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## A History of the Development of Public Schools for Negroes in Trousdale County, Tennessee from 1870 through 1957

John Allen Dobbins

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**A HISTORY OF THE DEVELOPMENT OF  
PUBLIC SCHOOLS FOR NEGROES IN  
TROUSDALE COUNTY, TENNESSEE  
FROM 1870 THROUGH 1957**

---

**JOHN ALLEN DOBBINS**

**TENNESSEE A & I STATE UNIVERSITY  
NASHVILLE, TENNESSEE  
1958**

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A HISTORY OF THE DEVELOPMENT OF PUBLIC SCHOOLS FOR NEGROES IN  
TROUSDALE COUNTY, TENNESSEE FROM 1870 THROUGH 1957

To the Chairman of the Graduate School:

I am submitting to you a thesis written by John Allen Dobbins  
entitled, "A History of the Development of Negro Public Schools in  
Trousdale County, Tennessee from 1870 through 1957." I recommend that  
it be accepted in partial fulfillment of the requirements for the  
degree of Master of Science, A Thesis  
Submitted to  
Administration.

The Graduate School

of

Tennessee Agricultural and Industrial State University

in

Partial Fulfillment of the Requirements

for the degree of

Master of Science

W. L. [Signature]  
Advisor

Arthur E. Franklin  
Advisor

W. D. [Signature]  
Departmental Consultant

Graduate Research Series No. **613**

John Allen Dobbins

August, 1958

W. B. [Signature]  
Chairman of the Graduate School

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August, 1958

ACKNOWLEDGMENTS

To the Chairman of the Graduate School:

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Raleigh Wilson  
Chairman of Thesis Committee

I have read this thesis and recommend its acceptance:

W. R. Eppa  
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Arthur E. Franklin  
Adviser

M. D. Williams  
Departmental Consultant

Accepted for the Graduate School

H. B. Rouch  
Chairman of the Graduate School

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Submitted to  
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in

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*Chairman of Thesis Committee*  
*John Allen Dobbins*

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J. A. P.

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<sup>1</sup>Mari R. Epps, *The Negro, Top in American History* (Nashville: National Publication Company, 1937), p. 15.

<sup>2</sup>Edgar Bruce Wealey, *The Teaching of the Social Studies* (Boston: H. C. Heath Company, 1937), p. 16.

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CHAPTER I

INTRODUCTION

History is a systematically written account of events, particularly of those affecting a nation, or an institution, usually tracing their development. The true object of all history is to record the truth, and historians should be on the alert to keep this object ever in view.<sup>1</sup> The historian is dependent upon the traces which he can discover. He has the task of trying to establish as direct and as reliable a line of evidence as possible. He seeks to secure as nearly first-hand evidence as the situation permits.<sup>2</sup>

Through this study the truth was sought through available sources and compiled in a manner that it may be of some benefit to teachers, school administrators and other citizens of Trousdale County, Tennessee.

THE PROBLEM

Statement of the Problem.—This study was designed to present a history of the development of public schools for Negroes in Trousdale County, Tennessee from 1870 through 1957. Special emphasis

<sup>1</sup>Merl R. Eppse, The Negro, Too, in American History (Nashville: National Publication Company, 1943), p. 15.

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Merrill R. Eppe, The Negro, Too, in American History (Nashville: National Publication Company, 1943), p. 12.

Edgar Bruce Wesley, The Teaching of the Social Studies (Boston: D. C. Heath Company, 1937), p. 14.

was given to the following areas:

1. The historical, geographical, and economic backgrounds of Trousdale County, Tennessee.
2. The legal foundations for public education in Tennessee and Trousdale County, Tennessee.
3. The growth of public schools for Negroes in Trousdale County, Tennessee.
4. The special agencies that have contributed to the development of public education for Negroes in Trousdale County, Tennessee.

Purpose of the Study.--The main purpose of this study was to present a more complete picture of the development of public education for Negroes in Trousdale County, Tennessee. This study was designed to show the rise, development and expansion in public education for Negroes in Trousdale County, Tennessee from 1870 through 1957.

Definition of Terms.--All terms used in this study are generally understood.

Method of Procedure.--The historical method, employing primary and secondary sources of data, was used in this study. Data were sought and located in searches into legal documents, school records, and other materials. Old citizens and persons serving in official capacities were interviewed. The data that were secured from all sources were analyzed, organized and represented in tables, summaries and figures.

Review of Related Literature.—There seemed to be no published materials on the specific subject of education for Negroes in Trousdale County, Tennessee. A review of some of the studies on the subject made in other places revealed some of the problems and progress of the educational programs for Negroes in the localities studied.

A study by John H. Hunt<sup>3</sup> revealed definite changes in the public educational program for Negroes in Franklin County, Tennessee during the period from 1924 through 1949. His analysis revealed the following: (1) Every area of development in the public schools for Negroes had progressed except the area of enrollment. (2) The training of Negro teachers had improved during the period studied. (3) The Negro population of Franklin County had decreased during the period covered by the study.

In a study of the public schools for Negroes of Knox County, Tennessee made by Earnestine J. Daily<sup>4</sup> the following were found:

- (1) The school terms were lengthened during the period covered by the study.
- (2) The buildings and grounds were improved during the period.
- (3) Special services in the public schools for Negroes had developed rapidly during the period.
- (4) The salaries of Negro teachers were

<sup>3</sup>John H. Hunt, "A History of the Development of Negro Schools in Franklin County, Tennessee from 1924 through 1949," (unpublished Master's thesis, Tennessee A. and I. State College, Nashville, Tennessee, 1950), p. 57.

<sup>4</sup>Earnestine J. Daily, "The History and Development of Schools for Negroes in Knox County, Tennessee from 1921 through 1950," (unpublished Master's thesis, Tennessee A. and I. State College, Nashville, Tennessee, 1951), pp. 81-82.

Nashville, Tennessee, 1951, p. 82.

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<sup>5</sup>John H. Hunt, "A History of the Development of Negro Schools in Franklin County, Tennessee from 1921 through 1948," (unpublished Master's thesis, Tennessee A. and I. State College, Nashville, Tennessee, 1950), p. 27.

<sup>6</sup>Ernestine J. Daily, "The History and Development of Schools for Negroes in Knox County, Tennessee from 1921 through 1950," (unpublished Master's thesis, Tennessee A. and I. State College, Nashville, Tennessee, 1951), pp. 81-82.

increased greatly during the period.

William Greenfield<sup>5</sup> found the following in a study of the development of public schools for Negroes in Maury County, Tennessee:

- (1) Progress was shown in the special services afforded Negroes in the schools of the county, such as health, library, school lunches and transportation.
- (2) There was a definite improvement in the training and certification of Negro teachers in Maury County during the period covered by the study.

A study by Arlee Martin<sup>6</sup> of the Bradley County, Tennessee schools for Negroes brought out the following: (1) Salaries of Negro teachers were increased, and (2) the length of the school terms were extended.

<sup>5</sup>William Greenfield, "A History of the Development of Public Schools for Negroes in Maury County, Tennessee from 1938 through 1948," (unpublished Master's thesis, Tennessee A. and I. State College, Nashville, Tennessee, 1950), pp. 81-82.

<sup>6</sup>Arlee Martin, "A History of the Development of Negro Public Schools in Bradley County, Tennessee from 1931 through 1951," (unpublished Master's thesis, Tennessee A. and I. State University, Nashville, Tennessee, 1952), p. 50.

CHAPTER II

THE HISTORICAL, GEOGRAPHICAL, AND ECONOMIC BACKGROUNDS

OF TROUSDALE COUNTY

History of the County.--Trousdale County was established in accordance with an Act of the General Assembly of the State of Tennessee, approved on June 21, 1870. The act provided that a new county be established out of fractions of the territories comprising the counties of Sumner, Macon, Smith, and Wilson around the town of Hartsville which was located in Sumner County at that time.<sup>1</sup> It was named in honor of William Trousdale who was born in North Carolina in 1790, and came to Tennessee when he was only six years old. He was a soldier in the Creek War, and under General Jackson at Pensacola and New Orleans. In 1835 he was a member of the state Senate; in 1836 a colonel in the Seminole War, and in 1847 a brigadier general in the Mexican War. In 1849 he was elected governor of Tennessee and held the office one term. In 1852 President Pierce made him minister to Brazil.<sup>2</sup>

The town of Hartsville, which was established in 1817, became the county seat of Trousdale County. At this time it was located on a buffalo trail which extended through the county from east to west,

<sup>1</sup>C. A. Goodspeed, History of Tennessee, Sumner, Wilson and Trousdale Counties (Nashville: The Goodspeed Publishing Company, 1887), p. 842.

<sup>2</sup>Gentry R. McGee, History of Tennessee, 1663 to 1930 (Atlanta: The American Book Company), p. 171.

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<sup>1</sup>C. A. Goodspeed, History of Tennessee, Sumner, Wilson and Trowsdale Counties (Nashville: The Goodspeed Publishing Company, 1887), p. 812.

<sup>2</sup>Gen. R. Macon, History of Tennessee, 1607 to 1930 (Atlanta: The American Book Company, 1931), p. 171.

terminating at Bledsoe's Lick. This was one of the trails traveled by hunters and other parties entering and leaving the Cumberland country. Hartsville was named in honor of James Hart, an early settler, who donated plots of land to new settlers in order to encourage the growth of the town. He also gave the land for the first church in the town, the town's cemetery, and a school house.<sup>3</sup>

Historical events that had occurred in Trowsdale County included the Battle of Hartsville and the Hartsville races. The Battle of Hartsville was fought on a site south of the town on December 7, 1862. On this date General John Morgan led 2,000 Confederate troops across the Cumberland River at daybreak and captured the Federal garrison which was equal, if not superior, to the Confederate forces. This battle lasted for about one hour.<sup>4</sup>

In about 1820 horse racing was a favorite pastime of the people of Trowsdale County. General Andrew Jackson entered many of his race horses in the Hartsville races as he considered this his favorite track.<sup>5</sup>

Geography of the County.--Trowsdale County is bound on the north by Sumner and Macon Counties; on the east by Smith; on the south by Smith and Wilson; and on the west by Sumner. It lies in the valley of the Cumberland River, which runs through its southern portion. It

<sup>3</sup>G. R. Raines, Business and Residential Directory of Hartsville and a Historical Sketch of Trowsdale County (Hartsville: The Vidette Printing Corporation, 1952), p. 1.

<sup>4</sup>Ibid., p. 2.

<sup>5</sup>Ibid.

is in the division of Tennessee known as the Central Basin, and contains 116 square miles. The surface of the county is greatly diversified. The ridges extending from the Highland Rim run into the county, and widen and flatten as they approach the Cumberland River and break into numerous hills. The soil of the county is generally productive, similar to that of most of the counties in the Central Basin.<sup>6</sup> In land area Trousdale County comprises the smallest area of any other county in the state of Tennessee.<sup>7</sup>

Resources and Industries of the County.--The greatest resource in Trousdale County was its soil. Because of this it has become a model of diversified farming and conservation practices. Beef and dairy cattle had replaced many of the former crops as a source of income for farmers. The timber is poplar, oak, walnut, maple and other varieties.<sup>8</sup>

The greatest industry in Trousdale County was its looseleaf tobacco market which was composed of six spacious warehouses with a combined floor space of approximately 500,000 square feet. From eight to ten million pounds of burley tobacco pass from grower to buyer annually on this market, with an income to growers of approximately \$2,000,000 each year. Among Trousdale County's manufacturing establishments there were one grain mill, one textile

<sup>6</sup>Goodspeed, op. cit., pp. 841-941.  
<sup>7</sup>Raines, op. cit., p. 8.  
<sup>8</sup>Ibid., p. 7.

terminating at Blodcoe's Lick. This was one of the trails traveled by hunters and other parties entering and leaving the Cumberland country. Hartsville was named in honor of James Hart, an early settler, who donated plots of land to new settlers in order to encourage the growth of the town. He also gave the land for the first church in the town, the town's cemetery, and a school house.<sup>3</sup>

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<sup>3</sup>J. R. Raines, Business and Residential Directory of Hartsville and a Historical Sketch of Trousdale County (Hartsville: The Vidette Printing Corporation, 1925), p. 1.

<sup>4</sup>Ibid., p. 2.  
<sup>5</sup>Ibid., p. 2.



plant, one cabinet factory, and a box manufacturing firm. All of these were owned privately except the latter, which was a local corporation. The grain mill was one of the oldest manufacturing establishments in the county and employed a limited number of workers. The textile plant employed approximately one-hundred workers in the manufacturing of men's shirts.<sup>9</sup> Portable sewing machine cabinets were made by the cabinet factory which employed about twenty workers.<sup>10</sup> The box firm constructed shirt boxes and shirt boards. It employed about thirty-five individuals, and had a weekly production of about 40,000 shirt boxes and 150,000 shirt boards. Its capital stock was approximately \$300,000.<sup>11</sup> These plants employed only a limited number of Negroes. The majority of the Colored population which was employed industrially was engaged in work at Gallatin, Tennessee, a town in Sumner County. They worked in a tobacco factory and commuted daily to their jobs.

Trousdale County experienced its greatest industrial progress between 1948 and 1957. In January of 1948 there was not a single industrial payroll in the county.<sup>12</sup> The manufacturing establishments cited in this section of this study evidence this progress.

<sup>9</sup>Ibid., p. 10.

<sup>10</sup>Interview, Woodson Vance, Plant Owner, September, 1957.

<sup>11</sup>Interview, James Cunningham, Plant Manager, September, 1957.

<sup>12</sup>"Tiny Trousdale County," The Nashville Tennessean Magazine, January 4, 1948.

is in the division of Tennessee known as the Central Basin, and contains 116 square miles. The surface of the county is greatly diversified. The ridges extending from the Highland Rim run into the county, and widen and flatten as they approach the Cumberland River and break into numerous hills. The soil of the county is generally productive, similar to that of most of the counties in the Central Basin.<sup>6</sup> In land area Trousdale County comprises the smallest area of any other county in the state of Tennessee.<sup>7</sup>

Resources and Industries of the County.—The greatest resource

in Trousdale County was its soil. Because of this it has become a model of diversified farming and conservation practices. Beef and dairy cattle had replaced many of the former crops as a source of income for farmers. The timber is poplar, oak, walnut, maple and other varieties.<sup>8</sup>

The greatest industry in Trousdale County was its livestock

tobacco market which was composed of six spacious warehouses with a combined floor space of approximately 200,000 square feet. From eight to ten million pounds of burley tobacco pass from grower to buyer annually on this market, with an income to growers of approximately \$2,000,000 each year. Among Trousdale County's manufacturing establishments there were one grain mill, one textile

<sup>6</sup>Goodspeed, op. cit., pp. 81-82.

<sup>7</sup>Raines, op. cit., p. 8.

<sup>8</sup>Ibid., p. 7.

plant, one cabinet factory, and a box manufacturing firm. All of these were owned privately except the latter, which was a local corporation. The grain mill was one of the oldest manufacturing establishments in the county and employed a limited number of workers. The textile plant employed approximately one-hundred workers in the manufacturing of men's shirts.<sup>9</sup> Portable sewing machine cabinets were made by the cabinet factory which employed about twenty workers.<sup>10</sup> The box firm constructed shirt boxes and shirt boards. It employed about thirty-five individuals, and had a weekly production of about 10,000 shirt boxes and 150,000 shirt boards. Its capital stock was approximately \$200,000.<sup>11</sup> These plants employed only a limited number of Negroes. The majority of the colored population which was employed industrially was engaged in work at Gallatin, Tennessee, a town in Sumner County. They worked in a tobacco factory and commuted daily to their jobs.

Trousdale County experienced its greatest industrial progress between 1918 and 1927. In January of 1918 there was not a single industrial payroll in the county.<sup>12</sup> The manufacturing establishments cited in this section of this study evidence this progress.

<sup>9</sup>Ibid., p. 10.

<sup>10</sup>Interview, Woodson Vance, Plant Owner, Plant Owner, September, 1927.

<sup>11</sup>Interview, James Cunningham, Plant Manager, September, 1927.

<sup>12</sup>County Trousdale County, "The Nashville Tennessee Magazine," January 1, 1918.

In any system of public education, public school finance is closely associated with the economic factors of the locality. To a large extent these economic factors are determined by the natural resources and industries of the area.<sup>13</sup> Thus, the preceding description of the economic conditions of Trousdale County provides a basis for understanding why the schools of the area have not made greater advancements.

Population of the County.—Data secured concerning the Negro population of Trousdale County indicated that the population had been on a gradual decline during the period covered by this study. Table I indicates that the largest number of Negro inhabitants lived in the county in 1880; and the smallest number in 1950. Statistically, the findings revealed the following about the Negro population of the county from 1880 through 1950:

1. The Negro population declined 14.3 per cent between 1880 and 1890.
2. There was an increase of 11.3 per cent in the Negro population between 1890 and 1900.
3. Between 1900 and 1910 the Negro population decreased 12.5 per cent.
4. There was a decline of 3.5 per cent in the Negro population between 1910 and 1920.
5. From 1920 to 1930 the Negro population decreased 2.6 per cent.

TABLE I Negro population decreased

NEGRO POPULATION OF TROUSDALE COUNTY AT TEN YEAR INTERVALS 1880 THROUGH 1950

Year	Total Population	Negro Population	Percentage the Negro Population was of the Total Population
1880 a	6646	2141	32.2
1890 b	5850	1827	33
1900 c	6004	2033	33.9
1910 d	5874	1781	30.3
1920 e	5996	1717	28.6
1930 f	5629	1267	22.5
1940 g	6113	1133	18.5
1950 h	5520	998	17.0

- aTenth Census of the United States
- bEleventh Census of the United States
- cTwelfth Census of the United States
- dThirteenth Census of the United States
- eFourteenth Census of the United States
- fFifteenth Census of the United States
- gSixteenth Census of the United States
- hSeventeenth Census of the United States

In any system of public education, public school finance is closely associated with the economic factors of the locality. To a large extent these economic factors are determined by the natural resources and industries of the area. Thus, the preceding description of the economic conditions of Trousdale County provides a basis for understanding why the schools of the area have not made greater advancements.

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1. The Negro population declined 11.3 per cent between 1880 and 1890.
2. There was an increase of 11.3 per cent in the Negro population between 1890 and 1900.
3. Between 1900 and 1910 the Negro population decreased 12.7 per cent.
4. There was a decline of 3.2 per cent in the Negro population between 1910 and 1920.
5. From 1920 to 1930 the Negro population decreased 2.6 per cent.

TABLE I

NEGRO POPULATION OF TROUSDALE COUNTY AT TEN YEAR INTERVALS  
1880 THROUGH 1950

Year	Total Population	Negro Population	Percentage the Negro Population was of the Total Population
1880 a	6646	2111	31.8
1890 b	5850	1827	31.3
1900 c	6001	2032	33.9
1910 d	5874	1781	30.3
1920 e	5226	1717	32.8
1930 f	5229	1667	31.9
1940 g	6113	1133	18.5
1950 h	5220	928	17.0

<sup>a</sup>Tenth Census of the United States  
<sup>b</sup>Eleventh Census of the United States  
<sup>c</sup>Twelfth Census of the United States  
<sup>d</sup>Thirteenth Census of the United States  
<sup>e</sup>Fourteenth Census of the United States  
<sup>f</sup>Fifteenth Census of the United States  
<sup>g</sup>Sixteenth Census of the United States  
<sup>h</sup>Seventeenth Census of the United States

6. Between 1930 and 1940 the Negro population decreased 10.6 per cent.

7. There was a decrease of 1.3 per cent in the Negro population between 1940 and 1950.

It seemed that this gradual decline in the Negro population was probably due to the lack of employment for Negroes in the county.

Knowledge, learning, and virtue, being essential to the preservation of republican institutions, and the diffusion of opportunity and civilization throughout the different portions of the State, being highly desirable to the promotion of the public good, it shall be the duty of the General Assembly at all times to encourage and sustain all efforts to disseminate and

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CHAPTER III

LEGAL FOUNDATIONS FOR PUBLIC EDUCATION IN TENNESSEE AND TROUSDALE COUNTY

The first Constitution of the state of Tennessee in 1796 contained no provision for education. However, the constitution of 1834 contained a lengthy article on the subject, a portion of which states: The School Law of 1837.—The Legislature of 1837 provided a

Knowledge, learning, and virtue, being essential to the preservation of republican institutions, and the diffusion of the opportunities and advantages of education throughout the different portions of the State, being highly conducive to the promotion of this end, it shall be the duty of the General Assembly in all future periods of this Government, to cherish literature and science.<sup>1</sup>

The provisions of the Constitution of 1834, with a few additions, were written into the Constitution of 1870 and still serve as the basis for the present state system of public education in Tennessee. However, the constitution contains no provisions for a framework of organization and administration of a public school system. The responsibility is left to the legislature. Thus, the people of Tennessee assume through the Legislature direct responsibility for the control of public education. The statutory laws of Tennessee are divided into public acts and private acts. Public acts are applicable to all areas of the State, unless exceptions are stated in the act. Private acts are applicable to a particular county, district, city or

<sup>1</sup>James E. Gibbs, Public Education in Tennessee, Grades 1 through 12, The Division of Survey and Field Service, Peabody College, Nashville, Tennessee, 1930.  
<sup>2</sup>Robert H. White, Tennessee, Its Growth and Progress (Kingsport: Kingsport Press, 1936), pp. 37-38.

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<sup>1</sup>Constitution of the State of Tennessee, 1834, Article XI, Section 10.

town as specified in the act.<sup>2</sup> Since the legal foundations for public education for both Negro and white children in the various counties of the State of Tennessee are laid in those laws passed by the Legislature, it is in order to mention some of these laws as they have affected the public educational program of Trousdale County. That of the thirteen schools for Negroes, two were destroyed by fire, and two were broken up that year. The Superintendent of the Trousdale County Schools stated in his report of 1957 that there were a number of Negro schools in operation in the county, but they had cost a deal of work and pain. Tennessee had adopted up to that time. It re-established the office of State Superintendent of Public Schools, which office had been abolished in 1844. This law provided for the office of County Superintendent of Schools, the examination of teachers, and the creation of special schools for Negro children. The money for the support of the public schools was to be raised by a tax of two mills on each dollar of taxable property, and a poll tax of twenty-five cents on each male citizen over twenty-one and under fifty years of age. This proposal of public schools for Negro children at public expense added much opposition to this law.<sup>3</sup>

As the School Law of 1867 was passed three years prior to the establishment of Trousdale County, reports of some of the superintendents

<sup>2</sup>James E. Gibbs, Public Education in Tennessee, Grades 1 through 12 (Nashville: The Division of Survey and Field Service, Peabody College, November 18, 1957, p. 207.  
<sup>3</sup>Robert H. White, Tennessee, Its Growth and Progress (Kingsport: Kingsport Press, 1936), pp. 377-380.

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The School Law of 1867.--The Legislature of 1867 provided a school law which temporarily failed because of the lack of popular favor. This law was considered to be the most progressive that Tennessee had adopted up to that time. It re-established the office of State Superintendent of Public Schools, which office had been abolished in 1846. This law provided for the office of County Superintendent of Schools, the examination of teachers, and the creation of special schools for Negro children. The money for the support of the public schools was to be raised by a tax of two mills on each dollar of taxable property, and a poll tax of twenty-five cents on each male citizen over twenty-one and under fifty years of age. This proposal of public schools for Negro children at public expense added much opposition to this law.<sup>4</sup> As the School Law of 1867 was passed three years prior to the establishment of Trousdale County, reports of some of the superintendents

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<sup>4</sup>Robert H. White, Tennessee, Its Growth and Progress (Kingsport: Kingsport Press, 1936), pp. 377-380.

of schools in the counties from which Trousdale was formed showed that the provisions of this law met with wide disapproval in the localities. The Sumner County Superintendent of Schools stated in his annual report to the State Superintendent of Instruction that the educational program for Negro children was progressing in spite of many drawbacks. He mentioned that of the thirteen schools for Negroes, two were destroyed by fire, and two were broken up that year.<sup>4</sup> The Superintendent of the Smith County Schools stated in his report of 1869 that there were a number of Negro schools in operation in the county, but they had cost a deal of work and pain.<sup>5</sup>

The School Law of 1873.--In 1873 the Legislature passed a law which provided that: (1) schools should be free to all persons between the ages of six and eighteen; (2) the permanent School Fund should be \$2,512,500 on which yearly interest was to be paid by the state for school support; (3) a poll tax of \$1.00 to be levied upon every male inhabitant over twenty-one and under fifty years of age; (4) a property tax should be levied for the support of public schools; and (5) each county should be divided into school districts, and three directors chosen for each district, who should have control of the schools of their respective districts.<sup>6</sup> A report of the County Superintendent for

<sup>4</sup>H. C. McQuiddy, Annual Report to the State Superintendent of Instruction, 1868 (Nashville: George Edward Grisham Printer, 1868), p. 157.  
<sup>5</sup>Ira W. King, Annual Report to the State Superintendent of Instruction, 1869 (Nashville: George Edward Grisham Printer, 1869), p. 158.  
<sup>6</sup>Public Acts of the State of Tennessee, 1873, Chapter 83, Section 1.

1875 stated that the progress of free schools in Trousdale County was limited. The report mentioned that the leading obstacles to the success of the schools were the lack of money and the lack of interest on the part of the school directors and citizens of Trousdale County. The report cited that sentiment toward public schools was divided.<sup>7</sup>

Between 1873 and 1909, the public schools of Trousdale County were operated under the provisions of the School Law of 1873.<sup>8</sup>

The School Law of 1909.—In 1909 the General Education Bill became a law. It provided that: (1) four normal schools be established and maintained, one for colored teachers, and three for white teachers, in order that the training of teachers might receive its proper place; (2) a fixed amount of the money received by the state go to the cause of education; and (3) increased funds be made possible for various educational agencies, including vocational training, libraries, and the consolidation of small schools into a larger and better school.<sup>9</sup> On June 19, 1912, The Agricultural and Industrial State Normal School, (Now Tennessee Agricultural and Industrial State University), was opened at Nashville, Tennessee for the training of Negro teachers under a provision of this act.<sup>10</sup> The report of the Superintendent of Schools

<sup>8</sup>Interview, C. H. Wilburn, Superintendent of Trousdale County Schools, June 17, 1958.

<sup>9</sup>Public Acts of the State of Tennessee, 1909, Chapter 264, Section 5.

<sup>10</sup>Tennessee Agricultural and Industrial State University, "Historical Statement," Bulletin 15:3, November, 1957, Nashville, Tennessee, p. 18.

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<sup>1</sup>W. C. McGuidy, Annual Report to the State Superintendent of Instruction, 1888 (Nashville: George Edward Graham Printer, 1888), p. 124.

<sup>2</sup>Mrs. W. King, Annual Report to the State Superintendent of Instruction, 1889 (Nashville: George Edward Graham Printer, 1889), p. 128.

<sup>3</sup>Public Acts of the State of Tennessee, 1873, Chapter 83, Section



in Trousdale County for 1909-1910 showed that several of the schools of the county had been consolidated, and suggested that several more should be, because there were too many small schools with barely the necessary number of pupils.<sup>11</sup>

Private Acts.--Chapter 61, House Bill 104 of the Private Acts of 1941 provided for the adoption of the State Retirement Plan for teachers in Trousdale and other similar counties of the State of Tennessee. It provided that the County Board of Education would have the authority to direct retirement upon any teacher who wished to retire or had retired from service in the schools. The requirements for retirement were that the teacher be over seventy years of age, or had spent thirty or more years of service in the public schools of the state.<sup>12</sup> The act provided that a retired teacher would be paid an annual pension from the County School Fund equal to two thirds of the salary received by the teacher in the last year of service in the county.<sup>13</sup> Three Negro teachers of Trousdale County had retired under the provisions of this act.<sup>14</sup>

Chapter 464, House Bill 459 of the Private Acts of 1941 provided for the Superintendent of Schools in Trousdale County to be

<sup>11</sup>Edna Roberson, Biennial Report to the State Superintendent of Instruction, 1909-1910 (Nashville: Foster, Webb and Parker Printers, 1910), p. 550.

<sup>12</sup>Private Acts of the State of Tennessee, 1941, Chapter 61, House Bill 104.

<sup>13</sup>Ibid.

<sup>14</sup>Interview, Personnel of the Tennessee Teacher Retirement System, Nashville, Tennessee, June 15, 1958.

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<sup>10</sup>Public Acts of the State of Tennessee, 1909, Chapter 264, Section 2.

<sup>11</sup>Tennessee Agricultural and Industrial State University, "Historical Statement," Bulletin 153, November, 1927, Nashville, Tennessee, p. 18.

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<sup>11</sup>Edna Roberson, Biennial Report to the State Superintendent of Instruction, 1909-1910 (Nashville: Foster, Webb and Parker Printers, 1910), p. 250.

<sup>12</sup>Private Acts of the State of Tennessee, 1941, Chapter 61, House Bill 101.

<sup>13</sup>Ibid.

<sup>14</sup>Interview, Personnel of the Tennessee Teacher Retirement System, Nashville, Tennessee, June 12, 1958.

elected by the qualified voters of the county at the General Election.<sup>15</sup>

Chapter 233, House Bill 556 of the Private Acts of 1941 provided that the name of the County Board of Education would be changed to County Board of School Commissioners in Trousdale and similar counties of the state of Tennessee. The act provided that the Board of School Commissioners would be composed of eleven members; coming from the ten Civil Districts of Trousdale County as follows: one from each of the Civil Districts except the Seventh District in which the County Seat was located. This district was to have two members. These members were to be elected by the qualified voters of their respective districts.<sup>16</sup>

Chapter 227, House Bill 538 of the Private Acts of 1943 provided that the name "County Board of School Commissioners" be changed to "County Board of Education" in Trousdale and similar counties. Section 2 of this act named the members of the Trousdale County Board of Education to serve until the next election.<sup>17</sup> A private act passed by the 1945 Legislature of Tennessee changed the organization of the Trousdale County Board of Education. It provided for a five member board with staggered terms, one member being elected each year at the July term of the County Court.<sup>18</sup>

<sup>15</sup>Private Acts of the State of Tennessee, 1941, Chapter 464, House Bill 459.

<sup>16</sup>Ibid., Chapter 233, House Bill 556.

<sup>17</sup>Private Acts of the State of Tennessee, 1943, Chapter 227, House Bill 538.

<sup>18</sup>"County Board of Education," Hartsville Vidette, November 15, 1956.

The Public School Laws of 1947.--The Public School Laws of 1947 provided for: (1) a salary schedule for superintendents, principals, and teachers; (2) travel expenses of teachers rendering services on a county-wide basis; (3) learning and instructional materials for each pupil in average daily attendance; (4) health services; (5) pupil transportation; and (6) school plant operation and maintenance.<sup>19</sup> As a result of these provisions the writer observed that the public school for Negroes in Trousdale County was benefited in the following ways: (1) an attendance teacher and a supervisor of schools were employed; textbooks, library books, and audio-visual aids were provided; (2) health services were expanded; (3) three school busses were provided to transport Negro pupils; (4) a department of maintenance was established to serve all schools of the county; and (5) janitorial services were provided in the school for Negroes. Further, Chapter 8, Public Acts of 1947 provided for implementing a state survey. Following this enactment, representatives from all levels of public education met in a series of state conferences to consider ways to meet effectively the educational needs of the people of the State through a unified program of public education.<sup>20</sup>

In 1951, the General Assembly enacted legislation which removed

<sup>19</sup>"1947 Public School Laws of Tennessee," The Tennessee Educational Bulletin, Nashville (October, 1947), pp. 3-4.

<sup>20</sup>Gibbs, op. cit., p. 138.

Chapter 227, House Bill 238 of the Private Acts of 1943 provided that the name "County Board of School Commissioners" be changed to "County Board of Education" in Trousdale and similar counties. Section 2 of this act named the members of the Trousdale County Board of Education to serve until the next election.<sup>17</sup> A private act passed by the 1945 Legislature of Tennessee changed the organization of the Trousdale County Board of Education. It provided for a five member board with staggered terms, one member being elected each year of the July term of the County Court.<sup>18</sup>

<sup>17</sup>Private Acts of the State of Tennessee, 1943, Chapter 227, House Bill 238.

<sup>18</sup>Ibid., Chapter 233, House Bill 256.

<sup>19</sup>Private Acts of the State of Tennessee, 1943, Chapter 227, House Bill 238.

<sup>18</sup>County Board of Education, Hartsville Vindicator, November 15, 1956.

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<sup>19</sup>Ibid., Public School Laws of Tennessee, The Tennessee Educational Bulletin, Nashville (October, 1957), pp. 3-4.

<sup>20</sup>Ibid., op. cit., p. 138.

an important barrier to the development of a unified program of education for grades one through twelve. This legislation made the State Board of Education responsible for prescribing rules and regulations for the approval and classification of public schools, making regulations for their government, prescribing curricula, and approving courses of study. On May 11, 1951, the State Board of Education adopted a tentative basis for a curriculum framework and directed that it be reviewed carefully by school groups and revised on the basis of criticisms and suggestions. During the summer of 1951 work conferences were held at seven institutions of higher learning to consider the proposed curriculum framework.<sup>21</sup>

On May 9, 1952, the State Board of Education adopted a curriculum framework including minimum requirements for the instructional program and its improvement.<sup>22</sup> The Negro teachers of Trousdale County, including the writer, participated in the work conference that was held at Tennessee Agricultural and Industrial State College. They also were actively engaged in revising the curriculum of the school in which they were employed.

The last piece of legislation with which this study was concerned is the Public School Laws of 1957. Among these enactments were laws providing for: (1) curriculum improvements in all public schools; (2) improved teacher welfare, including salary increases and teacher tenure; and (3) extended services for the mentally retarded and

<sup>21</sup>Ibid. Tennessee State Department of Education, 1957 Public School Laws, Nashville, May, 1957.

<sup>22</sup>Ibid.

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<sup>21</sup> Ibid.  
<sup>22</sup> Ibid.

and physically handicapped pupils.<sup>23</sup> The writer noted the following results of these laws: (1) all Negro teachers of Trousdale County were actively engaged in the continuous improvement of the curriculum of the school in which they were employed; (2) the salaries of the teachers were increased; and (3) some Negro students in the county were being considered to receive assistance in furthering their educational training through the State plan for vocational rehabilitation.

Enrollment and Attendance. Enrollment and attendance have been important factors in the public schools of Tennessee since the passage of the School Law of 1887 which mentioned in part that schools whose average attendance fell below fifty percent for any month would be closed for a period not exceeding five months at any one time.<sup>1</sup> In 1937 the school officials of Trousdale County were attempting to keep attendance up in the schools and in an enrollment book Franklin, of the Trousdale County schools, advocated a compulsory attendance law. In his annual report to the State Superintendent of Instruction he stated that he favored the passage of a law to compel parents to send their children to school, as he observed that the attendance of very few children in the county schools that year in proportion to the enrollment.<sup>2</sup>

<sup>1</sup>Public Act of the State of Tennessee, 1887-1888, Nashville: Bellinger, 1887, pp. 33-34.

<sup>23</sup>Tennessee State Department of Education, 1957 Public School Laws, Nashville: May, 1957. The American States and Territories, June 30, 1957, p. 237.

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Tennessee State Department of Education, 1927 Public School Laws, Nashville: May, 1927.

CHAPTER IV

THE DEVELOPMENT OF PUBLIC SCHOOLS FOR NEGROES IN TROUSDALE COUNTY

The growth of any school system may be partially measured and determined by the enrollment and attendance of its pupils, the number of schools it maintains, the length of the school terms, the training, certification and salaries of its teachers, and the quality of its school buildings and facilities.

Enrollment and Attendance.—Enrollment and attendance have been

important factors in the public schools of Tennessee since the passage of the School Law of 1867 which mentioned in part that schools whose average attendance fell below fifteen for any month would be discontinued for any period not exceeding five months at any one time.<sup>1</sup> In 1887 the school officials of Trousdale County was attempting to keep attendance up in the schools of the County. Superintendent R. T. Franklin, of the Trousdale County schools, advocated a compulsory school attendance law. In his annual report to the State Superintendent of Instruction he stated that he favored the passage of a law to compel parents to send their children to school, as he observed that the attendance was small in the county schools that year in proportion to the enrollment.<sup>2</sup>

<sup>1</sup>Public Acts of the State of Tennessee, 1866-1867, Nashville: State Library, pp. 33-34.

<sup>2</sup>R. T. Franklin, Annual Report to the State Superintendent of Instruction, 1887, Nashville: The American Steam Book and Job Office, June 30, 1887, p. 237.

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<sup>1</sup>Public Acts of the State of Tennessee, 1866-1867, Nashville: State Library, pp. 37-38.  
<sup>2</sup>R. T. Franklin, Annual Report to the State Superintendent of Instruction, 1887, Nashville: The American Steam Book and Job Office, June 30, 1887, p. 287.

The data in Table II indicates that the enrollment and attendance in the public schools of Trousdale County declined gradually from 1885 through 1957. The largest total enrollment was 715 in 1895. The smallest total enrollment was 162 in 1945. The percentage of attendance was highest in 1915; and the lowest in 1920. The length of the school term was expanded from three months in 1885 to nine months in 1955. This decline in enrollment was probably due to the decrease in the Negro population of the county. The school terms were expanded because of improved school laws.

The Training, Number, Certification and Salaries of Negro Teachers.—

The earliest training program designed to qualify persons to teach in the public schools of Tennessee was provided through the State Teachers Institute. This organization conducted institutes in the various counties of the state.<sup>3</sup> In addition to the task of helping teachers in their work, these institutes aimed to arouse interest in public education. They were attended by all interested citizens as well as teachers. Speeches were made by lawyers, doctors, preachers, teachers and popular orators.<sup>4</sup>

Superintendent Lytle Dalton of the Trousdale County public schools gave evidence of the fact that institutes were held in Trousdale County for Negro teachers as early as 1891. He stated:

The tenth annual Institute for colored teachers of Trousdale County convened at Hartsville. It was conducted

<sup>3</sup>Annual Report to the State Department of Education, 1880, Nashville: The American Steam Book and Job Office, June 30, 1880, p. 75.

<sup>4</sup>Gentry R. McGee, History of Tennessee 1663 to 1930, (Atlanta: The American Book Company), p. 329.

The data in Table II indicates that the enrollment and attendance in the public schools of Trousdale County declined gradually from 1885 through 1927. The largest total enrollment was 715 in 1895. The smallest total enrollment was 121 in 1915. The percentage of attendance was highest in 1915; and the lowest in 1920. The length of the school term was expanded from three months in 1885 to nine months in 1925. This decline in enrollment was probably due to the decrease in the Negro population of the county. The school terms were expanded because of improved school laws.

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Annual Report to the State Department of Education, 1880, Nashville: The American Steam Book and Job Office, June 30, 1880, p. 15.

Henry E. Hooge, History of Tennessee 1600 to 1930, (Atlanta: The American Book Company), p. 389.

by E. R. Dunlap, assisted by J. T. Mitchell, the principal teachers of the county.

TABLE II\*

THE TOTAL ENROLLMENT, AVERAGE DAILY ATTENDANCE AND LENGTH OF SCHOOL TERMS AT FIVE YEAR INTERVALS FOR THE PUBLIC SCHOOLS FOR NEGROES IN TROUSDALE COUNTY FROM 1885 THROUGH 1955

Year	Total Enrollment	Average Daily Attendance	Per Cent Of Attendance	Length of Terms In Months
1885	518	344	66.4	3
1890	629	490	77.9	4
1895	715	590	82.5	3.5
1900	---	---	---	3
1905	515	390	75.7	4
1910	---	---	---	7
1915	322	286	88.8	6.5
1920	301	199	66.1	8
1925	390	256	65.6	9
1930	289	194	67.1	9
1935	245	168	68.5	9
1940	271	166	61.2	9
1945	162	111	68.5	8
1950	246	194	78.8	9
1955	218	184	84.4	9

\*These data were secured from the Annual Reports of the Department of Education for the years indicated, State Library, Nashville, Tennessee.



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Year	Total Enrollment	Average Daily Attendance	Per Cent Of Attendance	Length of Term In Months
1885	218	211	96.8	3
1890	222	180	81.1	3
1895	215	200	93.0	3
1900	---	---	---	---
1905	215	300	139.5	3
1910	---	---	---	---
1915	322	286	88.8	3
1920	301	192	63.8	3
1925	300	224	74.7	3
1930	282	194	68.8	3
1935	248	188	75.8	3
1940	271	166	61.3	3
1945	162	111	68.5	3
1950	246	124	50.4	3
1955	218	121	55.5	3

\*These data were secured from the Annual Reports of the Department of Education for the years indicated, State Library, Nashville, Tennessee.

by R. R. Burnley, assisted by J. E. Mitchell, the leading teachers of the County.

There were twenty-nine teachers, eleven of whom took the examination and passed. Our conductor, an educator of twenty-five years of experience, says the work showed a wonderful improvement. The teachers are reading educational journals and studying up to date methods of teaching the new textbooks, supplemented by school government, theory and practice.<sup>5</sup>

These institutes for Negro teachers were held at various places in the county for about one to two weeks in the summer of each year. During their sessions the teachers were taught and examined in the subjects they were to teach. Each teacher attending the institute was charged one dollar per week for tuition, and a fee of two dollars for a certificate. At times teachers from the surrounding counties met together to hold the institutes jointly. At first the conductors were from other places, later they were conducted by local Negro teachers. These institutes were held until the normal schools came into existence.<sup>6</sup>

Data concerning the training and number of Negro teachers in Trousdale County from 1875 through 1911 revealed little consistent information. However, available sources indicated that the majority of the Negro teachers of the county received their training in the teachers' institutes. In 1877 there were fourteen Negro teachers employed in the schools of the county. Of this number, twelve held permits to teach and two were licensed.<sup>7</sup>

<sup>5</sup>Annual Report to the State Superintendent of Instruction, 1901, (Nashville: Press of the Gaspil Advocate, June 30, 1901), p. 297.

<sup>6</sup>Personal Interview, Mrs Dora Vertrees, Retired Teacher, March, 1958.

<sup>7</sup>Data to support this conclusion were found in the Tennessee School Reports that were available from 1875 through 1911.

Data in Table III indicates that the year in which the majority of the Negro teachers of the county were least trained was in 1932, when 75 per cent of them had not completed high school. Further, it revealed that 87.5 per cent of the Negro teachers of the county were college graduates in 1952, and those with the least training had completed three years of college work. The factor which probably contributed to the low status in training was the low salaries which the teachers received. During this time there was a factory in Trousdale County in which Negroes were employed and received salaries which surpassed those of the teachers. Probable factors in the improvement of the training of the teachers of the county were school laws which provided for teacher training institutions, required more formal training, and provided for increases in salaries. As shown in Table IV, all Negro teachers in Trousdale County were college graduates from 1953 through 1957.

Certification of Teachers.—Since 1880 all teachers of Tennessee have been required to hold teachers' certificates in order to receive public money in compensation for their services.<sup>8</sup> From 1880 through 1914 the superintendents of the various county schools had the authority for setting up standards for issuing certificates to the teachers of the county. In 1915, the State Department of Education assumed this responsibility and set up machinery for issuing certificates to teachers of the state on the basis of a uniform examination for all teachers.<sup>9</sup>

During the period covered by this study some of the Trousdale

<sup>8</sup>Annual Report of 1880, loc. cit.

<sup>9</sup>Personal Interview, A. B. Cooper, Director of Certification, State Department of Education, June 17, 1958.

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There were twenty-nine teachers, eleven of whom took the examination and passed. An educator, an educator of twenty-five years of experience, says the work showed a wonderful improvement. The teachers are teaching the new methods and studying up the latest methods of teaching the new textbooks, supplemented by school government, theory and practice.

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<sup>2</sup>Annual Report to the State Superintendent of Instruction, 1901 (Nashville: Press of the Centennial Advocate, June 30, 1901), p. 277.

<sup>3</sup>Personal Interview, Mrs. Maria Verices, Retired Teacher, March, 1958.

<sup>4</sup>Data to support this conclusion were found in the Trousdale School reports that were available from 1875 through 1911.

Data in Table III indicates that the year in which the majority of the Negro teachers of the county were least trained was in 1932, when 75 per cent of them had not completed high school. Further, it revealed that 87.5 per cent of the Negro teachers of the county were college graduates in 1952, and those with the least training had completed three years of college work. The factor which probably contributed to the low status in training was the low salaries which the teachers received. During this time there was a factory in Trousdale County in which Negroes were employed and received salaries which surpassed those of the teachers. Probable factors in the improvement of the training of the teachers of the county were school laws which provided for teacher training institutions, required more formal training, and provided for increases in salaries. As shown in Table IV, all Negro teachers in Trousdale County were college graduates from 1933 through 1957.

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<sup>8</sup>Annual Report of 1880, loc. cit.

<sup>9</sup>Personal interview, A. B. Gooder, Director of Certification, State Department of Education, June 17, 1958.

TABLE III\*

THE TRAINING AND NUMBER OF NEGRO TEACHERS IN TROUSDALE COUNTY AT TEN YEAR INTERVALS FROM 1912 THROUGH 1952

Extent of Training	Years				
	1912	1922	1932	1942	1952
Bachelor's Degree	1			1	7
Three Years College				2	1
Two Years College			1	1	
One Year College				1	
Partial Normal School		6			
High School Graduate	3		1	2	
Partial High School	5	1	6		
Elementary School		2			
<b>TOTALS</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>8</b>

\*These data were obtained from the Annual Reports of the Department of Education for the years indicated, State Library, Nashville, Tennessee.

TABLE III\*

THE TRAINING AND NUMBER OF NEGRO TEACHERS IN TROUSDALE COUNTY AT TEN YEAR INTERVALS FROM 1917 THROUGH 1957

Extent of Training	1917	1927	1937	1947	1957
Bachelor's Degree	1				
Three Years College	1				
Two Years College		1			
One Year College		1			
Partial Normal School			6		
High School Graduate		2	1		
Partial High School			6	1	
Elementary School				2	
<b>TOTALS</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>9</b>	<b>8</b>

\*These data were obtained from the Annual Reports of the Department of Education for the years indicated, State Library, Nashville, Tennessee.

TABLE IV

THE TRAINING AND NUMBER OF NEGRO TEACHERS IN TROUSDALE COUNTY FROM 1953 THROUGH 1957

Extent of Training	Years				
	1953	1954	1955	1956	1957
Bachelor's Degree	8	7	7	7	7
Master's Degree		1	1	1	1
<b>TOTALS</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

Compiled from data obtained from the Annual Reports of the Department of Education for the years indicated, State Library, Nashville, Tennessee

County Negro teachers taught on examination certificates. Others who taught on professional certificates were considered better qualified than those employed on examination certificates.

Adequate data on the certification of Negro teachers in Trousdale County from 1878 through 1921 were not available. Sources, however, revealed that in 1877 that among the fourteen teachers who were employed in the county, twelve were permit teachers and two were licensed.<sup>10</sup>

Table V indicates that at five year intervals between 1922 and 1957 the certification of Negro teachers in the county improved each year. The largest number of permit teachers were employed in 1927 and 1932. By 1952 all Negro teachers in the county held Permanent Professional Certificates.

This improvement in the certification of teachers was probably due to the improved training of the teachers.

Salaries of Negro Teachers.—Sources pointed out that from 1875 through 1896 the highest monthly salary for both male and female teachers was \$30.00 per month, and the lowest for both sexes was \$27.90 per month. During the period from 1897 through 1919 the highest average monthly salary for both sexes was \$50.00 in 1919, and the lowest was \$37.75 in 1916.<sup>11</sup>

Table VI indicates that at five year intervals from 1920 through 1940 the monthly salaries remained about the same, the highest for a

<sup>10</sup>Annual Report to the State Superintendent of Public Instruction, 1877, (Nashville: The American Steam Book and Job Office, June 30, 1877), p. 618.

<sup>11</sup>Data were found in the Annual School Reports of the Department of Education for the years or periods indicated, State Library, Nashville.

TABLE IV

THE TRAINING AND NUMBER OF NEGRO TEACHERS IN TROUSDAL COUNTY FROM 1923 THROUGH 1957

Extent of Training	1923	1927	1932	1937	1942	1947
Bachelor's Degree	8	7	7	7	7	7
Master's Degree	1	1	1	1	1	1
TOTALS	8	8	8	8	8	8

Compiled from data obtained from the Annual Reports of the Department of Education for the years indicated, State Library, Nashville, Tennessee

TABLE V

KINDS OF CERTIFICATES AND THE NUMBER OF NEGRO TEACHERS  
HOLDING EACH TYPE AT FIVE YEAR INTERVALS  
FROM 1922 THROUGH 1957

Kinds of Certificates	Years and Number of Teachers Holding Each Kind of Certificate							
	1922	1927	1932	1937	1942	1947	1952	1957
First Grade								
Second Grade	35.00	6	35.00					
Permit	37.00	1	6	5	1	5.7	4	2.4
Permanent Examination	35.00	2	35.00	2	1	5.7	2.4	
Two Year Examination	40.00		30.00		2	24.3	24.3	
Permanent Professional	127.00		112.00		225.0	273.0	273.0	8
	251.33		226.00		477.5	421.7	421.7	

Compiled from data obtained from the Annual Reports of the State Department of Education for the years indicated.

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10 Annual Report to the State Superintendent of Public Instruction, 1877 (Narrative: The American Steam Book and Job Office, June 30, 1877), p. 618.

All data were found in the Annual School Report of the Department of Education for the years or periods indicated. State Library, Nashville.

TABLE V

KINDS OF CERTIFICATES AND THE NUMBER OF NEGRO TEACHERS HOLDING EACH TYPE AT FIVE YEAR INTERVALS FROM 1920 THROUGH 1955

Kinds of Certificates	Years and Number of Teachers Holding Each Kind of Certificate				
	1920	1925	1930	1935	1940
First Grade					
Second Grade					
Permit	1	2	6	1	
Permanent Provisional	1	2	2	2	
Two Year Provisional	2	3	2	1	1
Permanent Professional	8	8	4	3	6

Compiled from data obtained from the Annual Reports of the State Department of Education for the years indicated.

TABLE VI

AVERAGE MONTHLY SALARIES OF NEGRO TEACHERS OF TROUSDALE COUNTY AT FIVE YEAR INTERVALS FROM 1920 THROUGH 1955

Year	Average Monthly Salaries		Percentages of Increase or Decrease	
	Men	Women	Men	Women
1920	\$ 35.00	\$ 35.00		
1925	37.00	35.83	+ 5.7	+ 2.4
1930	35.00	35.00	- 5.7	- 2.4
1935	40.00	30.00	+ 14.3	- 14.3
1940	35.83	30.00	- 10.4	
1945	127.00	112.00	+225.0	+273.0
1950	251.33	226.00	+ 97.8	+101.7
1955	295.00	294.63	+ 17.3	+ 30.3

+ Increase - Decrease

Compiled from data obtained from the Annual Reports of the Department of Education for the years indicated.

male teacher was \$40.00, and the lowest was \$35.00 in 1935. The highest monthly salary for a female teacher during this period was \$35.83 in 1925, while the lowest was \$30.00 in 1940. The greatest increase in monthly salaries was in 1945 when the salary for male teachers increased 255 per cent of that of the previous five-year interval. In the same year female teachers received an increase of 273 per cent of their monthly salary for the previous five-year interval. In 1950 the monthly salaries for both male and female teachers increased 97.8 per cent and 101.7 per cent respectively, over that of the previous five-year interval. In 1955 the percentages of increase in the salaries for both sexes were 17.3 per cent for men, and 30.3 per cent for women over their salaries for 1950.

Number and Types of Schools for Negroes.—Table VII reveals that from 1877 through 1907 the public schools for Negroes in Trousdale County were of the one-teacher type. The number of one-teacher schools declined from fourteen in 1877 to nine in 1907. During the ten-year interval between 1907 and 1917, the number of one-teacher schools decreased by one, and a three-teacher school came into existence during this interval. One one-teacher school was discontinued from 1927 through 1937. In 1947 there were only four schools for Negroes in the county, two of them were of the one-teacher type, and two were of the two-teacher type. This decrease in the number of schools for Negroes was probably due to the decline in the Negro population of the county and the consolidation of schools.

TABLE VI

AVG. MONTHLY SALARIES OF NEGRO TEACHERS OF TROUSDALE COUNTY AT FIVE YEAR INTERVALS FROM 1920 THROUGH 1955

Year	Average Monthly Salaries		Percentages of Increase or Decrease	
	Men	Women	Men	Women
1920	\$ 35.00	\$ 32.00		
1925	37.00	35.83	+ 5.7	+ 3.4
1930	35.00	32.00	- 5.7	- 3.4
1935	40.00	30.00	+ 14.3	- 11.3
1940	35.83	30.00	- 10.4	- 10.4
1945	127.00	112.00	+ 255.0	+ 252.0
1950	68.73	62.00	+ 52.7	+ 40.7
1955	65.00	61.63	+ 30.3	+ 17.3

+ Increase - Decrease

Compiled from data obtained from the Annual Reports of the Department of Education for the years indicated.



School Buildings and Facilities for Negro Pupils--From 1877

TABLE VII  
THE NUMBER AND TYPES OF PUBLIC SCHOOLS FOR NEGROES IN TROUSDALE COUNTY AT TEN YEAR INTERVALS FROM 1877 THROUGH 1957

From 1877 through 1907, all of the schools were one-teacher schools. In 1907, a two-teacher school was opened in the city of Troy. In 1917, a three-teacher school was opened in the city of Troy. In 1927, a three-teacher school was opened in the city of Troy. In 1937, a three-teacher school was opened in the city of Troy. In 1947, a three-teacher school was opened in the city of Troy. In 1957, a three-teacher school was opened in the city of Troy.

Kinds of Schools	Years and Number of Schools									
	1877	1887	1897	1907	1917	1927	1937	1947	1957	
One-Teacher	14	8	-	9	7	6	5	4	2	
Two-Teacher					1			2		
Three-Teacher						1	1			
Three or More-Teacher									1	
<b>TOTALS</b>	<b>14</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>1</b>	

Compiled from data obtained from the Annual Reports of the State Department of Education for the years indicated.

12  
James L. Wilson, C. H. Wilburn, Superintendent of Trousdale County Schools, June 27, 1958.

male teacher was \$10.00, and the lowest was \$2.00 in 1877. The highest monthly salary for a female teacher during this period was \$3.83 in 1877, while the lowest was \$30.00 in 1940. The greatest increase in monthly salaries was in 1887 when the salary for male teachers increased 252 per cent of that of the previous five-year interval. In the same year female teachers received an increase of 273 per cent of their monthly salary for the previous five-year interval. In 1920 the monthly salaries for both male and female teachers increased 27.8 per cent and 101.7 per cent respectively, over that of the previous five-year interval. In 1922 the percentages of increase in the salaries for both sexes were 17.3 per cent for men, and 30.3 per cent for women over their salaries for 1920.

Number and Types of Schools for Negroes--Table VII reveals that from 1877 through 1907 the public schools for Negroes in Trousdale County were of the one-teacher type. The number of one-teacher schools declined from fourteen in 1877 to nine in 1907. During the ten-year interval between 1907 and 1917, the number of one-teacher schools decreased by one, and a three-teacher school came into existence during this interval. One one-teacher school was discontinued from 1927 through 1937. In 1917 there were only four schools for Negroes in the county, two of them were of the one-teacher type, and two were of the two-teacher type. This decrease in the number of schools for Negroes was probably due to the decline in the Negro population of the county and the consolidation of schools.

TABLE VII

THE NUMBER AND TYPES OF PUBLIC SCHOOLS FOR NEGROES IN TROUSDAL COUNTY AT TEN YEAR INTERVALS FROM 1877 THROUGH 1957

Years and Number of Schools	1877	1887	1897	1907	1917	1927	1937	1947	1957	TOTALS
One-Teacher	1	2	3	4	5	6	7	8	9	11
Two-Teacher			1							1
Three-Teacher				1						1
Three or More Teacher										1
TOTALS	1	2	4	5	6	7	8	9	11	14

Compiled from data obtained from the Annual Reports of the State Department of Education for the years indicated.

School Buildings and Facilities for Negro Pupils.—From 1877 through 1948, school buildings in Trousdale County for Negroes underwent changes in structure and size. From 1877 through 1921, all of the buildings were of frame structure and had only one room. In about 1922, a three-room frame building was constructed in Hartsville. In 1948, the buildings and facilities for Negro pupils were improved greatly through the completion of a block building in Hartsville.<sup>12</sup> (See Appendix B) At the opening of the 1948 school term all of the schools for Negroes in the county were consolidated into one school. This school was housed in this building. This year the offerings of the curriculum of this school provided for grades one through nine. It began a transition toward four-year high school status, offering additional subjects and grades each year. In 1952, Ward High School's four-year curriculum became a reality. The first Negro pupils to complete a four-year high school course of study in the public schools of Trousdale County were graduated that year. (See Appendix B) The building which accommodated both the elementary school and high school contained eight classrooms, including rooms with facilities for teaching homemaking and agriculture. It had a workshop, a library with over 600 volumes, a cafeteria, a combination auditorium and gymnasium, indoor rest rooms, an office, a reception room, and shower rooms.

<sup>12</sup> Personal Interview, C. H. Wilburn, Superintendent of Trousdale County Schools, June 17, 1958.

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 Appendix B) At the opening of the 1958 school year all of the schools  
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 through 1958, school buildings in Tensas Parish for Negroes under-

County Schools, June 17, 1958.  
 J. H. Williams, Superintendent of Tensas Parish

Data in Tables VIII and IX shows that the total enrollment of  
 this consolidated school was 208 in 1952, and 227 in 1957. Table VIII  
 shows the total enrollment of the elementary department in 1952 and  
 1957. In this five-year interval the total enrollment in grades one  
 through eight increased 2.48 per cent. Table IX shows the development  
 of the high school department from 1948 through 1957. In 1952, the  
 total enrollment in grades nine through twelve was 47; in 1957 the total  
 enrollment was 62. In this five-year interval the enrollment of these  
 grades increased 31.9 per cent.

TABLE VIII

TOTAL ENROLLMENT OF THE ELEMENTARY DEPARTMENT  
 OF SAID SCHOOL, 1952 and 1957

Year	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight	Total
1952	20	19	29	25	18	20			208
1957	22	16	26	20	15	18			227

Compiled from data secured from the records of the Ward School, Tensas Parish.

Data in Tables VIII and IX shows that the total enrollment of this consolidated school was 208 in 1952, and 227 in 1957. Table VIII shows the total enrollment of the elementary department in 1952 and 1957. In this five-year interval the total enrollment in grades one through eight increased 2.18 per cent. Table IX shows the development of the high school department from 1948 through 1957. In 1952, the total enrollment in grades nine through twelve was 17; in 1957 the total enrollment was 62. In this five-year interval the enrollment of these grades increased 31.9 per cent.

TABLE VIII

TOTAL ENROLLMENT OF THE ELEMENTARY DEPARTMENT  
OF WARD SCHOOL, 1952 and 1957

Year	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight	Total
1952	20	19	29	25	18	20	19	11	161
1957	32	15	26	20	15	18	21	18	165

Compiled from data secured from the Records of the Ward School, Hartsville, Tennessee.

CHAPTER V  
TABLE IX

AGENCIES PROVIDING SERVICES TO THE TROUSDALE COUNTY  
ENROLLMENT OF WARD HIGH SCHOOL FROM 1948 THROUGH 1957

Year	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	Total
1948-49	16				16
1949-50	14	15			29
1950-51	26	11	11		48
1951-52	12	23	7	5	47
1952-53	11	11	14	4	40
1953-54	15	5	10	14	44
1954-55	24	11	8	10	53
1955-56	18	18	11	6	53
1956-57	28	12	12	10	62

Compiled from data secured from the Records of the Ward School, Hartsville, Tennessee.

1. Improving the daily schedule or organization of the school day.
2. Assisting with the writing or revision of a course of study for Trousdale County Schools in each instructional area.
3. Improving the daily schedule or organization of the school day.

Original Interview, Miss Louise Wilbert, Supervisor of Trousdale County Schools, June 17, 1958.

Tennessee.  
Compiled from data secured from the Records of the Ward School, Hartsville,

Year	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	Total
1948	16				16
1949	14	15			29
1950	26	11	11		48
1951	12	23	7	5	47
1952	11	11	14	4	40
1953	15	5	10	14	44
1954	24	11	8	10	53
1955	18	18	11	6	53
1956	28	12	12	10	62

OF WARD SCHOOL, 1948-1957  
ENROLLMENT OF THE TROUSDALE COUNTY

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TABLE IX

ENROLLMENT OF WARD HIGH SCHOOL FROM 1948 THROUGH 1957

Total	Grade Twelve	Grade Eleven	Grade Ten	Grade Nine	Year
16				16	1948-49
29			29	11	1949-50
48		11	11	26	1950-51
47	2	7	23	15	1951-52
40	4	11	11	14	1952-53
44	11	10	2	19	1953-54
53	10	8	11	24	1954-55
53	6	11	18	18	1955-56
65	10	12	12	31	1956-57

Compiled from data secured from the records of the Ward School, Hartsville, Tennessee.

CHAPTER V

AGENCIES RENDERING SERVICES TO THE TROUSDALE COUNTY SCHOOLS FOR NEGROES

An important factor in the growth and development of the public schools for Negroes in Trousdale County was the establishment of such services as supervisory assistance, transportation, health, school lunches, and the work of the Parent-Teacher Association.

Supervisory Services.—Though supervisory services in Trousdale County have been intermittent, it was one of the first four counties of the state to have a supervisor of schools. This position was first created in 1930 and because of the lack of sufficient county funds, existed for only one year. This county wide position was included in the Minimum Foundation School Program of 1947 and operated without additional cost to the county.<sup>1</sup>

Some of the activities in which the supervisor engaged included:<sup>2</sup>

1. Coordinating and working toward improving the instructional program throughout the county by setting up an organization for curriculum improvement, and by assisting with planning and conducting an in-service education program for teachers.
2. Assisting with the writing or revision of a course of study for Trousdale County Schools in each instructional area.
3. Improving the daily schedule or organization of the school day.

<sup>1</sup>Personal Interview, Miss Louise Wilburn, Supervisor of Trousdale County Schools, June 17, 1958.

<sup>2</sup>Ibid.

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1. Coordinating and working toward improving the instructional program throughout the county by setting up an organization for curriculum improvement, and by assisting with planning and conducting an in-service education program for teachers.
2. Assisting with the writing or revision of a course of study for Trousdale County Schools in each instructional area.
3. Improving the daily schedule or organization of the school day.

<sup>1</sup>Personal Interview, Miss Louise Wilburn, Supervisor of Trousdale County Schools, June 17, 1958.

4. Aiding with the selection, buying, and distribution of textbooks, library books, and other instructional materials.
5. Assisting with the State Testing Program.
6. Working with the school lunch program.
7. Attending pupil-teacher-parent conferences when a child was not doing satisfactory school work.
8. Working with audio-visual aids.
9. Helping with special groups in reading and other subject matter areas.
10. Giving assistance, upon request, to teachers with individual classroom and school problems.

Transportational Services.--Transportational services for Negro pupils in Trousdale County began in 1946. At this time a school bus was provided by the county Board of Education to transport those high school pupils in the county to Gallatin, Tennessee to attend high school, as there was no high school for Negroes in Trousdale County.<sup>3</sup> Between 1946 and 1948 the transportational services for the public school children was gradually extended into the most isolated sections of the county in order to guarantee every child in the county, both white and Negro, an opportunity to attend school.<sup>4</sup> The data in Table X show the development of transportational services for Negro pupils in Trousdale County from 1948 through 1957.

<sup>3</sup>Personal Interview, C. H. Wilburn, Superintendent of Trousdale County Schools, June 17, 1958.

<sup>4</sup>Editorial in the Hartsville Vidette, November 15, 1956.

TABLE X  
 TRANSPORTATION OF NEGRO PUPILS OF TROUSDALE COUNTY  
 FROM 1948 THROUGH 1957

Year	Number of Schools Served by School Busses	Largest Number of Pupils Trans-ported	Cost Per Pupil	Number of Busses
1948	1	136	\$22.29	3
1949	1	163	20.63	3
1950	1	149	20.60	3
1951	1	136	26.61	3
1952	1	133	26.34	3
1953	1	154	33.55	3
1954	1	149	22.48	3
1955	1	148	24.55	3
1956	1	161	23.99	3
1957	1	163	24.72	3

Compiled from data obtained from the Monthly Reports of the Ward High School and the Annual Statistical Reports of the Tennessee Department of Education, Nashville, Tennessee.

1. Aiding with the selection, buying, and distribution of textbooks, library books, and other instructional materials.
2. Assisting with the State Testing Program.
3. Working with the school lunch program.
4. Attending pupil-teacher-parent conferences when a child was not doing satisfactory school work.
5. Working with audio-visual aids.
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Regional Interview, G. H. Wilburn, Superintendent of Trousdale County Schools, June 17, 1958.  
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1949	1	143	20.63	3
1950	1	145	20.60	3
1951	1	136	26.61	3
1952	1	133	26.31	3
1953	1	124	33.22	3
1954	1	142	22.48	3
1955	1	148	24.22	3
1956	1	161	23.99	3
1957	1	163	24.72	3

Compiled from data obtained from the Monthly Reports of the Ward High School and the Annual Statistical Reports of the Tennessee Department of Education, Nashville, Tennessee.

Health Services.—Beginning with 1940, health services through the health department of Trousdale County were made available to Negro pupils through the public schools. These services consisted of physical examinations which were given to all Negro school children in the county each year. The teeth, tonsils, eyes, and throats of the children were examined. Health inspectors checked the school buildings for light, ventilation, drinking water facilities, lunchroom sanitation, and the health of the lunchroom workers. Shots of immunization were given to all children who were enrolled in the schools. From 1940 through 1942, the program of the health department was climaxed by the "Blue Ribbon Parade." This was an activity that consisted of a county-wide program wherein Negro pupils of the county schools assembled at the Ward School in Hartsville. At this gathering the schools were given awards for the achievements made according to the standards of the health department.<sup>5</sup>

After the passage of the School Laws of 1948, the health service program for pupils in the Tennessee schools was administered jointly by the local school and health authorities. The minimum requirements established by the State Board of Education for health services in the schools of the counties were:

1. Health examinations and immunizations for all pupils entering school for the first time.

<sup>5</sup>Records of the Trousdale County Health Department, Hartsville, Tennessee.

2. Health examinations of all pupils prior to participating on any interscholastic team.
3. Physician's certificate, including chest X-ray results, showing satisfactory health record for all employees prior to employment.
4. Health records of pupils available to teachers.
5. Participation of schools in a plan for immunization against communicable diseases in accordance with standards and policies of the State Board of Public Health.
6. A definite plan for excluding pupils with communicable diseases and for admitting them following recovery.
7. Health certificates for all food handlers in the schools.

The school for Negroes in Trousdale County met these requirements.<sup>7</sup>

Lunchroom Service.—The school lunch is considered vital to the educational program. It is directed toward the improvement of the nutrition of boys and girls through the instructional program in nutrition and well-balanced lunches served daily.

A sound lunch program requires adequate funds to meet program needs for food, labor, free meals, miscellaneous cost, and equipment replacement. Since 1935, federal contributions have been available in varying degrees.<sup>8</sup>

May 16, 1958.

<sup>6</sup>Ibid., pp. 123-124.

<sup>7</sup>Personal Interview, Miss Louise Wilburn, Supervisor of Trousdale County Schools, June 17, 1958.

<sup>8</sup>Records of the Trousdale County Health Department, Hartsville, Tennessee, p. 118.

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<sup>2</sup>Records of the Trousdale County Health Department, Hartsville, Tennessee.

Lunch programs in some of the public schools for Negroes in Trousdale County date back to 1935. In that year, the Federal Works Administration Program, in order to aid the school lunch program, distributed certain food commodities to the schools of the county. From 1939 through 1940, some of these schools operated lunch programs under the sponsorship of the National Youth Administration and the War Foods Administration.<sup>9</sup>

From 1948 through 1957, the school for Negroes in Trousdale County participated in the National School Lunch Program which was created by the National School Lunch Act of 1946.<sup>10</sup> This act provided that Congress appropriate funds for sponsoring the lunch program, it made the State Department of Education in each of the states the administrators of school lunch program in the counties.<sup>11</sup>

The school also participated in the special milk program which was authorized by the Agricultural Act of 1954. The Special Milk Program was designed to increase the consumption of whole milk by school children by offering it to them at reduced prices.<sup>12</sup>

The Negro Parent-Teacher Association.--As early as 1915, there was a Negro Parent-Teacher Association in Trousdale County, Tennessee. This

<sup>9</sup> Personal Interview, Key Holland, Teacher of Trousdale County, May 16, 1958.

<sup>10</sup> Records of the Ward High School, Hartsville, Tennessee

<sup>11</sup> Tennessee Department of Education, Progress Report, (Nashville: June, 1949), p. 2.

<sup>12</sup> U. S. Department of Agriculture, "The Special Milk Program", (Washington, D. C.: PA-248, June, 1958).

- 2. Health examinations of all pupils prior to participation on any interscholastic team.
- 3. Physician's certificate, including chest X-ray results, showing satisfactory health record for all employees prior to employment.
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- 5. Participation of schools in a plan for immunization against communicable diseases in accordance with standards and policies of the State Board of Public Health.
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<sup>9</sup>Personal Interview, Rev. Holland, Teacher at Trousdale County, May 16, 1958.

<sup>10</sup>Records of the Ward High School, Hartsville, Tennessee

<sup>11</sup>Tennessee Department of Education, Progress Report, (Nashville: June, 1949), p. 2.

<sup>12</sup>U. S. Department of Agriculture, The Special Milk Program, (Washington, D. C.: P. 218, June, 1950).

group was instrumental in sponsoring projects in the city and county to raise money to match the funds of the county and the Rosenwald Fund to construct a new school building. The building which was under consideration at that time was to replace the old one that was located at the edge of the city limits of Hartsville. In 1922, the year the new building was completed, the association honored its president, Reverend Walter Ward, for his diligent work by naming the school for him. This organization has operated and continued to sponsor yearly projects to promote the welfare of the Negro children of Trousdale County.<sup>13</sup>

the growth and development of public schools for Negroes in the county; (4) the training, certification, and salaries of Negro teachers; and (5) the special services rendered for the schools for Negroes in the county, such as supervisory services, transportation, health, lunch room service and the work of the Parent-Teacher Association.

Data in this study revealed the following significant findings:

1. The historical, racial, and economic conditions of Trousdale County, Tennessee, have been such that the Negro population has remained largely illiterate and uneducated. The Negro population of the county is largely illiterate and uneducated. The Negro population of the county is largely illiterate and uneducated. The Negro population of the county is largely illiterate and uneducated.

<sup>13</sup>Personal Interview, Mrs. Bertha Robertson, Retired Treasurer of the Ward School Parent-Teacher Association, April, 1958.

CHAPTER VI

SUMMARY OF FINDINGS AND CONCLUSIONS

This study was concerned with the historical development of public schools for Negroes in Trousdale County, Tennessee from 1870 through 1957. It related the development of public schools for Negroes in Trousdale County with reference to: (1) the historical, geographical and economic description of the county; (2) the legal basis for public education in Tennessee and Trousdale County; (3) the growth and development of public schools for Negroes in the county; (4) the training, certification and salaries of Negro teachers; and (5) the special agencies rendering services for the schools for Negroes in the county, such as supervisory services, transportation, health, lunch room service and the work of the Parent-Teacher Association.

Data in this study revealed the following significant findings:

1. The historical, geographical, and economic developments of Trousdale County, Tennessee showed that it was the youngest and smallest county in the State of Tennessee. Its basic natural resource was its soil which was generally productive. The topography of the county was greatly diversified, consisting of ridges, planes, and hills; providing for farming, grazing and some timber production. The greatest industry was the looseleaf tobacco market from which most of the population gained its livelihood, directly or indirectly. The

group was instrumental in sponsoring projects in the city and county to raise money to match the funds of the county and the Rosewell Fund to construct a new school building. The building which was under consideration at that time was to replace the old one that was located at the edge of the city limits of Hartsville. In 1922, the year the new building was completed, the association honored the president, Reverend Walter Ward, for his diligent work by naming the school for him. This organization has operated and continued to sponsor yearly projects to promote the welfare of the Negro children of Trousdale County.

13  
 the Ward School Parent-Teacher Association, April, 1928.  
 Fernand Ingram, Mrs. Walter Robertson, Retired Treasurer of

period the highest monthly salary for a Negro female teacher was \$35.83 while the lowest was \$30.00. The greatest increase in salaries occurred in 1945 when the Negro male teachers received an increase in monthly salaries of 255 per cent over the amount they received in 1940, and the Negro female teachers received an increase in monthly salaries of 273 per cent over their 1940 salaries.

8. The number of public schools for Negroes decreased from fourteen in 1877 to one in 1957. As these schools decreased in quantity, they increased in quality.

9. The greatest improvement in school buildings and facilities for Negro pupils came between 1948 and 1957.

10. The first four-year public high school for Negroes in Trousdale County was begun in 1948.

11. Great progress was shown in the special services afforded Negroes in the public schools of the county, such as supervisory assistance, health services, school lunches and transportation.

CONCLUSIONS

The findings of this study warrant the general conclusion that the public schools for Negroes in Trousdale County, Tennessee have experienced a considerable amount of progress from 1870 through 1957. This progress which was evidenced by these findings may be attributed to: (1) the human and natural resources of the county; and (2) the passage of legal enactments by the State of Tennessee and Trousdale County.

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The manufacturing industry was relatively young in the county, but was expanding very rapidly. The average occupation of the Negro population of the county was farming, while many were employed industrially in a factory in a town in the adjoining county.

2. The Negro population of Trousdale County had been on a gradual decline from 1880 through 1950. The only gain in the population was between 1890 and 1900 when there was an increase of 206 over the previous ten year interval. By 1950 the Negro population had decreased 46.1 per cent of what it was in 1880.

3. The public educational program for Negroes in Trousdale County had benefited from the passage of both public and private acts of the State of Tennessee.

4. The total enrollment in the public schools for Negroes in Trousdale County declined from 715 in 1895 to 218 in 1955. The highest percentage of attendance was in 1915, while the lowest was in 1920. The length of the school terms was extended from three months in 1885 to nine months in 1955.

5. In 1932, 75 per cent of the Negro teachers of the county had not completed high school; in 1952, 87½ per cent of the Negro teachers had graduated from college; and in 1957 all teachers had graduated from college.

6. The certification of Negro teachers improved as their training improved.

7. From 1920 through 1940 the highest monthly salary for a Negro male teacher was \$40.00, while the lowest was \$35.00. During this

period the highest monthly salary for a Negro female teacher was \$32.83 while the lowest was \$30.00. The greatest increase in salaries occurred in 1945 when the Negro male teachers received an increase in monthly salaries of 25 per cent over the amount they received in 1940 and the Negro female teachers received an increase in monthly salaries of 23 per cent over their 1940 salaries.

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5. In 1932, 75 per cent of the Negro teachers of the county had not completed high school; in 1932, 87 1/2 per cent of the Negro teachers had graduated from college; and in 1937 all teachers had graduated from college.

6. The certification of Negro teachers improved as their training improved.

7. From 1920 through 1930 the highest monthly salary for a Negro male teacher was \$10.00, while the lowest was \$35.00. During this

The progress that has been made does not mean that perfection has been reached. There is still much more to be done to keep the educational program in pace with the changes that progress demands.

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APPENDIX A

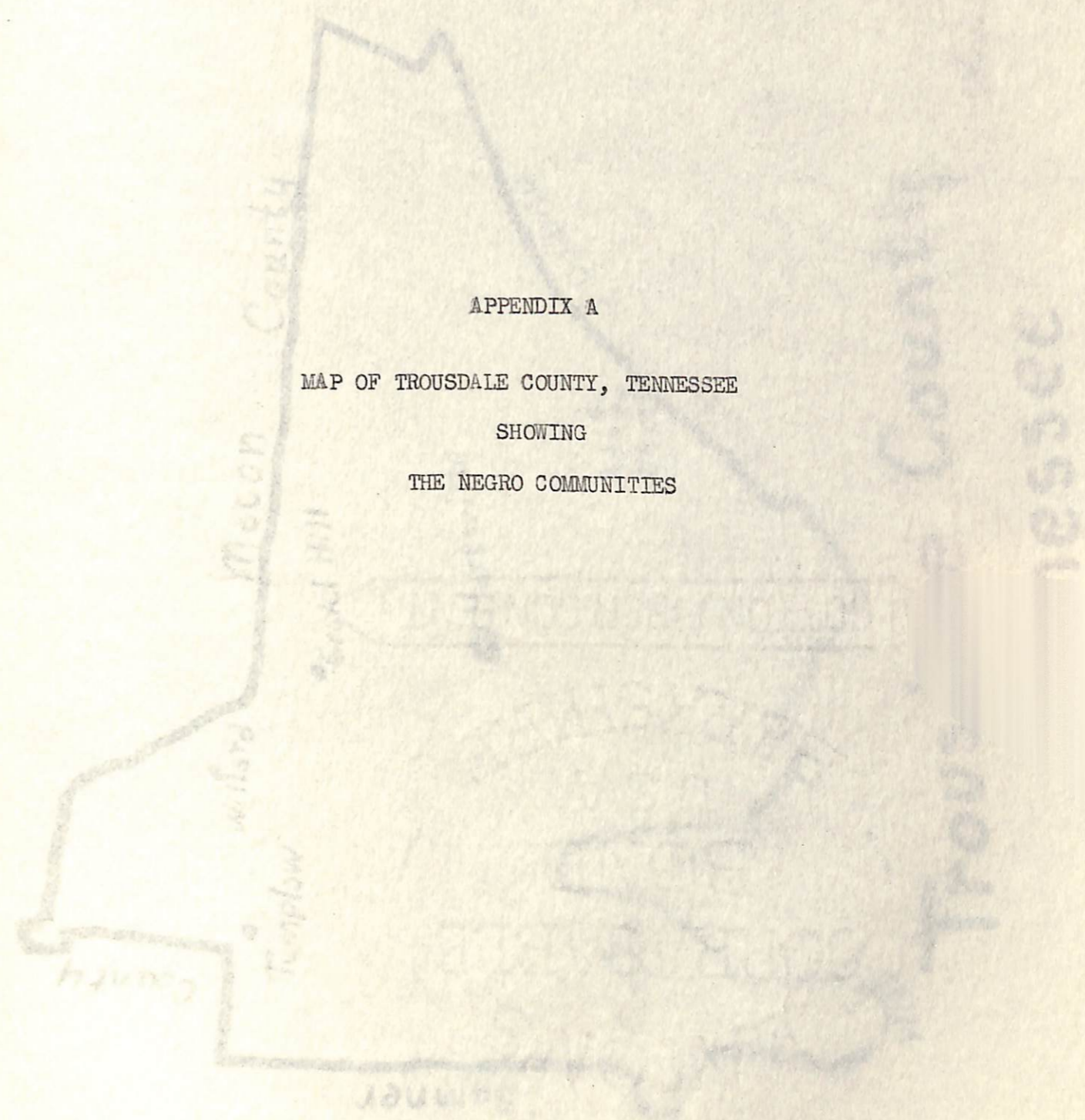
MAP OF TROUSDALE COUNTY, TENNESSEE

SHOWING

THE NEGRO COMMUNITIES

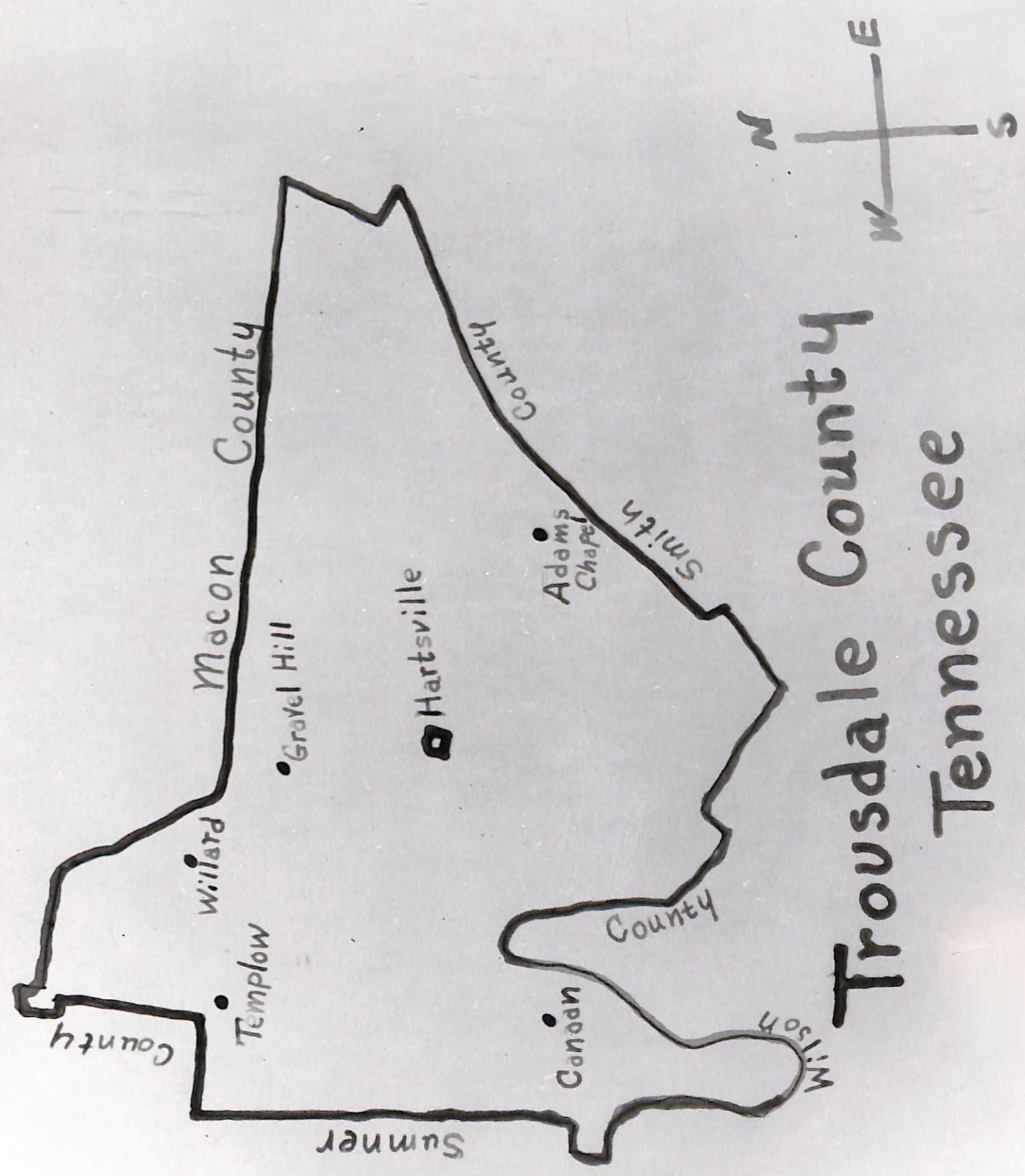
APPENDICES

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APPENDIX A  
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PICTURES

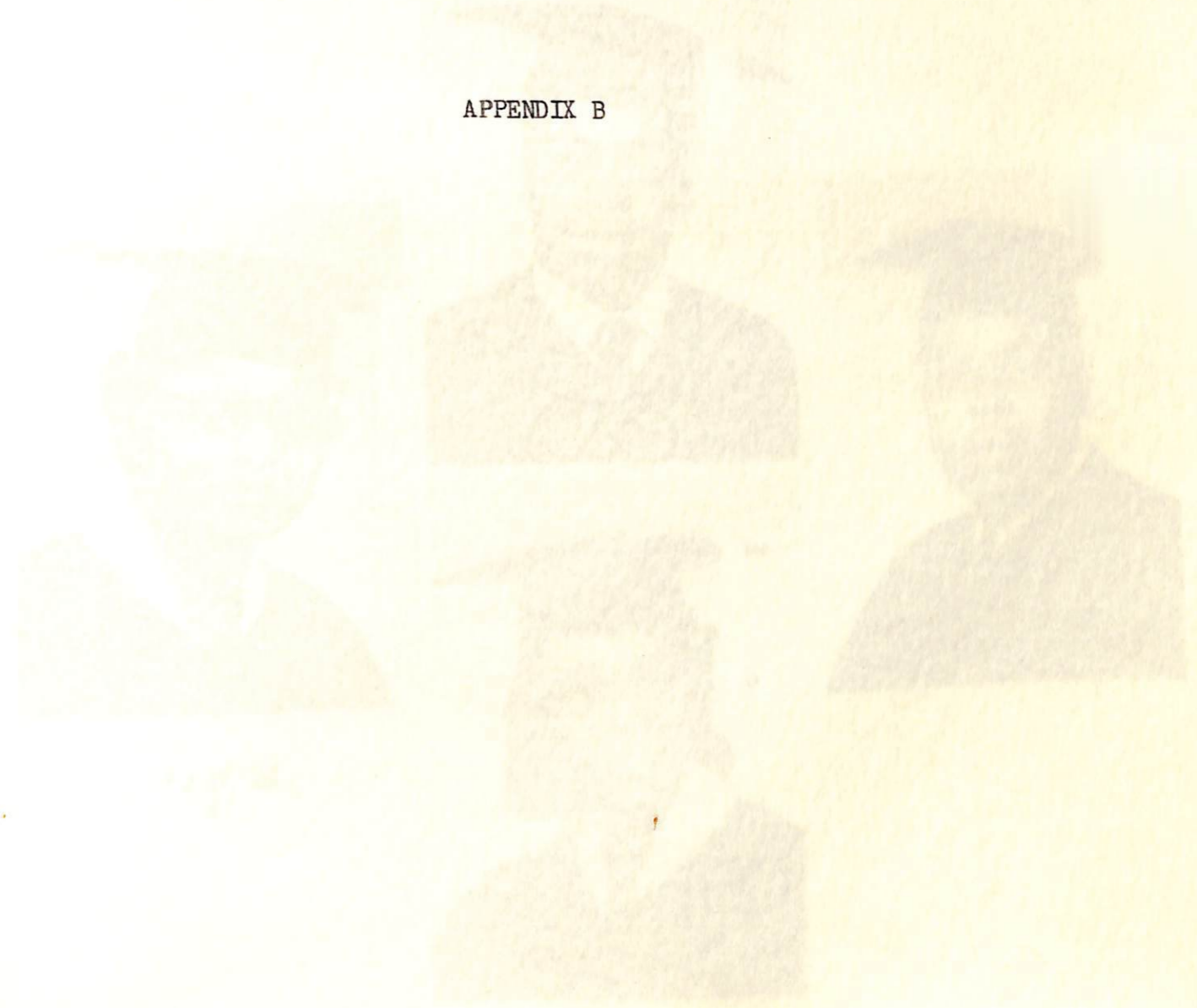
Figure I. - - - The Ward School, Bartoville, Tennessee

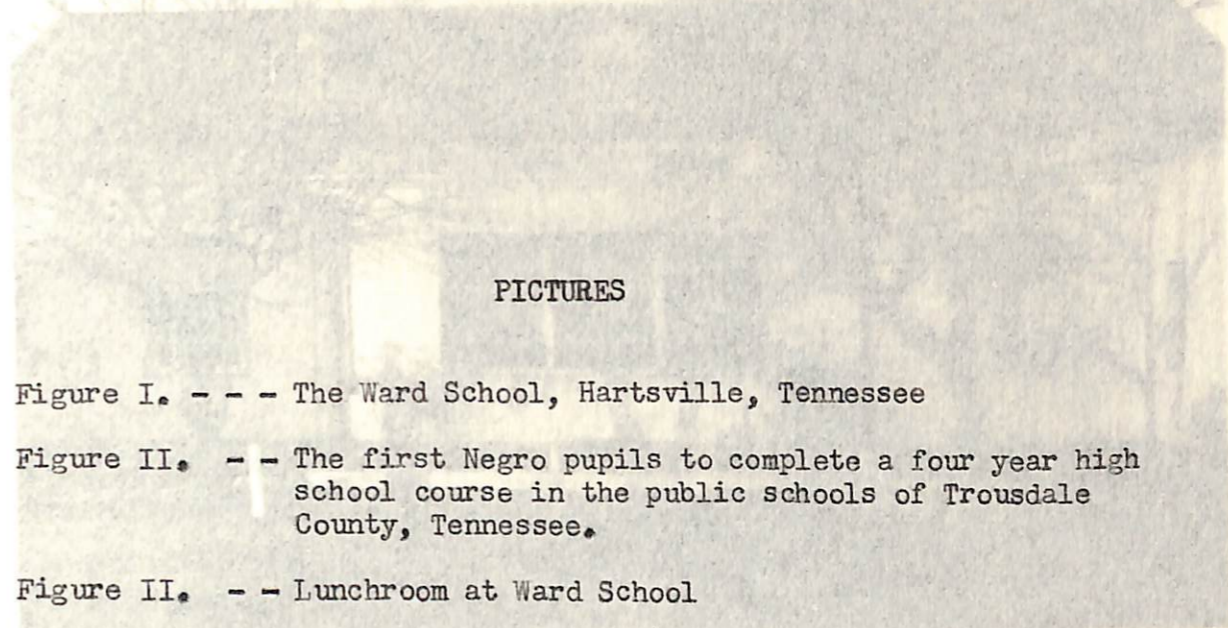
Figure II. - - The first Negro pupple to complete a four year high school course in the public schools of Transaliba County, Tennessee.

Figure III. - - Lunchroom at Ward School

Figure IV. - - Transportation facilities

APPENDIX B





PICTURES

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Figure II. - - The first Negro pupils to complete a four year high school course in the public schools of Trousdale County, Tennessee.

Figure II. - - Lunchroom at Ward School

Figure IV. - - Transportational facilities

*Fig. I*



*Fig. II*

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Fig. I

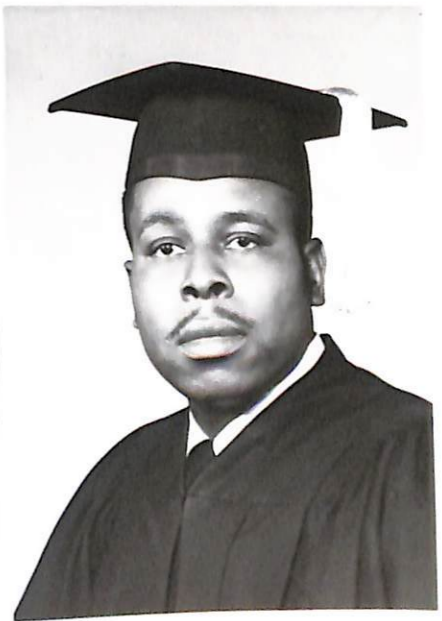
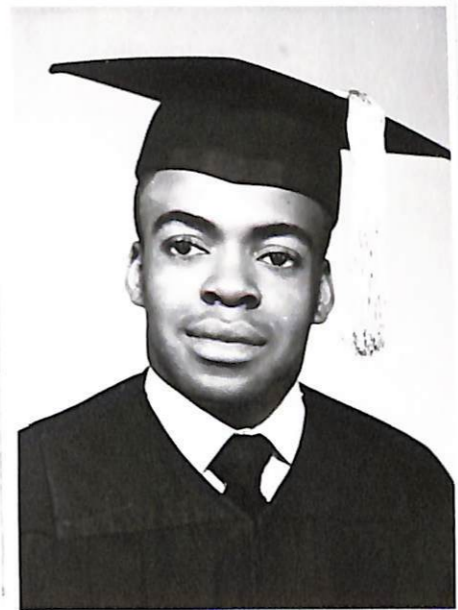


Fig. II



*Fig. III*



*Fig. IV*

INTRODUCTION

A HISTORY OF THE DEVELOPMENT OF NEGRO PUBLIC SCHOOLS IN TROUSDALE COUNTY, TENNESSEE FROM 1870 THROUGH 1957

History is a systematically ordered account of events, particularly of those affecting a nation, or an institution, usually tracing their development. The true object of all history is to record the truth, and historians should be on the alert to keep this object ever in view.<sup>1</sup> The historian is dependent upon the traces which he can discover. He has the task of trying to establish as direct and as reliable a line of evidence as possible. He seeks to secure as nearly first-hand evidence as possible.

An Abstract of a Thesis

Through this study Submitted to The Graduate School of Teachers, school administrators and other citizens of Trousdale County, Tennessee Agricultural and Industrial State University

in Partial Fulfillment of the Requirements

Statement of the for the degree of Master of Science in Trousdale County, Tennessee from 1870 through 1957. Special emphasis

<sup>1</sup>Carl R. Eppes, *The Negro, Past and Present* (Nashville: National Publication Company, 1943), p. 24.

Edgar Bruce Wilson, *The Negro in the South* (Boston: G. C. Heath Company, 1937), p. 21.

Graduate Research Series No. **613**

John Allen Dobbins

August, 1958

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## INTRODUCTION

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Through this study the truth was sought through available sources and compiled in a manner that it may be of some benefit to teachers, school administrators and other citizens of Trousdale County, Tennessee.

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was given to the following areas:

1. The historical, geographical, and economic backgrounds of Trousdale County, Tennessee.
2. The legal foundations for public education in Tennessee and Trousdale County, Tennessee.
3. The growth of public schools for Negroes in Trousdale County, Tennessee.
4. The special agencies that have contributed to the development of public education for Negroes in Trousdale County, Tennessee.

Purpose of the Study.--The main purpose of this study was to present a more complete picture of the development of public education for Negroes in Trousdale County, Tennessee. This study was designed to show the rise, development and expansion in public education for Negroes in Trousdale County, Tennessee from 1870 through 1957.

Definition of Terms.--All terms used in this study are generally understood.

Method of Procedure.--The historical method, employing primary and secondary sources of data, was used in this study. Data were sought and located in searches into legal documents, school records, and other materials. Old citizens and persons serving in official capacities were interviewed. The data that were secured from all sources were analyzed, organized and represented in tables, summaries and figures.

SUMMARY OF FINDINGS AND CONCLUSIONS

This study was concerned with the historical development of public schools for Negroes in Trousdale County, Tennessee from 1870 through 1957. It related the development of public schools for Negroes in Trousdale County with reference to: (1) the historical, geographical and economic description of the county; (2) the legal basis for public education in Tennessee and Trousdale County; (3) the growth and development of public schools for Negroes in the county; (4) the training, certification and salaries of Negro teachers; and (5) the special agencies rendering services for the schools for Negroes in the county, such as supervisory services, transportation, health, lunch room service and the work of the Parent-Teacher Association.

Data in this study revealed the following significant findings:

1. The historical, geographical, and economic developments of Trousdale County, Tennessee showed that it was the youngest and smallest county in the State of Tennessee. Its basic natural resource was its soil which was generally productive. The topography of the county was greatly diversified, consisting of ridges, planes, and hills; providing for farming, grazing and some timber production. The greatest industry was the looseleaf tobacco market from which most of the population gained its livelihood, directly or indirectly. The

7. From 1920 through 1940 the highest monthly salary for a Negro male teacher was \$100.00, while the lowest was \$75.00. During this

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manufacturing industry was relatively young in the county, but was expanding very rapidly. The average occupation of the Negro population of the county was farming, while many were employed industrially in a factory in a town in the adjoining county.

2. The Negro population of Trousdale County had been on a gradual decline from 1880 through 1950. The only gain in the population was between 1890 and 1900 when there was an increase of 206 over the previous ten year interval. By 1950 the Negro population had decreased 46.1 per cent of what it was in 1880.

3. The public educational program for Negroes in Trousdale County had benefited from the passage of both public and private acts of the State of Tennessee.

4. The total enrollment in the public schools for Negroes in Trousdale County declined from 715 in 1895 to 218 in 1955. The highest percentage of attendance was in 1915, while the lowest was in 1920. The length of the school terms was extended from three months in 1885 to nine months in 1955.

CONCLUSIONS

5. In 1932, 75 per cent of the Negro teachers of the county had not completed high school; in 1952, 87 1/2 per cent of the Negro teachers had graduated from college; and in 1957 all teachers had graduated from college.

6. The certification of Negro teachers improved as their training improved.

7. From 1920 through 1940 the highest monthly salary for a Negro male teacher was \$40.00, while the lowest was \$35.00. During this

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Data in this study revealed the following significant findings: 1. The historical, geographical, and economic developments of Trousdale County, Tennessee showed that it was the poorest and smallest county in the State of Tennessee. Its basic natural resource was its soil which was generally productive. The topography of the county was greatly diversified, consisting of ridges, plains, and hills; providing for farming, grazing and some timber production. The greatest industry was the local tobacco market from which most of the population gained its livelihood, directly or indirectly. The

period the highest monthly salary for a Negro female teacher was \$35.83 while the lowest was \$30.00. The greatest increase in salaries occurred in 1945 when the Negro male teachers received an increase in monthly salaries of 255 per cent over the amount they received in 1940, and the Negro female teachers received an increase in monthly salaries of 273 per cent over their 1940 salaries.

8. The number of public schools for Negroes decreased from fourteen in 1877 to one in 1957. As these schools decreased in quantity, they increased in quality.

9. The greatest improvement in school buildings and facilities for Negro pupils came between 1948 and 1957.

10. The first four-year public high school for Negroes in Trousdale County was begun in 1948.

11. Great progress was shown in the special services afforded Negroes in the public schools of the county, such as supervisory assistance, health services, school lunches and transportation.

CONCLUSIONS

The findings of this study warrant the general conclusion that the public schools for Negroes in Trousdale County, Tennessee have experienced a considerable amount of progress from 1870 through 1957.

This progress which was evidenced by these findings may be attributed to: (1) the human and natural resources of the county; and (2) the passage of legal enactments by the State of Tennessee and Trousdale County.

manufacturing industry was relatively young in the county, but was expanding very rapidly. The average occupation of the Negro population of the county was farming, while many were employed industrially in a factory in a town in the adjoining county.

2. The Negro population of Trousdale County had been on a gradual decline from 1880 through 1920. The only gain in the population was between 1890 and 1900 when there was an increase of 200 over the previous ten year interval. By 1920 the Negro population had

decreased to 1 per cent of what it was in 1880.

3. The public educational program for Negroes in Trousdale County had benefited from the passage of both public and private acts of the State of Tennessee.

4. The total enrollment in the public schools for Negroes in Trousdale County declined from 715 in 1895 to 218 in 1925. The highest percentage of attendance was in 1915, while the lowest was in 1920. The length of the school terms was extended from three months in 1885 to nine months in 1925.

5. In 1932, 75 per cent of the Negro teachers of the county had not completed high school; in 1925, 87 1/2 per cent of the Negro teachers had graduated from college; and in 1927 all teachers had graduated from college.

6. The certification of Negro teachers improved as their training improved.

7. From 1920 through 1940 the highest monthly salary for a Negro male teacher was \$40.00, while the lowest was \$32.00. During this

period the highest monthly salary for a Negro female teacher was \$32.83 while the lowest was \$30.00. The greatest increase in salaries occurred in 1915 when the Negro male teachers received an increase in monthly salaries of 25% per cent over the amount they received in 1910, and the Negro female teachers received an increase in monthly salaries of 23% per cent over their 1910 salaries.

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The progress that has been made does not mean that perfection has been reached. There is still much more to be done to keep the educational program in pace with the changes that progress demands.

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