the white teachers. Whereas, for the Negro teachers, the salary ranged from a low of $73.00 for less than 1-year of college training to a high of $170.50 for 5-years of college training.
# Table 63
## Salary Schedule 1950-1951

<table>
<thead>
<tr>
<th>Code</th>
<th>Certification by year in college</th>
<th>White</th>
<th>Negro</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - 0</td>
<td>Certificate based on less than one year college</td>
<td>$94.00</td>
<td>$73.00</td>
</tr>
<tr>
<td>A - 1</td>
<td>General Elementary certificate based on one year college</td>
<td>102.00</td>
<td>79.00</td>
</tr>
<tr>
<td>A - 1a</td>
<td>General Elementary certificate based on one year college with 6-years or more teaching experience</td>
<td>112.00</td>
<td>86.50</td>
</tr>
<tr>
<td>B - 2</td>
<td>Provisional (Elementary or High School) certificate based on 2 years college</td>
<td>124.00</td>
<td>101.50</td>
</tr>
<tr>
<td>B - 3</td>
<td>Provisional (Elementary or High School) certificate based on 3 years college</td>
<td>134.00</td>
<td>109.50</td>
</tr>
<tr>
<td>B - 4</td>
<td>Provisional (Elementary or High School) certificate based on 4 years college</td>
<td>145.00</td>
<td>132.00</td>
</tr>
<tr>
<td>C - 2</td>
<td>Professional (Elementary or High School) certificate based on 2 years college</td>
<td>134.00</td>
<td>109.50</td>
</tr>
<tr>
<td>C - 4</td>
<td>Professional (Elementary or High School) certificate based on 3 years college</td>
<td>145.00</td>
<td>118.50</td>
</tr>
<tr>
<td>C - 5</td>
<td>Professional (Elementary or High School) certificate based on 4 years college</td>
<td>155.00</td>
<td>126.50</td>
</tr>
<tr>
<td>D - 2</td>
<td>Life Professional (Elementary or High School) based on 2 years college</td>
<td>145.00</td>
<td>118.50</td>
</tr>
<tr>
<td>D - 3</td>
<td>Life Professional (Elementary or High School) based on 3 years college</td>
<td>155.00</td>
<td>126.50</td>
</tr>
<tr>
<td>D - 4</td>
<td>Life Professional (Elementary or High School) based on 4 years college</td>
<td>165.00</td>
<td>150.00</td>
</tr>
<tr>
<td>D - 5</td>
<td>Life Professional (Elementary or High School) based on 5 years college</td>
<td>182.00</td>
<td>170.50</td>
</tr>
</tbody>
</table>
Types of Certificates and Salary Indices (1951-1952).

The data on the types of certificates and their salary indices for the white and Negro teachers of Thomas County, Georgia for the period of 1951-1952 are presented in Table 64, page 150 shows that there were in 1951 eight types of certificates issued to the teachers of Thomas County based on training which ranged from 2-years of college training to 5-years of college training. The salaries commensurate with the respective types of certificates ranged from a low of $1500.00 per year for 2-years of college training to a high of $3300.00 per year for 5-years of college training. The salary was increased every 3-years tenure of service up to 9-years tenure of service.

From 1944-1951 there was a difference of $15.00 or more in the salaries of the white teachers and that of the Negro teachers. In 1951-1952 the State Department of Education set up an equal salary scale for equal levels of training.
<table>
<thead>
<tr>
<th>Code</th>
<th>Name of Certificate</th>
<th>Number of Years Approved Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>T-5</td>
<td>Professional certificate based on five-years college</td>
<td>$2900.00</td>
</tr>
<tr>
<td>B-5</td>
<td>Provisional certificate based on five-years college</td>
<td>$2400.00</td>
</tr>
<tr>
<td>C-4</td>
<td>Professional certificate based on four-years college</td>
<td>2400.00</td>
</tr>
<tr>
<td>B-4</td>
<td>Provisional certificate based on four years college</td>
<td>1900.00</td>
</tr>
<tr>
<td>C-3</td>
<td>Professional certificate based on three-years college</td>
<td>1900.00</td>
</tr>
<tr>
<td>B-3</td>
<td>Provisional certificate based on three-years college</td>
<td>1700.00</td>
</tr>
<tr>
<td>C-2</td>
<td>Professional certificate based on two-years college</td>
<td>1700.00</td>
</tr>
<tr>
<td>B-2</td>
<td>Provisional certificate based on two-years college</td>
<td>1500.00</td>
</tr>
</tbody>
</table>
CHAPTER III

SUMMARY AND CONCLUSIONS

**Introductory Statement.**— The major problem of this research has been to trace the course of the upgrading of the certification of the white and Negro teachers of Thomas County, Georgia, 1935-1955.

The analysis and interpretation of the data for the research was presented under the following captions: (a) the data on the socio-economic backgrounds of the teachers, (b) the data on the training and work of the teachers, (c) the data on the certification of the teachers and (d) the data on the salaries of the teachers.

**Statement of Problem.**— The problem involved in this research was to collect pertinent data from the official records on file in the superintendent's office which revealed the progression in the educational status of the white and Negro teachers of Thomas County, Georgia for the past twenty years as reflected in the upgrading of their certification during the period 1935-1955.

**Purpose of the Study.**— The overall purpose of this research was to determine the course of the upgrading of the certification of the white and Negro teachers employed in Thomas County during the years of 1935-1955. The more specific purposes of this study were as follows:

1. What has been the nature of the professional training of the white and Negro teachers in Thomas County for
the year 1935-1955, with reference to the following factors:

(a) College-level training (c) Major fields of preparation
(b) Graduate-level training (d) Minor fields of preparation

2. What has been the extent of the teaching experience of the white and Negro teachers in Thomas County, Georgia for the years 1935-1955?

3. What has been the extent of the teaching experience of the white and Negro teachers in Thomas County, Georgia for the years 1935-1955?

4. What has been the extent of the tenure of the white and Negro teachers in Thomas County, Georgia for the years 1935-1955?

5. What percentage of the white and Negro teachers in Thomas County, Georgia are teaching in the areas of either the major or minor fields of preparation?

6. What has been the course of salary schedules for the white and Negro teachers in Thomas County, Georgia for the years 1935-1955?

7. What has been the background, with reference to socio-economic factors of the white and Negro teachers in Thomas County, Georgia, for the years 1935-1955?

8. What implications, if any, can be derived from the analysis and the interpretation of the data, for administrative and/or supervisory policies and practices in the public schools of Thomas County, Georgia?

**Definition of Terms.**— The important terms which were used throughout this research are characterized in the statements that follow.

1. The term, "educational status", refers to the level of academic and professional training attained, together with the type of certification held by the teachers.

2. The term, "certificate", refers to the license to teach as based upon the level of academic training attained by the teachers as identified by the State Department of Education (Bureau of Certification) of Georgia.

3. The term, "progression", refers to the course of upgrading in the certification of the teachers.
4. The term, "background", refers to selected factors of the social strata and the economic levels from which the white and Negro teachers have been recruited.

Locales and Design of Research.— Significant aspects of the locale and research for this study are outlined below.

1. Locales:— The data for this research was gathered from the official records in the office of the Superintendent of Public Schools, Thomasville, Georgia and from questionnaires executed by the white and Negro teachers of Thomas County. The necessary field work in collecting the data and the assemblage, statistical treatment, and interpretation thereof was directed and carried on in the home of the researcher at Maige, Georgia and Atlanta University.

2. Method of Research:— The Descriptive Method of research, employing the specific techniques of documentary materials and questionnaire was used to gather the data necessary to this study.

3. Subjects:— The subjects of this study were the Negro and white teachers employed in Thomas County, Georgia during the period 1935-1955.

4. Instruments:— The instruments used to gather the data for this research were:

(a) official records of the Superintendent of Schools, Thomas County, Georgia, (b) questionnaire on the socio-economic background and (c) bulletins and reports from the State Department of Education, Division of Certification, Atlanta, Georgia, (d) interview with selected members of educational personnel of the county.

5. Criterion for comparison:— Frequency and per cent of the responses to the questionnaire items, together with means of data were used for the purpose of comparing the data between the white and Negro teachers.

The subsequent sections of the report are organized, summarized, and presented under the captions and in the order indicated below:

1. Summary of Related Literature pertinent to the problem.

2. Summary of the Basic Findings.

3. The Conclusions, Implications, and Recommendations derived
Summary of Related Literature.— Significant abstracts of the Related Literature pertinent to this research are presented below.

One of the earliest efforts for getting and certifying qualified teachers is reported by Knight and Hall: ¹

A license was issued to John Shuttle in Albany, N. Y. in 1665 which was one of the first forms of qualified teaching. A contract was given a Dutch school-master in Flat Bush, New York in 1662. A request by the General Assembly of Virginia to change the methods of licensing school-masters was given in 1686.

Further, the early basis for securing a teaching certificate, according to Knight and Hall: ²

In 1711 qualifications required certificates on Age, Marital Status, Temper, Prudence, Learning, Sober and Pious Conversation, Zeal, Religion and Diligence in his Calling, Affection to Present Government, Conformity to Doctrine of the Church. Up to this time, no definite program had been set up.

In the mid-18th century, Franklin's Academy was set up to prepare teachers to teach children reading, writing, arithmetic and grammar, stressing the development of good moral character, a trait necessary for recommendation from the Academy to country schools: ³

In 1750 Benjamin Franklin's Academy in Philadelphia was established to prepare teachers. Up to this time, teachers were vicious imported servants or conceited papists.

³ Ibid. p. 31.
with bad examples and instructions who often depraved the morals or corrupted the principles of children. In 1751, the need for improved methods of teaching and managing schools was introduced.

Horace Mann, the first secretary of the Massachusetts Board of Education, Henry Barnard, editor of The Connecticut Common School Journal, and first United States Commissioner of Education (1867-1870) and others prodded the people into accepting a system of public education. Between 1820 and 1840 new state constitutions and school laws provided for the support of public elementary school education by taxation.¹

Professional Status according to Woods² and Caliver³ The teachers showed a reasonable amount of participation in the civic affairs and a great extent of participation in professional organizations. There was a tendency toward college and graduate concentration in southern educational centers as well as northern and eastern centers, and the plans for self-improvement lean toward regular inclinations to go to school rather than spend vacations at resorts.

According to Caliver⁴ The extent to which the general educational level may lie, raise depend on a large measure upon the amount and quality of the professional preparation of the teachers.


⁴Ibid.
Professional status according to Please:¹

The trend is toward a specific statement in the status of the professional academic requirements. Each year the requirements for certification of the highest types are becoming more standardized. Most state institutions set certification standards above the minimum that is set by law. Some states require certain courses for certification.

Socio-economic Status as indicated according to Bond:²

A study of the cost of living indicates that there is little difference between the basic requirements for livelihood of the teachers of the two races. Negro teachers are obliged to adopt their standard of living to the income received.

Qualification or Certification according to Boykin:³

Qualification constitutes the key to educational efficiency and teacher qualification is determined on the basis of certification. It follows that the problem of certification is of major concern to all school personnel. It is directly related to most aspects of public education, however, its most recognized purpose is to protect states against employment of incompetent teachers.

Boykin further states:

Standards of teacher certification requirements and the effectiveness of administration of certification have been intimately related to the contrived growth and advancement of public education in the United States. Although a legal responsibility and function of the several states, the federal


³Leander Boykin, "A Comparative Study of the Certification Requirements for Teachers in Fifteen Southern States," Unpublished Thesis, Atlanta University, 1941, p. 34.
government has been vitally concerned with the development of public education in the United States. The United States Office of Education from time to time issues bulletins and other publications concerning the laws, regulations, practices, requirements and trends.

Anderson\(^1\) concluded:

The paucity for qualified teachers was the result of meager salaries pose the point. The new program has already given evidence of its value. It is recognized by teachers and administrators as a "definite forward step" in education. It has helped to keep in-service teachers in the schools and has stimulated their pride in the profession.

Caliver\(^2\) states:

More important, however, and closely related to certain factors already mentioned are the different qualifications and salaries of the white and Negro teachers.

Summary of Basic Findings.-- According to the analytical and interpretational findings in the data on the socio-economic strata from which the white and Negro teachers have been recruited. Tables 1-35 in sequential order revealed the following: The Educational Status Level of the Negro Parents, showed that of the 66 Negro parents 38 or 57.38 per cent of the fathers and mothers, respectively, showed educational status level of training.

The Educational Status Level of the White Parents.-- Tables 1 and 2 showed that of the 68 parents, 24 or 35.28 per cent of the fathers and 13 or 26.00 per cent of the mothers had elementary school level training. Both Negro and white parents rated high on the elementary school educational status level.


\(^{2}\)Ibid, p. 128.
Occupations of Parents.— Tables 3 and 4

- The white and Negro fathers had the highest diversified occupation as farmers. Of the 66 Negro fathers, 14 or 21.14 per cent were farmers and 27 or 38.22 per cent of the white fathers were farmers. Of the 66 Negro mothers, 47 or 70.97 per cent were housewives and of the 68 white mothers, 53 or 77.91 per cent were housewives.

Early Environment of the Teachers.— Table 5

- The data revealed that of the 66 Negro teachers and 68 white teachers, the majority of both groups were reared in small towns or on the farm. Of the 66 Negro teachers, 19 or 28.69 per cent were reared in small towns with populations under 2,000; 15 or 22.65 per cent were reared on the farm. Whereas, of the 68 white teachers, 22 or 32.35 per cent were reared in small towns with populations under 2,000; 33 or 48.51 per cent of the white teachers were reared on the farm.

Marital Status.— Table 6

- The data revealed that of the 66 Negro teachers, 36 or 54.36 per cent were married and of the 68 white teachers, 45 or 66.15 per cent were married.

Religious Preferences.— Table 7

- The data revealed that of the 66 Negro teachers, 62 or 93.60 per cent had religious preferences of the Methodist and Baptist churches. The religious preferences of the white teachers revealed that of the 68 white teachers, 66 or 89.68 per cent had religious preferences of the Methodist and Baptist churches.

Teachers Age Level.— Table 8

- The data revealed that of the 66 Negro teachers and 68 white teachers, their ages ranged from 20-21 to 66-70 years. The largest age level group was found on the level 20-31 years. Twenty-two or 33.22 per cent of the Negro teachers and 21 or 30.87 per cent of the white teachers were on this age level group.

Official Community Positions of Parents.— Table 9

- The data on the positions of the Negro and white fathers revealed that of the 66 Negro fathers, 33 or 49.83 per cent held church official positions. Of the 68 white fathers, 22 or 27.50 per cent held church positions. Both Negro and white fathers had highest frequency as church officials.
The domiciliary status of the 66 Negro teachers revealed that of this total 55 or 83.05 per cent of the Negro teachers owned their homes. Of the 68 white teachers, 40 or 58.80 per cent owned their homes. The larger per cent of both Negro and white teachers own their homes.

The domiciliary status of the 66 Negro teachers revealed that of this total 55 or 83.05 per cent of the Negro teachers owned their homes. Of the 68 white teachers, 40 or 58.80 per cent owned their homes. The larger per cent of both Negro and white teachers own their homes.

The domiciliary status of the parents revealed the following significant facts. Of the total 134 parents, 56 or 81.56 per cent of them are Negroes who own their homes; 58 or 85.26 per cent of them are white home owners. It also indicated that 7 or 10.57 per cent of the Negroes rent and 3 or 4.41 per cent of the whites rent. The data also revealed that both Negroes and white parents live with other relatives and only 1 or 1.17 per cent of the white parents room.

Brothers and Sisters Distribution.

The data revealed that of the 66 Negro teachers or 52.58 per cent were from families of one child. Of the 68 white teachers, 24 or 36.21 per cent were from families of one child.

Children of Teachers.

The data revealed that of the 66 Negro teachers, 29 or 43.79 per cent had no children and of the 68 white teachers, 31 or 45.00 per cent had no children.

Educational and Working Status of the Children.

The data revealed that of the 68 white teachers, only 3 were parents, but of 66 Negro teachers, 38 were parents, thus indicating that more Negro teachers are parents.

Age Level on Entering the Profession.

The data revealed that of the 134 Negro and white teachers, the greater per cent on entering the teaching field were in the 20-24 age level group. Thirty or 45.30 per cent of the Negro teachers and 30 or 45.41 per cent of the white teachers, respectively, entered the teaching field at the 20-24 age level group.

Teaching Levels.

The data revealed that of the 134 Negro and white teachers, 64 or 66.44 per cent of the Negro teachers and 42 or 57.96 per cent of the white teachers taught on the elementary level.
Experience.— Table 17

- The data revealed that of the 131 teachers, 26 or 39.26 per cent of the Negro teachers and 21 or 30.00 per cent of the white teachers over 15 years teaching experience.

Tenure Status.— Table 18

- The data revealed that of the 131 Negro and white teachers 33 or 49.83 per cent of the Negro teachers and 46 or 67.62 per cent of the white teachers had 1-5 years of tenure, the largest tenure group.

Non-Professional Organization.— Table 19

- The data revealed that of the 98 frequencies of the Negro teachers, 23 or 23.16 per cent were affiliated with civic clubs, and of the 110 frequencies for the white teachers, 33 or 29.70 per cent were affiliated with civic clubs.

Levels of Training.— Table 20

- The data revealed that of the 131 Negro and white teachers, 64 or 96.61 per cent of the Negro teachers had A. B. or B. S. and beyond degrees, and of the 68 white teachers, 50 or 73.50 per cent had A. B. or B. S. and beyond degrees.

Field of Preparation.— Tables 21, 22, and 23

- The data revealed that of the 131 Negro and white teachers, 21 Negro teachers and 25 white teachers were in teaching areas related to their fields of preparation. Of the 131 teachers, the majority are in the field of elementary education. There seems to be a deficiency of preparation of teachers in special secondary fields.

Rank or Honor.— Table 24

- The data revealed that of the 111 frequencies for the Negro teachers and 90 for the white teachers, 41 or 36.90 per cent of the Negro teachers and 28 or 31.08 per cent for the white teachers had received rank or honor on the high school level.

Economic Status Factors.— Table 25

- The data revealed that of the 141 factor and frequencies of the Negro teachers, 43 or 30.43 per cent own automobiles; 35 or 24.85 per cent own their homes; 22 or 15 per cent own other real estate; 13 or 9.23 per cent own government bonds; 16 or 11.36 per cent own stocks, bonds, or other retirement plans; 4 or 2.84 per
-161-

cent owner or business partners.

The data further revealed that of the 162 frequencies for the white teachers, 53 or 32.86 per cent own automobiles; 35 or 21.70 per cent own their homes; 12 or 7.44 per cent own other real estate; 8 or 4.96 per cent own stocks or bonds; 19 or 11.78 per cent own government bonds; 15 or 9.30 per cent other retirement plan and 9 or 5.48 per cent owner or partner in business.

Institutions of Training for Negroes.— Table 26

- The data revealed that there were 20 Negro college represented, 29 or 35.09 per cent for Albany State College; 11 or 13.31 per cent each for Fort Valley State College, Fort Valley, Georgia and Florida State University, Tallahassee, Florida. The other colleges have 1.3 per cent of the total.

Institutions of Training for Whites.— Table 27

- The data revealed that there were 44 colleges listed. Georgia State College for Women had 21 or 15.75 per cent; University of Georgia 17 or 12.75 per cent; Southwestern 11 or 8.25 per cent; Valdosta State 10 or 7.50 per cent; Georgia Teachers 8 or 6.00 per cent; Florida State University 4 or 3.00 per cent. All other colleges ranged from 1-3 frequencies.

Number of Different Subjects Taught.— Table 28

- The data revealed that of the 134 teachers, 23 or 34.73 per cent of the Negro teachers and 18 or 26.46 per cent of the white teachers had taught 6 subjects. Eleven and 16.61 per cent of the Negro teachers and 26 or 38.22 per cent of the white teachers had taught on the elementary level.

Types of Certificates Originally and Presently Held.— Table 29

- The data revealed that of the 134 teachers, 9 or 13.59 per cent of the Negro teachers and 6 or 8.82 per cent of the white teachers originally held less than one of college certification. Five or 7.55 per cent of the Negro teachers and 12 or 17.49 per cent of the white teachers held 2-year college certificates. Three or 4.53 per cent of the Negro teachers and 6 or 8.82 per cent of the white teachers held 3-year college certificates. Sixteen or 24.16 per cent of the Negro teachers and 18 or 25.86 per cent of the white teachers held 4-year college certificates.

The data further revealed that of the 134 teachers, 1 or 1.47 per cent of the white teachers presently hold county license. Six
or 8.32 per cent of the white teachers hold 2-year college certificates. Two or 3.02 per cent of the Negro teachers and 11 or 20.58 per cent of the white teachers hold 3-year college certificates. Sixty-two or 93.62 per cent of the Negro teachers and 13 or 63.21 per cent of the white teachers hold 4-year college certificates.

### Counties in Which the Teachers Have Worked

- The data revealed that of the 134 teachers, 31 or 11.68 per cent had taught in one county and 19 or 27.93 per cent of the white teachers had taught in one county. Twenty or 30.20 per cent of the Negro teachers and 12 or 17.62 per cent of the white teachers had taught in two counties. Eight or 12.08 per cent of the Negro teachers and 19 or 27.93 per cent of the white teachers had taught in three counties.

### Number of Schools in Which the Teachers Have Worked

- The data revealed that of the 134 teachers, 16 or 24.16 per cent of the Negro teachers and 13 or 19.11 per cent of the white teachers had worked in one county. Fifteen or 22.65 per cent of the Negro teachers and 12 or 17.64 per cent of the white teachers had worked in three counties. Twelve or 18.12 per cent of the Negro teachers had worked in 5 counties. Twelve or 17.64 per cent of the white teachers had worked in 6 counties.

### Number of Teachers Who Have Taught in Georgia and Other States

- The data revealed that of the 134 teachers, 58 or 87.58 per cent of the Negro teachers and 55 or 80.85 per cent of the white teachers had taught in Georgia. Six or 9.06 per cent of the Negro teachers and 13 or 19.11 per cent of the white teachers had taught in other states.

### Talent Areas of the Teachers

- The data revealed that of the 183 teachers responses to listed items 37 or 37.37 per cent of the Negro teachers and 20 or 23.80 per cent of the white teachers had talent in the areas of instrumental music, painting, drawing, creative writing, and athletics. Thirty-three or 33.33 per cent of the Negro teachers and 20 or 23.80 per cent of the white teachers had talent in the areas of vocal music, public speaking, and acting.

### Status of the Employment of the Parents

- The data revealed that of the 134 parents, 15 or 22.00 per cent of the Negro parents and 8 or 11.76 per cent of the white
parents were employed full time. Ten or 15.10 per cent of the Negro parents and 25 or 36.75 per cent of the white parents were business owners. Seventeen or 25.67 per cent of the Negro teachers and 17 or 24.99 per cent of the white teachers parents were not employed.

Job Area of Teachers.—

- The data revealed that of the 134 teachers, 51 or 77.01 per cent of the Negro teachers and 60 or 86.20 per cent of the white teachers had no employment other than teaching. Seven or 10.57 per cent of the Negro teachers and 7 or 10.29 per cent of the white teachers were ministers and teachers.

Certification of Teachers (1935-1936).—

- In 1935-1936 the certification of the teachers were as follows: for the Negro teachers, 53 or 89.57 per cent held certificates with less than 1 year college training; 6 or 10.44 per cent held 2-year college certificates; whereas for the white teachers 7 or 9.03 per cent held certificates with less than 1-year college training; 70 or 90.30 per cent held 2-year college certificates.

Certification of Teachers (1936-1937).—

- In 1936-1937 the certification of the teachers were based on county license record examinations the highest score of 92% for the Negro and 85% for the white teachers earned first grade license valid for 3 years. Seventy per cent for the Negro and 65 per cent for the white teacher earned third grade license valid for one year.

Certification of Teachers (1936-1937).—

- In 1936-1937 the certification of the teachers were as follows: for the Negro teachers, 52 or 86.70 per cent held certificates with less than 2-year college training; 9 or 14.67 per cent held 2-year college certificates; whereas for the white teachers 7 or 8.93 per cent held less than 2-year college certificates; 69 or 89.01 per cent of them held certificates of 2-year college training; 1 or 1.29 per cent held 4-year college certificates.

Certification of Teachers (1937-1938).—

- In 1937-1938 the certification of the teachers were as follows: for the Negro teachers, 51 or 70.40 per cent held certificates with less than 2-year college training; 15 or 21.00 per cent held 2-year college certificates; 2 or 2.80 per cent held 3-year college certificates; 3 or 4.20 per cent held 4-year college certificates.
certificates; whereas, for the white teachers, 7 or 7.21 per cent
held certificates with less than 2-years college training; 39 or
40.17 per cent held 2-year certificates; 7 or 7.21 per cent held
3-year college certificates; 41 or 42.23 per cent held 4-year
certificates; 3 or 3.09 per cent held 5-year certificates.

Certification of Teachers (1938-1939).— Table 40

- In 1938-1939 the certification of the teachers were as
follows: for the Negro teachers 39 or 53.91 per cent held certi-
ficates with less than 2-years college training; 22 or 30.36 per
cent held 2-year college certificates; 4 or 5.52 per cent held
3-year college certificates; 7 or 9.66 per cent held 4-year college
certificates; whereas, for the white teachers, 3 or 3.03 per cent
held certificates with less than 2-year college training; 33 or
33.33 per cent held 2-year college certificates; 11 or 11.11 per
cent held 3-year college certificates; 50 or 50.50 per cent held
4-year college certificates.

Certification of Teachers (1939-1940).— Table 41

- In 1939-1940 the certification of the teachers were as
follows: for the Negro teachers, 20 or 27.20 per cent held certi-
ficates with less than 2-year college training; 39 or 53.01 per cent
held 2-year college certificates; 2 or 2.72 per cent held 3-year college
certificates; 12 or 16.32 per cent held 4-year college certificates;
whereas for the white teachers, 2 or 1.92 per cent held certificates
with less than 2-year college certificates; 37 or 35.62 per cent held
2-year college certificates; 9 or 8.71 per cent held 3-year college
certificates; 52 or 49.92 per cent held 4-year certificates; 4 or
3.81 per cent held 5-year certificates.

Certification of Teachers (1940-1941).— Table 42

- In 1940-1941 the certification of the teachers were as
follows: for the Negro teachers, 16 or 20.48 per cent held certi-
ficates with less than 2-year college training; 43 or 55.04 per cent
held 2-year certificates; 7 or 8.96 per cent held 3-year college
certificates; 12 or 15.36 per cent held 4-year college certificates;
whereas, for the white teachers, 3 or 3.51 per cent held certificates
with less than 2-year college training; 36 or 42.12 per cent held
2-year college certificates; 38 or 44.46 per cent held 4-year college
certificates; 8 or 9.56 per cent held 3-year college certificates.

Certification of Teachers (1941-1942).— Table 43

- In 1941-1942 the certification of the teachers were as
follows: for the Negro teachers, 9 or 11.34 per cent held certi-
ficates with less than 2-year college training; 7 or 8.82 per cent
held 2-year college certificates; 18 or 22.68 per cent held 3-
year college certificates; 45 or 56.70 per cent held 4-year
college certificates; whereas, for the white teachers, 16 or
16.32 per cent held 2-year college certificates; 27 or 27.54
per cent held 3-year college certificates; 54 or 55.08 per cent
held 4-year college certificates.

Certification of Teachers (1942-1943).-- Table 44

- In 1942-1943 the certification of the teachers were as
follows: for the Negro teachers, 4 or 5.32 per cent held
certificates with less than 2-year college training; 11 or 11.63
per cent held 2-year college certificates; 12 or 15.86 per cent
held 3-year college certificates; 48 or 63.84 per cent held 4-
year college certificates; whereas, for the white teachers, 8
or 8.00 per cent held certificates with less than 2-year college
training; 9 or 9.00 per cent held 2-year college certificates;
22 or 22.00 per cent held 3-year college certificates; 61 or
61.00 per cent held 4-year college certificates; or 1.00 per cent
held 5-year college certificate.

Certification of Teachers (1943-1944).-- Table 45

- In 1943-1944 the certification of the teachers were as
follows: for the Negro teachers, 7 or 8.96 per cent held cer-
tificates with less than 2-year college training; 6 or 7.68 per
cent held 2-year college certificates; 11 or 14.08 per cent held
3-year college certificates; 55 or 69.12 per cent held 4-year
college certificates; whereas, for the white teachers, 5 or 6.90
per cent held certificates with less than 2-years college train-
ing; 9 or 8.82 per cent held 2-year college certificates; 26 or
25.48 per cent held 3-year college certificates; 60 or 58.80 per
cent held 4-year college certificates; 2 or 1.96 per cent held
5-year college certificates.

Certification of Teachers (1944-1945).-- Table 46

- In 1944-1945 the certification of the teachers were as
follows: for the Negro teachers, 8 or 9.68 per cent held cer-
tificates with less than 2-year college training; 7 or 8.47 per cent
held 2-year college certificates; 11 or 13.31 per cent held 3-
year college certificates; 55 or 65.34 per cent held 4-year col-
lege certificates; 1 or 1.21 per cent held 5-year college certi-
ficates; whereas, for the white teachers, 7 or 7.35 per cent held
certificates with less than 1-year college; 14 or 14.70 per cent
held 3-year college certificates; 60 or 63.00 per cent held 4-
year college certificates; 2 or 2.46 per cent held 5-year college
certificates.
Certification of Teachers (1915-1916).--

- In 1915-1916 the certification of the teachers were as follows: for the Negro teachers, 6 or 7.38 per cent held certificates with less than 2-year college training; 5 or 6.15 per cent held 2-year certificates; 13 or 15.99 per cent held 3-year certificates; 56 or 67.11 per cent held 4-year college certificates; 1 or 1.23 per cent held 5-year college certificates; whereas, for the white teachers, 11 or 11.22 per cent held certificates with less than 2-year college training; 12 or 12.24 per cent held 2-year college certificates; 21 or 21.42 per cent held 3-year college certificates; 53 or 55.08 per cent held 4-year college certificates; 3 or 3.06 per cent held 5-year college certificates.

Certification of Teachers (1916-1917).--

- In 1916-1917 the certification of the teachers were as follows: for the Negro teachers, 1 or 1.19 per cent held certificates with less than 2-year college training; 30 or 35.70 per cent held 2-year certificates; 26 or 30.94 per cent held 3-year college certificates; 25 or 29.75 per cent held 4-year college certificates; 2 or 2.38 per cent held 5-year certificates; whereas, for the white teachers, 8 or 8.08 per cent held certificates with less than 2-year college; 31 or 34.30 per cent held 2-year college certificates; 10 or 10.10 per cent held 3-year college certificates; 5 or 5.05 per cent held 5-year college certificates.

Certification of Teachers (1917-1918).--

- In 1917-1918 the certification of the teachers were as follows: for the Negro teachers, 2 or 2.18 per cent held certificates with less than 2-year college training; 19 or 22.99 per cent held 2-year college certificates; 31 or 37.51 per cent held 3-year college certificates; 27 or 32.67 per cent held 4-year college certificates; 3 or 3.03 per cent held 5-year college certificates; whereas, for the white teachers, 7 or 6.58 per cent held certificates with less than 2-year college certificates; 33 or 31.02 per cent held 2-year college certificates; 15 or 14.10 per cent held 3-year college certificates; 50 or 47.00 per cent held 4-year college certificates; 1 or .94 per cent held 5-year college certificates.

Certification of Teachers (1918-1919).--

- In 1918-1919 the certification of the teachers were as follows: for the Negro teachers, 1 or 1.21 per cent held certificates with less than 2-year college training; 13 or 15.73 per cent held 2-year college certificates; 31 or 37.51 per cent held 3-year college certificates; 36 or 43.56 per cent held 4-year
- In 1949-1950 the certification of the teachers were as follows: for the Negro teachers, 3 or 3.99 per cent held 2-year college certificates; 21 or 27.93 per cent held 3-year college certificates; 50 or 65.50 per cent held 4-year college certificates; 1 or 1.33 per cent held 5-year college certificates; whereas, for the white teachers, 18 or 18.90 per cent held 2-year college certificates; 23 or 24.15 per cent held 3-year college certificates; 52 or 54.60 per cent held 4-year college certificates; 2 or 2.10 per cent held 5-year college certificates.

Certification of Teachers (1950-1951).— Table 52
- In 1950-1951 the certification of the teachers were as follows: for the Negro teachers, 4 or 5.12 per cent held 2-year college certificates; 11 or 15.08 per cent held 3-year college certificates; 62 or 79.36 per cent held 4-year college certificates; 1 or 1.28 per cent held 5-year college certificates; whereas, for the white teachers, 17 or 18.02 per cent held 2-year college certificates; 24 or 25.44 per cent held 3-year college certificates; 47 or 49.32 per cent held 4-year college certificates; 6 or 6.32 per cent held 5-year college certificates.

Certification of Teachers (1951-1952).— Table 53
- In 1951-1952 the certification of the teachers were as follows: for the Negro teachers, 2 or 2.72 per cent held 2-year college certificates; 11 or 14.96 per cent held 3-year college certificates; 58 or 78.88 per cent held 4-year college certificates; 2 or 2.72 per cent held 5-year college certificates; whereas, for the white teachers, 16 or 15.20 per cent held 2-year college certificates; 28 or 26.60 per cent held 3-year college certificates; 56 or 53.30 per cent held 4-year college certificates; 5 or 4.75 per cent held 5-year college certificates.

Certification of Teachers (1952-1953).— Table 54
- In 1952-1953 the certification of the teachers were as follows: for the Negro teachers, 1.18 per cent held 2-year college certificates; 6 or 8.18 per cent held 3-year college certificates;
64 or 88.32 per cent held 4-year college certificates; 1 or 1.38 per cent held 5-year college certificates; whereas, for the white teachers, 18 or 16.92 per cent held 2-year college certificates; 25 or 23.50 per cent held 3-year college certificates; 57 or 53.64 per cent held 4-year college certificates; 6 or 5.64 per cent held 5-year college certificates.

Certification of Teachers (1953-1954)\textsuperscript{*}.---

- In 1953-1954 the certification of the teachers were as follows: for the Negro teachers, 3 or 4.26 per cent held 2-year college certificates; 5 or 7.10 per cent held 3-year college certificates; 60 or 85.20 per cent held 4-year college certificates; 2 or 2.84 per cent held 5-year college certificates; whereas, for the white teachers, 5 or 5.65 per cent held emergency permits; 15 or 16.95 per cent held 2-year college certificates; 20 or 22.60 per cent held 3-year college certificates; 6 or 6.78 per cent held 5-year college certificates.

Certification of Teachers (1954-1955).---

- In 1954-1955 the certification of the teachers were as follows: for the Negro teachers, 5 or 7.10 per cent held 3-year college certificates; 64 or 90.88 per cent held 4-year college certificates; 1 or 1.42 per cent held 5-year college certificates; whereas, for the white teachers, 9 or 10.53 per cent held 2-year certificates; 59 or 69.03 per cent held 4-year college certificates; 7 or 8.19 per cent held 5-year college certificates.

Certification of the Teachers in Terms of Per cent (1935-1936-1954-1955).---

- In 1935-1936 the per cent certification for the teachers were as follows: for the Negro teachers, less than 2-year college training 89 per cent; 2-year college training 10.00 per cent; whereas, for the white teachers, less than 2-year college training 9.00 per cent; 2-year college training 99.00 per cent. Two years of college training in 1935-1936 was the highest level of training for both groups.

- In 1954-1955 the percent certification for the teachers were as follows: for the Negro teachers, 3-year college certificates 7.00 per cent; 4-5 year college certificates 91.00 per cent; whereas for the white teachers, 2-year college training 10.00 per cent; 3-year college training 19.00 per cent; 4 and 5-year college training 69.00 per cent; The data showed the Negro teachers with the highest per cent certification.

Table 58

- In 1935-1936 the salary schedules were as follows: for the Negro teachers, from a low $22.50 to a high of $40.00 per month; whereas, for the white teachers, the salary schedule ranged from a low $15.00 to $180.00 per month. The lowest salary for the white teachers was $5.00 more than the highest salary for Negro teachers.

In 1954-1955 the salary schedules were as follows: for the Negro teachers, the state salary ranged from a low of $191.67 to a high of $275.00. Supplements given only to vocational agriculture teachers, home economic teachers, principals, and supervisors; whereas, for the white teachers, the state salary was equalized or the same as that of the Negro teachers for the same type of certification. Contract supplements were given to the white teachers with the lowest salaries.

The Teachers Types of Certificates and Indicies (1943-1944).

Table 59

- In 1943-1944 the salaries were scheduled according to certification status as follows: for the Negro teachers, the salaries ranged from a low $31.25 county license to a high of $75.00 per month for the state salary 4 years of college training and from a low $32.50 county license to a high of $118.00 for 4-year college certificates contract salary; whereas for the white teachers, the salaries ranged from a low $62.50 for county license to a high of $100.00 4-year college certificate state salary and from a low of $77.50 for county license to a high of $266.60 per month for contract salaries, on the 4-5 year college level certificates.

The Teachers Types of Certificates and Indicies (1944-1945).

Table 60

- In 1944-1945 the salaries were scheduled according to certification as follows: for the Negro teachers, the salaries ranged from a low $28.00 for county license to a high of $88.00 per month state salary and from a low of $30.00 county license to a high of $118.00 per month contract salary for 4-year college certification; whereas, for the white teachers, the salaries ranged from a low of $57.50 county license to a high of $100.00 per month for 4-year college certification at the state salary level and from a low of $72.50 for county license to a high of $238.18 per month for 4-year college training at the contract schedule.

The Teachers Types of Certificates and Indicies (1945-1946).

Table 61

- In 1945-1946 the salaries were scheduled according to
certification as follows: for the Negro teachers, the salaries ranged from a low of $28.00 county license to a high of $93.50 per month for 4-year college certification at the state salary level and from a low of $35.00 for county license to a high of $124.00 per month for 4-year college certification at the contract level; whereas, for the white teachers, the salaries ranged from a low of $45.00 for county license to a high of $110.00 for state salary and from a low of $60.00 for county license to a high of $149.87 for contract salary.

The Teachers Types of Certificates and Indices (1947-1949).-- Table 62

- From 1947-1949 the salaries were scheduled according to certification as follows: for the Negro teachers, the salaries ranged from a low of $47.50 for county license to a high of $135.00 per month for 4-year college certificates state salary and from a low of $47.50 to a high of $157.00 per month for 4-year college certificates contract salary; whereas, for the white teachers, the salaries ranged from a low of $67.00 county license to a high of $165.00 per month for 4-year college certificates state salary and from a low of $67.50 to a high of $291.66 for contract salary.

The Teachers Types of Certificates and Indices (1950-1951).-- Table 63

- In 1950-1951 the salaries were scheduled according to certification as follows: for the Negro teachers, the salary ranged from a low of $96.50 for 2-year college certificates to a high of $150.00 per month state salary; the contract salary was the same as state salary. Supplement salary; whereas, for the white teachers, the salary schedule ranged from a low of $124.00 to a high of $182.00 for state salary and from a low of $136.50 to a high of $304.16 contract salary.

Teachers Types of Certificates and Indices (1951-1952).-- Table 64

- In 1951-1952 the salaries were scheduled according to certification as follows: for the Negro teachers, the salary ranged from a low of $154.17 to a high of $275.00 state salary and from a low of $154.17 to a high of $284.16 per month contract salary. Supplement salary given only to a special area teachers; whereas, for the white teachers, the salary ranged from a low of $125.00 to a high of $275.00 per month state salary and from a low of $133.00 to a high of $408.33 contract salary.
The data on Summary Table 1 indicated the types of certificates issued during the school year 1936-1937. The types of certificates were issued according to scores received from a test.

The data of this table showed the discrepancy of the County Department of Certification in issuing certificates to persons obtaining the same score.

Summary Table 2

The data in Summary Table 2, page 172, shows the types of certificates issued to white and Negro teachers of Thomas County for 1935-1936 and 1954-1955. The data also revealed the number and percentages of the white and Negro teachers who held these degrees during the years 1935-1936 and 1954-1955.
### Summary Table 2

DISTRIBUTION OF THE TYPES OF CERTIFICATES ORIGINALLY HELD IN 1935-1936 AND PRESENTLY HELD 1954-1955 BY THE NEGRO AND WHITE TEACHERS OF THOMAS COUNTY, GEORGIA

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<td></td>
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<td>Per cent</td>
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Summary Table 3

The data on Table 3, page 174 indicates the number and percentage of white and Negro teachers on their level of preparation for teaching and their field of concentration.

Summary Table 4

The data on Table 4, page 175 shows the salary schedule for white and Negro teachers on both contract and state levels from the period 1935 to 1955.

This salary schedule ranged from a low of $22.50 to a high of $191.67 as minimum pay for Negro teachers and a range from a low of $45.00 to a high of $125.00 for the white teachers.
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<td>Elementary Education</td>
<td>24 36.24</td>
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<td>24 33.12</td>
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<td></td>
<td>4 5.52</td>
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<td>275.00</td>
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</table>
Conclusions.— The analysis and interpretation of the data of this research would appear to justify the following conclusions below.

1. The data would appear to warrant the conclusion that the Negro teachers of Thomas County, Georgia during the past twenty years have upgraded their teaching certification as evidenced by the increase in college training from two years to four or five years of preparation.

2. The data would warrant the conclusion that the white teachers of Thomas County, Georgia during the past twenty years have upgraded their teaching certification from two years to four and five years of college training. However, only two-thirds of the white teachers are at the level of 4-5 years of college training.

3. The data would appear to warrant the conclusion that the Negro teachers over the past twenty years have surpassed the white teachers in the degree to which they have upgraded their certification status.

4. The data would appear to warrant the conclusion that the majority of both white and Negro teachers were teaching in their major or minor field of preparation or both fields.

5. The data would appear to warrant the conclusion that the Negro teachers of Thomas County, Georgia had more than one-half the group with teaching experience over fifteen years. However, the white teachers had one-third the group with experience over fifteen years.

6. The data would appear to warrant the conclusion that the Negro and white teachers of Thomas County, Georgia had their greatest percentage of tenure from one to five years.

7. The data would appear to warrant the conclusion that the salary schedule for the white and Negro teachers of Thomas County, Georgia for the past twenty years has increased in proportion to the upgrading of their certificates.

8. The data would appear to warrant the conclusion that the socio-economic status of the white and Negro teachers of Thomas County, Georgia has been markedly raised during the 1935-1955 period.
9. The data would appear to warrant that although the majority of both groups of teachers have had the greatest percentage of preparation in elementary education, there were more Negro teachers prepared for secondary school teaching.

Implications.— The implications derived from the findings of this study are as follows:

1. It would appear from the data that both white and Negro teachers of Thomas County, Georgia 1935-1955 were conscious of the need for more adequate preparation for the teaching job.

2. It would appear from the data that white and Negro teachers of Thomas County, Georgia are being recruited from the farm or small town areas and from typical middle-class American families.

3. It appears from the data that the Negro teachers of Thomas County are enjoying a more satisfactory employment status than are the white teachers as evidenced by a longer term of experience and tenure.

Recommendations.— An interpretation of the findings would appear to justify the recommendations to follow:

1. It is recommended that salaries of white and Negro teachers be equalized by allocating to Negro teachers the same supplement implements as now given to the white teachers in Thomas County, Georgia.

2. It is further recommended that the white and Negro teachers be encouraged to travel at intervals for renewal of professional certificates.

3. It is also recommended that to increase the tenure of service of both white and Negro teachers of Thomas County, Georgia, that supplement salaries be made attractive enough to recruit and hold teachers certified at the highest level of training.
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QUESTIONNAIRE ON SELECTED FACTORS IN THE PROFESSIONAL STATUS
AND SOCIO-ECONOMIC BACKGROUND OF THE WHITE AND NEGRO
EDUCATIONAL PERSONNEL OF THOMAS COUNTY, GEORGIA
1954-1955

Directions: Please respond to each item on the questionnaire. Be as conscientious and accurate as possible in all of your answers. The information furnished is to be used solely as group data, and will be treated with confidence and reviewed only by the researcher who is conducting this study.

1. Indicate with a cross (x) the educational status of your mother:
   (a) _____Graduate school level
   (b) _____Number of years in college
   (c) _____Number of years in high school
   (d) _____Number of years in elementary school

2. Indicate with a cross (x) your mother's occupation:
   (a) Teaching
   (b) Housewife
   (c) Clerical
   (d) Management
   (e) Skilled trades
   (f) Other

3. Indicate with a cross (x) the educational status of your father:
   (a) _____Graduate school level
   (b) _____Number of years in college
   (c) _____Number of years in high school
   (d) _____Number of years in elementary school

4. Indicate with a cross (x) your father's occupation:
   (a) Teaching
   (b) Law, Medicine, Ministry, Dentistry
   (c) Engineering
   (d) Clerical
   (e) Managerial
   (f) Salesmanship
   (g) Business owner
   (h) Skilled trades
   (i) Other (name it)

5. Indicate with a cross (x) your early environment: (where you spent most of your life up to age 21). Check only one:
   (a) Farm
   (b) Small town (under 2,000 pop.)
   (c) City (2,000 to 10,000 pop.)
   (d) City (10,000 pop. and over)

6. Indicate with a cross your marital or social status:
   (a) Single
   (b) Married
   (c) Widow or widower
   (d) Separated
   (e) Divorced

7. Indicate with a cross (x) your church membership, or your religious preference, if not a member, with crosses (xx):
   (a) Baptist
   (b) Methodist
   (c) Congregational
   (d) Presbyterian
   (e) Lutheran
   (f) Episcopalian
   (g) Roman Catholic
   (h) Other Protestant sects, (name it)
8. Indicate with a cross (x) the age group you were when you entered the teaching profession. Do not include years in college:

(a) __15 to 19 years  
(b) __20 to 24 years  
(c) __25 to 29 years  
(d) __30 to 34 years  
(e) __35 to 39 years  
(f) __40 to 44 years  
(g) __45 to 49 years  
(h) __50 years and over

9. Indicate with a cross (x) the status of your father in the community:

(a) __Official in the church  
(b) __Official in a civic club  
(c) __Official in government  
(d) __Chairman of community drives  
(e) __Other

10. Indicate with a cross (x) the home status of your parents:

(a) __Own their home  
(b) __Rent their home  
(c) __Live with you  
(d) __Room with others

11. Indicate with a cross (x) your own home status:

(a) __Own your own home  
(b) __Rent your home  
(c) __Live with your parents  
(d) __Room with others

12. Indicate with a cross (x) the number of children you have:

(a) __One (f) __Six  
(b) __Two (g) __Seven  
(c) __Three (h) __Eight  
(d) __Four (i) __Nine  
(e) __Five (j) __Ten and more

13. Indicate with a circle (o) the number of brothers and sisters you have:

1 2 3 4 5 6 7 8 9 10 11 12

How many brothers__ and/or sisters__.
18. Indicate with a cross (x) your membership in the following:

(a) __ Fraternity
(b) __ Sorority
(c) __ Fraternal organization
(d) __ Civic club
(e) __ Political club
(f) __ Social-recreational club
(g) __ Y. M. C. A. or Y. W. C. A.
(h) __ Scouting (boys or girls)
(i) __ Camp Fire

19. Indicate with a cross (x) the level of your training:

(a) ___ High school diploma
(b) ___ A. B. or B. S. degree
(c) ___ Beyond Bachelor's degree
(d) ___ Hold Master's degree
(e) ___ Beyond Master's degree
(f) ___ Ph. D. or Ed. D. degree

20. Indicate with a cross (x) in Column I your major, and in Column II, your minor fields of preparation:

<table>
<thead>
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<th>I</th>
<th>II</th>
</tr>
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<tbody>
<tr>
<td>(a)</td>
<td>(a) English</td>
</tr>
<tr>
<td>(b)</td>
<td>(b) Mathematics</td>
</tr>
<tr>
<td>(c)</td>
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<td>(d)</td>
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<td>(h)</td>
<td>(h) Agriculture</td>
</tr>
<tr>
<td>(i)</td>
<td>(i) Music</td>
</tr>
<tr>
<td>(j)</td>
<td>(j) Other?</td>
</tr>
</tbody>
</table>

21. Indicate with a cross (x) the areas in which you are now teaching:

(a) ___ Major field of preparation
(b) ___ Minor field of preparation
(c) ___ Both fields of preparation
(d) ___ Outside fields of preparation

22. Indicate with a cross (x) that you were an "honor student" when in:

(a) ___ Elementary school
(b) ___ High school
(c) ___ College
(d) ___ Graduate school

23. Indicate with a cross (x) the following factors which apply to your economic status:

(a) ___ Own an automobile (s)
(b) ___ Owner or partner in business
(c) ___ Own your home
(d) ___ Own real estate other than your own home property
(e) ___ Own stocks and/or bonds
(f) ___ Own government bonds
(g) ___ Retirement plan, other than school and government plans

24. Indicate the institution from which you received your degree, or which you attended in the appropriate space below:

<table>
<thead>
<tr>
<th>College attended</th>
<th>Att'd Location</th>
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</thead>
<tbody>
<tr>
<td>(a)</td>
<td>(b)</td>
</tr>
</tbody>
</table>

25. Indicate with a cross (x) the number of different subjects you teach:

(a) ___ One
(b) ___ Two
(c) ___ Three
(d) ___ Four
(e) ___ Five
(f) ___ Six

26. Indicate with a cross (x) the age group where your age falls:

(a) ___ 18-19 years
(b) ___ 20-21 years
(c) ___ 22-23 years
(d) ___ 24-25 years
(e) ___ 26-27 years
(f) ___ 28-29 years
(g) ___ 30-31 years
(h) ___ 32-33 years
(i) ___ 34-35 years
(j) ___ 36-37 years

(k) ___ 38-39 years
(l) ___ 40-41 years
(m) ___ 42-43 years
(n) ___ 44-45 years
(o) ___ 46-47 years
(p) ___ 48-49 years
(q) ___ 50-51 years
(r) ___ 52-53 years
(s) ___ 54-55 years
(t) ___ 56-57 years
(u) ___ 58-59 years
(v) ___ 60-65 years
(w) ___ 66-70 years
(x) ___ 70 yrs & over
27. Indicate with a cross (x) the type of teaching certificate you have:

(a) _____________ First certificate held
(b) _____________ Present certificate

28. How many different schools have you taught in during your teaching experience?

(a) One
(b) Two
(c) Three
(d) Four
(e) Five
(f) Six

29. How many different counties have you taught in during your teaching experience?

(a) _____________

30. Have you taught in any State other than Georgia?

(a) __Yes (b) __No

31. Indicate with a cross (x) whether you have superior talent in:

(a) __Music (instrumental)
(b) __Painting
(c) __Drawing
(d) __Creative Writing
(e) __Athletics
(f) __Music (vocal)
(g) __Public Speaking
(h) __"Acting"
(i) __Other?

32. Indicate with a cross (x) the employment status of your parents:

(a) __Part-time employed by others
(b) __Full-time employed by others
(c) __Operating own business
(d) __Not employed at all
(e) __Deceased

33. Are you gainfully employed other than in your present teaching job:

(a) __Yes (b) __No

If so, in what type of work are you engaged:

_________________________________________
Approved Travel for Renewal

Under certain conditions approved travel will be accepted for the renewal of a professional teaching certificate. This does not mean that the Division of Certification grants college credit. It does mean that an approved travel experience will renew the certificate.

Until the local systems accept responsibility for helping to plan and evaluate travel, the Certification Division will consider these applications directly, using the following criteria:

1. The trip may be either a foreign tour or extensive travel in other sections of the United States.

2. The trip must have been planned in advance as a means of personal professional growth and approved. The plan may involve

   (a) a sightseeing tour of the usual sort or

   (b) studies of specific aspects of the sections to be visited, e.g. people, manners, community and family life, geography and economic resources or occupations.

3. It must extend over at least thirty days and 3,000 miles of continuous travel.

4. An adequate written report of the trip, including the purposes of the teacher, a summary of the findings of the study, or a diary of the sightseeing tour should be submitted to the superintendent as the basis for his recommendation.

Upon return from the trip, the teacher would submit to us an application for renewal of the professional certificate recommended by the supervising principal and by the superintendent of schools.
June 17, 1954

REQUEST FOR APPROVAL
of
TRAVEL PLANNED FOR RENEWAL OF PROFESSIONAL CERTIFICATE

1. Approximate round trip mileage
(Minimum required: Approximately 3,000 miles)

2. Approximate dates of departure and return
(Minimum required: Approx. 4 weeks)

3. General points of interest to be visited

4. The following educational experiences are planned to contribute to my professional growth (list at least 3):

We have cooperatively planned the above travel experience and believe it will constitute significant professional growth for the applicant in substitution for two college courses generally required for renewal of certificate.

Signed: ________________________________
(Applicant)

______________________________
(Position)

______________________________
(Address)

Signed: ________________________________
(Superintendent or his designate)

______________________________
(School System)

Date: ________________________________
Dear ________________________:

The proposed plan for travel submitted by you has been approved for the purpose of certificate renewal. Upon your return please complete the form below and mail it to this office. Application for renewal should be filed when the current certificate expires.

SIGNED: ____________________________
(Office of Certification)

VERIFICATION OF TRAVEL APPROVED FOR CERTIFICATE RENEWAL

To Office of Certification:

The educational travel approved by my superintendent and the Office of Certification is complete. The expected educational purposes were met to a reasonable degree. Please place this with my permanent file.

SIGNED: ____________________________
(Applicant)

__________________________
(Position)

(Address to which certificate is to be mailed)

Comments:

__________________________

__________________________

__________________________

SIGNED: ____________________________
(Superintendent of his designate)

Date: ____________________________
(School System)

6-20-55