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A History of the Development of Negro Public Schools in Marion County, Tennessee from 1929-1950

Merzellar M. Burnette

Tennessee Agricultural and Industrial State College

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A HISTORY OF THE DEVELOPMENT OF
NEGRO PUBLIC SCHOOLS IN
MARION COUNTY, TENNESSEE
FROM 1929-1950



MERZELLAR M. BURNETTE

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A HISTORY OF THE DEVELOPMENT OF NEGRO PUBLIC SCHOOLS IN MARION
COUNTY, TENNESSEE FROM 1929 - 1950

An Abstract of a Thesis


Presented to

the Faculty of the Graduate School
Tennessee Agricultural and Industrial State College

In Partial Fulfillment
of the Requirements for the Degree
Of Master of Science

by
Merzellar M. Burnette

August 1951



ABSTRACT

The Problem. This study is designed to present a history of the development of Negro Public Schools in Marion County, Tennessee from 1929 through 1950.

Very few facts have been compiled concerning the history and development of public schools for Negroes in specific counties of the state. Such facts and their implications are basic to a thorough understanding of the present education of Negroes in each of the various counties.

Limitations. This investigation is limited to a study of the development of public schools in Marion County from 1929 through 1950. It is also limited to the following aspects of development of the total educational program:

1. Enrollment, average daily attendance and per cent of attendance of pupils.
2. Number, certification, training and salaries of teachers.
3. Number of days taught in the Negro schools of Marion County.
4. Buildings and grounds.
5. Special services such as transportation, library and the school-lunch.

Definition of Terms. History here has reference to past facts or events affecting the Negro public schools' development in Marion County, Tennessee.

Development means growth and/ or expansion.

Public school means a school supported by tax both county and state.

36003

A HISTORY OF THE DEVELOPMENT OF NEGRO PUBLIC SCHOOLS IN MARION COUNTY, TENNESSEE FROM 1929 - 1950

An Abstract of a Thesis

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In Partial Fulfillment

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Margaret M. Burnett

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Procedure. In general the method of procedure used was historical. After a tentative formulation of the problem, similar investigations of public education in other counties, histories of Tennessee and numerous education reference books were read as a background or frame of reference for this study.

The various sources of data listed above were explored to find the adequacy of pertinent information. Then in the light of the available data, the problem was restated and carefully delimited as shown in the foregoing. The data were then analyzed and arranged in tables, maps and graphs. Finally an attempt was made to analyze the data to trace developmental trends and relationships for the future of public education for Negroes in Marion County, Tennessee.

Summary of Findings. (1) A decrease in total enrollment, increase in average daily attendance and per cent of attendance. The enrollment decreased from 427 to 361, average daily attendance increased from 318 to 337. Per cent of attendance increased from seventy-seven per cent to ninety-three per cent. (2) An increase in teacher certification, training, salaries, and reduced teacher-pupil load. Certification was greatly increased, in 1928-29 two teachers held permanent professional certificates, in 1949-1950 there were nineteen teachers with permanent professional certificates. Training was increased from three teachers with Bachelor degrees in 1928-29 to eleven in 1949-50, one Master's and ten Bachelor degrees. Salaries increased, for men from \$72.50 to \$253.60 and for women from \$60.83 to \$247.92. The teacher pupil load decreased from fifty-three in 1928-29 to nineteen in 1949-50. (3) An increase in the number of days taught. Days taught were irregular in 1928-29, that is the number of days varies

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for the different schools. The number of days taught increased for all of the schools to 178 in 1949-50. (4) An increase in the value of buildings and grounds. The value of buildings increased from \$34,000.00 to 118,000.00. The increase in the value of school grounds was small. (5) An increase in special services. Facilities for transportation were much better in 1949-50 than in 1933-34. The number of books increased from (75) seventy-five to 1,050, magazines from no magazines in the early years of school to eight. Money for supplies increased from \$50.00 to \$241.00. The number of meals decreased from 12,551 to 11,009.

CONCLUSION

From the study of the past twenty-two years the public schools for Negroes in Marion County it appears that the progress which was evidenced was in keeping with that made in the state, region, and nation. Marion County, as a constituent of the state, region, and nation has contributed to the progress of each, and it is influenced by major trends in the state, region and nation. There is not time for complacency, there still remains much to be done if the Negro schools of Marion County are to continue to improve.

RECOMMENDATIONS

In order that the Negro children of Marion County may have access to more adequate school services such as, library, school lunch and gymnasium it is recommended:

1. That all Negro schools be consolidated.
2. That another school bus be provided to make the transportation system adequate for consolidation.
3. That some system of library service be set up so children may have access to the books and other literature during the vacation period.
4. That adequate playground be provided for Negro children.
5. That a certified health and physical education teacher be employed.
6. That since a large per cent of students dropped out between the ninth and twelfth grades other aspects of the total educational program be studied to determine the causes of drop-outs.
7. That the study of the public school system for Negroes in Marion County be continued.

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A Thesis

Presented to

the Faculty of the Graduate School
Tennessee Agricultural and Industrial State College

In Partial Fulfillment
of the Requirements for the Degree
of Master of Science

Graduate Research Series, Number 139


by
Merzellar M. Burnette

August, 1951

August, 1951

To the Committee on Graduate Study:

I am submitting to you a thesis by Merzellar M. Burnett entitled "A History of the Development of Negro Public Schools in Marion County, Tennessee From 1929 Through 1950. I recommend that it be accepted for nine quarter hours credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Education.


Major Professor

We have read this thesis and recommend its acceptance:


Adviser


Adviser

Accepted for the Committee


Dean of the Graduate School

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DEDICATION

To my wife, Mayme Burnette

TO MY WIFE, MARION BARNETTE
ACKNOWLEDGMENTS

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The writer wishes to express his appreciation to the many persons who have helped him in the preparation of this thesis.

Many thanks are extended to his instructors and advisers at Tennessee A. & I. State College, Mr. N. A. Crippens, adviser and chairman of his Thesis Committee, Dr. Charles E. Rochelle, and Dr. M. I. Claiborne, members of the committee.

Many thanks are extended to Mr. E. A. Bird, Superintendent of Marion County Schools, to his secretary and other office help, to the county judge, County Court Clerk, and County Trustee, who responded so willingly to requests for information pertinent to the problem treated in this thesis.

M. M. B.

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CHAPTER I

A HISTORY OF THE DEVELOPMENT OF NEGRO PUBLIC SCHOOLS IN MARION
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I. THE PROBLEM

Statement of the Problem. This study is designed to present a history of the development of Negro Public Schools in Marion County, Tennessee from 1929 through 1950. Very few facts have been compiled concerning the history and development of public schools for Negroes in specific counties of our state. Such facts and their implications are basic to a thorough understanding of the present education of Negroes in each of the various counties. In view of this fact, this study is to present a picture of the development of Negro Public Schools in Marion County from 1929 through 1950.

Limitations. This investigation is limited to a study of the development of public schools for Negroes in Marion County, Tennessee from 1929 through 1950.

It is also limited to the following specific aspects of development of the total educational program:

1. Enrollment, average daily attendance and percentage of attendance of pupils.
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3. Number of days taught in the Negro schools of Marion County.
4. Buildings and grounds for Negroes in Marion County, Tennessee.
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II DEFINITION OF TERMS USED

History. History here has reference to past facts or events affecting the Negro Public School's development in Marion County, Tennessee.

Development.¹ Development means growth or expansion.

Public School. Public school means a school supported by tax payers' money, both county and state.

III REASON FOR THE STUDY

This study is important for the following reasons:

1. It should develop more interest in the present system of public education for Negroes.
2. It may serve a part of a general background for a history of the struggles of public education for Negroes in Tennessee.
3. It will furnish an overall picture for educational leaders who plan the future development of public education for Negroes in Marion County.
4. It will furnish some leads for civic leaders of both races who would plan for the economical and cultural background and development for Negroes in this county.

¹ J. C. Winston, The Universal Reference Library, Philadelphia, John C. Winston Company, 1947, p. 267.

IV SOURCES OF DATA

The following sources of data were used:

1. Files of the office of the Superintendent of Marion County Schools.
2. Files of local newspaper - The South Pittsburg Hustler.
3. Minutes of the Marion County Board of Education.
4. Interviews with older citizens.
5. Various pamphlets, regulations and bulletins from the Tennessee State Department of Education.
6. Tennessee Public School Laws.
7. Various histories of Tennessee.
8. Bulletins from the U. S. Office of Education.
9. United States Census reports.
10. Reference books on American Public Education.
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V. METHOD OF PROCEDURE

In general the method of procedure used was historical. After a tentative formulation of the problem, similar investigations of public education in other counties, histories of Tennessee, and various education reference books were read as a background or frame of reference for this study.

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U. S. Government Printing Office, Washington, D. C., 1947, p. 287.

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VI. RELATED STUDIES

Some studies of education for Negroes have been made recently relative to counties in Tennessee. Roberta Greenfield² made a study of the development of county schools for Negroes in Giles County, Tennessee. She showed that there had been progress in every area of development of Negro schools in Giles County except in the area of enrollment. Because of a decrease in Negro population in the county, the enrollment of Negro children in public schools has correspondingly decreased steadily. It is significant that while the total enrollment steadily decreased from year to year, the per cent of attendance steadily increased from 1938-39 through 1947-48 with the exception of 1941-42 and 1945-46.

² Roberta Greenfield, A History of the Development of County Schools in Giles County, Tennessee from 1938-1948, Master's Thesis, Tennessee A. & I. State College, Nashville, Tennessee, 1949, p. 60

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Another study was made by Katherine L. Allen³ in 1948. The purpose of her study was to analyze the development of public schools in Montgomery County, Tennessee from 1922 through 1948 to find the factors involved in their development.

This study reveals that progress is evidenced in every area of development of Negro schools in Montgomery County except in the area of enrollment.

This is attributed to improved qualifications of teachers, the addition of an attendance officer, bus transportation and the special services to Negro schools in that county. All of these have worked together to improve the schools for Negroes in that county.

Another investigation was made by William J. Officer⁴ in 1950 on the History and Development of Negro Public Schools in the City of Nashville, Tennessee from 1931 through 1948.

The purpose of the investigation was to make a study of the Negro Public Schools in Nashville, Tennessee with reference to the following:

1. Enrollment and attendance of Negro pupils in Nashville City schools from 1931 through 1948.
2. Teaching personnel in Negro public schools in Nashville, Tennessee from 1931 through 1948.

³ Katherine Allen, A History of the Development of County Public Schools for Negroes in Montgomery County, Tennessee, Master's Thesis, A. & I. State College, Nashville, Tennessee, 1948, pp. 70-72.

⁴ William J. Officer, History and Development of Negro Public Schools in Nashville, Tennessee from 1931 through 1948, Master's Thesis A & I State College, Nashville, Tennessee 1950, pp. 3, 87-88.

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⁴ William J. Officer, History and Development of Negro Public Schools in Nashville, Tennessee from 1931 through 1948, Master's Thesis, A & I State College, Nashville, Tennessee, 1950, pp. 31-33.

3. Buildings and grounds of Negro public schools in Nashville, Tennessee from 1931 through 1948.
4. Special services provided for Negro public schools in Nashville, Tennessee from 1931 through 1948.

This study shows that progress has been made in all areas except in enrollment. It reveals the enrollment not only as it affects Negro children in the public schools of Nashville but it reveals a decrease in the total enrollment of Negro city schools in Tennessee.

The teaching personnel has been improved in number, training, and salary. Physical facilities for schools have improved. Although the number of school buildings has decreased the value of school property has increased. This was taken as indicating that better buildings are available to pupils.

Special services in Negro public schools have rapidly developed from almost nothing in 1931-1932 to an approved status for the school year of 1947-1948 in the public schools of Nashville, Tennessee.

A recent study by J. H. Hunt⁵ gives an account of some of the high points in the development of publicly supported schools for Negroes in Franklin County, Tennessee for 1924-1949. This twenty-five year period was selected because of its significance in the history of the development of the Negro race in the United States. It was during

⁵ J. H. Hunt, The Development of Publicly Supported Schools for Negroes in Franklin County, Tennessee for 1924-1949, Master's Thesis, A & I State College, Nashville, Tennessee, 1950, pp. 1-57

this period that the first great migration of the Negro from the south to other sections of the country reached its peak. During this period a great national interest, one might say, was established in favor of publicly supported education in America.

It is reasonably safe to say that progress is evidenced in every area of development of the Negro public schools of Franklin County except in the area of enrollment. The decrease in enrollment is attributed to the fact that the Negro population of the county has gradually decreased but it appears to be arrested now. It is interesting to note that while the enrollment decreased, the per cent of attendance increased from 70.5 per cent during the scholastic years 1924-25 to 85.2 per cent at the end of the scholastic year 1948-49.

From this study of the past twenty five years of Negro schools of Franklin County, it appears logical to assume that the progress which was evidenced parallel generally to the progress in the state and nation.

Summary.

In each of the related studies the same general pattern is observed. Improvement is evidenced in all areas save in the area of enrollment. The progress made in average daily attendance is attributed to improved conditions in other areas as teacher qualification, facilities, buildings, grounds and special services offered the children. The decreased enrollment is partially due to decreased population. There are probably other reasons for the decrease.

3. Buildings and grounds of Negro public schools in Nashville, Tennessee from 1931 through 1948.
4. Special services provided for Negro public schools in Nashville, Tennessee from 1931 through 1948.
This study shows that progress has been made in all areas except enrollment. It reveals the enrollment not only as it affects Negro children in the public schools of Nashville but it reveals a decrease in the total enrollment of Negro city schools in Tennessee.
The teaching personnel has been improved in number, training, and salary. Physical facilities for schools have improved. Although the number of school buildings has decreased the value of school property has increased. This was taken as indicating that better buildings are available to pupils.
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J. H. Hunt, The Development of Publicly Supported Schools for Negroes in Franklin County, Tennessee for 1924-1949, Nashville, Tennessee, 1950, pp. 1-27

CHAPTER II

HISTORICAL AND GEOGRAPHICAL BACKGROUND OF MARION COUNTY

The first person of great historical importance to touch what is now Marion County was DeSoto. His historian indicates the expedition touched this region in 1540, and that chief Sequatchee rendered great assistance to the party.

Marion County was organized in 1817 and was taken from Bledsoe County which had been organized earlier. It has an area of 505 square miles. Marion County was named for General Francis Marion noted revolutionary war hero.¹

General Marion descended from a Huguenot family, received a common school education and served against the Cherokee Indians from 1759 until 1761. Subsequently he was a member of the provincial congress and at the beginning of the Revolution joined the colonists serving as lieutenant colonel at Fort Moultrie in 1776 and in the unsuccessful attack on Savannah in 1779. In 1880 he organized the celebrated Marion's Brigade with which he supported General Gates. He was one of the bravest of American soldiers.²

The first county seat was East Liberty. In 1820 the county seat was moved to Jasper. The chief towns of Marion are Jasper, South Pittsburg, Monteagle, Whitwell, Guild, Richard City, Sequatchie, and Orme.

¹ J. Pope Dyer, History of Marion County, (Unpublished,) 1950
Chattanooga: p 1-2-3.

² The Progressive Reference Library, The Holst Publishing Company,
Chicago, 1932. p. 1709

Resources of Marion County.

The natural resources include minerals, forest, and grasslands. Agriculture is one of the principal occupations, and the main products are milk, butter, livestock, small grains, corn, cotton, tobacco, potatoes, poultry, vegetables and fruit.

Forest lands cover about ninety per cent of the area of Marion County, which gives rise to an extensive lumber industry consisting of pine and hard wood trees. The mineral deposits are coal, limestone, chert, clays, lead, and iron ore. Water is also a natural resource. Hales Bar Dam, which supplies electricity for the entire Sequatchie Valley is in Marion County.

Industries of Marion County.

The main industries employing Negroes are Penn Dixie cement plant, United States Stove Company, Lodge Manufacturing Company, Coal Mines, Tennessee Valley Authority Dam, small farms and small businesses.

County Boundaries.

Marion County is bounded on the north by Grundy and Sequatchie counties, on the south by the states of Alabama and Georgia, on the west by Franklin County, and on the east by Hamilton county.

Story of Alfred White.

Some interesting things have transpired in Marion County. In 1862 a slave by the name, Alfred White, was able to buy his freedom with money he earned as a carpenter. He erected the Sam Houston Academy at Jasper. This building has served Marion County as a courthouse, church, hospital, school, and now is the Lodge hall of the Masons. He deeded himself to the Griffith family. The deed reads in part,

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I, Alfred White in consideration of maintenance, support, and protection during the term of my natural life and the respective lives of my minor children hereafter named, will and convey to William S. Griffith my services and the services of my children as slaves for life, the legal title to myself and said children to be vested in said William S. Griffith and Hugh Griffith and their heirs.³

Public Education for Negroes in Marion County Prior to 1929

"During the colonial period many years after our independence the county depended for elementary education upon little schools conducted in churches."⁴

One white citizen writes, "In the Fall of 1882, I was one of a number of children who entered the beginning class of the only school in South Pittsburg at that time. This school was located on the land lying between the old cemetery and what is now known as the McReynolds High School."⁵

This indicates that there were no schools at that time there for Negroes.

It is reasonable to assume that when the schools were established in the county for Negroes that they were makeshifts. The terms were short and facilities were poor. There were very few if any laws governing teacher certification. There were no special services to be offered the children. Courses of study used were quite different from those in today's schools.

³ J. Pope Dyer, History of Marion County, (Unpublished) Chattanooga, Tennessee, 1950, p. 7

⁴ South Pittsburg Hustler, March 9, 1950, Volume 51. No. 10

⁵ Ibid.

Scholastic conditions differ widely in the different counties in Tennessee. In some counties the school term is five months, in others, eight and nine; hence it is impossible to make a course of study that will apply with equal fitness to all the counties. It is hoped however, that within a few years every county in the State will have at least eight months and that each child will have the opportunity for full mental development along with his physical growth.⁶

July 5, 1919, "It is necessary that the board of education should have an office in the court house in order to be in touch with the county officers therefore, be it resolved: that the county Judge be requested to provide a suitable office in the court house for the use of the county board of education."⁷

This comment gives some suggestion as to the status of public education in Marion County at that time.

September 6, 1920 the secretary of the County board of Education was authorized to pay A. V. Johnson the sum of \$125.00 as rent for one year's use of his store building at South Pittsburg, Tennessee, where the colored elementary and high school was taught.

A member of the board and the secretary were requested to procure a suitable house for the colored school, and if possible to make arrangements with the city to have the county elementary and high school

⁶ Graded Course of Study for Elementary Schools of Tennessee. Nashville: Ambrose Printing Company, 1911, p. 2

⁷ Minutes of County Board of Education, Marion County, July 5, 1919.

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J. L. Lee, History of Marion County, Tennessee, (Published) Chattanooga, Tennessee, 1920, p. 1

South Pittsburg Herald, March 9, 1920, Volume 51, No. 10

for the colored people taught with the city colored students under similar conditions to that which prevailed last year.⁸

The above facts should give one some idea about the conditions that were prevalent concerning the schools for Negroes in Marion County prior to 1929.⁹

On May 3, 1919, a committee of colored citizens came before the board of education in the interest of a colored high school. Brown McReynolds stated to the board that the committee had been appointed by a large mass meeting of colored citizens of the county. They had decided to recommend that the high school remain at South Pittsburg another year. The committee was composed of W. J. Astrapp, (a Negro doctor) Dennis Martin, Arthur Hayworth and Brown McReynolds. Astrapp suggested that the colored high school be named the McReynolds High School in honor of Brown McReynolds who he said had done more for the establishment of the school than any other man.¹⁰

The Marion County school board and the city school board of South Pittsburg agreed to consolidate the two schools for Negroes. This school was named the McReynolds High School and was completed in 1921. The building of this school for Negroes caused quite a bit of comment

⁸ Ibid.

⁹ Minutes of Marion County Board of Education, 1919

¹⁰ Ibid.

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⁸ Graded Course of Study for Elementary Schools of Tennessee. Nashville: American Printing Company, 1911, p. 2

⁹ Minutes of County Board of Education, Marion County, July 2, 1919.

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⁸ Ibid.

⁹ Minutes of Marion County Board of Education, 1919.

¹⁰ Ibid.

among some of the white citizens.

On December 27, 1921 Mr. Allan Kelly came before the Board of Education in the interest of S. D. Collins and Guss Smith who claimed that they had been damaged by the erection of the Negro high school building near their property. A committee was appointed by the board to go on the ground and investigate the matter. In January 1922 the committee appointed by the Board of Education to investigate the damage done Collins and Smith by the erection of the colored high school made a report to the board. The report showed that Collins bought his property after the establishment of the colored school, but it was thought that Smith bought his before the establishment of the school. The report further showed that the committee had failed to agree with either Collins or Smith to the amount of damage done their property.¹¹

S. W. Hogan came before the board of education on May 20, 1922. Hogan in his report to the board of education on the erection of the colored school stated that extra work to the amount of \$2,756.20 had been done on said building making total cost of construction \$25,116.20. This report was accepted by the board, and settlement was authorized.¹²

¹¹ Minutes of Marion County Board of Education, 1922.

¹² Ibid.

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S. W. Hogan came before the board of education on May 20, 1922. Hogan in his report to the board of education on the erection of the colored school stated that extra work to the amount of \$2,750.00 had been done on said building making total cost of construction \$32,110.00. This report was accepted by the board, and settlement was authorized.

Minutes of Marion County Board of Education, 1922.

ibid.

Mr. R. E. Clay,¹³ Rosenwald Agent at that time, was of much help to the Negroes in the community in helping them to plan and organize for the great work that was before them. It was through his efforts that the Negroes of the community received \$2,000.00 to apply on the construction of the school building.

The following year the county court house burned. An account of it follows: It was ordered by the court that Judge J. T. Raulston be appointed and have the authority to fix a place for the county officials, and the holding of the several courts, and pay the expense thereof out of the county funds. The Court House Resolution follows in part:

Whereas the courthouse was destroyed by fire on the morning of August 4, 1922 and it is imperative for the welfare of the county that a new courthouse of adequate size and capacity be constructed as soon as possible, therefore be it resolved by the quarterly court of Marion County, Tennessee, in special district session having been called for the purpose, that there be constructed as soon as is practicable and adequate court house in the town of Jasper on the old site at a cost not to exceed one hundred thousand dollars (\$100,000.00) and that a building committee of five good citizens of the county be appointed by the County Judge J. T. Raulston and County Judge elect C. T. Williamson and if they cannot agree a third man be selected by them and these three name said building committee.¹⁴

¹³ R. E. Clay, Personal Interview, 1951, Nashville, Tennessee.

¹⁴ Marion County Court Clerk Records, Minute Book, P., Court House, Jasper, Tennessee, pp. 279, 280.

Mr. F. E. Clay, ¹³ Rosenwald Agent at that time, was of much help to the Negroes in the community in helping them to plan and organize for the great work that was before them. It was through his efforts that the Negroes of the community received \$2,000.00 to apply on the construction of the school building.

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13 F. E. Clay, Personal Interview, 1951, Nashville, Tennessee.
 14 Marion County Court Clerk Records, Minute Book, P. Court House, Jasper, Tennessee, pp. 272, 280.

SUMMARY

This chapter presented a brief historical and geographical background of Marion County. The boundaries, natural resources, products, and industries in which the Negroes of the county are engaged.

It also presented facts concerning the struggle and condition under which the citizens of the county labored in trying to establish a high school.

It further revealed the aid given by the Rosenwald Foundation and the total cost of the high school which was finished in 1921. From the chapter one may see just what public education for Negroes was prior to 1929 and the interest manifested on the part of the colored citizens.

CHAPTER III

LEGAL BASIS FOR SCHOOLS IN MARION COUNTY

This chapter makes a presentation of the legal basis for the education of Negroes in Marion County, Tennessee. It is impossible to treat this chapter properly without first giving a background of the struggle for public education in the state of Tennessee as a whole. There was an effort made in Tennessee to promote a system of education as early as 1816. This chapter contains some of the various laws that have been enacted by the several legislatures at different times which have brought to Tennessee its present system of progressive education. McGee states that:

The first school tax levied in Tennessee was in 1816 and from that date until 1860 there was almost continuous legislation upon the important school questions. The legislatures devised elaborate school systems that had many good features, but always embracing some inefficient provisions.¹

THE PAUPER LAW

The first law passed for schools was known as the paupers law. It reads as follows:

We, the under assigners, petition to the honorable assembly of the state of Tennessee for to make some provision for the schooling of those poor fatherless children at the expense of the state whose fathers fell either by the sword or sickness in the late struggle for the maintenance of the writers and liberties of the nation.²

¹ G. R. McGee, A History of Tennessee (New York: The American Book Company, 1909) p. 8

² Robert H. White, Tennessee Its Growth and Progress, (Nashville: Robert H. White Publishing Company, 1947) pp 358-9.

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¹ Robert H. White, Tennessee in Growth and Progress, (Nashville: Robert H. White Publishing Company, 1917) pp. 256-7.
² Robert H. White, A History of Tennessee (New York: The American Book Company, 1909) p. 8.

The paupers law, White says, was the first petition to come before a Tennessee legislature and in respect to citizens from Smith County the law was passed. Although this piece of legislation was crude in form, it served its purpose at that time. For some times afterwards public schools were thought of as pauper schools. Many parents refused to send their children to the schools for the reason they were called pauper schools. This is probably why public schools in Tennessee had such a tremendous struggle through the years. In the law of 1815 the schools were for the poor orphans. A number of laws were passed establishing a common school system. The law of 1823, like many others, looked to the school lands for support. Five discrete persons were to be selected by the county courts. They were required to use all the school money for the education of the poor.³

McGee states that in 1848 the president and directors of the state bank were made the state board of commissioners. At one time the state treasurer was made ex-officio state superintendent and various acts of like character were passed. The census of 1860 revealed that about one-fifth of the adult white people of the state had never seen inside of a schoolhouse. After the civil war the conditions were even worse. Many private schools in the state had been forced to close. There had been hardly any schools for four years.⁴

³ Robert H. White, Op. cit., p. 359

⁴ G. R. McGee, Op. cit., p. 284

Law of 1867. The legislature of 1867 provided a good school law even though the people were not prepared to make use of it. This was the first law passed in which anything was done about the education of Negroes. The law follows in part:

The law of 1867 reestablished the office of State Superintendent of Public Instruction which had been abolished in 1844. It added three new things. It established the Office of County Superintendent of Schools, the examination of teachers, and the creation of schools for Negroes.⁵

In 1869 Marion County had one school for Negroes, the enrollment was twenty-four males and twenty-six females - a total of fifty students.⁶

There were not many schools at that time in the state for Negroes. The war was just over and public sentiment was not in favor of Negro education. The South was still smarting from the awful wounds inflicted upon it as a result of the war. As gloomy as the conditions were, General Eaton kept up the fight for education. He recommended that the schools be opened and that the friends of education see that no backward step be taken, that educational meetings be held for the purpose of acquainting the people with actual conditions.⁷

From 1865 to 1873 the friends of education worked earnestly for some solution of the difficult problems. Dr. Sears, agent of the Peabody

⁵ White, Op. Cit., p. 19

⁶ State Superintendent's Report of the Public Schools of Tennessee, 1869. (State Library at Nashville, Tennessee)

⁷ White, Op. Cit., p. 379

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In 1869 Martin County had one school for Negroes, the enrollment was twenty-four males and twenty-six females - a total of fifty.

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State Superintendent's Report of the Public Schools of Tennessee, 1869, (State Library at Nashville, Tennessee), p. 19.
White, Op. Cit., p. 379.

Fund, aided many schools. Book companies gave more than one hundred thousand volumes of school books. The State Teachers Association put forth its best efforts to advance the cause of popular education. Slowly the prejudices against Negro schools and public schools of all kinds gave way slowly; the people grew able to build school houses, and to spare their children from the fields.

In 1872 the State Teachers Association prepared a bill and memorial to be submitted to the next legislature. With slight changes and amendments this bill became the school law by act of the legislature in March 1873.⁸

PARENT LAW 1873

The Parent Law provides that schools should be free to all persons between the ages of six and eighteen. It also named as the permanent school fund the sum of \$2,512,500 on which yearly interest was to be paid by the state for school support. In addition a poll tax of one dollar (\$1.00) upon every male inhabitant of certain ages and a property tax of one million each dollar of taxable property was levied for support of public education. This law was brought about through the active interest of the State Teachers Association.⁹

A paragraph of the document reads:

There is no intellect that can touch the dead corpse of our public school system, and animate it into full and vigorous life, but we can create a system with such features of vitality in it as will cause it to grow gradually, and we hope rapidly to perfection which will be at once acceptable to our people and which will enlist their warm and hearty support.¹⁰

⁸ McGee, Op. Cit., p. 284.

⁹ Loc cit.

¹⁰ White, Op. Cit., p. 380

REPORTS OF EARLY SUPERINTENDENTS

In 1876 the Superintendent of Marion County Schools made a report to the State Superintendent - it follows:

Previous indebtedness has been discharged, the schools opened with a better grade of teachers and better instruction than ever before in the county. There were 301 Negro students enrolled, 169 boys and 132 girls, and there were seven Negro teachers employed.¹¹

In 1878, R. M. Payne, County Superintendent of Marion County Schools reported to the State Superintendent of Public Instruction as follows:

The schools did better work and were better attended than before. The increase of attendance over the previous years was seventeen per cent which I attribute to the greater efficiency of the schools. The standards of the schools have been elevated considerably by the work done in teacher institutes and by close observance of the instruction in licensing teachers. Schools were organized in every district of the County. Very few clerks made their reports on time, some did not report at all, others were incorrect and the superintendent had to do the work in such cases.¹²

In 1884, S. B. Deakins reported to the State Superintendent, "my schools are in fine condition, and we can run five months and have money left of the 1883 tax. We will have all the 1884 tax for our 1885 schools. I never allow the district to get behind."¹³

¹¹ State Superintendent of Instruction, (Report of the Public Schools of Tennessee, 1876) State Library, Nashville, Tennessee, p. 34

¹² Ibid., p. 108

¹³ Ibid., p. 147

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⁸ Moore, Op. Cit., p. 284.

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In 1881, S. R. Perkins reported to the State Superintendent, "My schools are in fine condition, and we can run five months and have nearly half of the 1883 tax. We will have all the 1884 tax for our 1882 schools. I never allow the district to get behind."

State Superintendent of Instruction, (Report of the Public Schools of Tennessee, 1876) State Library, Nashville, Tennessee, p. 34

18 Ibid., p. 108
19 Ibid., p. 117

In 1889, the Superintendent of Public Schools for Marion County reported:

I feel grateful to you for the time you have given me to make my report. I have had some extra trouble in getting reports from directors and teachers. I have been able with the assistance of the directors and teachers to adopt a uniform system of textbooks, which I enclose. The news comes to me from all the County that the people are more enthusiastic about the public schools than ever before. We have better teachers every year who are waking up on the subject of education.¹⁴

This is the kind of sentiment out of which grew the High School Act of 1899.

On a petition presented by Miss Janette M. King, County Superintendent of Rutherford County from the School's Directors Association of her county to the Legislature asking that her county court be granted authority to establish and maintain high schools, the high school law of 1899 was passed. The law gave county courts the right to establish high schools, also to levy taxes for their support. In 1902, it was clear that the 1899 County High School Act was not strong enough. Then the public school officials of that year passed a resolution favoring a law requiring every county to maintain a high school.¹⁵

There were other laws passed by subsequent legislatures under the leadership of Governor M. R. Patterson and State Superintendent R. L. Jones. Three advanced steps were taken between 1907-1911.

The Law of 1909

(1) The district school boards were abolished and the schools of each county put under a county board. (2) provision was made for the building of four normal schools.

¹⁴ Superintendents Report, Op. Cit., p. 182

¹⁵ Andrew David Holt, Struggle for a State System of Public Schools in Tennessee (New York: Bureau of Publications, Teachers College, Columbia University 1938) p. 65

(3) a law was passed providing that one fourth of all the revenues of the state should be devoted to schools. Under this wise provision there can be no danger of schools perishing for lack of support.¹⁶

The general education bill passed by the last legislature unifies the school system and provides for the growth and expansion of all its different parts. The state is interested alike in the full harmonious development of all schools.¹⁷

Marion County Schools' Superintendent reported to the State

Superintendent of Schools:

I am submitting a report of matters pertaining to the growth and development of Public Schools in Marion County, being evident of an improvement with reference to which the figures for an annual report is silent. As yet there have been no school libraries placed in the county. However, there are two schools at present in the county engaged in raising funds with which to place a library in their schools and they expect to accomplish this before the present term expires. As to the School Improvement Association, there are fifteen working organizations in the county, and every school in the county has felt the uplift of the movement, whether with or without organized effort every school is doing improvement work. A large number of teachers report that local conditions are such that it is practically impossible at present to maintain an organization of this character. The attention of the teachers to the need of this work is insisted upon by the Board of Education. The appearance and healthfulness of the school buildings in the county have been wonderfully enhanced by the new interest aroused in these matters by this movement. Marion County has within the past year established one high school to support which the county court has levied a tax of fifteen cents. The High School Board acquired the Prior Institute school property from the Methodist for \$6,500.00. This property is worth \$35,000.00 and we think there is no better high school property outside the larger counties in the State. At the same term which established the County High School, the Court increased the levy for the benefit of the elementary schools from forty to fifty cents on the \$1.00. The Court seems to be in the mood to take care

¹⁶ S.E.Scates, A School History of Tennessee, (Chicago,) World Book Company, 1925, p. 348

¹⁷ Biennial Report of the State Superintendent of Instruction Nashville, Tennessee, State Department Library, 1909-10, p. 43

In 1889, the Superintendent of Public Schools for Marion County reported:

I feel grateful to you for the time you have given me to make my report. I have had some extra trouble in getting reports from directors and teachers. I have been able with the assistance of the directors and teachers to adopt a uniform system of textbooks, which I enclose. The news comes to me from all the County that the people are more enthusiastic about the public schools than ever before. We have better teachers every year who are waking up on the subject of education.

This is the kind of sentiment out of which grew the High School Act of 1899.

On a petition presented by Miss Janette M. King, County Superintendent of Rutledge County from the School Directors Association of her county to the Legislature asking that her county court be granted authority to establish and maintain high schools, the High School Law of 1899 was passed. The law gave county courts the right to establish high schools, also to levy taxes for their support. In 1905, it was clear that the 1899 County High School Act was not strong enough. Then the Public School Act of 1905 was passed a resolution favoring a law requiring every county to maintain a high school.

Under the leadership of Governor M. E. Paterson and State Superintendent H. I. Jones, three advanced steps were taken between 1907-1911. There were other laws passed by subsequent legislatures.

The Law of 1909

- (1) The district school boards were abolished and the schools of each county put under a county board.
- (2) Provision was made for the building of four normal schools.

Superintendent's Report, p. 182

Andrew David Holt, Struggle for a State System of Public Schools in Tennessee (New York: Bureau of Publications, Teachers College, Columbia University, 1938) p. 62

(3) a law was passed providing that one fourth of all the revenues of the state should be devoted to schools. Under this wise provision there can be no danger of schools wanting for lack of support.¹⁸

The general education bill passed by the last legislature unified the school system and provided for the growth and expansion of all its different parts. The state is interested alike in the full harmonious development of all schools.¹⁷

Marion County Schools' Superintendent reported to the State

Superintendent of Schools:

I am submitting a report of matters pertaining to the growth and development of public schools in Marion County, being a statement of an improvement with reference to which the figures for an annual report is silent. As yet there have been no school libraries placed in the county. However, there are two schools at present in the county engaged in raising funds with which to place a library in their schools and they expect to accomplish this before the present term expires. As to the school improvement Association, there are fifteen working organizations in the county, and every school in the county has felt the benefit of the movement, whether with or without organized effort every school is doing improvement work. A large number of teachers report that local conditions are such that it is practically impossible at present to maintain an organization of this character. The attention of the teachers to the need of this work is testified upon by the Board of Education. The appearance and healthiness of the school buildings in the county have been wonderfully enhanced by the new interest aroused in these matters by this movement. Marion County has within the past year established one high school to support which the county court has levied a tax of fifteen cents. The High School Board acquired the prior Institute school property from the Methodist for \$2,000.00. This property is worth \$35,000.00 and we think there is no better high school property outside the larger counties in the State. At the same time which established the County High School, the Court increased the levy for the benefit of the elementary schools from forty to fifty cents on the \$1.00. The Court seems to be in the mood to take care

¹⁷ Annual Report of the State Superintendent of Instruction, Tennessee, State Department Library, 1924-25, p. 13
¹⁸ N. E. Deane, A School History of Tennessee (Chicago), World Book Company, 1922, p. 308

of the financial interest of the schools, and their improvement seems to be up to the school officials. We have a compulsory attendance law which does not have the desired result. The trouble seems to lie in the tendency of the trial court to excuse these offenses and success of lawyers for defense in impressing upon the court the inefficiency of the records in the County Superintendent's office as proof to sustain a conviction. It seems the act should specifically provide that these records be sufficient proof for this purpose unless overcome.

All the schools of the county have been graded according to the course of study adopted by the State Superintendent.¹⁸

HIGH SCHOOL FOR NEGROES

The high school for Negroes was established in 1919.

It was moved by Klein and seconded by Kilgore that the colored high school located at South Pittsburg be known as the McReynolds High School. The motion was unanimously carried, and this school, so long as it remains at its present location will be known as the McReynolds High School.¹⁹

There had been many progressive educational laws passed.

The educational leaders had continued to work for better laws governing the education of the people of Tennessee. As a result the General Education Bill of 1925 was passed on April 15, 1925. It included these major points:

GENERAL EDUCATION BILL

The guaranteeing of eight months of elementary school to those counties which levy a tax of fifty cents elementary tax rate and pay their teachers according to state salary schedule.

Election of County Superintendent by county boards of education.

¹⁸ Superintendent Report, Op. Cit., pp. 477-79

¹⁹ Minutes of Marion County Board of Education, May 3, 1919

A more economical and business-like administration for the county.

One superintendent for a county and town - large cities excepted.

Change in the method of selecting and distributing of textbooks to insure better evaluation and greater savings to the people.

Repeal of all local legislation - large cities excepted.

Revision of all laws bearing on the licensing of county superintendents and teachers.

Uniform promotion of pupils in all grades based on examinations.

Continuous county school term for the year.

A state school architect.

Increased appropriations to the University and normal schools.²⁰

This was one of the most advanced steps yet to be taken in the educational field up to this time. Even so, the leaders in the field continued their efforts for more progressive legislation. Prior to the 1937 legislation, the Tennessee Teachers sponsored a bill known as the Minimum School Program. It was adopted by the State Board of Education. The program follows:

MINIMUM SCHOOL PROGRAM OF 1937

That the state finance the minimum program of elementary and high school in so far as teachers' salaries are concerned, provided there be no restriction on local initiative.

The minimum length of term shall be eight months elementary schools and nine months for high schools.

That the minimum salary for any teacher in Tennessee must not be less than sixty dollars per month, provided that, as standards of qualifications are raised and teachers progress in direct proportion to the raise of standards and the increase in training

²⁰ Andrew D Holt, The Struggle for a State System of Public Schools in Tennessee, New York, Bureau of Publications, Columbia University, 1938, p. 350

of the financial interest of the schools, and their improve- ment seems to be up to the school officials. We have a compulsory attendance law which does not have the desired result. The trouble seems to lie in the tendency of the trial court to excuse these offenses and success of lawyers for defense in impressing upon the court the insufficiency of the records in the County Superintendent's office as proof to sustain a conviction. It seems the act should specifically provide that these records be sufficient proof for this purpose unless overcome.

All the schools of the county have been graded according to the course of study adopted by the State Superintendent.

HIGH SCHOOL FOR NEGROES

The high school for Negroes was established in 1919.

It was moved by Klein and recorded by Kilgore that the colored high school located at South Pittsburg be known as the McNeely High School. The motion was unanimously carried, and this school, so long as it remains at its present location will be known as the McNeely High School.

There had been many progressive educational laws passed.

The educational leaders had continued to work for better laws governing

the education of the people of Tennessee. As a result the General

Education Bill of 1925 was passed on April 15, 1925. It included

these major points:

GENERAL EDUCATION BILL

The guaranteeing of eight months of elementary school to those counties which levy a tax of fifty cents elementary tax rate and pay their teachers according to state salary schedule.

Electing of County Superintendent by county boards of education.

Superintendent Report, Op. Cit., pp. 177-79

Minutes of Nation County Board of Education, May 2, 1919

and experience.

That all beginning teachers must have completed at least two years of college training in an approved institution of higher learning.

That adequate library facilities be made available for all pupils in the public schools of Tennessee.

That the State encourage desirable consolidation of schools, necessary and efficient transportation, and skilled supervision through state aid.

That adequate facilities for higher education be provided by the state.

That adequate actuarially sound retirement systems for teachers be established on a state-wide basis.

The Minimum School Program passed by the General Assembly

follows. The act provided:

To each county that levies and collects tax for elementary schools of not less than fifty cents on each one hundred dollars of taxable property in the county and excluding the state tax of eight cents for schools as provided in this law; a poll tax of one dollar; all privilege taxes, fines allowed by law; and complies with all other provisions of law; if any one year the apportionment to the proceeds of the fifty cents tax as above provided from polls, fines, privilege taxes and other revenues of which schools are entitled to share.²¹

The public school law passed up to this time had been good. But as the public school systems advanced, it was clear to the leaders of education that it was expedient to legislate new laws to govern this rapidly growing system. As a result, new laws were passed.

²¹ Public School Laws of Tennessee, 1936, Bill 2408, Section 274 (Nashville, Tennessee) p. 92.

A more economical and business-like administration for the county.

The superintendent for a county and town - large cities excepted.

Change in the method of selecting and distributing of textbooks to insure better evaluation and greater savings to the people.

Repeal of all local legislation - large cities excepted.

Revision of all laws bearing on the licensing of county superintendents and teachers.

Uniform promotion of pupils in all grades based on examinations.

Continous county school term for the year.

A state school architect.

Increased appropriation to the University and normal schools.

This was one of the most advanced steps yet to be taken in the educational field up to this time. Even so, the leaders in the field continued their efforts for more progressive legislation. Prior to the 1937 legislation, the Tennessee Teachers sponsored a bill known as the Minimum School Program. It was adopted by the State Board of Education.

The program follows:

MINIMUM SCHOOL PROGRAM OF 1937

That the state finance the minimum program of elementary and high school in so far as teachers' salaries are concerned, provided there be no restriction on local initiative.

The minimum length of term shall be eight months elementary schools and nine months for high schools.

There shall be minimum salary for any teacher in Tennessee who has not been less than sixty dollars per month, provided that as standards of qualifications are raised and teachers progress in direct proportion to the raise of standards and the increase in training

Dr. Andrew D. Holt, The Struggle for a State System of Public Schools in Tennessee, New York, Bureau of Educational Research, University, 1937, p. 350

LAW OF 1947

Chapter number 8, Senate Bill 268:

An act to provide for the operation of the educational system of the State by making appropriations, therefore for the coming biennium, by regulating the expenditure of such appropriations and by providing for powers of the institutions and agencies in such system; to repeal chapter 180, Public Acts 1945, the caption of which is as follows: "An Act to provide for the Operation of the Educational System of the State, by making appropriations therefore for the coming biennium by regulating the expenditures of such appropriations and by providing for the powers of the institutions in such system; and to repeal all laws and parts of laws in conflict with the provisions of this act.

The annual minimum school program for a county, for grades one through twelve, shall be construed under this act as including the following services:

Salary of county superintendents, travel expenses of county superintendents, and members of County Board of Education; salary of one clerical employee of county superintendent; cost of scholastic population enumeration; other expense of general control; salaries of teachers and principal; learning and instructional materials; travel expense of teachers rendering service on a county-wide basis and for teachers for homebound children; other expenses of instruction; health education; pupil transportation; school plant operation; school plant maintenance, and fixed charges.

The annual minimum school program for a city or special school district for grades one through twelve (or for such of these grades as may be included in the local program) shall be construed under this Act as including the following services: cost of scholastic population enumeration; salaries of teachers and principals; learning and instructional materials; travel expense for teachers of homebound children; other expense of instruction; health education; school plant operation; school maintenance; fixed charges; and an amount of three hundred (\$300.00) dollars for the salary of the superintendent of the city or special school district if not otherwise provided.

The annual school program for the State shall be the total of the annual minimum school program of the counties, cities, and special school districts of the State, and the cost thereof for the purpose of making calculations under this act is fixed at forty-four million three hundred seventy-seven thousand nine hundred thirty-two dollars (\$44,377,932.00) as herein set

and experience.

That all beginning teachers must have completed at least two years of college training in an approved institution of higher learning.

That adequate library facilities be made available for all pupils in the public schools of Tennessee.

That the State encourage desirable consolidation of schools, necessary and efficient transportation, and skilled supervision through state aid.

That adequate facilities for higher education be provided by the state.

That adequate actuarially sound retirement systems for teachers be established on a state-wide basis.

The Minimum School Program passed by the General Assembly

follows. The act provided:

To each county that levies and collects tax for elementary schools of not less than fifty cents on each one hundred dollars of taxable property in the county and excluding the state tax of eight cents for schools as provided in this law; a poll tax of one dollar; all privilege taxes, fines allowed by law; and complies with all other provisions of law; if any one year the apportionment to the proceeds of the fifty cents tax as above provided from polls, fines, privilege taxes and other revenues of which schools are entitled to share.

The public school law passed up to this time had been good.

As the public school systems advanced, it was clear to the leaders of

education that it was expedient to legislate new laws to govern this

rapidly growing system. As a result, new laws were passed.

Public School Laws of Tennessee, 1930, Bill 268, Section 274 (Nashville, Tennessee), p. 92.

An act to provide for the operation of the educational system of the State by making appropriations, therefore for the carrying out of such appropriations, by providing for the operation of such system; to repeal chapter 180, Public Acts 1945, the caption of which is as follows: "An Act to provide for the operation of the Educational System of the State, by making appropriations therefore for the carrying out of such appropriations, by providing for the operation of such system; and to repeal all laws and parts of laws in conflict with the provisions of this act."

The annual minimum school program for a county, for grades one through twelve, shall be considered under this act as including the following services:

- Salary of county superintendents, travel expenses of county superintendents, and members of County Board of Education; salary of clerical employees of county superintendents; cost of scholastic population enumeration; other expense of general control; salaries of teachers and principals; learning and instructional materials; travel expense of teachers rendering service on a county-wide basis and for teachers for homebound children; other expense of instruction; health education; pupil transportation; school plant operation; school plant maintenance; and fixed charges.

The annual minimum school program for a city or special school district for grades one through twelve (or for such of these grades as may be included in the local program) shall be considered under this act as including the following services: cost of scholastic population enumeration; salaries of teachers and principals; learning and instructional materials; travel expense for teachers of homebound children; other expense of instruction; health education; school plant operation; school maintenance; fixed charges; and an amount of three hundred (\$300.00) dollars for the salary of the superintendent of the city or special school district if not otherwise provided.

The annual school program for the State shall be the local or the annual minimum school program of the counties, cities, and special school districts of the State, and the cost thereof for the purpose of making calculations under this act is fixed at forty-four million three hundred seventy-seven thousand nine hundred thirty-two dollars (\$44,377,932.00) as herein set

forth.²²

The Annual Minimum School Program as envisioned by the State's lawmakers has proved a great success. The sales tax placed on goods began to show its first signs of bearing fruit soon after its going into effect. The first signs of its fruits were realized in a speech by Governor Jim N. McCord on August 7, 1947 at Jasper, Marion County, Tennessee in which he pointed that "revenues from that source (state sales tax) will be sufficient within two years to finance school building construction in every Tennessee county without the issuance of local school bonds." He further indicated that his "estimate of \$20,000,000 to be received annually from this tax was conservative."²³

Summary. It was revealed that the Legal Basis for the education of Negroes in Marion County was the same as that for other counties in Tennessee. From the reports of the early superintendents it was discovered that Marion County had worked in close cooperation with the state program of education from the beginning. In order to be cooperative, it was necessary at times to levy higher taxes for the support of the program. The first report to the State Superintendent concerning schools for Negroes was made in 1869. The report revealed the enrollment. The establishment of the high school for Negroes was in 1919. The County Board of Education

²² Public Acts of 1947, Chapter 8, Public School Laws of Tennessee, Com. from Public Acts 1947 (Nashville, Tennessee, October, 1947)

²³ News item in the South Pittsburg Hustler (Tennessee), August 7, 1947.

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Summary. It was revealed that the legal basis for the education of
 Negroes in Marion County was the same as that for other counties in
 Tennessee. From the reports of the early superintendents it was also
 that Marion County had worked in close cooperation with the state program
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 high school for Negroes was in 1919. The County Board of Education

²² Public Act of 1917, Chapter 8, Public School Law of Tennessee,
 Gov. from Public Act 1917 (Nashville, Tennessee, October, 1917)
²³ News item in the South Pittsburg Inquirer (Tennessee),
 August 7, 1917.

voted unanimously to name the school the McReynolds High school in honor
 of Brown McReynolds, a respected Negro citizen of Marion County who did
 much to get the school established.

... voted unanimously to name the school the McKeen High School in honor
 of Brown McKeen, a respected Negro citizen of Marion County who did
 much to get the school established.

Chapter IV makes a presentation of the growth and development of the Negro schools in Marion County, Tennessee. This development is examined in terms of the following factors:

1. Total enrollment, attendance, and per cent of attendance.
2. Number of teachers, their certification, and their training.
3. Length of school term
4. Buildings, grounds and equipment.

These areas are used because of their importance in giving a quantitative analysis of the development of a school term. These are by no means all the areas which may be examined to show indications of progress. Many studies have been made utilizing these areas on the local, state, regional and national levels.

Hunt,¹ Officer,² Allen,³ Greenfield,⁴ Cooke,⁵ Dobbins,⁶ utilized these areas, among others as they studied the development of public education in

¹ John H. Hunt, A History of the Development of Negro Public Schools in Franklin County, Tennessee from 1924-1949 (Unpublished Thesis, Tennessee A. & I. State College, Nashville, Tennessee, 1950) p. 72

² William J. Officer, History and Development of Negro Public Schools in Nashville, Tennessee from 1931-1948 (Unpublished Thesis, A. & I. State College, Nashville, Tennessee, 1950) p. 86

³ Katherine L. Allen, A History of the Development of Public Schools for Negroes in Montgomery County, Tennessee from 1922 - 1947 (Unpublished Master's Thesis, Tennessee A & I State College, Nashville, 1948) pp. 70-71

⁴ Roberta Greenfield, A History of the Development of County Public Schools for Negroes in Giles County, Tennessee (Unpublished Master's Thesis, Tennessee A & I State College, Nashville, 1949) pp. 69-70

⁵ James A Cooke, A Study of Public Elementary Education of Negroes in Henderson County, Tennessee from 1929-49, (Unpublished Master's Thesis, Tennessee A & I State College, Nashville, 1949) pp. 49-50

⁶ Fannie Dobbins, The History and Development of Schools for Negroes in Madison County from 1930-1949, (Unpublished Master's Thesis, Tennessee A & I State College, Nashville, 1950) pp. 71-74

Chapter IV makes a presentation of the growth and development of the public schools in Marion County, Tennessee. This development is examined in terms of the following factors:

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National levels.

1. Crippens, N. A. 2. Mance, Charity 3. Greenfield, A. 4. Cooke, James 5. Douglas, Harl R. 6. Grider, Calvin

These areas, among others as they studied the development of public education

1. John H. Hunt, A History of the Development of Public Schools in Marion County, Tennessee from 1820-1918 (Unpublished Thesis, Tennessee State College, Nashville, Tennessee, 1920) p. 12

2. William L. Crippens, History and Development of Public Schools in Marion County, Tennessee from 1820-1918 (Unpublished Thesis, Tennessee State College, Nashville, Tennessee, 1920) p. 86

3. Katherine L. Allen, A History of the Development of Public Schools for Negroes in Marion County, Tennessee from 1820-1918 (Unpublished Master's Thesis, Tennessee State College, Nashville, 1921) pp. 70-71

4. Robert Greenfield, A History of the Development of County Public Schools for Negroes in Marion County, Tennessee (Unpublished Master's Thesis, Tennessee State College, Nashville, 1919) pp. 62-70

5. James A. Cooke, A Study of Public Secondary Education of Negroes in Marion County, Tennessee from 1820-1918 (Unpublished Master's Thesis, Tennessee State College, Nashville, 1919) pp. 16-20

6. Harl R. Douglas, The History and Development of Public Schools for Negroes in Marion County, Tennessee from 1820-1918 (Unpublished Master's Thesis, Tennessee State College, Nashville, 1920) pp. 11-14

various Tennessee counties. Mance and Crippens⁷ used these areas in the study of public education for Negroes in Tennessee 1948. Blose and Caliver⁸ used these areas in making a study of education in the southern region.

A recent study was made using these areas on a state and national scale.⁹ Various writers of college textbooks in education have utilized these areas, namely, Bent and Kroneberg,¹⁰ also Douglas and Grider.¹¹

It should be noted here that, although these areas give quantitative data on the development of public education, they certainly do not include all the vital areas in the development of public education. For example: the areas of curriculum and quality of instruction are closely related to any development of public education. These areas are not included in this study.

⁷ Charity Mance and N. A. Crippens, Public Education for Negroes in Tennessee (Nashville, Tennessee State Department of Education, 1948) pp. 18, 19, 23, 30, 39.

⁸ David T. Blose and Ambrose Caliver, Statistics of the Education of Negroes 1933-34 and 1935-36 (Washington, D. C., U. S. Government Printing Office, 1939) pp. 8, 9, 13.

⁹ The Council of State Governments, The Forty-Eight States' School Systems (Chicago, 1949) Council of State Governments, pp. 76, 77, 101

¹⁰ Rudyard K. Bent and Henry H. Kroneberg, Principles of Secondary Education (New York: McGraw-Hill Book Company, Inc., 1941) pp. 23, 25, 29.

¹¹ Harl R. Douglas and Calvin Grider, American Public Education (New York; The Ronald Press Company, 1948) pp. 255, 256, 257, 396, 397, 401.

TABLE I*

ENROLLMENT, ATTENDANCE AND PER CENT OF ATTENDANCE OF THE NEGRO PUBLIC SCHOOLS OF MARION COUNTY, FROM 1929 THROUGH 1950.

Year	Total Enrollment	Average Daily Attendance	Per Cent Of Attendance
1928-29	427	318	77
1929-30	475	349	74
1930-31	473	370	78
1931-32	468	395	84
1932-33	499	425	85
1933-34	498	415	83
1934-35	496	426	86
1935-36	498	428	86
1936-37	456	402	88
1937-38	435	383	88
1938-39	420	376	85
1939-40	413	368	88
1940-41	438	391	89
1941-42	429	399	93
1942-43	404	372	92
1943-44	362	324	90
1944-45	344	312	91
1945-46	336	311	93
1946-47	349	313	93
1947-48	349	327	94
1948-49	350	330	94
1949-50	361	337	93

* Annual Report Of The Superintendents of Marion County Schools, Court House, Jasper, Tennessee.

Various Tennessee counties. Mance and Crippens used these areas in the study of public education for Negroes in Tennessee 1918. Blase and Calver used these areas in making a study of education in the southern region.

A recent study was made using these areas on a state and national scale. Various writers of college textbooks in education have utilized these areas, namely, Bent and Kronsbery,¹⁰ also Douglas and Grider.¹¹ It should be noted here that, although these areas give quantitative data on the development of public education, they certainly do not include all the vital areas in the development of public education. For example, the areas of curriculum and quality of instruction are clearly related to any development of public education. These areas are not included in this study.

⁷ Garity Mance and N. A. Crippens, Public Education for Negroes in Tennessee (Nashville, Tennessee State Department of Education, 1918) pp. 18, 19, 23, 30, 39.

⁸ David T. Blase and Ambrose Calver, Statistics of the Education of Negroes 1933-41 and 1935-36 (Washington, D. C., U. S. Government Printing Office, 1939) pp. 8, 9, 13.

⁹ The Council of State Governments, The Forty-Eight States' School Systems (Chicago, 1942) Council of State Governments, pp. 10, 11, 101.

¹⁰ Richard K. Bent and Henry H. Kronsbery, Principles of Secondary Education (New York: McGraw-Hill Book Company, Inc., 1941) pp. 23, 25, 29.

¹¹ Earl H. Douglas and Calvin Grider, American Public Education (New York: The Ronald Press Company, 1918) pp. 252, 253, 254, 255, 257, 261.

Table I shows the total enrollment, average daily attendance and the per cent of attendance of the Negro Schools in Marion County, Tennessee, from 1928-29 to 1949-50. It may be seen from the table that as the enrollment decreases, the average daily attendance does also but not as rapidly as the enrollment. The per cent of attendance increases as the enrollment and daily attendance decrease.

The enrollment in 1928-29 was 427. The following year 1929-30 there was an increase of forty-eight students enrolled over the preceding year making a total of 475 in number. The enrollment decreased for two years; then in 1932-33 it reached the peak with 499 students. It remained above 400 through 1942-43. In 1943-44 the enrollment dropped below 400 and remained there through 1949-50, reaching the lowest point in 1945-46 with 336 students enrolled. From then the trend went upward.

There is a difference of 66 students in the enrollment of 1928-29 and 1949-50, or a decrease of 18 per cent in the enrollment, between 1928-1929 and 1949-50.

The average daily attendance also follows somewhat the pattern set by the enrollment. From 1928-29 through 1931-32 the average daily attendance runs from 318 to 395. From 1932-33 through 1936-37 the average daily attendance is above 400 mark, with the highest point being reached in 1935-36. The attendance dropped below the 400 mark in 1937-38 and fluctuated thereafter. The lowest average daily attendance was recorded in 1945-46 as 311. There was a difference of nineteen students or an increase of nineteen between 1928-29 and 1949-50, a per cent increase of sixteen.

TABLE I

ENROLLMENT, ATTENDANCE AND PER CENT OF ATTENDANCE OF THE NEGRO PUBLIC SCHOOLS OF MARION COUNTY, FROM 1928 THROUGH 1950.

Year	Total Enrollment	Average Daily Attendance	Per Cent of Attendance
1928-29	427	318	74.5
1929-30	475	369	77.7
1930-31	473	370	78.2
1931-32	468	392	83.5
1932-33	499	442	88.6
1933-34	498	442	88.6
1934-35	496	456	91.9
1935-36	498	488	98.0
1936-37	456	401	87.7
1937-38	432	383	88.7
1938-39	420	376	89.5
1939-40	413	388	93.9
1940-41	438	401	91.6
1941-42	450	409	90.9
1942-43	461	425	92.2
1943-44	382	354	92.7
1944-45	344	312	90.7
1945-46	336	311	92.3
1946-47	349	313	90.0
1947-48	350	328	93.7
1948-49	350	330	94.3
1949-50	361	352	97.5

* Annual Report of the Superintendent of Marion County Schools, Court House, Jasper, Tennessee.

There are some probable reasons for the increase, compulsory attendance school law, and an increased interest in public education on the part of the Negro citizens.

World War II did much to open the eyes of some people to the value of public education.

It is interesting to observe the per cent of attendance. From 1928-29 through 1930-31 the per cent of attendance was in the seventies with the lowest in 1929-30; there were seventy-four per cent. From 1931-32 through 1940-41 the per cent was in the eighties with the lowest per cent being recorded in 1933; there were eighty-three per cent. The highest was in 1940-41; there were eighty-nine per cent. From 1931-32 through 1940-41 the per cent of attendance was from eighty to eighty-nine and the per cent in 1943-44 was ninety. The highest was in 1947-48 and 1948-49; there was ninety-four per cent for each year. The per cent was highest during the years the enrollment and average daily attendance was smallest. This would imply that the average child enrolled in school attended school a greater part of the prescribed school term.

Table I shows the total enrollment, average daily attendance and the per cent of attendance of the Negro schools in Marion County, Tennessee, from 1928-29 to 1949-50. It may be seen from the table that as the enrollment decreases, the average daily attendance does also but not as rapidly as the enrollment. The per cent of attendance increases as the enrollment and daily attendance decrease.

The enrollment in 1928-29 was 127. The following year 1929-30 there was an increase of forty-eight students enrolled over the preceding year making a total of 175 in number. The enrollment decreased for two years; then in 1932-33 it reached the peak with 192 students. It remained above 100 through 1942-43. In 1943-44 the enrollment dropped below 100 and from there through 1949-50, reaching the lowest point in 1945-46 with 32 students enrolled. From then the trend went upward.

There is a difference of 66 students in the enrollment of 1928-29 and 1949-50, or a decrease of 18 per cent in the enrollment, between 1928-29 and 1949-50.

The average daily attendance also follows somewhat the pattern set by the enrollment. From 1928-29 through 1931-32 the average daily attendance runs from 118 to 107. From 1932-33 through 1936-37 the average daily attendance is above 100 mark, with the highest point being reached in 1935-36. The attendance dropped below the 100 mark in 1937-38 and fluctuated thereafter. The lowest average daily attendance was recorded in 1945-46 at 31. There was a difference of nineteen students or an increase of nineteen between 1928-29 and 1949-50, a per cent increase of sixteen.

TABLE II

ELEMENTARY ENROLLMENT, AVERAGE DAILY ATTENDANCE AND PER CENT OF ATTENDANCE IN MARION COUNTY, NEGRO SCHOOLS FROM 1929-1950

Year	Total Enrollment	Average Daily Attendance	Per Cent Of Attendance
1928-29	361	264	73
1929-30	395	282	72
1930-31	402	330	82
1931-32	402	339	84
1932-33	401	369	92
1933-34	396	326	85
1934-35	378	327	86
1935-36	385	316	82
1936-37	344	295	83
1937-38	323	279	86
1938-39	310	268	87
1939-40	313	285	91
1940-41	332	291	91
1941-42	328	308	93
1942-43	323	294	91
1943-44	300	270	90
1944-45	292	262	89
1945-46	284	264	93
1946-47	278	252	90
1947-48	286	261	91
1948-49	272	261	95
1949-50	274	258	94

Annual Report Of The Superintendents of Marion County Schools, Court House, Jasper, Tennessee.

There are some probable reasons for the increase, compulsory attendance school law, and an increased interest in public education on the part of the Negro citizens.

World War II did much to open the eyes of some people to the value of public education.

It is interesting to observe the per cent of attendance from 1929 through 1930-31 the per cent of attendance was in the seventies with the lowest in 1929-30; there were seventy-four per cent. From 1931-32 through 1940-41 the per cent was in the eighties with the lowest per cent being recorded in 1933; there were eighty-three per cent. The highest was in 1940-41; there were eight-nine per cent. From 1931-32 through 1940-41 the per cent of attendance was from eighty to eighty-nine and the per cent in 1943-44 was ninety. The highest was in 1947-48 and 1948-49; there was ninety-four per cent for each year. The per cent was highest during the years the enrollment and average daily attendance was smallest. This would imply that the average child enrolled in school attended school a greater part of the prescribed school term.

Elementary Enrollment, Average Daily Attendance and
Per Cent of Attendance of Marion County Negro
Schools

Data in Table II are presented to give the reader an overall picture of the elementary enrollment, average daily attendance and per cent of attendance, of the Negro schools of Marion County, Tennessee, from 1928-29 through 1949-50. The pattern followed in this table is similar to the one followed in the total enrollment table, as may be expected. The enrollment for 1928-29 and 1929-30 years was below 400. From 1930-31 through 1943-44 the enrollment ranges from 300 in 1943-44 to 396 in 1933-34. The lowest enrollment was 300 for that period while 396 was the highest in 1933-34. The following six years from 1944-45 through 1949-50 the enrollment ranged from 272 in 1948-49 and the highest in 1944-45 was 292.

The highest enrollment for the period was 402 which was recorded in 1930-31. There were 361 pupils on the elementary rolls in 1928-29 and 274 in 1949-50, a decrease of 87 pupils.

The average daily attendance falls into different groups. From 1928-29 through 1929-30 the average daily attendance was from 264 to 282. It then runs above 300 through 1935-36. The highest average daily attendance was in 1932-33; it was 369. This also was the highest for the period studied. Then in 1936-37 it drops below 300 and remains there for the next fourteen years with the exception of 1941-42 when it rose to 308. The lowest average daily attendance recorded was 1946-47 - 252. The attendance again swings upward for two years and in 1949-50 falls once more.

TABLE II

ATTENDANCE IN MARION COUNTY, NEGRO SCHOOLS FROM 1928-1950
ELEMENTARY ENROLLMENT, AVERAGE DAILY ATTENDANCE AND PER CENT OF

Year	Total Enrollment	Average Daily Attendance	Per Cent of Attendance
1928-29	361	264	73
1929-30	392	282	72
1930-31	402	330	82
1931-32	304	339	84
1932-33	402	369	92
1933-34	396	369	93
1934-35	300	327	89
1935-36	382	310	81
1936-37	311	282	91
1937-38	323	272	84
1938-39	310	268	87
1939-40	313	282	90
1940-41	332	291	88
1941-42	382	308	81
1942-43	323	281	87
1943-44	300	270	90
1944-45	292	282	97
1945-46	282	264	94
1946-47	272	252	93
1947-48	272	261	96
1948-49	272	271	96
1949-50	274	282	97

Annual Report of the Superintendent of Marion County Schools, Court House, Jasper, Tennessee.

The daily average for 1928-29 was 264 and for 1949-50 it was 258, a decrease of six students.

It is significant to observe that as the enrollment and average daily attendance decrease the per cent of attendance in most cases increases. The first two years 1928-29 and 1929-1930 the per cent of attendance was from seventy to seventy-two. From 1930-1931 through 1938-1939, with the exception of 1932-1933, when the per cent of attendance was ninety-two it ranged from eighty-two to eighty-seven, with the lowest for that period being eighty-two per cent. In 1939-1940 the per cent of attendance reached was ninety-one per cent. It remained ninety and above through 1943-44 and in 1944-45 it dropped to eighty-nine per cent. From 1945-46 through 1949-50 the per cent of attendance stayed above ninety. The highest per cent of attendance was recorded in 1948-49 it was ninety-five. The lowest for the period was seventy-two which was in 1929-30. There was a percentage difference between 1928-29 and 1949-50 of twenty-two points, an increase in per cent of attendance. This indicates that more of the students enrolled, attended school than those in the former years when the enrollment was larger. This is important because no matter what good experiences are provided for the child at the school he is not likely to get them unless he attends regularly.

Elementary Enrollment, Average Daily Attendance and Per Cent of Attendance of Marion County Negro Schools

Data in Table II are presented to give the reader an overall picture of the elementary enrollment, average daily attendance and per cent of attendance of the Negro schools of Marion County, Tennessee, from 1928-29 through 1949-50. The pattern followed in this table is similar to the one followed in the total enrollment table, as may be expected. The enrollment for 1928-29 and 1929-30 years was below 400. From 1930-31 through 1931-32 the enrollment ranged from 300 to 396 in 1933-34. The lowest enrollment was 300 for that period while 396 was the highest in 1933-34. The following six years from 1934-35 through 1939-40 the enrollment ranged from 372 in 1938-39 and the highest in 1941-42 was 422. The highest enrollment for the period was 402 which was recorded in 1930-31. There were 361 pupils on the elementary rolls in 1928-29 and 374 in 1929-30, a decrease of 87 pupils. The average daily attendance falls into different groups. From 1928-29 through 1932-33 the average daily attendance was from 264 to 282. It then runs above 300 through 1932-33. The highest average daily attendance was in 1932-33; it was 369. This also was the highest for the period studied. Then in 1930-31 it drops below 300 and remains there for the next fourteen years with the exception of 1941-42 when it rose to 308. The lowest average daily attendance recorded was 196-17-225. The attendance again swings upward for two years and in 1949-50 falls once more.

TABLE III

THE HIGH SCHOOL ENROLLMENT AVERAGE DAILY ATTENDANCE AND PER CENT
OF ATTENDANCE OF MCREYNOLDS SCHOOL FROM 1929 THROUGH 1950

Year	Enrollment	Daily Average Attendance	Per Cent of Attendance
1928-29	66	53	80
1929-30	78	63	83
1930-31	71	56	73
1931-32	66	56	84
1932-33	68	60	88
1933-34	102	89	87
1934-35	118	97	82
1935-36	113	101	89
1936-37	112	107	95
1937-38	112	104	93
1938-39	110	108	98
1939-40	100	83	83
1940-41	106	100	94
1941-42	101	96	95
1942-43	81	78	96
1943-44	62	54	88
1944-45	52	51	98
1945-46	52	46	88
1946-47	71	62	87
1947-48	63	61	97
1948-49	78	69	88
1949-50	87	78	90

HIGH SCHOOL ENROLLMENT, AVERAGE DAILY ATTENDANCE AND PER CENT OF ATTENDANCE OF MCREYNOLDS SCHOOL 1929-1950

The presentation of data in Table III is to give the reader a picture of the enrollment, average daily attendance and per cent of attendance of the McReynolds High School, the only high school for Negroes located in Marion County, Tennessee. Since the elementary schools of Marion County feed the high school, it is reasonable to assume that these data presented in this picture will not be too different to that observed in Tables I and II. From 1928-29 through 1932-33 the enrollment was below 100, it was 66 in 1928-29 and 78 in 1929-30. From 1933-34 through 1941-42 the enrollment ranged from 100 to 118. It was 100 in 1939-40 and 118 in 1934-35 which was the largest enrollment during the period studied. In 1942-43 the enrollment drops below 100 and remains below for the other eight years. The lowest enrollment for the entire period was in 1944-45 and in 1945-46 it was fifty-two for each year.

The high school enrollment unlike the elementary school, had an increase between 1928-29 and 1949-50. There were twenty-one more students enrolled in 1949-50 than in 1928-29. The average enrollment for the twenty-two year period was eighty-five.

The average daily attendance follows very closely the same pattern as the enrollment. The first seven years the average daily attendance was below 100, it ranged from fifty-three in 1928-1929 to ninety-seven in 1934-1935. From 1934-35 it ranged from ninety-seven to 108. In 1939-40 an enrollment of eighty-three was recorded and an enrollment of 108 was recorded in 1938-1939. From 1942-43 the average attendance ranges down with

TABLE III

THE HIGH SCHOOL ENROLLMENT AVERAGE DAILY ATTENDANCE AND PER CENT OF ATTENDANCE OF MCREYNOLDS SCHOOL FROM 1929 THROUGH 1950

Year	Enrollment	Daily Average Attendance	Per Cent of Attendance
1928-29	66	53	80
1929-30	78	53	68
1930-31	71	52	73
1931-32	66	52	78
1932-33	68	50	73
1933-34	102	82	80
1934-35	118	97	82
1935-36	113	101	89
1936-37	112	107	95
1937-38	112	104	92
1938-39	110	108	98
1939-40	100	83	83
1940-41	106	100	94
1941-42	101	96	95
1942-43	81	78	96
1943-44	68	54	78
1944-45	52	51	98
1945-46	52	46	88
1946-47	71	68	95
1947-48	63	61	97
1948-49	78	68	88
1949-50	87	78	90

Annual Report of the Superintendent of Marion County Schools, Clarksville, Tennessee.

HIGH SCHOOL ENROLLMENT, AVERAGE DAILY ATTENDANCE AND PER CENT OF ATTENDANCE OF MCKENZIE'S SCHOOL 1928-1950

The presentation of data in Table III is to give the reader a picture of the enrollment, average daily attendance and per cent of attendance of the McKenzie's High School, the only high school for Negroes located in Marion County, Tennessee. Since the elementary schools of Marion County had the high school, it is reasonable to assume that these data presented in this picture will not be too different to that observed in Tables I and II. From 1928-29 through 1932-33 the enrollment was below 100, it was 66 in 1928-29 and 78 in 1929-30. From 1933-34 through 1941-42 the enrollment ranged from 100 to 118. It was 100 in 1934-35 and 118 in 1935-36 which was the largest enrollment during the period studied. In 1942-43 the enrollment drops below 100 and remains below for the other eight years. The lowest enrollment for the entire period was in 1944-45 and in 1945-46 it was fifty-two for each year.

The high school enrollment unlike the elementary school, had an increase between 1928-29 and 1949-50. There were twenty-one more students enrolled in 1949-50 than in 1928-29. The average enrollment for the twenty-five year period was eighty-five.

The average daily attendance follows very closely the same pattern as the enrollment. The first seven years the average daily attendance was below 100, it ranged from fifty-three in 1928-1929 to ninety-seven in 1931-32. From 1932-33 it ranged from ninety-seven to 108. In 1939-40 an enrollment of eighty-three was recorded and an enrollment of 108 was recorded in 1938-1939. From 1942-43 the average attendance ranges down with

the lowest year being 1945-46; there were forty-six students. It then begins to rise and continues to rise through 1949-50. More of the students enrolled in 1949-50 attended school than those enrolled in 1928-29. The average daily attendance for the period was seventy-six.

The per cent of attendance follows a peculiar pattern. The first eight years, with the exception of 1930-31, the per cent of attendance was above eighty, in 1930-31 it was seventy-three. In 1939 1940 it falls to eighty per cent. In 1940-41 it goes above ninety for a three year period 1940-43. It then falls back to eighty-eight and in 1946-47 to eighty-seven, but the last year 1949-50 it was back to ninety per cent. The lowest per cent was in 1930-31. The year with the highest per cent was 1938-39; ninety-eight per cent was recorded. To look at the per cent of attendance is to see that more students who were enrolled in 1949-50 attended school than those who were enrolled in 1928-29.

TABLE IV

NUMBER OF STUDENTS ENTERING THE NINTH GRADE 1929 THROUGH 1947 AND
GRADUATING FROM MCREYNOLDS HIGH SCHOOL FROM 1933
THROUGH 1950

Year	Number Entering Ninth Grade	Number Graduating Four Years Later	Per Cent of Graduates
1928-29	31	12	39
1929-30	24	13	56
1930-31	20	12	60
1931-32	20	8	40
1932-33	24	12	54
1933-34	48	23	48
1934-35	42	26	62
1935-36	28	22	79
1936-37	38	22	58
1937-38	49	14	28
1938-39	38	16	42
1939-40	30	8	27
1940-41	31	10	32
1941-42	42	5	12
1942-43	28	2	7
1943-44	29	15	52
1944-45	23	7	30
1945-46	21	11	52
1946-47	28	11	39
Total	593	250	

Annual Report of the Superintendents of Marion County Schools, Court House, Jasper, Tennessee.

Principals Requisition for Diplomas, McReynolds High School, South Pittsburg, Tennessee.

Table IV presents data concerning students who entered the ninth grade and those who graduated from McReynolds High School from 1929 through 1950. A total of 593 students entered the High School during the period mentioned and of the number that entered only 250 graduated from the High School. This was a loss of 343 students between the ninth grade and the graduating classes or a fifty-eight per cent loss. More than half of those who entered the ninth grade dropped out for various reasons before graduating.

The largest number entered the ninth grade during the 1937-38 school year. The smallest classes began the High School work in 1930-31 and 1931-32 twenty students in each class. From 1937-38 the trend in size of classes was toward a decrease. The 1941-42 class was third in size with an enrollment of forty-two students. Only twelve of the 1928-29 class graduated. Fourteen of the class of 1937-38 graduated, and of the class of 1943-43 only two finished. There were eleven of the class of 1946-47 who graduated. It may be interesting to the reader to know that the Negro population of Marion County has decreased since 1920. In 1920 there were 1,683 Negroes representing twelve per cent of the total population. In 1930 there were 1,524 Negroes representing 8.7 per cent of the total population.¹² A decrease in the Negro population is a probable reason for a decrease in the school enrollment and average daily attendance.

¹² Fourteenth, Fifteenth, and Sixteenth Census of the U. S. Population Volumes III, 1929, 1930; II, 1940., Washington: Bureau of the Census, Department of Commerce, pp. 966, 607, 593.

TABLE IV

NUMBER OF STUDENTS ENTERING THE NINTH GRADE 1929 THROUGH 1950 AND GRADUATING FROM McREYNOLDS HIGH SCHOOL FROM 1929 THROUGH 1950

Year	Number Entering Ninth Grade	Number Graduating Four Years Later	Per Cent of Graduates
1928-29	31	12	38
1929-30	31	13	42
1930-31	20	12	60
1931-32	20	8	40
1932-33	21	12	57
1933-34	18	23	128
1934-35	12	26	68
1935-36	28	22	79
1936-37	38	22	58
1937-38	42	14	33
1938-39	38	13	34
1939-40	30	8	27
1940-41	31	10	32
1941-42	42	2	5
1942-43	28	2	7
1943-44	22	12	55
1944-45	23	7	30
1945-46	21	11	52
1946-47	21	11	52
Total	593	250	

Special Report of the Superintendent of Marion County Schools, Court House, Jasper, Tennessee.
 Principals' Application for Diplomas, McReynolds High School, Jasper, Tennessee.

This decrease in Negro population, however, does not explain the large number of drop-outs between the ninth grade and graduation. A glance at Table IV reveals the fact that the ninth grade class in 1946-1947 is almost as large as in 1928-29. The graduating class is also approximately the same in size as in 1928-29. The cause for these drop-outs must be sought in the area of the school's program and its importance to the future of the pupils as they visualize their futures. These figures show that this is a problem of no small importance to Marion County.

Table IV presents data concerning students who entered the ninth grade and those who graduated from Meloyne High School from 1929 through 1950. A total of 293 students entered the high school during the period mentioned and of the number that entered only 250 graduated from the high school. This was a loss of 43 students between the ninth grade and the graduating classes or a fifty-eight per cent loss. More than half of those who entered the ninth grade dropped out for various reasons before graduating. The largest number entered the ninth grade during the 1937-38 school year. The smallest classes began the high school work in 1930-31 and 1931-32 twenty students in each class. From 1937-38 the trend in size of classes was toward a decrease. The 1941-42 class was third in size with an enrollment of forty-two students. Only twelve of the 1928-29 class graduated. Fourteen of the class of 1937-38 graduated, and of the class of 1943-44 only two finished. There were eleven of the class of 1944-45 who graduated. It may be interesting to the reader to know that the Negro population of Marion County has decreased since 1920. In 1920 there were 1,603 Negroes representing twelve per cent of the total population. In 1930 there were 1,521 Negroes representing 8.7 per cent of the total population. A decrease in the Negro population is a probable reason for a decrease in the school enrollment and average daily attendance.

U. S. Census, Department of Commerce, pp. 266, 607, 693. Population Volume III, 1929, 1930, 1940, Washington: Bureau of the Census, Department of Commerce, pp. 266, 607, 693.

TABLE V

THE AVERAGE NUMBER OF PUPILS PER TEACHER FOR THE NEGRO PUBLIC SCHOOLS OF MARION COUNTY FROM 1929 THROUGH 1950

Year	Enrollment	Number of Teachers	Average Number Per Teacher
1928-29	427	8	53
1929-30	475	10	47
1930-31	473	10	47
1931-32	468	10	46
1932-33	499	11	46
1933-34	498	10	49
1934-35	496	12	41
1935-36	498	13	38
1936-37	456	14	32
1937-38	435	14	31
1938-39	420	14	30
1939-40	413	14	29
1940-41	438	15	29
1941-42	429	15	28
1942-43	404	15	27
1943-44	362	15	24
1944-45	344	16	21
1945-46	336	17	20
1946-47	349	15	23
1947-48	349	20	17
1948-49	350	20	17
1949-50	361	19	19

Annual Report of the Superintendent of Marion County Schools, Court House, Jasper, Tennessee.

This decrease in Negro population, however, does not explain the large number of drop-outs between the ninth grade and graduation. A glance at Table IV reveals the fact that the ninth grade class in 1946-1947 is almost as large as in 1928-29. The graduating class is also approximately the same in size as in 1928-29. The cause for these drop-outs must be sought in the area of the school's program and its importance to the future of the pupils as they visualize their futures. These figures show that this is a problem of no small importance to Marion County.

TABLE V

THE AVERAGE NUMBER OF PUPILS PER TEACHER FOR THE NEGRO PUBLIC SCHOOLS OF MARION COUNTY FROM 1928 THROUGH 1950

Year	Enrollment	Number of Teachers	Average Number Per Teacher
1928-29	127	8	15.875
1929-30	125	10	12.5
1930-31	123	10	12.3
1931-32	128	10	12.8
1932-33	122	11	11.09
1933-34	128	10	12.8
1934-35	128	12	10.66
1935-36	128	13	9.84
1936-37	126	14	9.0
1937-38	125	14	8.93
1938-39	120	14	8.57
1939-40	113	14	8.07
1940-41	108	15	7.2
1941-42	102	15	6.8
1942-43	101	15	6.73
1943-44	98	15	6.53
1944-45	95	16	5.94
1945-46	92	17	5.41
1946-47	90	15	6.0
1947-48	88	15	5.87
1948-49	80	20	4.0
1949-50	81	19	4.26

Annual Report of the Superintendent of Marion County Schools, Court House, Jasper, Tennessee.

The Average Number of Pupils Per Teacher for Negro Schools.

Table V makes a presentation of data showing the enrollment, number of teachers employed, and teacher-pupil load.

The trend can be easily observed from the table. The trend is downward from 1928-29 through 1949-50. The highest pupil load was in 1928-1929, the lowest in 1949-50.

There were eight teachers employed in the Marion County Schools in 1928-29. The number of teaching positions increased the following school year to ten. It remained at ten for the next three years, then another increase was made. It is hoped that the reader will bear in mind the trend of the enrollment and average daily attendance. The number of teachers increased to fourteen where it remained for a period of four years. The number of teachers increased to fifteen in 1940-41 and the enrollment continued to decrease. The number of teachers employed in Marion County Schools reached the maximum in 1948-49. Twenty teachers were employed. Because of decreases in average daily attendance one teacher was dropped the following year.

The average number of pupils per teacher in 1928-29 was fifty-three. From 1929-30 through 1934-35 the teacher-pupil load was above forty. The following four years the average number of pupils per teacher ranged from 30 to 38. The reader will keep in mind that as the enrollment decreases the pupil teacher load decreases if the number of teachers is held constant. However, teachers were gradually increasing in number. This at least provides opportunity for more individualized instruction and a better chance for pupils to be known well by their teachers. From 1939-40 through 1944-45

the average ranges from 21-29. The remaining years with the exception of 1946-1947 the teacher load ranges from seventeen to nineteen per teacher. These two facts taken together mean that the pupil-teacher load was rapidly decreasing.

The Average Number of Pupils Per Teacher for Negro Schools.

Table V makes a presentation of data showing the enrollment, number of teachers employed, and teacher-pupil load.

The trend can be easily observed from the table. The trend is downward from 1928-29 through 1946-47. The highest pupil load was in 1928-1929, the lowest in 1946-47.

There were eight teachers employed in the Marion County Schools in 1928-29. The number of teaching positions increased the following school year to ten. It remained at ten for the next three years; then another increase was made. It is hoped that the reader will bear in mind the trend of the enrollment and average daily attendance. The number of teachers increased to fourteen where it remained for a period of four years. The number of teachers increased to fifteen in 1940-41 and the enrollment continued to decrease. The number of teachers employed in Marion County Schools reached the maximum in 1948-49. Twenty teachers were employed. Because of decrease in average daily attendance one teacher was dropped the following year.

The average number of pupils per teacher in 1928-29 was fifty-three. From 1929-30 through 1946-47 the teacher-pupil load was above thirty. The following four years the average number of pupils per teacher ranged from 30 to 38. The reader will keep in mind that as the enrollment decreases the pupil-teacher load decreases if the number of teachers is held constant. However, teachers were gradually increasing in number. This at least provided a opportunity for more individualized instruction and a better chance for pupils to be known well by their teachers. From 1928-29 through 1946-47

load was rapidly decreasing. These two facts taken together mean that the pupil-teacher of 1946-1947 the teacher load ranges from seventeen to nineteen per the average ranges from 21-22. The remaining years with the exception

TABLE VI
CERTIFICATION OF NEGRO TEACHERS IN MARION COUNTY FROM 1929 THROUGH 1950

Year	Permanent Professional	Four Year Professional	Permanent Examination	Two Year Examination	Limited Training Professional	Permit	Total
1928-29	2	2		1	2	1	8
1929-30	3	2	1		2	2	10
1930-31	5	3			1	1	10
1931-32	4	5		1			10
1932-33	3	4	1	1	2		11
1933-34	5	3	1	1			10
1934-35	5	4	2	1			12
1935-36	5	4	2	1		1	13
1936-37	6	5	2	1			14
1937-38	6	5	3	1			14
1938-39	8	3	3				14
1939-40	8	3	3				14
1940-41	9	2	3		1		15
1941-42	11	2	2				15
1942-43	12	1	2				15
1943-44	12		3				15
1944-45	12	1	1				16
1945-46	14		1			2	17
1946-47	13					2	15
1947-48	18		1			1	20
1948-49	18		1			1	20
1949-50	19						19

Year	Professional Permit	Professional Permit, 1-yr.	Examination Permit	Examination Permit, 1-yr.	Professional Certificate	Permit	Total
1928-29	1						1
1929-30	1						1
1930-31	1						1
1931-32	1						1
1932-33	1						1
1933-34	1						1
1934-35	1						1
1935-36	1						1
1936-37	1						1
1937-38	1						1
1938-39	1						1
1939-40	1						1
1940-41	1						1
1941-42	1						1
1942-43	1						1
1943-44	1						1
1944-45	1						1
1945-46	1						1
1946-47	1						1
1947-48	1						1
1948-49	1						1
1949-50	1						1
1950-51	1						1

CERTIFICATION OF TEACHERS IN MARION COUNTY, TENNESSEE, 1928-1950

TABLE VI

Certification of Teachers. One of the most important factors in having good schools is well qualified teachers. Certification alone does not guarantee such teachers but it is one indication that the teachers have met certain basic requirements. During the period covered by the study these requirements were set up by Tennessee State Department of Education. It is the ambition of teachers to hold permanent professional certificates. Those teachers in Marion County, Tennessee who were not certified in 1928-29 worked to be certified as soon as they could. As a result in 1949-50 all were properly certified. Table VI shows the gradual improvement in the certification of teachers.

To give a resume of the type of personnel employed in the Negro schools of Marion County Table VI shows the certification of the teachers from 1928-29 through 1949-50. In 1928-29 two teachers had permanent professional certificates, and one held a permit. In 1929-30 two additional teachers were employed, one with a permanent professional certificate, and one with a permit. From that year the teachers began to work to become better certified. The permit teachers became certified and there were no other permits until 1935-36, when another teacher was added. In 1944-1945 another teacher was added. Of the two permits shown in the table, one of the persons employed was a college graduate, but she was placed in a teaching area in which she was not certified. For some years the trend has been that all people employed will be college graduates.

The following descriptions of the various types of teacher certificates show the differences existing among these certificates:

A permanent professional certificate is a certificate that permits one to teach in the public schools of Tennessee. The holder is to be a graduate of the University of Tennessee or a State Teachers College or University, approved by the State Commissioner of Education and State Board of Education, who has completed at least twenty-seven hours in education as prescribed by the State Commissioner and the State Board. Such certificate shall certify the subject the holder is entitled to teach. This type of permanent professional certificate shall be based on graduation from a four year college course, a course at least three fourths of which shall be non-professional. This is the High School Permanent Professional Certificate.

Permanent Professional Elementary Certificate shall be issued an applicant for the position of teacher in elementary schools, who has completed a two year curriculum for elementary teachers in a State Teacher College or State Normal School or an equivalent curriculum in the University of Tennessee, or other colleges or universities approved by the state Commissioner and State Board of Education, who has had at least eighteen quarter hours in education.

A professional Certificate valid for a period of four years, based upon at least three quarters of work in some of the State Colleges or Universities, or some college approved by the State Commissioner and State Board of Education. The holder must have had at least nine quarters in Methods and Management.

A limited training certificate is one that is valid for one year in elementary schools (of the county in which the student graduates). This certificate may be issued to a person who is a graduate of a public or private four year high school in this state, which has been approved by the Commissioner and the State Department of Education, and has completed one unit of professional work approved by the State Department of Education.

Two year limited training certificate valid for one year in elementary schools, for any county in the State. It is issued to a person who is a graduate of a high school approved by the Commissioner and State Board, and has completed one quarter of college work including three hours of education.

¹³Public School Laws of Tennessee, State Department of Education, Nashville, Tennessee, 1925, pp. 29, 30, 31, 32.

Certification of Teachers. One of the most important factors in

having good schools is well qualified teachers. Certification alone does not guarantee such teachers but it is one indication that the teachers have met certain basic requirements. During the period covered by the study these requirements were set up by Tennessee State Department of Education. It is the ambition of teachers to hold permanent professional certificates. These teachers in Marion County, Tennessee who were not certified in 1928-29 worked to be certified as soon as they could. As a result in 1929-30 all were properly certified. Table VI shows the gradual improvement in the certification of teachers.

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Public School Laws of Tennessee, State Department of Education, Nashville, Tennessee, 1925, pp. 29, 30, 31, 32.

These descriptions indicate that even the permanent professional certificate does not guarantee adequate professional training. Yet the movement toward this certificate and away from the others described here is regarded as progress.

TABLE VII

TRAINING OF NEGRO TEACHERS EMPLOYED IN MARION COUNTY
PUBLIC SCHOOLS FROM 1929 THROUGH 1950

Year	Master's Degree	Bachelor Degree	Three Year College	Two Year College	One Year College	Less Training
1928-29		3	1	1	2	1
1929-30		2	1	2	3	2
1930-31		1	1	2	6	
1931-32		1		4	3	2
1932-33		2		3	3	2
1933-34		2	1	2	4	1
1934-35		2		4	4	2
1935-36		1	5	5		2
1936-37		1	4	4	5	
1937-38		1	4	4	5	
1938-39		3	3	4	4	
1939-40	1	3	3	3	4	
1940-41	1	3	3	3	5	
1941-42	1	5	1	7	1	
1942-43	1	5	1	7	1	
1943-44	1	5	2	6	1	
1944-45	1	6	2	7		
1945-46	1	6	2	7	1	
1946-47	1	10	3	1		
1947-48	1	10	3	6		
1948-49	1	10	3	6		
1949-50	1	10	3	5		

Annual Report of the County Superintendents of Marion County Schools,
Court House, Jasper, Tennessee.

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Year	Master's Degree	Bachelor Degree	Three Year College	Two Year College	One Year College	Less Training
1929-30	3	1	1	1	1	1
1930-31	2	1	1	1	1	2
1931-32	1	1	1	1	1	2
1932-33	1	1	1	1	1	2
1933-34	1	1	1	1	1	2
1934-35	1	1	1	1	1	2
1935-36	1	1	1	1	1	2
1936-37	1	1	1	1	1	2
1937-38	1	1	1	1	1	2
1938-39	1	1	1	1	1	2
1939-40	1	1	1	1	1	2
1940-41	1	1	1	1	1	2
1941-42	1	1	1	1	1	2
1942-43	1	1	1	1	1	2
1943-44	1	1	1	1	1	2
1944-45	1	1	1	1	1	2
1945-46	1	1	1	1	1	2
1946-47	1	1	1	1	1	2
1947-48	1	1	1	1	1	2
1948-49	1	1	1	1	1	2
1949-50	1	1	1	1	1	2

Annual Report of the County Superintendent of Marion County Schools, Court House, Jasper, Tennessee.

The training of Negro teachers in Marion County was greatly accelerated from 1929 through 1949-50. The trend was to be graduated from a standard college. There were few degrees in 1928-29 among the teachers, but as the years passed, more and more of the teachers advanced their training. From the table may be seen the strides made in teacher advancement from 1928-29 through 1949-50.

In 1928-29 there were three teachers with bachelor degrees, one with three years of college work, one with two years of college, two with one year and one with less than one year of college training. The following year two had bachelor degrees, one had three years of college training, two had two years, three had one year, and two had less training. For six years the training of the teachers remained about the same. In 1936-37 there were no teachers employed who had less than one year of college training. In 1941-42 only one teacher had only one year of college training but one had received a Master's degree, five had the bachelor's degree, one had three years of college training, seven had two years and one had one year. In the 1949-50 school year there was one Master's degree, ten bachelors, three persons with three years of college training and five with two years of college training. Thus it may be seen how Marion County teachers took advantage of the opportunities offered them by the colleges, to better prepare themselves for the work confronting them. This training has given teachers opportunity to come into contact with modern educational theory and practice.

TABLE VIII

THE AVERAGE MONTHLY SALARY OF TEACHERS IN THE NEGRO SCHOOLS OF
MARION COUNTY FROM 1929 THROUGH 1950.

Year	Men	Women
1928-29	\$72.50	60.83
1929-30	70.00	71.88
1930-31	92.50	75.62
1931-32	86.25	82.50
1932-33	83.13	66.79
1933-34	75.00	71.56
1934-35	78.00	73.52
1935-36	69.33	67.90
1936-37	71.33	69.36
1937-38	69.66	71.91
1938-39	70.33	77.29
1939-40	74.33	83.00
1940-41	80.25	76.82
1941-42	87.00	80.62
1942-43	91.00	97.77
1943-44	105.25	111.71
1944-45	117.35	128.14
1945-46	127.33	129.33
1946-47	138.33	139.72
1947-48	201.28	183.15
1948-49	204.28	184.30
1949-50	253.60	247.92

Annual Reports of County Superintendents of Marion County, Court
House, Jasper, Tennessee.

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In 1928-29 there were three teachers with bachelor degrees, one with three years of college work, one with two years of college, two with one year and one with less than one year of college training. The following year two had bachelor degrees, one had three years of college training, two had two years, three had one year, and two had less training. For six years the training of the teachers remained about the same. In 1936-37 there were no teachers employed who had less than one year of college training. In 1941-42 only one teacher had only one year of college training but one had received a Master's degree, five had the bachelor's degree, one had three years of college training, seven had two years and one had one year. In the 1949-50 school year there was one Master's degree, ten bachelors, three persons with three years of college training and five with two years of college training. Thus it may be seen how Marion County teachers took advantage of the opportunities offered them by the colleges, to better prepare themselves for the work confronting them. This training has given teachers opportunity to come into contact with modern educational theory and practice.

The salaries of Negro teachers in Marion County advanced gradually.

According to the advancement and certification of teachers the advance was continuous, save the depression years or in the thirties, when there was a general reduction in salaries. It is assumed that increase in salary served as one incentive to better training. From 1939-1940 there was a continuous increase through 1949-50 with the exception of the year 1940-41, when there was a drop in average salaries for women.

Table VIII indicates the average monthly salary for Negro teachers in Marion County schools from 1928-29 through 1949-50. The salary for women in 1928-29 was only \$60.83, and was less than the average salary for men. This was the smallest monthly salary paid women during the twenty-two year period.

From 1928-29 the salary trend range was upward. The average salary for men in 1928-29 was \$72.50. This was more than the average salaries for women by \$11.67. Even though the salaries for men in most cases were more than for women the range for both was about the same. The highest salaries paid women was \$247.92, and for men \$253.60, this of course was after the state salary schedule went into affect in 1947. The average paid women was more than that paid men for the years 1929-30, 1939-40, 1942-43, 1945-46, and 1946-47. Salary increases may be one indication of better prepared teachers.

Annual Report of the County Superintendents of Marion County Schools, Court House, Jasper, Tennessee.

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Year	Men	Women
1928-29	\$72.50	\$60.83
1929-30	70.00	71.88
1930-31	75.50	75.65
1931-32	86.35	85.50
1932-33	83.13	89.79
1933-34	75.00	77.25
1934-35	78.00	73.25
1935-36	89.88	87.90
1936-37	71.33	69.88
1937-38	88.88	77.92
1938-39	70.33	77.92
1939-40	74.33	83.00
1940-41	80.52	88.79
1941-42	87.00	80.85
1942-43	91.00	87.77
1943-44	107.52	111.71
1944-45	117.32	118.71
1945-46	127.33	129.33
1946-47	138.33	139.33
1947-48	201.58	183.12
1948-49	201.58	181.30
1949-50	253.60	247.92

Annual Reports of County Superintendents of Marion County, Court House, Jasper, Tennessee.

TABLE IX

DAYS TAUGHT IN MARION COUNTY SCHOOLS FROM 1929 THROUGH 1950

Year	Victoria	Jasper	Whiteside	Whitewell	Guild	Richard City	McReynolds
1928-29	117	154	117				154
1929-30	158	157	97	158			158
1930-31	157	157		158			158
1931-32	138	138		138			158
1932-33	157	158		158	158		158
1933-34	158	158		158			158
1934-35	159	158		157	160		158
1935-36	149	151		151	158	155	158
1936-37	149	156		149	158		158
1937-38	157	152		156	157		156
1938-39	158	158		158	157		158
1939-40	158	158		158	158		158
1940-41	158	158		158	158		158
1941-42	158	158		158	158		158
1942-43	158	158		158	158		158
1943-44	158	158		158	158		158
1944-45	158	158		158	158		158
1945-46	158	158		158	158		158
1946-47	158	158		158	158		158
1947-48	158	178		178	178		178
1948-49	178	178		178	178		178
1949-50	178	178		178	178		178

Annual Report of County Superintendents of Marion County Schools, Court House, Jasper, Tennessee.

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salaries for women by \$11.67. Even though the salaries for men in

most cases were more than for women the range for both was about the

same. The highest salaries paid women was \$117.95, and for men \$223.60.

This of course was after the state salary schedule went into effect in

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1930-31, 1932-33, 1934-35, 1935-36, and 1946-47. Salary increases

may be one indication of better prepared teachers.

Annual Report of the County Superintendents of Marion County Schools, Court House, Jasper, Tennessee.

Number of Days Taught in the Negro Schools. The trend in Marion County Negro Schools has been to have the schools to remain in session more days. The first years the number of days taught in the various schools varied.

Table IX presents data showing the days taught in the schools of Marion County, from 1928-29 through 1949-50. It will be noted that in 1928-29 two schools were taught 117 days each and two others were taught 154 days each. The next year one school was taught only ninety-seven days, but the following year 1930-31 that school was closed. The other schools were fairly equal in the number of days taught. In 1935-36, 1936-37 one school was taught 149 days each year, another 151 and 156 days, still another 149 and 151 days. After 1940 all schools in the county were taught the same number of days. The high school was taught 178 days. Since 1947-48 all of the Negro schools were taught 178 days. This provides for more nearly equal educational opportunity for all pupils regardless of the particular school they attend.

TABLE IX
DAYS TAUGHT IN MARION COUNTY SCHOOLS FROM 1928 THROUGH 1950

Year	Victoria Jasper	Whiteside	Whitwell	Guid	City	Richard McKeown
1928-29	117	154	117			154
1929-30	154	154	97			154
1930-31	154	154				154
1931-32	154	154				154
1932-33	154	154				154
1933-34	154	154				154
1934-35	154	154				154
1935-36	154	154				154
1936-37	154	154				154
1937-38	154	154				154
1938-39	154	154				154
1939-40	154	154				154
1940-41	154	154				154
1941-42	154	154				154
1942-43	154	154				154
1943-44	154	154				154
1944-45	154	154				154
1945-46	154	154				154
1946-47	154	154				154
1947-48	178	178				178
1948-49	178	178				178
1949-50	178	178				178

Annual Report of County Superintendent of Marion County Schools, Court House, Jasper, Tennessee.

SPECIAL SERVICES

In studying the development of Public Schools for Negroes in Marion County, Tennessee, it is proper to give due consideration to special services offered them. Actually these are not "special services". They are services expected of good modern schools. They are called special services here because they were added after the rest of the school program was firmly established. Chapter V presents data showing how essential these services have been in helping to develop the public school system for Negroes. These are:

1. Transportation
2. Library Service
3. The School Lunch.

This chapter discusses the legal basis for transportation in Tennessee and how the various counties were able to get their authority to transport children to and from school and how transportation for Negroes was begun in Marion County.

Library service is discussed in terms of the number of libraries Negroes have access to and the number of books, magazines, newspapers, and the amount of money spent for books and supplies for each year. The origin of the school lunch in Marion County is discussed. The total number of meals served and average daily attendance are shown, also the number of persons served free daily.

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TABLE X

ENROLLMENT AND AVERAGE NUMBER OF PUPILS TRANSPORTED DAILY TO THE NEGRO SCHOOLS IN MARION COUNTY, FROM 1933 THROUGH 1950

Year	Enrollment	Average Daily Transported
1933-34	-	-
1934-35		75
1935-36		66
1936-37	65	
1937-38	65	40
1938-39	65	40
1939-40	56	37
1940-41	56	42
1941-42	41	29
1942-43	45	36
1943-44	60	46
1944-45	42	40
1945-46	46	46
1946-47	39	38
1947-48	55	51
1948-49	62	59
1949-50	80	75
Total	777	720
Average	56	45

Annual Reports of the Superintendents of Marion County Schools, Courthouse, Jasper, Tennessee.

LEGAL BASIS FOR TRANSPORTATION IN TENNESSEE,
MARION COUNTY INCLUDED

Legislation authorizing school officers to provide facilities to transport pupils to and from school has been attacked on the ground that it is class legislation, in that it confers special rights and privileges on some and withholds the rights and privileges from others. The courts, however, uniformly sustained the authority of the legislature to enact such legislation. In Tennessee a statute authorized county boards of education to provide transportation for pupils whenever a sufficient number lived too far from school to attend without transportation.

The county boards were authorized to exercise their discretion in determining whether transportation should be provided for children living in isolated communities. That is, a board could provide transportation for pupils living in compact communities and deny transportation to pupils in cases where isolated families reside so far away from school that it would be impracticable to furnish transportation.

The Court held that the Act in question was not special or class legislation, because any citizen might bring himself within the operation of the law. The law operates equally upon all in the same category or class. Those parents who lived in out-of-the-way places could secure transportation for their children by moving into more compact communities.¹

¹ Newton Edwards, The Courts and the Public Schools: (Chicago) University of Chicago Press, 1933, p. 520

TABLE X

ENROLLMENT AND AVERAGE NUMBER OF PUPILS TRANSPORTED DAILY TO THE
SCHOOL IN MARION COUNTY, FROM 1933
THROUGH 1950

Year	Enrollment	Average Daily Transported
1933-34	82	12
1934-35	82	12
1935-36	82	12
1936-37	82	12
1937-38	82	12
1938-39	82	12
1939-40	82	12
1940-41	82	12
1941-42	82	12
1942-43	82	12
1943-44	82	12
1944-45	82	12
1945-46	82	12
1946-47	82	12
1947-48	82	12
1948-49	82	12
1949-50	82	12
Total	777	120
Average	80	12

Annual Reports of the Superintendents of Marion County Schools,
Cincinnati, Ohio, Tennessee.

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¹ Newton Edwards, The Courts and the Public Schools (Chicago) University of Chicago Press, 1933, p. 250.

The need for a school transportation program in Tennessee was recognized prior to 1910. During that year three counties reported that transportation programs were in operation. The service offered, no doubt, was very poor, but gave some children an opportunity to attend school who otherwise would not have had an opportunity. The need for transportation was soon recognized in other counties. During the years 1911-12 five counties reported the operation of 26 wagons which transported 562 school children. By 1915-16 consolidation and transportation had had a most unusual growth. Thirty-four counties were using 160 wagons and transporting 3,066 children. And so the transportation system in Tennessee was well on the way.²

The Legislature of 1937 appropriated state funds to aid the counties with transportation programs. The amount of \$37,500.00 was appropriated for elementary transportation and was paid on a per capita basis for children transported daily who lived more than two miles from school. This fund has been continued by each subsequent Legislature. In order to participate, counties must provide equipment that meets the standard adopted by the State Board of Education. The Legislature of 1943 also appropriated \$75,000 for high school transportation. It is interesting to note that over a period of ten years, transportation has cost Tennessee tax payers almost \$17,000,000, and that, of this amount, the local counties have paid 83.8 per cent,

² A Study of Tennessee's Program of Public Education, Nashville, Tennessee, State Department of Education, 1948, p. 67.

or slightly over \$14,000,000.³

Transportation for Negroes in Marion County was begun in the 1933-34 school year. In that year the Negroes in Marion County felt the need for a system of transportation for their children. The County had no means or way of transporting the children at that time. So, under the leadership of one of the school principals and local ministers, a mass meeting was called. From this meeting several small organizations were formed. The purpose was to raise money to buy a vehicle for transporting school children to and from school. A truck was bought for \$250 from the Gentry Chevrolet Company, South Pittsburg, Tennessee from this effort.⁴

A wooden bed was made for the truck and covered over to protect the children. It was used the remainder of that school year and the next. In 1935 a Negro patron made an agreement with the County Board of Education to own and operate the bus for Negroes. He purchased a bus for \$700.00 and used it until 1938, at which time the old bus could hardly pass the State's Inspection.

In 1938 a new bus was purchased for Negro transportation at a price of \$1,911.00. This bus was used from 1938 to 1949. It served

³ A Study of Tennessee's Program of Public Education (Nashville: State Department of Education, 1948) pp. 67-68

⁴ From an interview with A. H. Gentry, Owner of Gentry Chevrolet Company, South Pittsburg, Tennessee, May 25, 1951.

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A Study of Tennessee's Program of Public Education, Nashville, Tennessee, State Department of Education, 1948, p. 67.

or slightly over \$11,000,000.

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Under the leadership of one of the school principals and local ministers, a mass meeting was called. From this meeting several small organizations were formed. The purpose was to raise money to buy a vehicle for transporting school children to and from school. A truck

was bought for \$250 from the Gentry Chevrolet Company, South Pittsburg, Tennessee from this effort.

A wooden bed was made for the truck and covered over the children. It was used the remainder of that school year and the next. In 1935 a Negro patron made an agreement with the County Board of Education to own and operate the bus for Negroes. He purchased a bus for \$700.00 and used it until 1938, at which time the old bus could hardly pass the State's inspection.

In 1938 a new bus was purchased for Negro transportation at a price of \$1,911.00. This bus was used from 1938 to 1949. It served

A Study of Tennessee's Program of Public Education (Nashville: The Department of Education, 1940) pp. 67-68

Interview with A. H. Gentry, Owner of Gentry Chevrolet Company, South Pittsburg, Tennessee, May 27, 1951.

Whitwell, Victoria, Jasper, Gaines Chapel, and Richard City. In 1949 the county took over the operation of the bus service for Negroes and a new bus was purchased for Negro schools. This bus served all of the above mentioned communities but two. These communities are served by passenger cars - the Whiteside and Gaines Chapel communities. Two cars and one bus were operated for the transportation of Negro children in Marion County. The cost of the bus was \$3,600.00.⁵

From the table can be seen that no figures were available for the enrollment during the first three years. From 1936-37 through 1938-39 the enrollment was the same for each year - 65. Then for 1939-40 and 1940-41 it was 56 for each year. The enrollment then fluctuates reaching the lowest in 1946-47 - 39. It then began to increase. The largest number enrolled for transportation was in 1949-50 - 80. The average daily attendance fluctuated as did the enrollment. The lowest average daily attendance was recorded in 1941-42; the largest in 1934-35 - 75. Average enrollment for the period was 56. The average daily attendance for the period was 45. Transportation has been one of the means used in Marion County to equalize educational opportunity for all children.

⁵ Files of the County Superintendent of Marion County, Tennessee, Court House, Jasper, Tennessee.

Office of the County Superintendent of Marion County, Tennessee.
 Court House, Jasper, Tennessee.

in Marion County to equalize educational opportunity for all children.
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 average enrollment for the period was 56. The average daily attendance
 daily attendance was recorded in 1941-42; the largest in 1934-35 - 75.
 daily attendance fluctuated as did the enrollment. The lowest average
 under enrolled for transportation was in 1949-50 - 60. The average
 the lowest in 1946-47 - 39. It then began to increase. The 1949-50
 enrollment was 56 for each year. The enrollment then fluctuated
 1949-50 and 1950-51. Then for 1951-52 and 1952-53 through 1958-59
 enrollment during the first three years. From 1956-57 through 1958-59
 from the table can be seen that no figures were available for the
 Marion County. The cost of the bus was \$3,600.00.
 and one bus were operated for the transportation of Negro children in
 passenger cars - the Whiteside and Gaines Chapel communities. Two cars
 above mentioned communities but two. These communities are served by
 a new bus was purchased for Negro schools. This bus served all of the
 the county look over the operation of the bus service for Negroes and
 Whitwell, Victoria, Jasper, Gaines Chapel, and Richard City. In 1949

TABLE XI

A TABLE SHOWING THE NUMBER OF USABLE BOOKS FOR EACH YEAR, THOSE ADDED DURING THE YEAR, THE TOTALS,
 THE MAGAZINES USED, NEWS PAPERS AND THE AMOUNT SPENT FOR SUPPLIES FOR THE NEGRO
 HIGH SCHOOL OF MARION COUNTY FROM 1930 THROUGH 1950

Year	Usable Books	Added Books	Total Books	Magazines Used	Newspapers Used	Amount Spent For Supplies
1930-31	152	75	209	-	-	\$50.00
1931-32	209	91	300	-	-	50.00
1932-33	300	-	300	-	-	40.00
1933-34	285	-	285	-	-	35.00
1934-35	225	-	285	-	-	35.00
1935-36	285	-	285	-	-	-
1936-37	285	-	285	-	-	-
1937-38	285	-	285	-	-	-
1938-39	285	215	500	-	-	-
1939-40	525	10	525	-	-	-
1940-41	525	-	525	-	-	-
1941-42	616	91	616	8	4	100.00
1942-43	616	63	679	4	4	151.00
1943-44	679	30	709	2	4	90.00
1944-45	709	75	748	2	5	134.00
1945-46	748	29	813	5	0	125.00
1946-47	813	34	847	5	1	125.00
1947-48	847	85	932	5	1	127.00
1948-49	932	68	1000	5	1	241.00
1949-50	1000	50	1050	5	3	200.00
				8		200.00

LIBRARY SERVICE

According to the statistical reports of the County Superintendents of Marion County Schools, a library was begun at the McReynolds High School in the 1930-1931 school year. This school was the only Negro school that had a library in Marion County. The records show that in 1930-1931 there were one hundred fifty-two volumes of books. This year seventy-five books were added bringing the total number up to 209. The amount of money spent for books was \$50.00.

Data in Table XI makes a presentation of the library books, magazines, newspapers and the amount of money spent for books and supplies.

It can be seen from the table that the number of usable books increased from 1930-31 to 1933-34. But from 1933-34 to 1938-39 the number of volumes remained the same. Between 1932-33 and 1933-34, fifteen books were lost. And at the close of the 1949-50 school year, the library contained 1050 books. There were no books added between 1932-33 and 1938-39. But in 1938-39 there were 215 books added, the largest number ever added at one time. Each year thereafter some books were added with the exception of 1940-41.

There were no records of magazines being bought for the school's use from 1930-31 through 1939-40. Neither were there any records of newspapers. The purchase of newspapers began with the purchase of magazines.

For the first five years there was but little money spent for books and supplies. Beginning with 1940-41, the amount spent for books and supplies began to increase and did so fairly gradually with the

Library Service of the Superintendent of Marion County Schools, 1930-1950

Year	Books	Magazines	Newspapers	Supplies	Total
1930-31	152			50.00	202
1931-32	209			50.00	259
1932-33	209			50.00	259
1933-34	224			50.00	274
1934-35	224			50.00	274
1935-36	224			50.00	274
1936-37	224			50.00	274
1937-38	224			50.00	274
1938-39	439			50.00	489
1939-40	439			50.00	489
1940-41	439			50.00	489
1941-42	439			50.00	489
1942-43	439			50.00	489
1943-44	439			50.00	489
1944-45	439			50.00	489
1945-46	439			50.00	489
1946-47	439			50.00	489
1947-48	439			50.00	489
1948-49	439			50.00	489
1949-50	654			50.00	704

HIGH SCHOOL OF WHITMAN COUNTY FROM 1930 THROUGH 1950
THE STATISTICS ARE: BOOKS PURCHASED FOR THE SCHOOL, MAGAZINES FOR THE SCHOOL, NEWSPAPERS FOR THE SCHOOL, SUPPLIES FOR THE SCHOOL, AND THE TOTAL AMOUNT SPENT DURING THE YEAR. THE TOTALS ARE SHOWN IN THE RIGHT COLUMN.

TABLE XI

LIBRARY SERVICE

According to the statistical reports of the County Superintendents of Marion County Schools, a library was begun at the McKeynolds High School in the 1930-1931 school year. This school was the only Negro school that had a library in Marion County. The records show that in 1930-1931 there were one hundred fifty-two volumes of books. This year seventy-five books were added bringing the total number up to 207. The amount of money spent for books was \$20.00.

Table I makes a presentation of the library books, magazines, newspapers and the amount of money spent for books and supplies. It can be seen from the table that the number of usable books increased from 1930-31 to 1933-34. But from 1933-34 to 1938-39 the number of volumes remained the same. Between 1938-39 and 1939-40, fifteen books were added. And at the close of the 1949-50 school year, the library contained 1020 books. There were no books added between 1932-33 and 1938-39. But in 1938-39 there were 215 books added, the largest number ever added at one time. Each year thereafter some books were added with the exception of 1940-41.

There were no records of magazines being bought for the school's use from 1930-31 through 1939-40. Neither were there any records of newspapers. The purchase of newspapers began with the purchase of magazines. For the first five years there was but little money spent for books and supplies. Beginning with 1940-41, the amount spent for books and supplies began to increase and did so fairly gradually with the

the exception of 1942-43 when the amount spent was \$90.00. The largest amount spent for books was in 1947-48, \$241.00. The magazines and newspapers were not included in the amount of money shown in the table.

The Negroes in Marion County also had access to the circulating library. It is located in the elementary school building at Jasper, Tennessee.

The circulating library housed all of the state books for all the schools. In 1949-50 there were 4,072 books including professional books. This did not include the free textbooks for the children of which there are several thousand.

It may be seen that some progress has been made in library facilities for Negroes in Marion County.⁵ This progress leads toward expanded educational opportunity for all children and some adults.

⁵ From interview of County Librarian, Marion County, Tennessee, 1950.

TABLE XII

TOTAL NUMBER OF MEALS SERVED IN THE MCREYNOLDS CAFETERIA
AND DAILY AVERAGE FROM 1943 THROUGH 1950

Year	Total Served	Free Served	Daily Average	Free Average
1943-44	12,551	4,199	78.44	26.24
1944-45	14,494	1,290	90.59	8.00
1945-46	14,495	1,135	90.59	7.00
1946-47	14,186	1,163	88.66	7.00
1947-48	13,018	1,465	81.36	9.00
1948-49	11,175	2,913	69.84	18.00
1949-50	11,009	2,836	68.80	17.00

1950. From interview of County Librarian, Marion County, Tennessee.

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TABLE XII

TOTAL NUMBER OF MEALS SERVED IN THE McREYNOLDS CATERERIA AND DAILY AVERAGE FROM 1943 THROUGH 1950

Year	Total Served	Free Served	Daily Average	Free Average
1943-44	12,221	11,122	78.44	26.24
1944-45	11,424	1,220	90.22	8.00
1945-46	11,422	1,122	90.22	1.00
1946-47	11,186	1,103	88.66	1.00
1947-48	13,018	1,462	81.36	2.00
1948-49	11,122	5,213	69.81	18.00
1949-50	11,022	5,232	68.82	14.00

SCHOOL LUNCH

The school lunch program is that integral part of the whole educational program directed toward the improvement of the nutrition of pupils by means of providing adequate lunches and nutrition education. The existence of some type of lunch program in our schools is in seventy-eight per cent of the reports, with thirty-five per cent participating in the Federal school lunch reimbursement program which is administered by the State Department of Education.⁶ The school lunch program was not designed to be just a feeding program. It was part of an overall program to help children grow better in mind and body and spirit.⁷

The school lunch program was begun in the Negro schools of Marion County in 1940. It was operated under the W. P. A. from 1940 until 1943. There were two schools that operated under this set-up, Victoria Elementary School and McReynolds High School and Elementary School. When the W. P. A. ceased to function, the Victoria School ceased operation of the program. The records and reports kept during the period from 1940-43 were not available as they had been turned over to higher

⁶ A Study of Tennessee's Program of Public Education (State Department of Education, Nashville, 1948) p. 17.

⁷ A Handbook for Workers in School-Lunch Programs (U. S. Department of Agriculture, Washington, D. C., 1943) p. 1

authorities.⁸

The high school continued to operate a lunch program. The table shows the total number served each year, total served without charge, average number served daily, and the average daily number of those served free.

In 1943-46 there were served 13,551 meals. Of that number, 4,199 were without price to the pupils. The average number served daily was 78.44. The free average was 26.24. The largest total number served for any year was 1945-46, a total of 14,495. The total number began to decrease and continued to decrease through 1949-50. The school enrollment decreased also. The smallest number served for any year was in 1949-50, 11,009. Some probable reasons for the decrease (1) a decrease in total enrollment, and (2) higher price of meals. In the beginning the meals were ten cents per plate, but as food advanced in price, the price of meals advanced to meet the rising cost of food.

The largest number served free was in 1943-44, 4,199. The number dropped to 1,135 in 1945-46, the lowest on record for the period. In 1946-47 the number began to increase and continued through 1949-50. In 1949-50 the number was 2,836. The average number served daily was 68.8. Both the total number and the

⁸ Materials for the School Lunch Program were secured from the files of School-Lunch Supervisor, Jasper, Tennessee.

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⁸ A Study of Tennessee's Program of Public Education (State Department of Education, Nashville, 1948), p. 17.

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number served free fluctuated. The highest daily averages were in 1944-45 and 1945-46, 90.59 for each year. The smallest number was in 1949-50, 68.8. The largest daily average served free was in 1943-44, 26.24; the smallest daily average was in 1945-46, 7. In 1946-47 the number began to increase, and in 1949-50 there was a daily average of 17.

SUMMARY

Legal Basis has been discussed in the preceding chapter for transportation in Tennessee. How transportation was begun in Marion County, the type of buses used in transporting the children, the enrollment, and average daily attendance of transported children, were also discussed.

Library facilities, and the beginning of library in the Negro high school were outlined. A table was presented showing the number of usable books, the number added each year, and the amount spent for books and supplies each year. The number of magazines and newspapers used by the pupils were shown.

Chapter V also states when the school lunch program started for Negroes, the total number of meals served each year and average number served daily. Even though the total enrollment for the county had decreased, the per cent of attendance has increased. It is logical to assume that the services provided for Negro children have helped greatly to increase the per cent of attendance. Although, the average daily attendance of pupils transported was

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number served free fluctuated. The highest daily average was in 1944-45 and 1945-46, 90.29 for each year. The smallest number was in 1942-43, 88.8. The largest daily average served free was in 1943-44, 86.24; the smallest daily average was in 1945-46, 7. In 1946-47 the number began to increase, and in 1949-50 there was a daily average of 17.

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the same in 1934-35 as in 1949-50, the total enrollment did increase. More money was spent for books and supplies in the latter years than in the former years. There was a decrease in the number of meals served from 1943-44 through 1949-50, there was a decrease of 1,542 meals served. This was attributed to smaller enrollment and the advance in the price of school lunch.

the same in 1931-35 as in 1919-20, the total enrollment did increase. More money was spent for books and supplies in the latter years than in the former years. There was a decrease in the number of meals served from 1919-20 through 1931-35, there was a decrease of 1,512 meals served. This was attributed to smaller enrollment and the advance in the price of school lunch.

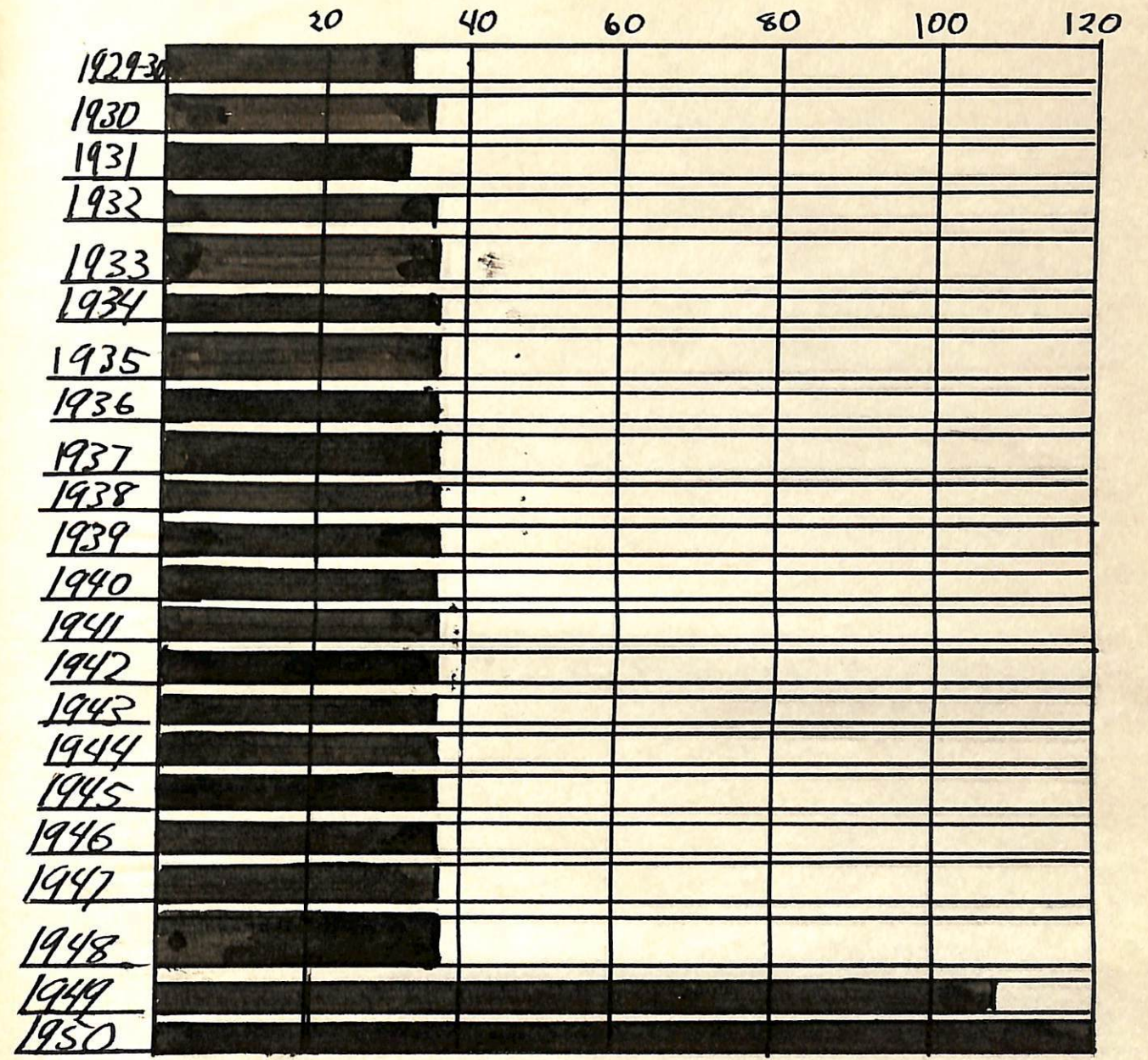


Figure 1

Value of School Buildings of Negro Public Schools of Marion County, Tennessee Expressed in Thousands of Dollars

Annual Reports of County Superintendent, Fiscal Year 1929-50

THE VALUE OF SCHOOL BUILDINGS

The value of school buildings for Negroes in Marion County is presented in figure 1. From 1929 to 1948 the value of the school buildings for Negroes changed very little from year to year. In 1929 all of the buildings in the county were frame buildings except two. The Richard City School was a stucco cement one-room school building, and the McReynolds School is made of brick.

At present the McReynolds School is the only school that is not a frame building. In 1949 a gymnasium was completed for McReynolds School and two additional rooms were erected to the school which greatly increased the value of the school property to its present level.

School Grounds. The valuation of the school grounds for Negroes has changed very little from year to year. From 1929 to 1933 the changes were slight, but in 1934 ground was purchased for a one-room school at Guild which changed the picture and increased the total value of the school grounds. Since that time according to the superintendent's annual report no change in the valuation of school grounds has been made.

School Equipment. The equipment for the Negro schools in Marion County according to the annual reports of Marion County superintendents did not vary too much from 1929 to 1949. The value of equipment ranged from one thousand two hundred (\$1,200.) to one-thousand seven hundred (\$1,700.) During the 1949 school year the value of school

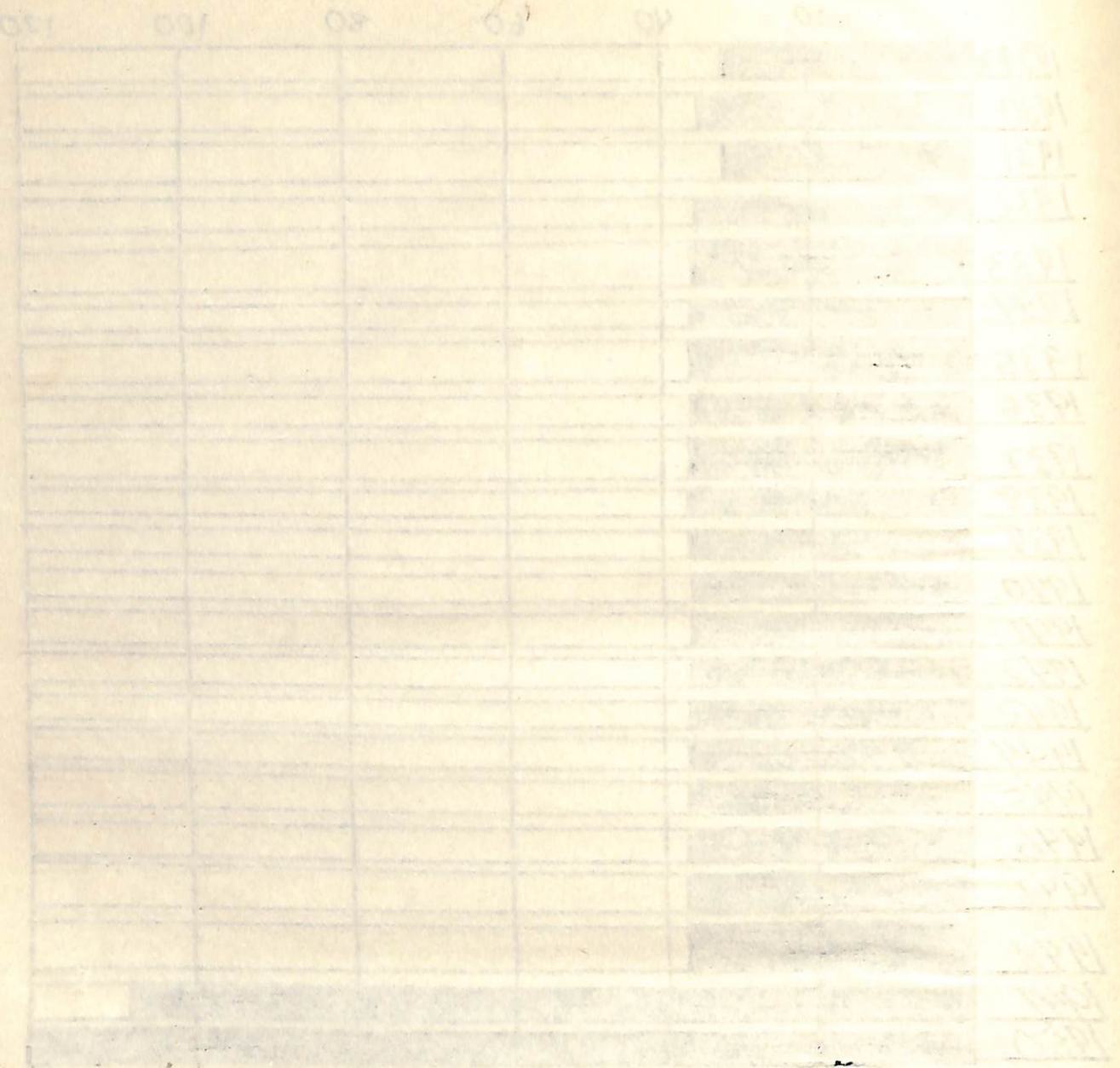


Figure 1
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Annual Reports of County Superintendent, Fiscal Year 1929-30

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equipment was increased because of the purchasing of new materials and equipment for the Negro high school.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this investigation was to trace the trends and relations in the development of the education for Negroes in Marion County. Another reason for the study was to point out the importance of trends and relations, which may aid the educational planners in a future program of public education for Negroes in Marion County. On making the study certain specific phases of the total program of education were taken up. The study revealed:

1. A decrease in total enrollment, an increase in average daily attendance and per cent of attendance. Enrollment decreased from 427 in 1928-29 to 361 in 1949-50. Average daily attendance increased from 318 in 1928-29 to 337 in 1949-50. Per cent of attendance increased from 77 in 1928-29 to 93 per cent in 1949-50.

2. Increase in teacher certification, training, salaries and a reduced teacher pupil load.

Certification was greatly increased; in 1928-29 two teachers held permanent professional certificates; in 1949-50 there were nineteen with permanent professional certificates.

Training of teachers was advanced considerably, and in 1928-29 there were three teachers with Bachelor Degrees. In 1949-50 there were eleven teachers with degrees, one held a Master's degree and ten teachers held Bachelor degrees.

Salaries increased. For men from \$72.50 to \$253.60, and for women from \$60.83 to \$247.92.

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1. A decrease in total enrollment, an increase in average daily attendance and per cent of attendance. Enrollment decreased from 127 in 1928-29 to 361 in 1949-50. Average daily attendance increased from 316 in 1928-29 to 337 in 1949-50. Per cent of attendance increased from 77 in 1928-29 to 93 per cent in 1949-50.
2. Increase in teacher certification, training, salaries and a reduced teacher pupil load. Certification was greatly increased; in 1928-29 two teachers held permanent professional certificates; in 1949-50 there were nineteen with permanent professional certificates. Training of teachers was advanced considerably, and in 1928-29 there were three teachers with Bachelor Degrees. In 1949-50 there were eleven teachers with degrees, one held a master's degree and ten teachers held Bachelor degrees. Salaries increased, for men from \$2,500 to \$3,300, and for women from \$2,000 to \$2,800.

Teacher pupil load decreased from fifty-three to nineteen.

An increase in the number of days schools were taught was also evidenced. The number of days taught was irregular in 1928-1929, in 1949-1950 all the schools were taught the same number of days 178.

The value of buildings increased from \$34,000.00 to 118,000.00. The value of the school grounds increased also, but not to be compared with buildings.

An increase was noted in special services. The number of usable books increased from seventy-five to 1,050; magazines from no magazines during the first few years to eight.

Money spent for supplies increased from \$50.00 in 1930-1931 to \$241.00 in 1948-49. The number of meals served decreased from 12,551 to 11,009.

Conclusion

Progress was evidenced in all areas except enrollment. From this study of the past twenty-two years of the Public Schools in Marion County for Negroes it appears that the progress which was made was in keeping with that made in the state, region, and nation. Marion County, as a constituent of the state region and nation has contributed to the progress of each and Marion County is influenced by major trends in the state, region and nation. There is not time for complacency, there still remains much to be done if the Negro schools of Marion County are to keep step with the schools of the state, the region and the nation.

RECOMMENDATIONS

In order that the Negro children of Marion County may have access to more adequate school services such as library, school-lunch and gymnasium it is recommended:

1. That all Negro schools of the county be consolidated.
2. That another school bus be provided to make the transportation system adequate for the consolidation.
3. That some system of library service be set up so children may have access to the books and other literature of the library during the vacation period.
4. That adequate playground be provided for Negro children.
5. That a certified health and physical education teacher be employed.
6. Since a large per cent of the drop outs occur between the ninth and twelfth grades, that other aspects of the total education program be studied to determine the causes of drop-outs.
7. That the study of the public school system for Negroes be continuous.

A. & I. STATE COLLEGE
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A. S. I. STATE COLLEGE
LIBRARY

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