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A History of the Development of County Public Schools for Negroes in Gibson County, Tenn. from 1931 through 1950

Carrie Booker Seat

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A HISTORY OF THE DEVELOPMENT OF
COUNTY PUBLIC SCHOOLS
FOR NEGROES IN
GIBSON COUNTY, TENN.
FROM 1931 through 1950



CARRIE BOOKER SEAT

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A HISTORY OF THE DEVELOPMENT OF COUNTY
PUBLIC SCHOOLS FOR NEGROES IN GIBSON
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THROUGH 1950

An Abstract of a Thesis
Submitted to
The Committee on Graduate Study
of
Tennessee State College
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

Graduate Research Series

Number 144

by

Carrie Booker Seat

August, 1951



35022

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CHAPTER I

THE PROBLEM

Statement of the Problem

This study presents a history of the development of county public schools for Negroes in Gibson County from the school year 1930-31 through the school year 1949-50, with reference to: (1) the social, economic and political background of the county, (2) Negro population of Gibson County, (3) legal foundations for public education in Gibson County, (4) enrollment and attendance of pupils in the schools for Negroes in Gibson County, (5) the teaching personnel in Negro schools of Gibson County, (6) buildings and grounds, and (7) special services for the Negro schools of Gibson County.

Reasons for the Study

This study was written for the following reasons: (1) to compile an accurate record which will serve as a basis for understanding the problems of the education of Negroes in Gibson County, (2) to show the trends in the development of education for Negroes in Gibson County, (3) to present a systematized account either of progress or of egress of Negro schools in Gibson County, and (4) to present in a clarified and comprehensive manner the significant factors which conditioned the growth of public

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schools for Negroes in Gibson County, Tennessee.

Limitations

This treatise is limited to a study of the following specific phases of development of the educational program, namely, (1) the legal foundation for public education of Negroes in Gibson County, (2) the enrollment and attendance of Negro pupils of Gibson County from 1931 through 1950, (3) the teaching personnel in Gibson County Negro schools from 1931 through 1950, (4) Negro school buildings and grounds available from 1931 through 1950, (5) special services for the county Negro schools. These phases of the program were selected because it was felt that these factors were significantly indicative of the development of public schools, both elementary and secondary, and of the quantity and quality of educational opportunity afforded Negro children in Gibson County from 1931 through 1950.

Procedure

Two major steps were utilized in assembling data for this study: (1) records of the county Superintendent's office, official documents of the Gibson County Board of Education, acts of the state legislature, publications of the State Department of Education, federal census reports, documents of the local county court of Gibson County, publications of the Trenton Herald Democrat, old newspaper clippings,

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Organization of Study

Chapter I treats the introduction, statement of the problem, reasons for the study, limitations, procedure and review of related studies.

Chapter II relates the socio-economic background for education in Gibson County, the historical development, geographical data, economic resources, population trends, social conditions and employment of Gibson County Negroes.

Chapter III treats the Historical and legal foundation for public education, beginning with the law of 1815, the law of 1867, the Parent Law of 1873, the school law of 1909, the public school law of 1925, the minimum

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school program of 1937 and the public school law of 1947.

Chapter IV treats the growth of public schools for Negroes in Gibson County, Tennessee from 1931 through 1950. This chapter treats the following factors as related to the development of schools; total population, scholastic population, enrollment, average daily attendance, training of teachers, certification of teachers, pupil teacher load, salaries of teachers, buildings and grounds.

Chapter V treats special services rendered to Gibson County Schools for Negroes and includes health services, library services, transportation services, school lunch services and Jeanes supervision service.

Chapter VI is a summary of the findings and conclusions.

Findings

1. The proportion of Negro inhabitants of Gibson County steadily decreased from 1920 to 1940.
2. The major occupational groups among Negroes in the county are the agricultural and domestic service groups.
3. The proportion of school enrollment to the scholastic population remained fairly constant from 1930 to 1940.

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to 1940.

4. The enrollment decreased from 2,615 in 1930-31 to 2,329 in 1949-50, although the per cent of average daily attendance increased from 78.3 per cent in 1930-31 to 92.6 per cent in 1949-50.

5. The distribution of pupils through the twelve grades tended toward a more nearly even distribution in 1949-50 than in 1930-31.

6. The training of teachers, as evidenced by the number of college graduates tended to increase from thirteen college graduates out of a total of sixty-eight teachers in 1930-31 to sixty-three college graduates out of a total of eighty-five teachers in 1949-50.

7. The certification of teachers improved from twenty, out of fifty-eight teachers in 1930-31, possessing permanent professional certificates to seventy-nine, out of eighty-five teachers in 1949-50, possessing permanent professional certification.

8. The pupil-teacher ratio improved from forty-five pupils per teacher in 1930-31 to twenty-seven pupils per teacher in 1949-50.

9. The average monthly salary of elementary teachers increased from \$73.85 in 1930-31 to \$237.77 in 1949-50.

The average monthly salary of secondary teachers increased from \$86.50 in 1930-31 to \$237.77 in 1949-50.

10. From 1930-31 to 1949-50 there was a trend toward consolidation of the smaller schools. In 1930-31 there were twenty ~~one~~-teacher schools out of a total of thirty schools. In 1949-50 there were eleven one-teacher schools out of a total of twenty-three schools.

11. The school buildings, while not of the best and most modern type, are mostly in good repair and are situated on accessible roads, somewhat removed from traffic hazards. There is a decided trend toward improvement of these buildings. Seventeen of the twenty-three schools were built during the twenty year period studied.

12. Special services for improvement of child growth and community living were added to the school program beginning with health in 1922, Jeanes Supervision in 1928, hot lunches in 1935, libraries in 1939 and transportation in 1949.

Conclusions

Examination of the findings in this study warrants the following conclusions:

That progress is evidenced in each area of development investigated except in the area of enrollment; that

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8. The pupil-teacher ratio improved from forty-five pupils per teacher in 1930-31 to twenty-seven pupils per teacher in 1949-50.

9. The average monthly salary of elementary teachers increased from \$75.85 in 1930-31 to \$237.77 in 1949-50.

progress was made in the grade distribution of pupils; that great progress was made in teacher training, in teacher certification, in pupil-teacher load; that buildings and grounds were being improved; that progress has been shown in special services offered to Negro school children.

The progress evidenced in the development of Negro schools of Gibson County may be attributed to many factors, such as the different state laws passed for the improvement of the educational program, the improved qualifications of teachers, the addition of transportation, the addition of special services, and the improvement of school buildings and grounds.

The average monthly salary of secondary teachers increased from \$38.00 in 1930-31 to \$42.77 in 1949-50. In 1930-31 there were twenty-one teacher schools and in 1949-50 there were eleven one-teacher schools and one of a total of twenty-three schools.

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July 6, 1951

To the Committee on Graduate Study:

I am submitting to you a thesis written by Carrie Booker Seat entitled "History of the Development of County Public Schools for Negroes in Gibson County, Tennessee from 1931 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.

Eunice Matthews
Major Advisor

We have read this thesis and recommend its acceptance:

M. J. Belinshaw
Chairman

Charles E. Rochelle
Eunice Matthews

Accepted for the Committee

[Signature]
Dean of the Graduate School

July 6, 1931

To the Committee on Graduate Study:

I am submitting to you a thesis written by
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LIST OF TABLES

Table	Page
I The Population of Gibson County from 1831 through 1930 showing the Negro Population and Per Cent.	11
II Employed Negro Workers, Fourteen Years and Over by Major Occupational Groups	17
III Negro Scholastic Population, Enrollment and Per Cent for Years 1831-1930	21
IV Enrollment and Attendance of Negro Pupils at Gibson County from 1831 through 1930	25
V My beloved mother, Mrs. Jennie L. Booker, by Grace, 1931-1930.	29
VI for her untiring patience and confidence, from 1831 through 1930.	31
VII also for her services as a pioneer teacher Teachers from 1831 through 1930.	33
VIII in Gibson County, Tennessee. Negro Schools from 1831 through 1930	35
IX Average Monthly Salaries for Gibson County Negro Teachers from 1831 through 1930.	39
X Type of Schools and Grades in Gibson County from 1831 through 1930.	43

T O

LIST OF TABLES

<u>Table</u>		<u>Page</u>
I	The Population of Gibson County from 1920 Through 1940 showing the Negro Population and Per Cent.	13
II	Employed Negro Workers, Fourteen Years Old by Major Occupational Group	17
III	Negro Scholastic Population, Enrollment and Per Cent for Years 1930-1940.	34
IV	Enrollment and Attendance of Negro Pupils of Gibson County from 1931 through 1950	35
V	Enrollment of Negro Pupils in Gibson County by Grades, 1931-1950.	40
VI	Training of Gibson County Negro Teachers from 1931 through 1950.	42
VII	Certification of Gibson County Negro Teachers from 1931 through 1950.	44
VIII	Average Teacher Load in Gibson County Negro Schools from 1931 through 1950	46
IX	Average Monthly Salaries for Gibson County Negro Teachers from 1931 through 1950.	48
X	Types of Schools for Negroes in Gibson County from 1931 through 1950.	57

LIST OF TABLES

Page	Table
13	I The Population of Gibson County from 1820 Through 1940 showing the Negro Population and Per Cent.
17	II Employed Negro Workers, Fourteen Years Old by Major Occupational Group
24	III Negro Scholastic Population, Enrollment and Per Cent for Years 1880-1940
28	IV Enrollment and Attendance of Negro Pupils of Gibson County from 1881 through 1950
40	V Enrollment of Negro Pupils in Gibson County by Grades, 1881-1950
42	VI Training of Gibson County Negro Teachers from 1881 through 1950
	VII Certification of Gibson County Negro Teachers from 1881 through 1950
	VIII Average Teacher Load in Gibson County Negro Schools from 1881 through 1950
48	IX Average Monthly Salaries for Gibson County Negro Teachers from 1881 through 1950
54	X Types of Schools for Negroes in Gibson County from 1881 through 1950

LIST OF FIGURES

FIGURES	PAGE
1	Map of Gibson County Showing Negro Population by Districts 15
2	The Enrollment and Average Daily Attendance for Gibson County Negroes 37
3	Per Cent of Attendance from 1881 to 1950 38
4	Map of Gibson County Showing Negro Schools by Districts 56
5	Picture of Gibson County Negro Schools 1950 64
6	Map of Gibson County, Tennessee 65

LIST OF FIGURES

PAGE	FIGURES	
15	1	Map of Gibson County Showing Negro Population by Districts
37	2	The Enrollment and Average Daily Attendance for Gibson County Negroes
38	3	Per Cent of Attendance from 1931 to 1950
52	4	Map of Gibson County Showing Negro Schools by Districts
54	5	Picture of Gibson County Negro Schools 1950
55	6	Map of Gibson County, Tennessee

TABLE OF CONTENTS

CHAPTER		PAGE
I	THE PROBLEM.	1
	Statement of the Problem	1
	Reasons for the Study.	1
	Limitations.	2
	Procedure.	2
	Review of Related Studies.	3
II	THE SOCIO-ECONOMIC BACKGROUND FOR EDUCATION IN GIBSON COUNTY.	7
	Historical Development of Gibson County	7
	Geographical Data About Gibson County	9
	Economic Resources of Gibson County	10
	Population Trends	12
	Social Conditions.	14
	Employment.	16
III	HISTORICAL AND LEGAL FOUNDATION FOR PUBLIC EDUCATION IN GIBSON COUNTY.	19
	Law of 1815.	19
	Public Education Law of 1867.	21
	Parent Law of 1873	23
	School Law of 1909.	27
	Public School Laws of 1925.	28
	Minimum School Program for 1937.	29
	Public School Law of 1947.	30

TABLE OF CONTENTS

PAGE	CHAPTER
1	I THE PROBLEM
1	Statement of the Problem
1	Reasons for the Study
2	Limitations
2	Procedure
2	Review of Related Studies
7	II THE SOCIO-ECONOMIC BACKGROUND FOR EDUCATION IN GIBSON COUNTY
7	Historical Development of Gibson County
9	Geographical Data About Gibson County
10	Economic Resources of Gibson County
11	Population Trends
14	Social Conditions
16	Employment
19	III HISTORICAL AND LEGAL FOUNDATION FOR PUBLIC EDUCATION IN GIBSON COUNTY
19	Law of 1815
21	Public Education Law of 1827
23	Parent Law of 1873
24	School Law of 1909
28	Public School Laws of 1925
29	Minimum School Program for 1927
30	Public School Law of 1947

CHAPTER

PAGE

IV	THE GROWTH OF PUBLIC SCHOOLS FOR NEGROES IN GIBSON COUNTY FROM 1931-1951.	33
	Pupil Enrollment and Attendance.	33
	Teacher Training.	41
	Teacher Certification.	43
	Pupil Teacher Load.	45
	Teacher Salaries.	47
	School Buildings and Grounds.	47
V	SPECIAL SERVICES RENDERED TO GIBSON COUNTY SCHOOLS FOR NEGROES.	56
	Health Service.	56
	Library Service.	62
	Transportation Services.	63
	School Lunch Service.	66
	Jeanes Supervision	66
VI.	SUMMARY OF FINDINGS.	69
	Findings.	69
	Conclusions.	71
	BIBLIOGRAPHY.	72

33	THE GROWTH OF PUBLIC SCHOOLS FOR NEGROES IN GIBSON COUNTY FROM 1881-1931	IV
33	
41	
43	
45	
47	
47	
56	SPECIAL SERVICES RENDERED TO GIBSON COUNTY SCHOOLS FOR NEGROES	V
56	
62	
65	
66	
68	
69	
71	
72	

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Review of Related Studies. After much research the writer found that although there had been much material written in recent years concerning the education of Negroes, however there was no published study whatever made of the development of education for Negroes in Gibson County. Much of the published material concerning Negro education in the South is indirectly related to this study, as the problems of Negro education in Gibson County, Tennessee are relatively similar to problems of Negro education elsewhere in the South.

Most of the recent writings relative to Negro education agree on one thing, namely, that there is need for improvement of Negro education. In a recent study made by Gunnar Myrdal, he states that:

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The educational facilities for Negroes, particularly in many rural regions, are scandalously poor. The white community often blinds itself to the entire matter. But in appraising the situation, it is equally important to recognize that there are dissimilarities in the level of educational facilities offered Negroes, and that there is a definite tendency upward.

Greenfield² made an investigation of Negro education in Giles County, Tennessee and reported that definite improvement had been made in teacher certification and training; that buildings and grounds, although far from ideal, were being improved; that progress had been made in supplies and special services, but that no progress had been shown in the area of enrollment.

Cook³ made an investigation of Negro education in Henderson County, Tennessee and showed that the area of enrollment was the only aspect of the educational problem studied in which no improvement was evident.

¹ Gunnar Myrdal, An American Dilemma, Harper and Brothers Publishers, c1944, New York, p. 903.

² Roberta Greenfield, A History of Negro Public Schools in Giles County, Tennessee from 1938-1948, Master's Thesis, A. & I. State College, Nashville, Tennessee, 1948, p. 67.

³ James A. Cook, A Historical Study of Public Education of Negroes in Henderson County, Tennessee from 1922, 1949, Master's Thesis, A. & I. State College, Nashville, Tennessee, 1950, p. 40.

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Allen made a historical study of Negro education in Montgomery County, Tennessee and reported evidence of progress in each area studied except in the area of enrollment.

5

Hunt made a historical investigation of Negro education in Franklin County, Tennessee and reported that it was interesting to note that while enrollment decreased, the per cent of attendance increased; that great progress was found in training and certification of teaching personnel; and that progress was made in the building program.

A study of much significance was made by Robert Russa Moton in 1942, in which he states

In education--segregation means distinctly discrimination, neglect and inferior provisions for the Negro. It is true that there is a progressive improvement in the school facilities provided for Negroes in those sections where separate schools are maintained. Indeed, in the last ten years there has been a decided change in the public mind on the subject of Negro education.

There is hardly any opposition now to Negro education in principle, but in its actual operation the attitude is taken which

4

Katherine Allen. A History of the Development of County Rural Elementary Schools for Negroes in Montgomery County, Tennessee from 1927-1947. Master's Thesis, A. & I. State College, Nashville, Tennessee, 1948, p. 70.

5

John H. Hunt, A History of the Development of Negro Public Schools, Franklin County, Tennessee from 1924-1949. Master's Thesis, A. & I. State College, Nashville, Tennessee, 1950, p. 57.

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1. Thompson, Hyrdal, An American History, Harper and Brothers Publishers, New York, p. 403.

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3. James A. Cook, A History of the Development of Negro Public Schools in Henderson County, Tennessee from 1924-1949, Teacher's Thesis, A. & I. State College, Nashville, Tennessee, 1950, p. 40.

gives to the Negro far less than his proportionate share of public funds based on the rates of population. Friends of the cause have been much encouraged by the increasing appropriations for Negro education in the states where separate schools are operated.⁶

These studies in each instance reveal a need for improved opportunities for Negro children. They also call attention to some appalling inequalities in Negro schools when compared with schools for white children. They reveal a need for continuous study and research on this problem, with a hope that the inadequacies of the present system may be removed and that better and more improved facilities be given Negro children.

⁶ Robert R. Moton, What the Negro Thinks, Garden City Publishing Company, Inc., 1942, New York, pp. 108-109.

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Robert Bruce Mason, What the Negro Thinks, Garden City Publishing Company, Inc., 1941, New York, pp. 108-109.

CHAPTER II

THE SOCIO-ECONOMIC BACKGROUND FOR EDUCATION IN GIBSON COUNTY

Any appraisal of the development of education in Gibson County or any other governmental unit must be related to the culture in which the provisions for education are attempted. Gibson County has developed since the Nineteenth century in terms of its social and economic resources in such ways as to modify significantly the available resources and quality of living in the county. This chapter deals with some pertinent factors that influenced the culture of Gibson County from its earliest beginning, with emphasis on the period being studied in this investigation.

Historical Development of Gibson County

The Gibson County Region was once the home and hunting ground of the Chickasaw tribe of Indians and was so recognized and treated as the hunting ground of this tribe of Indians.¹

¹ W. P. Greene, Gibson County, Tennessee Illustrated, Press of Gospel Advocate Publishing Company, Nashville, Tennessee, 1901, p. 13.

CHAPTER II

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The Gibson County region was once the home and hunting ground of the Chickasaw tribe of Indians and was so recognized and treated as the hunting ground of this tribe of Indians.

1 W. P. Greene, Gibson County, Tennessee, Nashville, Tennessee, 1901, p. 18.

Gibson County was the twelfth county organized in the Western District after the Chickasaw Purchase.² It was named, by recital in the state legislative act on October 21, 1823 in honor of Colonel John H. Gibson, a second major of the Calvary Regiment of Colonel John Coffee under General Andrew Jackson on the abortive campaign to Natchez in 1812-13.³

The first settlement in Gibson County was made by Thomas Fite and John Spencer who came from Warren County in 1819, bringing an axe, a hand saw and an auger, with which they constructed the first house in the county on the Little or North Fork of the Forked Deer River, about eight miles east of the present site of Trenton. In the spring of the following year they brought their families to the county. During this same year Luke Biggs settled in the county, also the celebrated David Crockett settled near the Rutherford Fork of the Obion River.⁴

² Ibid., p. 12.

³ Loc. cit.

⁴ Ibid., p. 13.

Geographical Data About Gibson County

Gibson County is situated near the center of what is designated "West Tennessee", being that portion of the State of Tennessee which lies between the Tennessee River and the Mississippi River; in fact, the exact geographic center of West Tennessee is a few hundred yards south of the southern line of the county.⁵ It is bounded on the north by Obion and Weakley Counties; on the east by Carroll County; on the south by Madison and Crockett Counties; and on the west by Dyer and Crockett Counties.⁶

Gibson County contains 633 square miles. It has three railroads, six interstate highways and more incorporated towns than any other county in the South.⁷

In topography Gibson County follows that of Tennessee. In the eastern part it is hilly and broken; in the central part, there are level fertile fields;

⁵ Greene, op. cit., p. 15.

⁶ C. A. Goodspeed, History of Tennessee, Goodspeed Publishing Company, Nashville, Tennessee, 1887, p. 797.

⁷ Scrap Book, Newspaper Clipping, State Library, Nashville, Tennessee

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ibid.
ibid.
ibid.

and in the western part there are rich bottom lands.⁸

The soil of Gibson County is a dark loam, containing a large quantity of siliceous matter resting upon a clay subsoil which varies in depth from two to twenty feet and which varies in color from a bright yellowish to a dark brown. There are no strata of limestone or hard rock, but some sandstone, ferruginous rock and lignite are found.⁹

The principal water courses of Gibson County are the Middle Fork and the Little North Fork of the Forked Deer River; the Rutherford Fork and the South Fork of the Obion River. All of these streams have many small tributaries which supply abundant water for all purposes.¹⁰

Economic Resources of Gibson County

Gibson County is primarily a farming county with about 83.8 per cent of its total acres in farm land.¹¹ It has been well fitted by nature for the pursuits of agriculture. The soil is fertile and easily tilled; the climate is mild, healthful, and adapted to the growth of every product of the temperate zone; and exhaustless

⁸ Stella Pybass, Historical Sketch, Gibson County Newspaper Clipping, State Library, Nashville, Tennessee.

⁹ Goodspeed, op. cit., p. 797.

¹⁰ United States, Census of Agriculture, Department of Commerce Bureau of the Census, Washington, D.C., 1945.

¹¹ loc. cit.

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8 Stella Rybas, Historical Sketch, Gibson County
Newspaper Clipping, State Library, Nashville, Tennessee.

9 Goodspeed, op. cit., p. 137.

10 United States, Census of Agriculture, Department
of Commerce Bureau of the Census, Washington, D.C., 1945.

11 loc. cit.

streams of limpid water are within easy reach beneath the soil. It has a mean temperature of 59.3 degrees and rainfall of forty-five inches, thus making it ideal for truck farming.¹²

Gibson County is nationally known for its diversified crop program. Diversified farming has many advantages, namely, the farmer is not dependent on the price he receives for any single crop; crops may be rotated and thus save the soil; and labor and machinery may be used to best advantage throughout the year. The principal truck crops grown in Gibson County are cabbage, tomatoes and strawberries.

During the years 1933 through 1950 industrialization of the county was speeded up, causing concentration of the population in certain areas. Cotton mills, shoe factories, hosiery mills, Pet Milk factories and the Wolf Creek Ordinance Plant are some of the principal industries of the county.

Myrdal states that

Industrialization and urbanization are proceeding at a greater speed in the South than in other parts of the country. Agriculture in the South is facing a more thoroughgoing adjustment to world market conditions

¹²Greene, op. cit., p. 13.

¹³Myrdal, op. cit., p. 463.

than else where, and this structural change means more to the South because its economy is based on agriculture to a greater extent. Because of the coming economic changes and because of the high birth rate migration may be expected to become more important than it is now, and migration always has far-reaching social effects. ¹³

Population Trends

Table I reveals that in 1920¹⁴ there was a total population of 43,388 persons, 9,678 or 22.3 per cent of whom were Negroes. In 1930¹⁵ the total population had increased to 46,528; likewise the Negro population increased to 9,890 but constituted only 21.3 per cent of the total which was a decrease of .1 per cent. In 1940¹⁶ the total population of the county had decreased to 44,835 persons, the Negro population had decreased also to 9,221 or 20.6 per cent of the total, which is a .7 per cent decrease. These changes in population are probably due to one or both of two factors: (1) birth-rate in the county, (2) migration.

¹³ Myrdal, op. cit., p. 463

¹⁴ 14th Census of the United States: Population of Tennessee, United States Printing Office, Washington, D. C., 1920.

¹⁵ 15th Census of the United States: Population of Tennessee, United States Printing Office, Washington, D. C., 1930.

¹⁶ 16th Census of the United States: Population of Tennessee, United States Printing Office, Washington, D. C., 1940.

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¹³ Myrdal, op. cit., p. 463
¹⁴ Each Census of the United States: Population of Tennessee, United States Printing Office, Washington, D. C., 1930.
¹⁵ Each Census of the United States: Population of Tennessee, United States Printing Office, Washington, D. C., 1930.
¹⁶ Each Census of the United States: Population of Tennessee, United States Printing Office, Washington, D. C., 1940.

TABLE I*

THE POPULATION OF GIBSON COUNTY FROM 1920 THROUGH 1940 SHOWING THE NEGRO POPULATION AND PER CENT

Year	Population	Negro Population	Per Cent
1920	43,388	9,678	22.3
1930	46,528	9,890	21.3
1940	44,835	9,221	20.6
1950	Information not available.		

* Fourteenth, Fifteenth and Sixteenth Census of United States, Population, Volumes III, 1920-1930, and Volume II, 1940, Washington, D. C., Bureau of the Census, Department of Commerce, pp. 963, 884, 601.

* TABLE I

THE POPULATION OF GIBSON COUNTY FROM 1830 THROUGH 1940 SHOWING THE NEGRO POPULATION AND PER CENT

Year	Population	Negro Population	Per Cent
1830	43,388	9,378	21.6
1850	46,528	9,890	21.3
1870	44,832	9,221	20.6
1930	Information not available.		

* Fourteenth, Fifteenth and Sixteenth Census of United States, Population, Volume III, 1930-1930, and Volume II, 1940, Washington, D. C., Bureau of the Census, Department of Commerce, pp. 263, 264, 261.

Figure 1 reveals the distribution of the Negro population in Gibson County by civil districts.

Social Conditions

The life of the people in Gibson County was influenced very largely by the operation of a social system in which the population was divided as to slave-owner; poor--rich white; and Negro.

In his study, The Beginnings of West Tennessee, Samuel C. Williams¹⁷ reported that the slave system was more profitable in West Tennessee than in other parts of the state due to the nature of the soil, and the larger plantations and cotton culture. In 1830 the census showed that there were 1,281 slaves in Gibson County and twenty-three free Negroes. However, it would be a mistake to assume that all or even the majority of the white land owners possessed slaves. There were at all times a "poor--white" class and a large "small-farmer" class who relied on their own labor and that of their families.

The treatment of the slaves was mild and more humane than is generally supposed, but little attention

¹⁷ Samuel C. Williams, The Beginnings of West Tennessee, Johnson City, Tennessee, The Watauga Press, 1930, p. 208.

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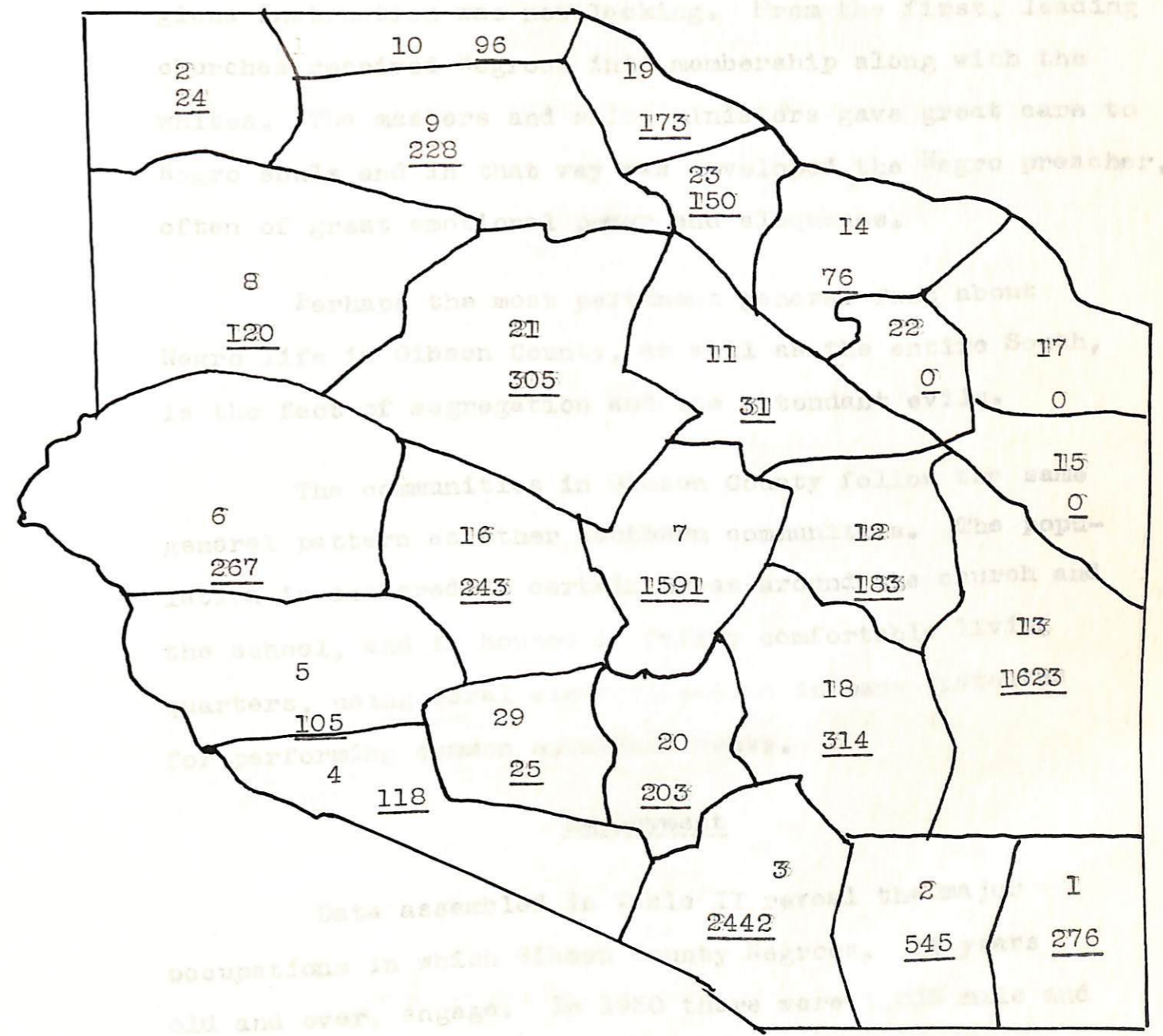


FIGURE 1
MAP OF GIBSON COUNTY SHOWING NEGRO POPULATION BY DISTRICTS

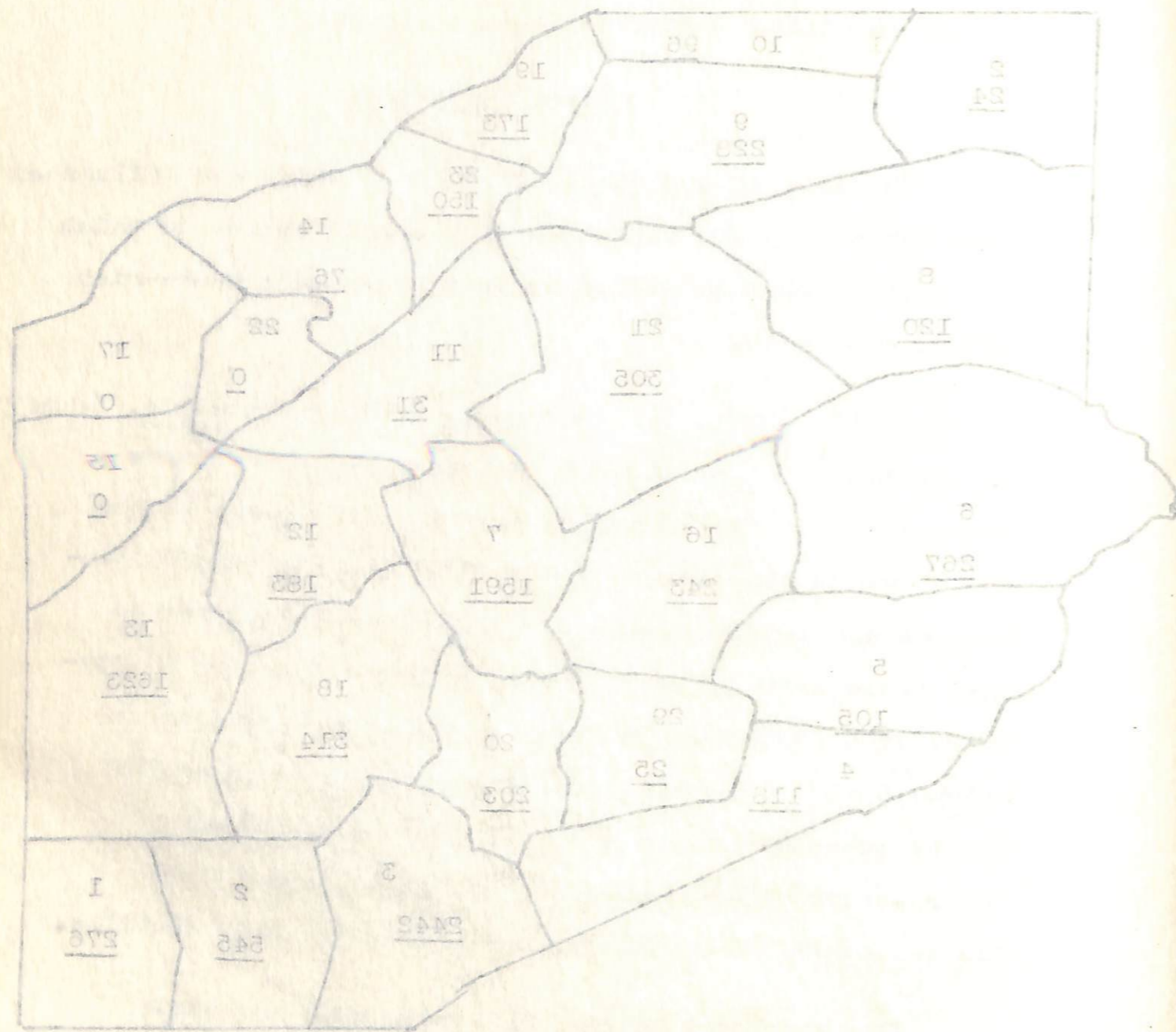


FIGURE I
 MAP OF GIBSON COUNTY SHOWING NEGRO POPULATION
 BY DISTRICTS

was given to their education prior to 1830, however religious instruction was not lacking. From the first, leading churches received Negroes into membership along with the whites. The masters and white ministers gave great care to Negro souls and in that way was developed the Negro preacher, often of great emotional power and eloquence.

Perhaps the most pertinent general fact about Negro life in Gibson County, as well as the entire South, is the fact of segregation and the attendant evils.

The communities in Gibson County follow the same general pattern as other southern communities. The population is centered in certain areas around the church and the school, and is housed in fairly comfortable living quarters, using rural electrification in many instances for performing common household tasks.

Employment

Data assembled in Table II reveal the major occupations in which Gibson County Negroes, 14 years old and over, engage. In 1930 there were 1,032 male and fifty-seven female workers in agriculture as farmers, farm managers and proprietors. In 1940 there were 917 males and twenty-eight females engaged in the same categories of agriculture. The farm wage workers in 1930 were 657 males and sixty-nine females, in 1940 there

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TABLE II*

EMPLOYED NEGRO WORKERS, FOURTEEN YEARS
 OLD, BY MAJOR OCCUPATIONAL GROUP

Occupation	1930		1940		1950**	
	M	F	M	F	M	F
1. Professional and Semi- Professional Workers	63	46	54	43		
2. Farmers, Farm Managers, Proprietors, etc.	1032	57	917	28		
3. Clerical, Sales, etc.	95	7	10	1		
4. Craftsmen	42	2	51	0		
5. Operatives and kindred workers	127	9	164	27		
6. Domestic Service	65	642	69	755		
7. Service Workers (Not Domestic)	182	12	143	53		
8. Farm Wage Workers	657	69	437	101		
9. Farm Family Workers (Unpaid)	311	215	218	162		
10. Laborers (not farm)	300	67	274	8		
11. Occupations Not Reported	144	14	6	0		

* Fifteenth and Sixteenth Census of United States,
Composition and Characteristics of the Population,
 Washington, D.C., Bureau of the Census, Department
 of Commerce, pp. 43 and 627.

** This information for 1950 was not available.

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Occupation	1930		1940		1950**	
	M	F	M	F	M	F
1. Professional and Semi-Professional Workers	63	46	84	43		
2. Farmers, Farm Managers, Proprietors, etc.	1032	37	917	88		
3. Clerical, Sales, etc.	98	7	10	1		
4. Craftsmen	42	2	51	0		
5. Operatives and kindred workers	127	9	164	27		
6. Domestic Service	68	642	69	728		
7. Service Workers (Not Domestic)	182	12	143	52		
8. Farm Wage Workers	627	69	437	101		
9. Farm Family Workers (Unpaid)	211	215	218	182		
10. Laborers (not farm)	200	67	274	8		
11. Occupations Not Reported	144	14	6	0		

* Fifteenth and Sixteenth Census of United States, Composition and Characteristics of the Population, Washington, D.C., Bureau of the Census, Department of Commerce, pp. 43 and 62.

** This information for 1950 was not available.

were 437 males and 101 females; and unpaid farm family workers numbered 311 males, 215 females in 1930, and 218 males, 162 females in 1940. Thus it is safe to conclude that the major occupation of Negroes in Gibson County is agriculture. As before noted in this thesis, the condition of the soil, the temperature, and the rainfall are conducive to agricultural pursuits.

Table II further reveals that sixty-five males and 642 females were engaged in domestic service in 1930 and sixty-nine males and 755 females were engaged in domestic service in 1940. The predominance of women in this occupation is due to the limitations of job opportunities for Gibson County Negro women.

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CHAPTER III

HISTORICAL AND LEGAL FOUNDATION FOR PUBLIC EDUCATION IN GIBSON COUNTY

A study of the historical and the legal foundation for public education in Gibson County will make the current educational opportunities for Negro children more understandable.

Law of 1815

The first public educational law in Tennessee was passed by the State Legislature in 1815 and was the result of the following petition:

We the undersigners petition to the honorable assembly of the State of Tennessee for to make some provisions for the Schooling of those poor Fatherless children at the expense of the State, whose Fathers have fell either by the sword or by sickness in the late struggle for the maintenance of the rights of the Nation.¹

This law was called the "pauper school law" and was very unpopular with the people who refused to support it or to send their children to the public schools.

¹ Robert Hiram White, Ph.D., Development of the Tennessee State Educational Organization 1796-1929, Kingsport, Tennessee, Southern Publishers, Inc., 1947, p. 252.

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Law of 1818

The first public educational law in Tennessee was passed by the State Legislature in 1818 and was the result of the following petition:

We the undersigned petition to the honorable assembly of the State of Tennessee for to make some provisions for the schooling of those poor fatherless children at the expense of the State, whose fathers have fell either by the sword or by sickness in the late struggle for the maintenance of the rights of the Nation.

This law was called the "paper school law" and was very unpopular with the people who refused to support it or to send their children to the public schools.

1 Robert Hiram White, Ph.D., Development of the Tennessee State Educational Organization 1788-1938, Knoxville, Tennessee, Southern Publishers, Inc., 1937, p. 222.

There was almost continuous legislation upon the school question from 1815 until 1860. The census of 1860 revealed that about one fifth of the grown white people of the state had never seen the inside of a school house.²

After the war, the condition was alarming, as the private schools in the state had been forced to suspend for four years, the Negroes had been freed and they were all illiterate.³

Immediately following the Civil War was a crucial period for Tennessee's population. Those who directed the destinies of the state did little to aid economic recovery, there was a series of bad crop years and also there were the difficulties of unsympathetic and tyrannical administration.⁴

The impoverished condition of the state, the prevalence of ignorance among the people, and the sustained prejudice against the Negroes were factors certain to re-

² G.R. McGee, A History of Tennessee, New York, American Book Company, 1919, p. 305.

³ Ibid., p. 306.

⁴ Andrew David Holt, The Struggle for a State System of Public Schools in Tennessee 1903-1936, Bureau of Publications, Teachers College, Columbia University, New York, 1938, p. 6.

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3 G. R. McGee, A History of Tennessee, New York, American Book Company, 1919, p. 303.

4 Andrew Lewis Holt, The Struggle for a State System of Public Schools in Tennessee 1800-1860, Indiana University, Teachers College, Columbia University, New York, 1932, p. 6.

tard the effective operation of a public school system in Tennessee.⁵

Public Education Law of 1867

The first school law passed in Tennessee which had a direct hearing upon Negro education was passed by the General Assembly on March 6, 1867. This law re-established the office of State Superintendent of Public Instruction; required the election of school directors in each civil district of the state, on the first Saturday of June, 1867; prescribed among the duties of the directors that they should take between the first and third Mondays in May, an enumeration of all the white and colored youths, between the ages of six and twenty resident within the district, and report such scholastic population as taken to the county superintendent, on or before the first day of September; provided for the organization of the civil district board of directors; specified that schools should be opened for whites and Negroes separately, throughout the state.⁶

The passage of this law made possible the establishment of free public schools for Negroes in Gibson County. The first report of the Superintendent of

⁵ Alrutheus Ambush Taylor, Ph. D., The Negro in Tennessee, 1865-1880, The Associated Publishers, Inc., Washington, D. C., 1941, p. 173.

⁶ Taylor, op. cit., p. 178.

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6
Taylor, *op. cit.*, p. 178.
7
Altrichers Ambush Taylor, Jr., *The Negro in Tennessee, 1865-1880*, The Associated Publishers, Inc., Washington, D. C., 1941, p. 178.

Public Instruction, State of Tennessee, gives the following scholastic census of Gibson County for 1867; white children 6,114, colored children 1,706.⁷

The report further revealed that the people of Gibson County had become very despondent in regard to the schools; they cared little for them; they condemned the whole system and hoped that it would be abolished, solely because it provided education for colored children.⁸

Slowly, the prejudice against public schools and against Negro schools gave way; and slowly the people became able to build school houses and to spare their children from the fields.⁹

The state superintendents held teachers' institutes in all parts of the state. These institutes were not summer schools for the instruction of teachers, instead they were really neighborhood mass meetings at which prominent persons of all callings made speeches upon educational subjects for the purpose of instructing the

⁷ State Superintendent of Instruction, Report of the Public Schools of Tennessee, 1869, State Library, Nashville, Tennessee, p. CLI.

⁸ Ibid., p. CLI.

⁹ McGee, op. cit. p. 306.

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7 State Superintendent of Instruction, Report of the Public Schools of Tennessee, 1867, State Library, Nashville, Tennessee, p. 611.

8 Ibid., p. 611.

9 McGee, op. cit., p. 306.

10 people and arousing interest in education.

In 1872, A. S. Curry, Superintendent of Education, Gibson County, reported to the State Superintendent of Instruction

The interest manifested by the people of Gibson in her public schools is very great and contrasts favorably with the apathy and indifference shown by other counties, whose degree of ignorance is ten fold greater than in Gibson--Her example is heartily commended to those counties that are still lingering in the gall of bitterness and bonds of ignorance.¹¹

Parent Law of 1873

The Federal Census Report for 1870 revealed that in Tennessee illiteracy had increased 60 per cent over pre-civil War days. This fact instigated the passage of the educational law known as the "Parent Law of 1873", which is the bed-rock upon which our present educational system was founded.¹²

The School Law of 1873 provided for the settlement and maintenance of a uniform system of public

10 Ibid., p. 307.

11 State Superintendent of Instruction, (Report of the Public Schools of Tennessee, 1872, State Library, Nashville, Tennessee.

12 White, op. cit., p. 380.

schools; provided for a county and a state Superintendent of Education; provided for organizing and conducting separate schools for colored children.¹³ It prescribed the method of raising school funds and of building school houses, and provided that the children - white and black - should share equally in the tuition funds of the state.¹⁴ It was under this law that the schools of Gibson County began to assume definite shape.

In 1875, County Superintendent Oliver reported to the State Superintendent of Schools of Tennessee that there were no schools in the county during the past year. The schools were suspended on account of indebtedness. He suggested the use of a series of textbooks, and reported that the schools had **blackboards**, few globes or charts, few competent teachers, and that the greatest obstacle to the public schools was lack of funds.¹⁵

In 1876, there were 44 white schools and 16 Negro schools in Gibson County.¹⁶ There were 64 white

¹³ John Trotwood Moore, Tennessee the Volunteer State 1769-1923, The S. J. Clark Publishing Company, Nashville, Tennessee, 1923, p. 784.

¹⁴ W. P. Greene, Gibson County Tennessee Illustrated, A Souvenir of 1901, Press of Gospel Advocate Publishing Company, Nashville, Tennessee, 1901, p. 38.

¹⁵ State Superintendent of Instruction, Report of the Public Schools in Tennessee 1876, State Library, Nashville, Tennessee, p. 103.

¹⁶ Ibid., p. 29.

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and contrasts favorably with the apathy and
indifference shown by other counties whose
degree of ignorance is far greater than
in Gibson. Her example is heartily commended
to those counties that are still lingering in
the gulf of darkness and bonds of ignorance.

Parent Law of 1873

The Federal Census Report for 1870 revealed that
in Tennessee literacy had increased 60 per cent over
pre-civil war days. This fact hastened the passage of
the educational law known as the "Parent Law of 1873",
which is the bed-rock upon which our present educational
system was founded.

The School Law of 1873 provided for the settle-
ment and maintenance of a uniform system of public

¹⁰ Ibid., p. 307.

¹¹ State Superintendent of Instruction, (Report
of the Public Schools of Tennessee, 1875, State Library,
Nashville, Tennessee.

¹² White, op. cit., p. 380.

teachers, 16 Negro teachers, 6715 white children and 2,303 Negro children enrolled in the county schools.¹⁷

An annual report of 1877 states that

Much complaint is made in almost every county of incompetency of colored teachers, and of the difficulty of supplying those well qualified. This is becoming gradually overcome by various colored colleges of the state, in meeting this need. I have instructed county superintendents not to issue certificates to¹⁸ incompetent teachers either white or colored.

This report further states that there were 13 licensed colored teachers in the county during 1877.

The labor of starting the public school system and thoroughly organizing the educational work of the county was an arduous task, and it was several years before the system was in thorough working order.¹⁹ In 1880 the scholastic population of the county was 11,982, divided as follows: white, 8,705; colored 3,277. Free schools were pretty generally established over the county with a few graded schools in the principal towns, as Trenton, Humboldt, and Milan.²⁰ There was need for more and for better school buildings and the people were exhorted by the county superintendent with the result that good

¹⁷ Ibid., p. 25.

¹⁸ State Superintendent of Instruction, Report of the Public Schools of Tennessee, 1877.

¹⁹ Green, op. cit., p. 38

²⁰ loc. cit.

Teachers, 16 Negro teachers, 613 white children and 2,303 Negro children enrolled in the county schools.

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Much complaint is made in almost every county of incompetency of colored teachers, and of the difficulty of supplying these well qualified. This is becoming gradually overcome by various colored colleges of the state. In meeting this need, I have instructed county superintendents not to issue certificates to incompetent teachers either white or colored.

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for better school buildings and the people were exhorted

by the county superintendent with the result that good

14 Ibid., p. 28.

18 State Superintendent of Instruction, Report of the Public Schools of Tennessee, 1877.

19 Green, op. cit., p. 38.

20 loc. cit.

buildings were erected in almost every school district of the county. The public school system of the county gained in popularity and as "organization became more perfect, its benefits became more apparent."²¹

The Gibson County Herald stated on Friday, July 24, 1885 that

Gibson County has about 110 schools, 13 of which are in the 13th district. She has a scholastic population of about 13,000 and has ten graded schools.²²

In 1891 the State Legislature passed an act requiring all schools to be graded, prescribing the branches to be taught there in. Under this law, all Gibson County Schools were graded.²³

As early as 1885 colored teachers of the county were engaged in conferences and institutes. A notice in the county paper read as follows:

The Colored Teachers' Conference will meet in this city tomorrow at 2:30 o'clock P.M. All who are interested in education are invited to attend.²⁴

²¹ Ibid., p. 29.

²² Gibson County Herald (Trenton, Tennessee), July 24, 1885.

²³ Green, op. cit., p. 39.

²⁴ Gibson County Herald, (Trenton, Tennessee), September 11, 1885.

The schools steadily gained in efficiency, due not only to the perfection of the general system, but also to the more thorough preparation of teachers for their work. This was brought about largely by the establishment of county and district institutes which were held under the supervision of the county superintendent, in which teachers were trained in methods of teaching and the management of schools.

The 1909-1910 report²⁶ of the county superintendent revealed that teachers were beginning to wake up to the importance of establishing good libraries in their schools, the people were clamoring for better school houses, better equipment and more attractive school environments. This report further stated that the colored teachers' institute, held under the immediate supervision of Professors T. M. Stigall, J. F. Booker and P. H. Watson made an enviable record, showed excellent work, good attendance and great interest.

School Law of 1909

In 1909 the General Assembly of the State of Tennessee passed the following public school law:

²⁵ Green, op. cit., p. 39.

²⁶ State Superintendent, Annual Report, 1909-1910, State Library, Nashville, Tennessee, p. 419.

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School Law of 1909

In 1909 the General Assembly of the State of Tennessee passed the following public school law:

²⁷ Green, op. cit., p. 28.

²⁸ State Superintendent, Annual Report, 1909-1910, State Library, Nashville, Tennessee, p. 110.

A. & I. STATE COLLEGE
LIBRARY

Be it enacted by the General Assembly of the State of Tennessee, that for the purpose of improving, unifying, and extending the systems of public education to the State of Tennessee, for the purpose of giving more adequate support to public schools of all grades, and for the purpose of extending the benefits of the school system more equally to all the sections, counties and districts of the state, a General Education Fund shall be and the same is hereby created and for the year one thousand nine hundred and nine and annually thereafter twenty-five per cent of the gross revenue of the state shall be paid into this General Education Fund to be apportioned as hereinafter provided. 27

Public School Laws of 1925

In 1925 an Act,²⁸ entitled "An Act to establish and maintain a uniform system of Public Education" was passed. This Act was called "The General School Law" and was an attempt to gather the main provisions of the 1,000 or more different Acts passed since 1873 into one uniform bill. It made the following provisions:

- (1) That there shall be established and maintained in the State of Tennessee a system of public education, consisting of elementary schools, high schools, three State Colleges--the Polytechnic Institute, and the A & I State Normal for Negroes.

²⁷ Public Acts of Tennessee, Chapter 264, Section I, State Library, Nashville, Tennessee, 1909, p. 74.

²⁸ Public Acts of Tennessee, 1925, Chapter 115.

Be it enacted by the General Assembly of the State of Tennessee, that for the purpose of improving, maintaining, and extending the systems of public education to the State of Tennessee, for the purpose of giving more adequate support to public schools of all grades, and for the purpose of extending the benefits of the school system more equally to all the sections, counties and districts of the state, a General Education Fund shall be and the same is hereby created and for the year one thousand nine hundred and nine and annually thereafter twenty-five per cent of the gross revenue of the state shall be paid into this General Education Fund to be apportioned as hereinafter provided. 27

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27 Public Acts of Tennessee, Chapter 264, Section 1, State Library, Nashville, Tennessee, 1909, p. 74.
 28 Public Acts of Tennessee, 1925, Chapter 113.

(2) That the State system of education shall be administered by (a) the State Commissioner of Education, (b) the State Board of Education, (c) The County Superintendent, and the (d) County and City Boards of Education.

(3) That the State Department of Education is created and established which shall be composed of the following divisions: (a) elementary schools, (b) high schools, (c) vocational education, (d) certification, (e) vocational rehabilitation, (f) library and archives, (g) registration and geology.

Minimum School Program for 1937

The State Board of Education adopted the minimum school program, which was sponsored by the Tennessee Teachers' Association, and which reads as follows:

1. That the State finance the minimum program of elementary and high school education in so far as teachers' salaries are concerned, provided there be no restriction on local initiative.
2. The minimum length of term shall be eight months for elementary schools and nine months for high schools.
3. That the minimum salary for any teacher in Tennessee must not be less than \$60 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 and experience.
4. That all beginning teachers must have completed at least two years of college training in an approved institution of higher learning.

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

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

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

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

8. That an adequate and actuarially sound retirement system for teachers be established on a state-wide basis.²⁹

The Gibson County Court levied the necessary taxes for the Gibson County School System to participate in the minimum school program.³⁰

Public School Law of 1947

The Seventy-fourth General Assembly of the State of Tennessee enacted a law³¹ authorizing a study of Tennessee's program of public education, a report of the findings and recommendations, for the purpose of installing as nearly an ideal program of public education as possible.

This study was a cooperative program, by the State Department of Education, with the teachers, administrators,

²⁹ Tennessee Teacher, Minimum School Program for Tennessee, Nashville, Tennessee, March 1937.

³⁰ Superintendent of Gibson County, Report of Public Schools, 1938, Trenton, Tennessee.

³¹ Public Acts of Tennessee 1945, Chapter 121.

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³⁰ Tennessee Teacher Minimum School Program for Tennessee, Nashville, Tennessee, March 1937.

³¹ Superintendent of Gibson County, Report of Public Schools, 1936, Trenton, Tennessee.

³² Public Acts of Tennessee 1946, Chapter 181.

and parents of the children. There were three major aspects of the study (1) a "stock-taking" of what the state had, (2) an appraisal of the results in terms of adequacy, efficiency and improvements needed, and (3) the formation of a plan that would lead to as nearly an ideal program of education as possible.³²

As a result of this study, the public school law of 1947 was enacted which provided for the operation of the Educational System of the State by making appropriations, by regulating expenditure of such appropriations and by repealing all other laws, or parts of laws, in conflict with the provisions of this Act.

The law provided that

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 superintendent; travel expenses of county superintendent and members of County Board of Education; salary of one clerical employee of county superintendent; cost of scholastic population enumeration; other expenses of general control; salaries of teachers and principals; learning and instructional materials; travel expenses of teachers rendering services on a county-wide basis and for teachers of home-bound children; other expenses of instruction; health education;

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Tennessee's Program of Public Education, 1946, p. 1. State Department of Education, A Study of

pupil transportation, school plant operation, school plant maintenance and fixed charge.³³

The state laws for public education in Tennessee, beginning with the Public School Law of 1838, provided for the establishment of public schools for all Tennessee children, provided that schools should be free for persons between the ages of six and eighteen years, provided that schools should be separate for white and Negro children, authorized the establishment of teacher-training institutions and made provisions for special services, such as libraries and vocational education.

Beginning with the "Public School Law of 1937," there was a tendency toward requiring a basic minimum program of education for all schools, whereby all children would have an opportunity to secure a decent quality of education.

³³ Tennessee Educational Bulletin, Public School Laws of Tennessee, Senate Bill No. 268, Chapter 8, Section 3.

school plant maintenance and fixed charges. 33

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Section 3.
Laws of Tennessee, Senate Bill No. 288, Chapter 8,
Tennessee Educational Bulletin, Public School

CHAPTER IV

THE GROWTH OF PUBLIC SCHOOLS FOR
NEGROES IN GIBSON COUNTY FROM
1931-1951

The growth of public schools for Negroes in Gibson County from 1931 through 1950 shall be described in terms of pupil enrollment and attendance, teacher training and teacher certification, pupil-teacher load, teacher salaries, school buildings and grounds.

Pupil Enrollment and Attendance

In order that an educational organization may operate efficiently, it is essential that a study be made of the enrollment, attendance, and progress of the pupils. Table III reveals that the scholastic population decreased from 1930 to 1940, also the number enrolled decreased. The per cent of enrollment increased from 75.5 per cent in 1930 to 76.5 per cent in 1940. The number of Negro pupils enrolled in the Gibson County Schools gradually decreased from 1931 through 1950 with the exception of three years. According to Table IV there was an enrollment of 2,615 in the Negro Public Schools in 1930-31. The enrollment fluctuated considerably with a trend downward until 1949-50, when the total enrollment was 2,349. The decrease in enrollment may be attributed to the steady decrease in Negro population of Gibson County. Table I of this

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TABLE III

NEGRO SCHOLASTIC POPULATION AND ENROLLMENT AND PERCENT FOR YEARS 1930-1940.

Years	Number 5- 19 yrs.	Number Enrolled	Per Cent Enrollment
1930	3,463	2,615	75.5
1940	2,917	2,232	76.5
1950	Not available		

* Fifteenth and Sixteenth Census of United States, Population, 1930, 1940.

* TABLE III

NEGRO SCHOOLING POPULATION AND ENROLLMENT AND PERCENT FOR YEARS 1930-1940.

Year	Number 5-19 yrs.	Number Enrolled	Per Cent Enrollment
1930	3,483	2,615	75.1
1940	3,217	2,338	72.8

* Fifteenth and Sixteenth Census of United States, Population, 1930, 1940.

TABLE IV

ENROLLMENT AND ATTENDANCE OF NEGRO PUPILS OF GIBSON COUNTY FROM 1931 THROUGH 1950

Year	Net Enrollment	Average Daily Attendance	Per Cent of Attendance
1930-31	2,615	2,046	78.3
1931-32	2,642	1,994	75.5
1932-33	2,525	1,899	75.2
1933-34	2,622	2,002	76.3
1934-35	2,650	2,115	79.4
1935-36	2,529	1,982	78.3
1936-37	2,395	1,983	83.6
1937-38	2,363	1,902	80.5
1938-39	2,272	1,916	84.3
1939-40	2,353	1,946	82.7
1940-41	2,232	1,866	83.6
1941-42	2,107	1,770	84.0
1942-43	2,159	1,813	83.9
1943-44	2,136	1,792	83.4
1944-45	2,135	1,763	82.6
1945-46	2,160	1,816	84.0
1946-47	2,233	1,934	87.0
1947-48	2,297	2,078	90.4
1948-49	2,365	2,172	91.8
1949-50	2,349	2,175	92.6

A pertinent factor in the improvement of average daily attendance was the passage of Senate Bill No. 107 which

Tennessee Educational Bulletin, Public School League of Tennessee, Nashville, Tennessee, October 1949, p. 22.

TABLE IV
ENROLLMENT AND ATTENDANCE OF NEGRO PUPILS
OF GIBSON COUNTY FROM 1931 THROUGH 1950

Year	Enrollment	Average Daily Attendance	Per Cent of Attendance
1930-31	2,618	2,040	78.3
1931-32	2,442	1,994	81.7
1932-33	2,522	1,902	75.2
1933-34	2,622	2,002	76.2
1934-35	2,620	2,112	79.4
1935-36	2,522	1,922	76.8
1936-37	2,392	1,882	80.0
1937-38	2,362	1,902	80.5
1938-39	2,272	1,812	80.0
1939-40	2,322	1,842	80.0
1940-41	2,322	1,862	80.6
1941-42	2,102	1,770	84.0
1942-43	2,122	1,812	85.4
1943-44	2,122	1,792	84.4
1944-45	2,122	1,732	81.6
1945-46	2,082	1,812	87.0
1946-47	2,222	1,922	86.5
1947-48	2,222	2,072	93.3
1948-49	2,222	2,172	97.8
1949-50	2,222	2,172	98.2

thesis reports that the total population, as well as the Negro population decreased from 1930 to 1940. Statistics for the year 1950 were not available. This decrease may be explained by the effect of the depression years and the subsequent migration, a process generated largely by economic factors which tend to redistribute the Negro county population throughout the State as well as the United States.

The average daily attendance of pupils in the Negro schools of Gibson County is reported in Table IV. The average daily attendance has fluctuated considerably as Figure 2 reveals, however, since 1945 the trend has been definitely upward. The lowest per cent of attendance during the years 1931-1950 is revealed by Table IV, also by Figure 3, to be 75.2 per cent in 1932-33; and the highest per cent, 92.6 per cent in 1949-50. It is significant to note that although the enrollment tended generally to decrease during the period 1930-31 to 1949-50, the average daily attendance tended to increase. A pertinent factor in the improvement of average daily attendance was the passage of Senate Bill No. 513¹ which

¹ Tennessee Educational Bulletin, Public School Laws of Tennessee, Nashville, Tennessee, October 1947, p. 36.

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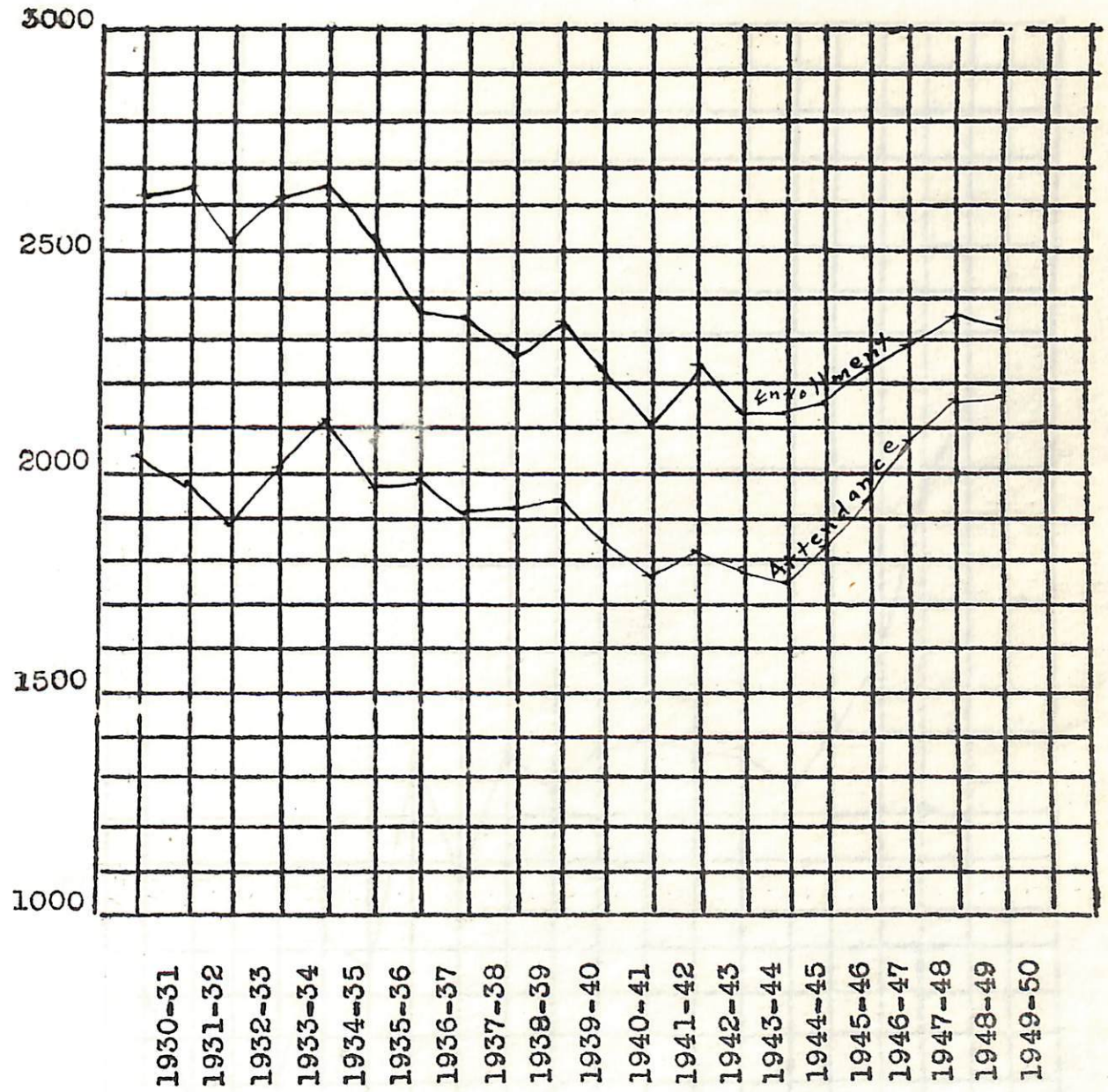
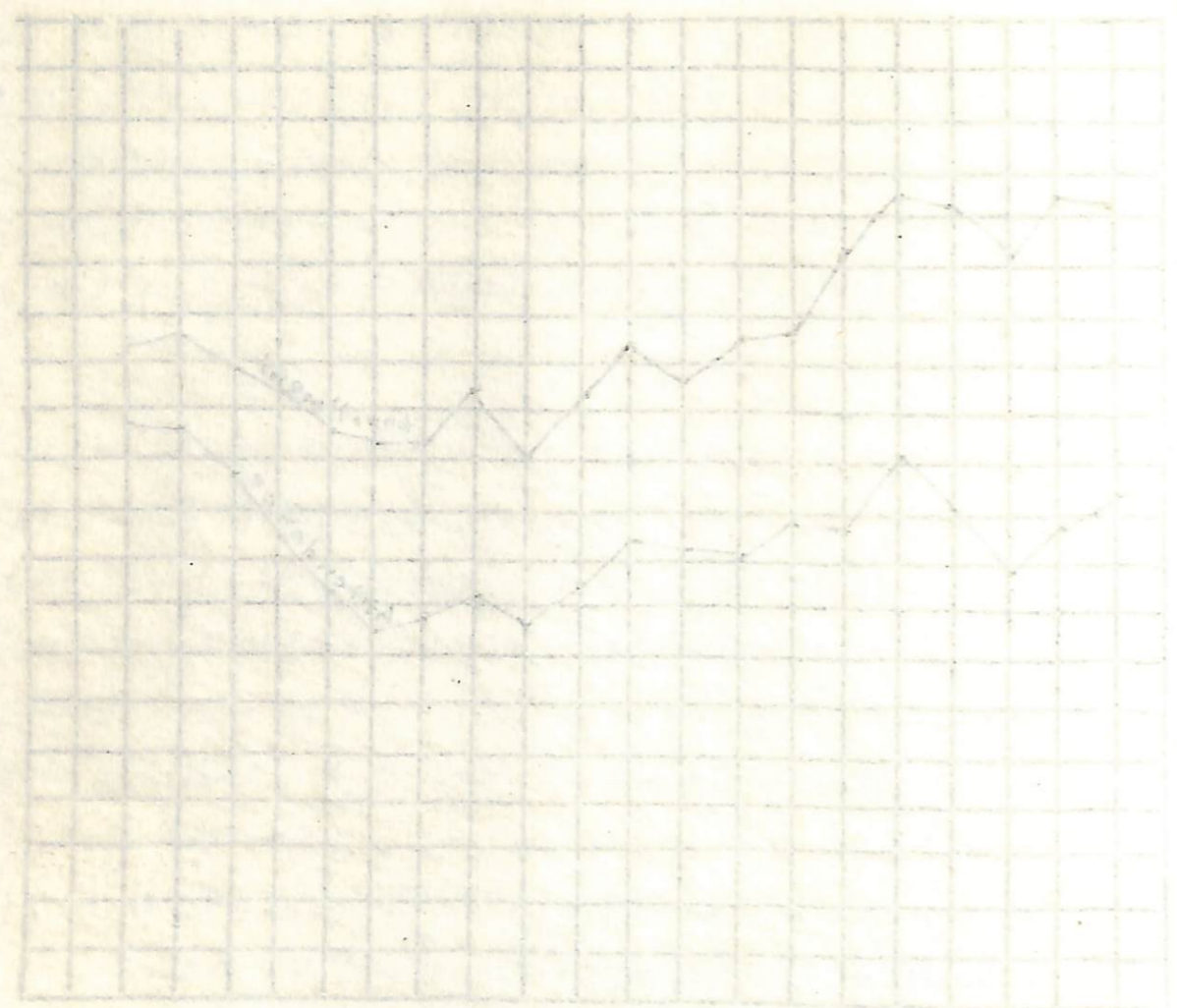


Figure 2

THE ENROLLMENT AND AVERAGE DAILY ATTENDANCE FOR GIBSON COUNTY NEGROES.



1930-31
1931-32
1932-33
1933-34
1934-35
1935-36
1936-37
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47
1947-48
1948-49
1949-50

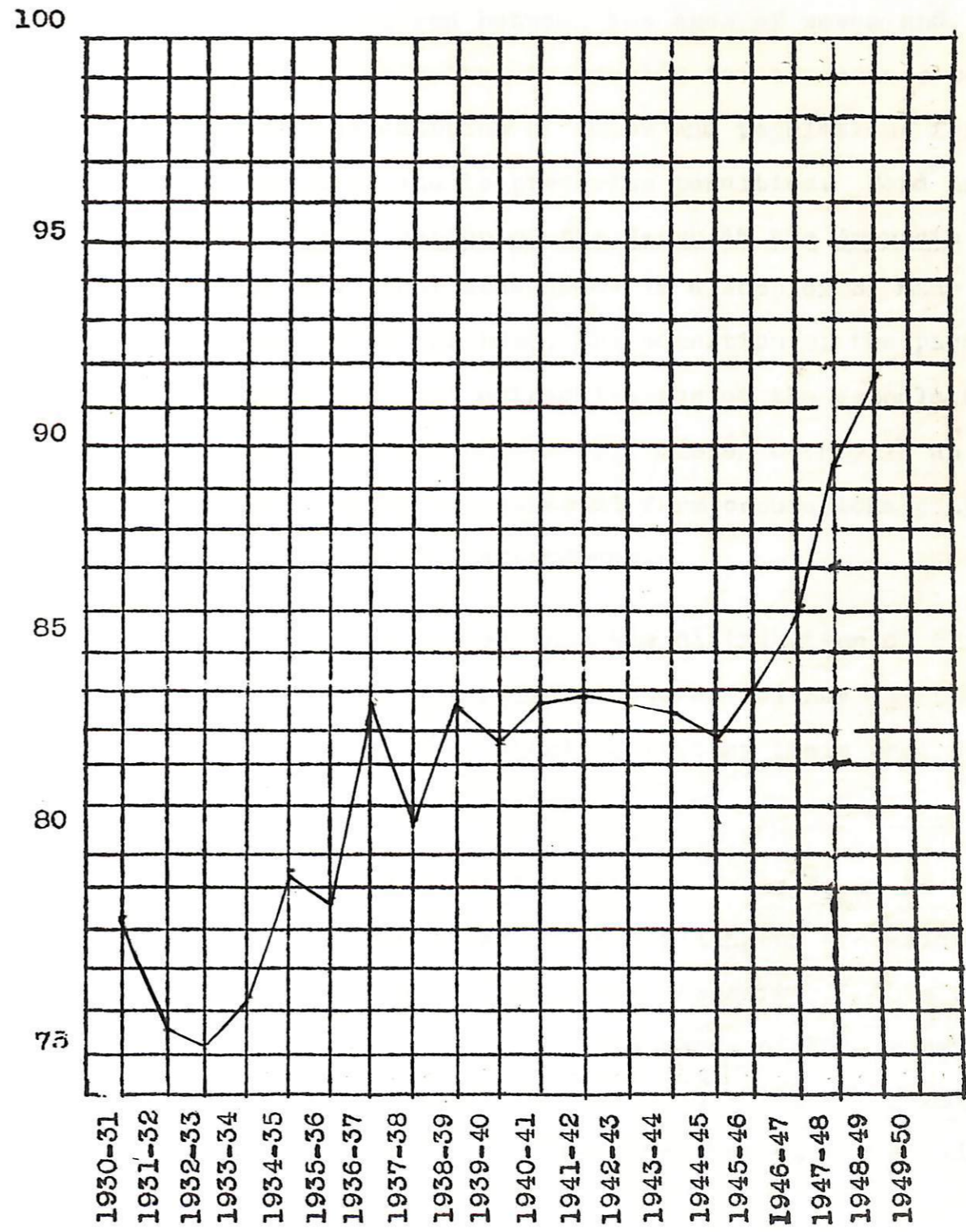
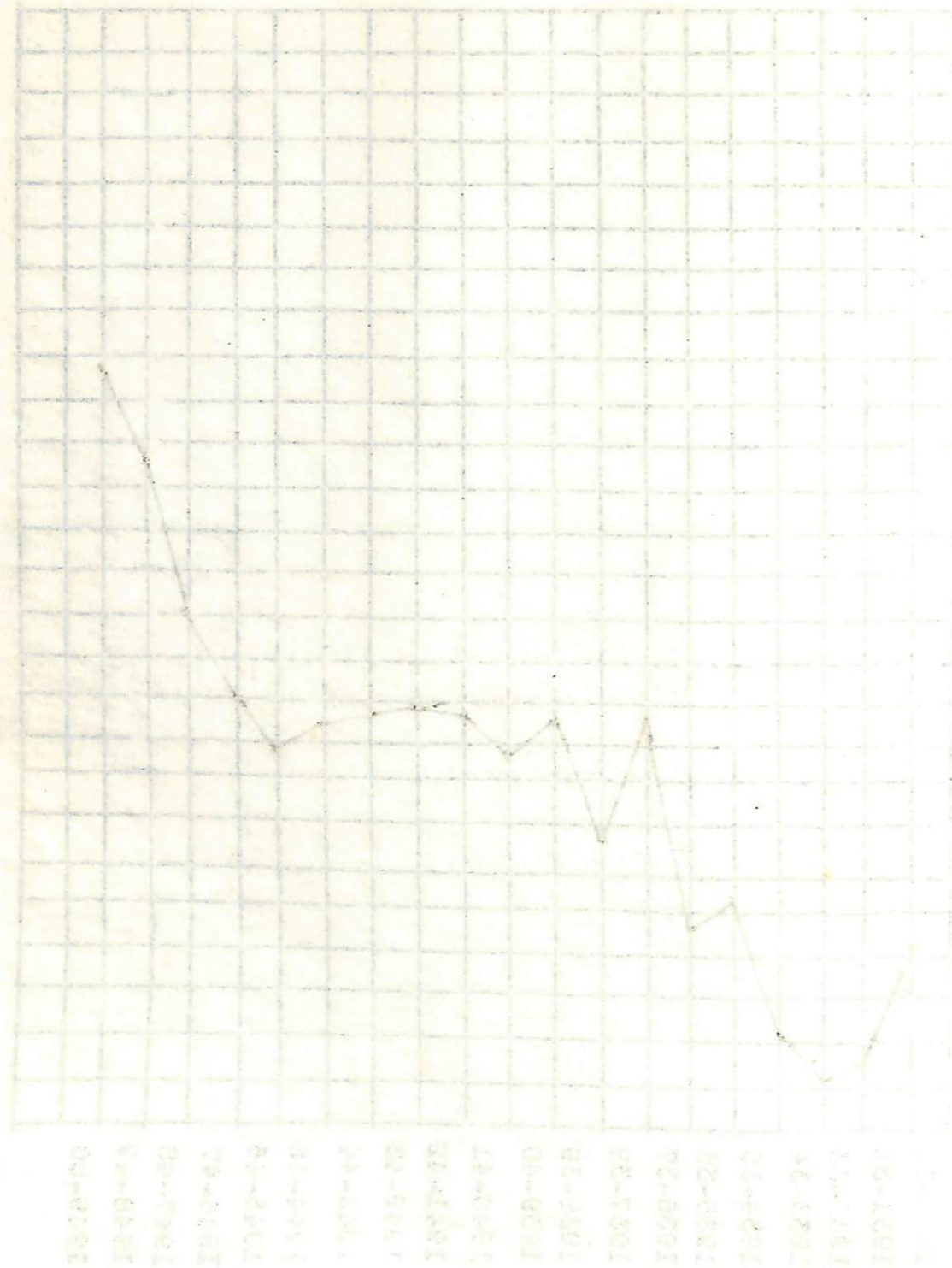


Figure 3

PER CENT ATTENDANCE FROM 1931 TO 1950



was an act to provide for compulsory school attendance of all Tennessee children between the ages of seven and sixteen years, inclusive, to provide for attendance teachers, to authorize the adoption of rules and regulations for enforcing this act, and to prescribe penalties. Bond² in his study, The Education of the Negro in the American Social Order, says that poor attendance is a complex of many factors, including the home, the education of the parents and the efficiency and attractiveness of the schools themselves. As stated in Chapter II, Gibson County is an agricultural county and seasonal farm occupations play a large role in school attendance.

Bond³ also states that the distribution of children through all the grades reflects the efficiency and the retaining power of the school to further their progress in the mastery of subject matter.

From a study of the data in Table V, it is apparent that there is an extreme piling up of children in Grade I with a steady decrease thereafter. This may be accounted for in part by the absence of Kindergartens, and the consequent hold-over of children in the first grade. These data further indicate that only a small

²Horace Mann Bond, The Education of the Negro in the American Social Order, Prentice-Hall, Inc., New York, 1934, p. 292.

³Ibid., p. 295.

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TABLE V
ENROLLMENT OF NEGRO PUPILS IN GIBSON COUNTY BY GRADES, 1931-1950

Years	1	2	3	4	5	6	7	8	9	10	11	12	Totals
1930-31	859	304	342	265	221	170	155	181	55	53	29	21	2615
1931-32	812	357	314	299	250	172	139	146	86	48	20	19	2642
1932-33	775	340	344	229	230	172	102	129	91	62	27	24	2525
1933-34	791	286	357	294	230	206	138	108	82	73	50	27	2622
1934-35	721	312	328	293	279	191	152	123	87	61	64	39	2650
1935-36	706	275	276	277	257	185	155	138	102	54	58	46	2529
1936-37	664	267	262	236	235	197	151	122	107	68	50	36	2395
1937-38	721	255	245	247	208	181	160	121	99	63	44	39	2363
1938-39	659	251	231	238	212	182	145	120	103	61	39	31	2272
1939-40	578	271	278	235	237	183	158	101	119	83	65	45	2363
1940-41	537	247	240	251	197	216	144	119	90	71	69	51	2322
1941-42	531	277	235	234	227	160	185	103	88	66	55	46	2107
1942-43	461	223	261	260	217	197	150	133	108	62	50	37	2159
1943-44	436	225	220	261	235	185	181	144	113	65	38	34	2136
1944-45	385	281	226	228	239	207	174	139	116	73	42	25	2136
1945-46	315	261	270	242	219	212	186	161	127	76	52	39	2160
1946-47	349	202	266	259	216	189	207	172	145	104	71	45	2223
1947-48	375	228	206	227	271	188	173	200	171	115	82	63	2297
1948-49	370	267	211	215	230	244	193	143	206	118	98	70	2365
1949-50	326	273	246	214	203	209	237	167	132	160	96	86	2349

proportion of these children reach the eighth grade, and a much smaller proportion reach the twelfth grade. However the trend toward a more even distribution has slowly but gradually increased from 1930-31 through 1949-50. This may be due in part to the fact that there was a "definite saturation point in grade progress"⁴ which advanced as the general level of the community was raised and as its economic resources became more able to support schools financially. Another probable factor is the improvement in the training and certification of teachers as discussed in this chapter.

Teacher Training

The teacher is directly responsible for directing instructional procedures, thus, a study of the data assembled in Table VI is important because it reveals the training of Negro teachers of Gibson County from 1930-31 through 1950. In 1930-31 there were eleven teachers who had less than high school training, there were nine high school graduates, six with one year college training, fifteen with two years of college training, four with three years of college training and thirteen college

⁴ Ibid., p. 296.

Year	1	2	3	4	5	6	7	8	9	10	11	12	Total
1930-31	1	1	1	1	1	1	1	1	1	1	1	1	11
1931-32	1	1	1	1	1	1	1	1	1	1	1	1	11
1932-33	1	1	1	1	1	1	1	1	1	1	1	1	11
1933-34	1	1	1	1	1	1	1	1	1	1	1	1	11
1934-35	1	1	1	1	1	1	1	1	1	1	1	1	11
1935-36	1	1	1	1	1	1	1	1	1	1	1	1	11
1936-37	1	1	1	1	1	1	1	1	1	1	1	1	11
1937-38	1	1	1	1	1	1	1	1	1	1	1	1	11
1938-39	1	1	1	1	1	1	1	1	1	1	1	1	11
1939-40	1	1	1	1	1	1	1	1	1	1	1	1	11
1940-41	1	1	1	1	1	1	1	1	1	1	1	1	11
1941-42	1	1	1	1	1	1	1	1	1	1	1	1	11
1942-43	1	1	1	1	1	1	1	1	1	1	1	1	11
1943-44	1	1	1	1	1	1	1	1	1	1	1	1	11
1944-45	1	1	1	1	1	1	1	1	1	1	1	1	11
1945-46	1	1	1	1	1	1	1	1	1	1	1	1	11
1946-47	1	1	1	1	1	1	1	1	1	1	1	1	11
1947-48	1	1	1	1	1	1	1	1	1	1	1	1	11
1948-49	1	1	1	1	1	1	1	1	1	1	1	1	11
1949-50	1	1	1	1	1	1	1	1	1	1	1	1	11

TABLE VI
TRAINING OF NEGRO TEACHERS IN GIBSON COUNTY, MISSISSIPPI, 1930-31 THROUGH 1950

proportion of these children reach the eighth grade, and a much smaller proportion reach the twelfth grade. However, the trend toward a more even distribution has slowly but gradually increased from 1930-31 through 1949-50. This may be due in part to the fact that there was a "definite saturation point in grade progress" which advanced as the general level of the community was raised and as its economic resources became more able to support schools financially. Another probable factor is the improvement in the training and certification of teachers as discussed in this chapter.

Teacher Training

The teacher is directly responsible for directing instructional procedures, thus, a study of the data assembled in Table VI is important because it reveals the training of Negro teachers of Gibson County from 1930-31 through 1950. In 1930-31 there were eleven teachers who had less than high school training, there were nine high school graduates, six with one year college training, fifteen with two years of college training, four with three years of college training and thirteen college

↑ Ibid., p. 206.

TABLE VI
TRAINING OF GIBSON COUNTY NEGRO TEACHERS
from 1931 through 1950

Years	Less than High School	High School Grad.	1 yr. Col.	2 yr. Col.	3 yr. Col.	Col. Grad.	5 yrs or more	Total
1930-31	11	9	6	15	4	13	0	58
1931-32	9	13	10	14	5	14	0	63
1932-33	9	12	9	16	1	14	0	61
1933-34	7	12	10	10	1	16	0	62
1934-35	8	9	15	17	2	16	0	67
1935-36	8	10	15	13	1	19	0	66
1936-37	4	15	17	9	3	18	1	67
1937-38	0	16	12	4	4	18	2	65
1938-39	1	10	8	14	7	23	0	63
1939-40	0	12	5	15	8	24	0	64
1940-41	0	7	3	18	12	26	0	66
1941-42	0	6	1	17	13	27	0	64
1942-43	0	7	0	16	14	33	0	70
1943-44	0	6	0	17	14	31	0	68
1944-45	0	6	0	17	13	31	0	67
1945-46	0	5	0	10	10	34	0	68
1946-47	0	5	1	15	11	37	0	69
1947-48	0	4	2	10	17	39	0	72
1948-49	0	4	2	13	11	52	0	82
1949-50	0	4	0	9	9	63	0	85

TABLE VI
TRAINING OF GIBSON COUNTY NEGRO TEACHERS
From 1931 through 1950

Year	High School Grad	2 Year Coll	3 Year Coll	4 Year Coll	5 Year Coll	6 Year Coll	7 Year Coll	8 Year Coll	9 Year Coll	10 Year Coll	11 Year Coll	12 Year Coll
31	0	0	0	0	0	0	0	0	0	0	0	0
32	0	0	0	0	0	0	0	0	0	0	0	0
33	0	0	0	0	0	0	0	0	0	0	0	0
34	0	0	0	0	0	0	0	0	0	0	0	0
35	0	0	0	0	0	0	0	0	0	0	0	0
36	0	0	0	0	0	0	0	0	0	0	0	0
37	0	0	0	0	0	0	0	0	0	0	0	0
38	0	0	0	0	0	0	0	0	0	0	0	0
39	0	0	0	0	0	0	0	0	0	0	0	0
40	0	0	0	0	0	0	0	0	0	0	0	0
41	0	0	0	0	0	0	0	0	0	0	0	0
42	0	0	0	0	0	0	0	0	0	0	0	0
43	0	0	0	0	0	0	0	0	0	0	0	0
44	0	0	0	0	0	0	0	0	0	0	0	0
45	0	0	0	0	0	0	0	0	0	0	0	0
46	0	0	0	0	0	0	0	0	0	0	0	0
47	0	0	0	0	0	0	0	0	0	0	0	0
48	0	0	0	0	0	0	0	0	0	0	0	0
49	0	0	0	0	0	0	0	0	0	0	0	0
50	0	0	0	0	0	0	0	0	0	0	0	0

graduates. In 1949-50 there were no teachers employed with less than high school training, there were four high school graduates, nine with two years college training, nine with three year college training and sixty-three college graduates. This change in teacher training may be attributed in part to pay increases received under the minimum program of education in Tennessee, which provides for salary increases commensurate with collegiate training and experience also to employment of better qualified teachers.

Teacher Certification

The amount of training possessed by Gibson County Negro teachers is also reflected in the types of certificates held. Data assembled in Table VII reveal that in 1931 only twenty teachers of the fifty-eight held permanent professional certificates. Nine teachers held four year professional certificates, three held limited training professional certificates, three held permanent examination certificates, fifteen held two year examination certificates and four held permits. In 1950, seventy-nine teachers of the eighty-five teachers employed held permanent professional certificates, one held a permanent examination certificate, two held two year examination certificates and three held permits.

* See Public School Acts of Tennessee, Minimum School Program, p. 29 of this thesis.

Graduates. In 1949-50 there were no teachers employed with less than high school training, there were four high school graduates, nine with two years college training, nine with three year college training and sixty-three college graduates. This change in teacher training may be attributed in part to pay increases received under the minimum program of education in Tennessee, which provides for salary increases commensurate with college training and experience also to employment of better qualified teachers.

Teacher Certification

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* See Public School Acts of Tennessee, Minimum School Program, § 23 of this title.

TABLE VII

CERTIFICATION OF GIBSON COUNTY NEGRO TEACHERS FROM 1931 THROUGH 1950

Year	Permit	2 yr. Exam.	4 yr. Exam.	Perm. Exam.	Limited T.P.	4 yr. Prof.	Perm. Prof.	Total
1930-31	4	15	4	3	3	9	20	58
1931-32	0	16	4	6	4	2	23	63
1932-33	1	14	3	5	5	2	23	61
1933-34	1	13	4	2	3	14	25	62
1934-35	0	13	1	4	4	18	27	67
1935-36	0	13	2	5	3	17	26	66
1936-37	0	14	0	4	3	17	29	67
1937-38	0	12	1	2	3	11	36	65
1938-39	0	11	1	2	2	8	39	63
1939-40	0	11	0	2	2	2	47	64
1940-41	0	7	1	1	2	2	53	66
1941-42	0	5	1	1	2	1	54	64
1942-43	1	5	1	1	0	2	60	70
1943-44	0	5	1	1	0	1	60	68
1944-45	0	4	1	1	0	1	60	67
1945-46	0	4	1	1	0	1	61	68
1946-47	1	4	1	1	0	1	61	69
1947-48	3	2	1	1	0	1	64	72
1948-49	2	2	0	1	0	1	76	82
1949-50	3	2	0	1	0	0	79	85

The same factors responsible for improvement in teacher training have a bearing upon teacher certification.

Pupil-Teacher Load

It may be noted in Table VIII that in 1930-31, the average number of pupils per teacher was forty-five. This number gradually decreased each year until 1938-39 and 1939-40, when there was a slight increase. After 1939-40 the average number decreased steadily to twenty-seven for the year of 1949-50. This trend toward pupil-teacher load in Gibson County Negro schools is in keeping with trends generally as reported by the National Education Association Research Bulletin⁵ which gives an average of 31.15 pupils enrolled per teacher for 1944-45 in Tennessee. Another factor that has influenced the pupil-teacher load in Gibson County Negro schools is requirement III⁶ of the minimum requirements for the approval of public schools, grades one through twelve, which states that thirty pupils in membership shall be regarded as the standard size of class or group instructed at any one time in grades one through twelve.

⁵ National Education Association, Research Bulletin, Volume XXV, December 1947, Washington, D.C., 1947, p. 123.

⁶ Tennessee State Board of Education, 1949--50 Rules and Regulations, May 1949, Nashville, Tennessee, p. 42.

TABLE VII

CERTIFICATION OF GIBSON COUNTY NEGRO TEACHERS FROM 1931 THROUGH 1950

Year	Permit	2 yr. 4 yr.	Permit	2 yr. 4 yr.	Permit	2 yr. 4 yr.	Total
1930-31	4	18	4	3	3	3	35
1931-32	0	18	4	3	4	3	36
1932-33	1	14	3	3	3	3	31
1933-34	1	13	4	3	3	3	32
1934-35	0	13	4	3	3	3	33
1935-36	0	13	3	3	3	3	32
1936-37	0	14	3	3	3	3	33
1937-38	0	12	3	3	3	3	31
1938-39	0	11	3	3	3	3	30
1939-40	0	11	3	3	3	3	30
1940-41	0	7	1	1	1	1	20
1941-42	0	3	1	1	1	1	16
1942-43	1	3	1	1	1	1	17
1943-44	0	3	1	1	1	1	16
1944-45	0	4	1	1	1	1	17
1945-46	0	4	1	1	1	1	17
1946-47	1	4	1	1	1	1	18
1947-48	3	3	1	1	1	1	20
1948-49	3	3	1	1	1	1	20
1949-50	3	3	1	1	1	1	20

The same factors responsible for improvement in teacher training have a bearing upon teacher certification.

Pupil-Teacher Load

It may be noted in Table VIII that in 1930-31, the average number of pupils per teacher was forty-five. This number gradually decreased each year until 1938-39 and after 1938-40, when there was a slight increase. After 1938-40 the average number decreased steadily to twenty-seven for the year of 1949-50. This trend toward pupil-teacher load in Gibson County Negro schools is in keeping with trends generally as reported by the National Education Association Research Bulletin⁵ which gives an average of 31.15 pupils enrolled per teacher for 1944-45 in Tennessee. Another factor that has influenced the pupil-teacher load in Gibson County Negro schools is requirement III⁶ of the minimum requirements for the approval of public schools, grades one through twelve, which states that thirty pupils in membership shall be regarded as the standard size of class or group instructed at any one time in grades one through twelve.

⁵ National Education Association, Research Bulletin, Volume XXV, December 1947, Washington, D.C., 1947, p. 123.

⁶ Tennessee State Board of Education, 1949-50 Rules and Regulations, May 1949, Nashville, Tennessee, p. 42.

TABLE VIII

AVERAGE TEACHER LOAD IN GIBSON COUNTY NEGRO SCHOOLS FROM 1931 through 1950

Year	Total Enrollment	Number Teachers	Average Number of Pupils Per Teacher
1930-31	2615	58	45
1931-32	2642	63	42
1932-33	2525	61	41
1933-34	2622	62	42
1934-35	2650	67	39
1935-36	2529	66	38
1936-37	2395	67	36
1937-38	2363	65	33
1938-39	2272	63	36
1939-40	2353	64	37
1940-41	2232	66	34
1941-42	2107	64	33
1942-43	2259	70	31
1943-44	2136	68	31
1944-45	2135	67	32
1945-46	2160	68	32
1946-47	2223	69	32
1947-48	2297	72	32
1948-49	2365	82	29
1949-50	2349	85	27

Teacher Salaries

An examination of Table IX reveals that during the period 1930-31 to 1935-36, there was a decrease in salaries paid Negro teachers in Gibson County schools. It is seen that the average monthly elementary salary decreased from \$75.85 in 1930-31 to \$32.26 in 1935-36 and the average monthly high school salary decreased from \$86.50 in 1930-31 to \$41.66 in 1935-36. The economic depression was largely responsible for this drop in salaries as its effect was felt promptly and sharply in education throughout the country. There was a notable increase in elementary salaries in 1936-37 when the average monthly salary was \$76.45, however high school salaries remained rather stationary until 1942-43 when they increased to \$78.33. Salaries continued to increase each year and in 1950, the average monthly salary for Negro teachers in Gibson County was \$237.77. This increase was probably due to employment of better qualified teachers and the adoption of the state salary schedule, which compensates teachers commensurate with their training and experience.

School Buildings and Grounds

One distinct factor that reveals the growth of public schools is the development of buildings and grounds. Figure 5 is a picture of Negro schools of Gibson County, which clearly shows the types and conditions of the buildings. Opposite the picture is a map of the county,

TABLE VIII

AVERAGE SALARIES PAID IN GIBSON COUNTY NEGRO SCHOOLS FROM 1931 THROUGH 1950

Year	Total Enrollment	Number Teachers	Average Salary Per Teacher
1930-31	8132	88	75.85
1931-32	8438	83	74.50
1932-33	8348	81	73.50
1933-34	8338	82	72.50
1934-35	8330	77	69.00
1935-36	8330	88	32.26
1936-37	8438	77	76.45
1937-38	8338	88	78.00
1938-39	8338	88	78.00
1939-40	8338	88	78.00
1940-41	8338	88	78.00
1941-42	8338	88	78.00
1942-43	8338	88	78.33
1943-44	8338	88	78.33
1944-45	8338	88	78.33
1945-46	8338	88	78.33
1946-47	8338	88	78.33
1947-48	8338	88	78.33
1948-49	8338	88	78.33
1949-50	8338	88	237.77

TABLE IX

AVERAGE MONTHLY SALARIES FOR GIBSON COUNTY
NEGRO TEACHERS FROM 1931 THROUGH 1950

Year	Elementary Teachers	High School Teachers
1930-31	75.85	86.50
1931-32	48.66	74.33
1932-33	40.16	44.00
1933-34	32.68	38.02
1934-35	32.64	40.83
1935-36	32.26	41.66
1936-37	32.67	42.17
1937-38	76.45	59.40
1938-39	78.05	67.05
1939-40	80.33	62.85
1940-41	81.94	64.40
1941-42	85.15	69.02
1942-43	90.10	78.33
1943-44	105.50	112.75
1944-45	127.63	134.38
1945-46	126.49	131.07
1946-47	127.87	131.57
1947-48	185.39	185.39
1948-49	186.68	186.68
1949-50	237.77	237.77

Teacher Salaries

An examination of Table IX reveals that during the period 1930-31 to 1934-35, there was a decrease in salaries for Negro teachers in Gibson County schools. It is seen that the average monthly elementary salary decreased from \$75.85 in 1930-31 to \$32.26 in 1935-36 and the average monthly high school salary decreased from \$86.50 in 1930-31 to \$41.66 in 1935-36. The economic depression was largely responsible for this drop in salaries as its effect was felt promptly and sharply in education throughout the country. There was a notable increase in elementary salaries in 1936-37 when the average monthly salary was \$76.45, however high school salaries remained rather stationary until 1942-43 when they increased to \$78.33. Salaries continued to increase each year and in 1950, the average monthly salary for Negro teachers in Gibson County was \$237.77. This increase was probably due to employment of better qualified teachers and the adoption of the state salary schedule, which compares teachers commensurate with their training and experience.

School Buildings and Grounds

The distinct factor that reveals the growth of public schools is the development of buildings and grounds. Figure 5 is a picture of Negro schools of Gibson County, which clearly shows the types and conditions of the buildings. Operation of the picture is a map of the county.

showing the location of each school by district.

The schools are described by districts.

District One: In district one there are two schools for Negroes. Medina School, a one teacher school, is located in the town of Medina on one acre of ground. The building is a one-room, asbestos siding building, which was erected in 1945 by the county. It is electrically lighted but there are no provisions made for a cloak room or a lunch room. Sitka School is a two-room frame building constructed by the county in 1942. This building is situated on a two-acre tract of ground which is equipped with playground equipment purchased by the community. The building also was wired for electricity by the community. There are no provisions for a cloak room or a lunch room.

District Two: Fly School was built in 1934 by the county with the aid of the community and the Rosenwald Fund. This building was a frame structure consisting of one classroom, a community room and a cloak room. In 1948 the county built two more frame rooms for this school and there are now four teachers, one using the original community room for a classroom. This school is well furnished with teaching equipment, playground equipment, electricity, piano, primary tables and chairs. There are approximately three acres of playground space.

TABLE IX
 AVERAGE MONTHLY SALARIES FOR SCHOOL COUNTY
 FROM 1941 THROUGH 1949

High School Teachers	Elementary Teachers	Year
38.88	28.37	1941
42.47	33.24	1942
44.00	31.04	1943
39.33	28.88	1944
40.83	28.88	1945
41.14	28.88	1946
41.14	28.88	1947
42.86	28.88	1948
43.00	28.88	1949
44.00	28.88	1950
44.00	28.88	1951
44.00	28.88	1952
44.00	28.88	1953
44.00	28.88	1954
44.00	28.88	1955
44.00	28.88	1956
44.00	28.88	1957
44.00	28.88	1958
44.00	28.88	1959
44.00	28.88	1960

District Three: As may be noted in Figure 1, district three has the largest Negro population in Gibson County, consequently, the largest school in the county is located here. Stigall High School is a modern brick structure, erected in 1938, by the city of Humboldt. It contained twenty classrooms, auditorium, office, library, and a basement with facilities for steam heating. In 1950 an addition of six classrooms and two rest rooms were made. This school building has modern facilities throughout, and there is a four acre playground equipped with flood lights for night activities, and with playground equipment. This school has twelve grades and twenty-one teachers. Motley School a frame, one teacher building is also situated in district three. It was erected in 1941 by the county on one acre of ground. This building was wired by the community. There are no cloakrooms or lunch room facilities. Salem School, a frame building was erected in 1926 by the county with the aid of Rosentald funds. This building was constructed for the use of two teachers but now has only one, so the extra class room is used as a play room for rainy or cold weather. There are also cloak rooms and a community room. The building was wired for electricity by the community and is situated on four acres of ground. Williams Chapel is a two room, asbestos siding, building erected in 1946 by the county on one acre of ground. This building was wired by the community and has no facilities for cloak

showing the location of each school by district. The schools are described by districts.

District One: In district one there are two schools for Negroes. Medina School, a one teacher school, is located in the town of Medina on one acre of ground. The building is a one-room, asbestos siding building, which was erected in 1945 by the county. It is electrically lighted but there are no provisions made for a cloak room or a lunch room. Sixth School is a two-room frame building constructed by the county in 1942. This building is situated on a two-acre tract of ground which is equipped with playground equipment purchased by the community. The building also was wired for electricity by the community. There are no provisions for a cloak room or a lunch room.

District Two: My School was built in 1934 by the county with the aid of the community and the Rosentald fund. This building was a frame structure consisting of one classroom, a community room and a cloak room. In 1948 the county built two more frame rooms for this school and there are now four teachers, one using the original community room for a classroom. This school is well furnished with teaching equipment, playground equipment, electricity, piano, primary tables and chairs. There are approximately three acres of playground space.

or lunch room.

District Five: Wards Grove, a one teacher frame building was constructed in 1934 by the county but was completely renovated in 1947. It has two cloak rooms but no facilities for a lunch room. This building is situated on one acre of land.

District Six: Persimmon Grove School was built in 1922 on two acres of land. It is a two room frame building and had no facilities for cloak or lunch room until 1945 when the community built an extra room. The community also wired the building.

District Seven: The Trenton Rosenwald School located in district seven was built in 1928 by the city of Trenton and the Rosenwald Fund. It is a brick building which has become very delapidated and overcrowded, and now is in the process of being renovated. A modern brick addition is also being built. This building was erected on a two acre tract of ground which is very inadequate for the enrollment. There was no central heating plant but this is being taken care of by the new addition. This school embraces 12 grades and has fifteen teachers. Johnson Chapel is being taught in a church, while the school building is being

razed for the purpose of erecting a new building. There are four acres of ground on which the building will be constructed.

District Nine: Rutherford School is situated in the town of Rutherford and was built in 1934 by the county and Rosenwald Funds. It is a two teacher, frame building with adequate cloak rooms, a stage, a removable partition (so that both rooms may be converted into one), electricity, running water, but no lunch room facilities. This building is situated on one acre of ground and has a supply of playground equipment purchased by the community.

District Twelve: Williamson Grove School, a one teacher frame building was erected in 1941 by the county on one acre of land donated by a member of the community. It has no facilities for a cloak or a lunch room and has no playground equipment.

District Thirteen: The Gibson County Training School was erected in Milan by the City of Milan with aid from the Rosenwald Fund in 1926. It is a brick structure and was renovated and additional rooms were added in 1941. In 1949 four separate rooms were built. These rooms house the mathematics and physical education departments. The Home Economics department and hot lunch department are housed in a separate brick building which also was erected in 1926. This school embraces twelve grades and

or lunch room.

District Five: Wanda Grove, a one teacher frame building was constructed in 1934 by the county but was completely renovated in 1947. It has two cloak rooms but no facilities for a lunch room. This building is situated on one acre of land.

District Six: Williamson Grove School was built in 1938 on two acres of land. It is a two room frame building and had no facilities for cloak or lunch room until 1948 when the community built an extra room. The community also owned the building.

District Seven: The Trenton Rosenwald School located in district seven was built in 1928 by the city of Trenton and the Rosenwald Fund. It is a brick building which has become very dilapidated and overcrowded, and now is in process of being renovated. A modern brick addition is also being built. This building was erected on a two acre tract of ground which is very inadequate for the enrollment. There was no central heating plant but this is being taken care of by the new addition. This school embraces 12 grades and has fifteen teachers. Johnson Chapel is being bought in a church, while the school building is being

erect for the purpose of erecting a new building. There are four acres of ground on which the building will be constructed.

District Thirteen: The Gibson County Training School was erected in Milan by the City of Milan with aid from the Rosenwald Fund in 1926. It is a brick structure and was renovated and additional rooms were added in 1941. In 1949 four separate rooms were built. These rooms house the mathematics and physical education departments. The Home Economics department and the lunch department are housed in a separate brick building which also was erected in 1926. This school embraces twelve grades and ground equipment purchased by the community.

District Twelve: Williamson Grove School, a one teacher frame building was erected in 1941 by the county on one acre of land donated by a member of the community. It has no facilities for a cloak or a lunch room and has no playground equipment.

District Thirteen: The Gibson County Training School was erected in Milan by the City of Milan with aid from the Rosenwald Fund in 1926. It is a brick structure and was renovated and additional rooms were added in 1941. In 1949 four separate rooms were built. These rooms house the mathematics and physical education departments. The Home Economics department and the lunch department are housed in a separate brick building which also was erected in 1926. This school embraces twelve grades and

is situated on a large six acre campus with many types of playground equipment. Bledsoe is another thirteen district school. It is a one teacher frame building, erected by the county in 1942 on two acres of land, donated by a member of the community. This school has no facilities for cloak or lunch rooms. Thomas Grove is one of the older schools, having been built in 1927 by the county with aid from the Rosenwald Fund. It is a one teacher frame building with adequate cloak rooms but no lunch room. The building although old is in good repair and well kept, it also has electricity.

District Sixteen: Mt. Orange is a two teacher, frame building, constructed in 1950 by the county. It is electrically lighted and is situated on four acres of ground. It has no cloak rooms nor lunch rooms.

District Eighteen: Gibson School, a two teacher frame building was constructed in 1946 by the county on a two acre tract of ground. It is in the town of Gibson and has ample cloak rooms, a stage, a removable partition between the two rooms and a small entrance. The grounds are hilly and in need of landscaping.

District Nineteen: China Grove School was built in 1947. It is a frame building containing two rooms and was constructed from surplus war materials. There are no facilities for cloak or lunch rooms, the building is

to supply many types of
 electrical equipment. This building is on the county list
 for razing and reconstruction.

District Twenty: Phillips School, a two teacher
 frame building was erected in 1941 by the county. It has
 no cloak or lunch rooms and is situated on a two acre tract
 of ground. Willis Chapel is a one room, frame building,
 erected in 1937 on one acre of ground. The community pur-
 chased play ground equipment and wired the building. This
 building has no lunch or cloak rooms and is in need of
 repair. This school is five miles from Trenton and is being
 consolidated with the Trenton Rosenwald School at the close
 of this school term.

District Twenty-One: Dyer Rosenwald School was built
 in the town of Dyer, in 1937. The county with the aid of
 the Rosenwald Fund erected this three room frame building
 on an acre of ground. The building is constructed so that
 when folding doors are opened; there is one large room
 formed from two of the rooms; and a stage, formed from
 the third. It is electrically lighted, has indoor toilets
 and rest rooms. There are several types of playground
 equipment, purchased by the community.

District Twenty-Three: Mt. Zion, the oldest
 building in the county, was erected in 1920. It is a
 one-teacher, frame building with no lunch or cloak room.

electrically lighted. This building is on the county list
 for razing and reconstruction.

District Twenty: Phillips School, a two teacher
 frame building was erected in 1941 by the county. It has
 no cloak or lunch rooms and is situated on a two acre tract
 of ground. Willis Chapel is a one room, frame building,
 erected in 1937 on one acre of ground. The community pur-
 chased play ground equipment and wired the building. This
 building has no lunch or cloak rooms and is in need of
 repair. This school is five miles from Trenton and is being
 consolidated with the Trenton Rosenwald School at the close
 of this school term.

District Twenty-One: Dyer Rosenwald School was built
 in the town of Dyer, in 1937. The county with the aid of
 the Rosenwald Fund erected this three room frame building
 on an acre of ground. The building is constructed so that
 when folding doors are opened; there is one large room
 formed from two of the rooms; and a stage, formed from
 the third. It is electrically lighted, has indoor toilets
 and rest rooms. There are several types of playground
 equipment, purchased by the community.

District Twenty-Three: Mt. Zion, the oldest
 building in the county, was erected in 1920. It is a
 one-teacher, frame building with no lunch or cloak room.

The playground consists of about one half acre and contains no playground equipment.

Of the twenty-five districts in Gibson County* three of them have no Negro population, seven have only small Negro populations, therefore as Figure 4 reveals, the schools for Negroes are situated in only fifteen of the county districts.

The buildings of the county are on a whole in good condition, despite their age. Three of these structures are brick and twenty are frame. Two buildings are steam heated, twenty-one are heated by coal stoves.

As revealed by Table X, in 1930-31 there were twenty one teacher schools, six two-teacher schools and four three-or more teacher schools. The trend has been toward consolidation of the smaller schools and in 1949-50, there were eleven one-teacher schools, eight two-teacher schools and four three-or-more teacher schools. In 1930-31 the total number of schools was thirty and in 1949-50 the total number was 23. The provision of transportation in the county in 1949 was one factor that helped in the consolidation of schools. The buildings are located close to the attendance areas served, away from traffic hazards, yet readily accessible by good roads.

* See Figure 1

** See Figure 6

The following consists of about one half acre and contains
the playground equipment.

Of the twenty-five districts in Gibson County three
of them have no Negro population, never have any and
therefore no schools, therefore as shown in the schools
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As revealed by Table X, in 1930-31 there were twenty
one teacher schools, six two-teacher schools and four three-
or more teacher schools. The trend has been toward consol-
idation of the smaller schools and in 1943-44, there were
eleven one-teacher schools, eight two-teacher schools and
four three-or-more teacher schools. In 1930-31 the
total number of schools was thirty and in 1943-44 the total
number was 22. The provision of transportation in the county
in 1943 was one factor that helped in the consolidation of
schools. The buildings are located close to the street
and are served, even from traffic barriers, by walking
paths by road grade.

See Figure 4

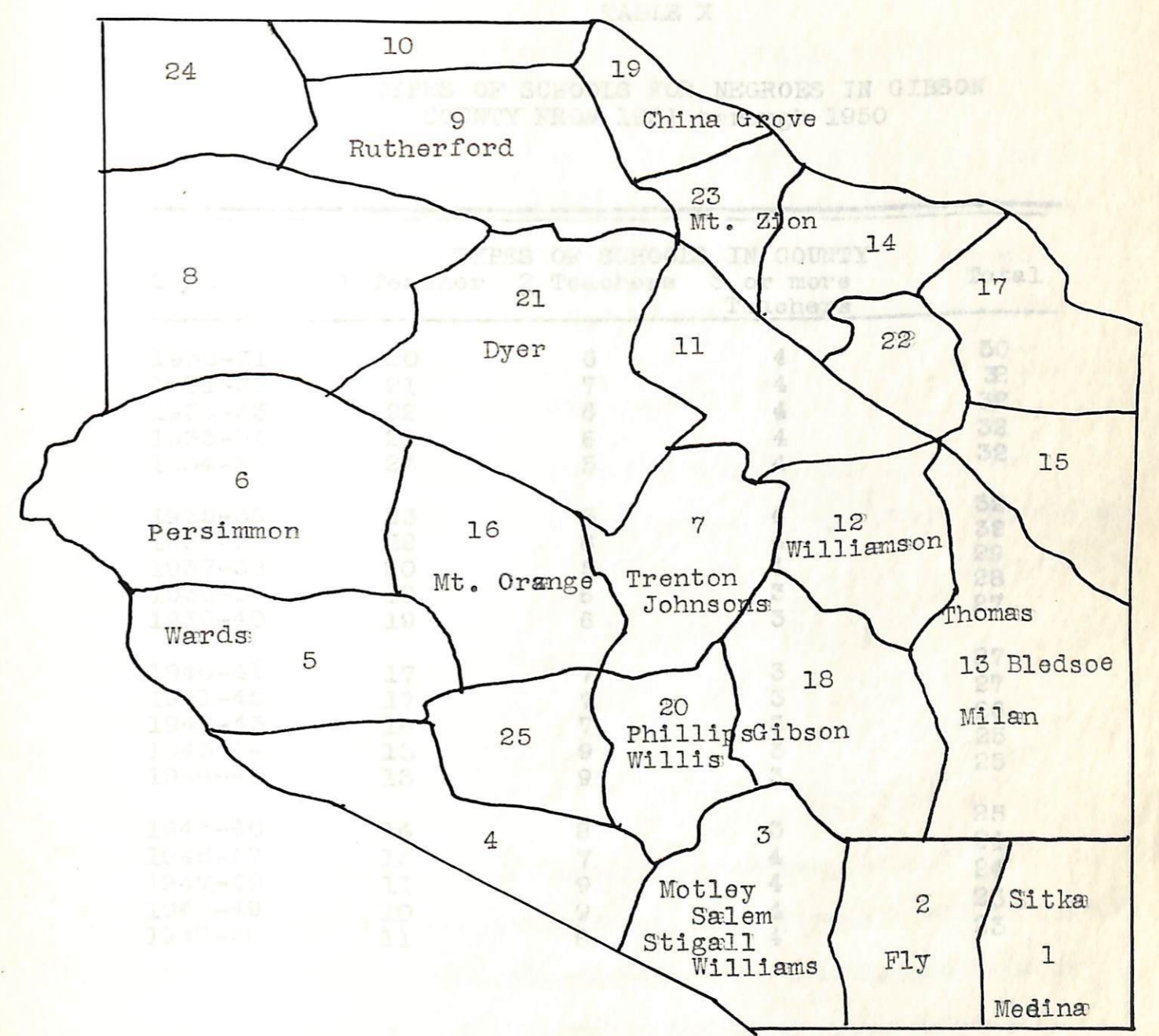


FIGURE 4
MAP OF GIBSON COUNTY SHOWING NEGRO SCHOOLS
BY DISTRICTS

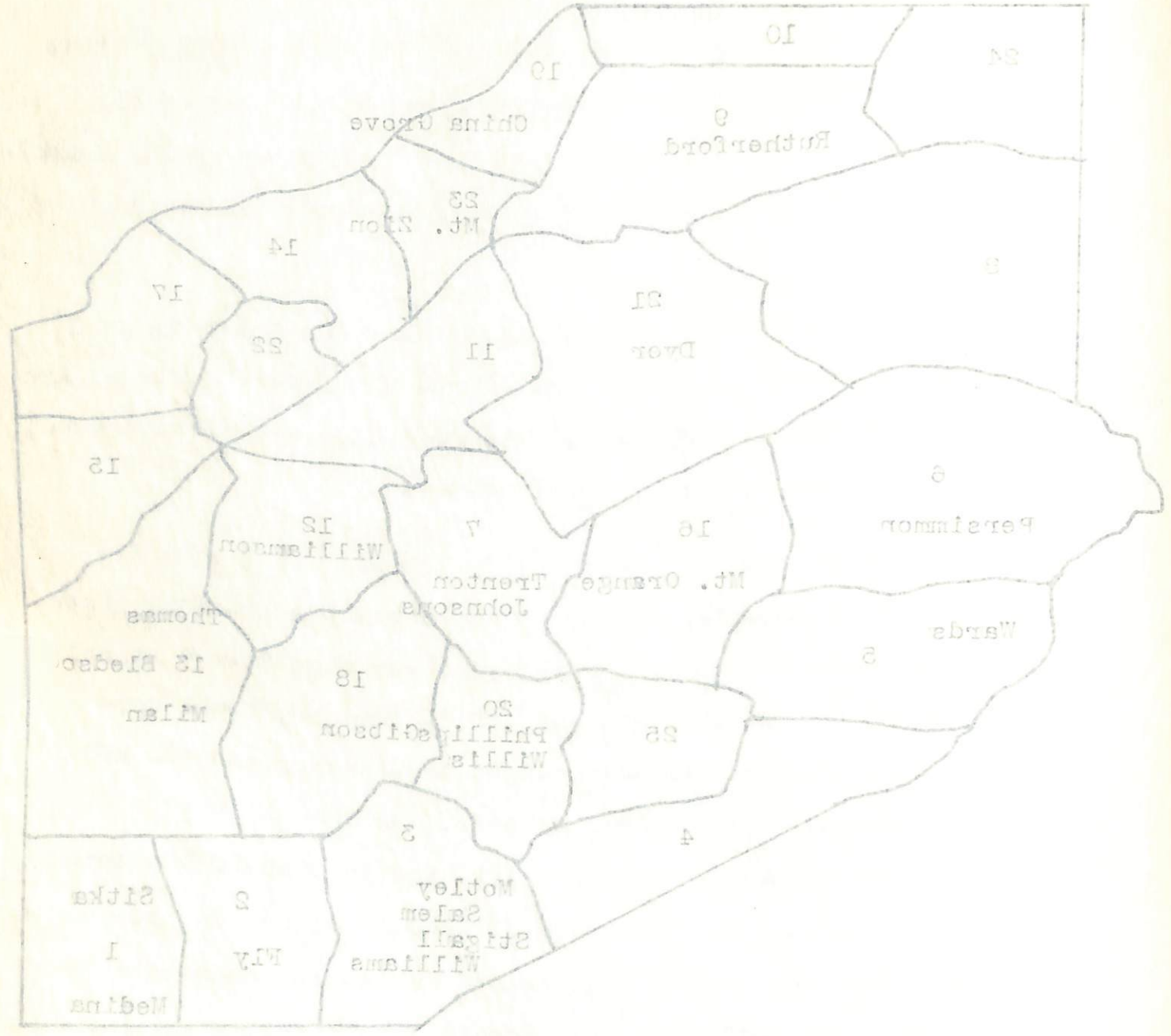


FIGURE 4
MAP OF GIBSON COUNTY SHOWING NEGRO SCHOOLS
BY DISTRICTS

TABLE X

TYPES OF SCHOOLS FOR NEGROES IN GIBSON
COUNTY FROM 1931 through 1950

YEAR	TYPES OF SCHOOLS IN COUNTY			Total
	1 Teacher	2 Teachers	3 or more Teachers	
1930-31	20	6	4	50
1931-32	21	7	4	32
1932-33	22	6	4	32
1933-34	22	6	4	32
1934-35	23	5	4	32
1935-36	23	5	4	32
1936-37	22	6	4	32
1937-38	20	5	4	29
1938-39	19	6	3	28
1939-40	19	6	3	27
1940-41	17	7	3	27
1941-42	17	7	3	27
1942-43	16	7	3	26
1943-44	13	9	3	25
1944-45	13	9	3	25
1945-46	14	8	3	25
1946-47	13	7	4	24
1947-48	11	9	4	24
1948-49	10	9	4	23
1949-50	11	8	4	23

At the suggestion of the County Superintendent of Education, a plan was formulated whereby a closer friendship could be effected between the Department of Education and the Department of Health. To this end it was planned that the schools would allot a definite period of time to health studies and incorporate into the required teaching materials, also various forms of literature and available Kits. Health education was the theme of special interest after the fall term of 1939 began.⁴

The nurses and doctors sponsored the educational program where specialized personnel was required and used posters, movies and other demonstrative materials to encourage interest in health as an integral part of the school program. In regard to the actual physical examination of children, all who were in school for the first time were thoroughly examined, regardless of their grade, also those whom teachers thought deserved special attention. All others received less complete examinations. Dental certificates signed by registered dentists were required of all grades as a qualification for a Blue Ribbon Award. When it was found late in the year that some of the Negro schools would be unable to get their children in to see

⁴Gibson County Health Department, Annual Report, Trenton, Tennessee, 1939, p. 13.

HEALTH SERVICES

HEALTH SERVICES IN GIBSON COUNTY

A significant aspect of the growth of public health in Gibson County has been the ever increasing development of special services, such as health, library, transportation, hot lunch and leisure supervision.

Health Services

In 1933, the "Public Health Act" was passed by the State Legislature which authorized the establishment of health boards in all counties. Gibson County formed its first health board in 1933 when Gibson County health services were rendered schools until 1938 when Gibson County health services were rendered full-time health department in the state.

A fine example of cooperation between the department of education and the department of health was exhibited in the holding of fundamental tests in physical education, dental, and medical examinations, the value of which is being realized by the county.

¹Gibson County Health Department, Annual Report, Trenton, Tennessee, 1939, p. 13.

²Gibson County Health Department, Annual Report, Trenton, Tennessee, 1939, p. 13.

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Gibson County Health Department, Annual Report,
 Trenton, Tennessee, 1930, p. 18.

the dentist, a Negro dentist in the county was sent around
 to all the Negro schools for dental examination., This
 proved to be an effective way of bettering the dental
 health of these children.⁵

Gibson County makes vaccination of school children
 compulsory. The Health Department gives vaccinations also
 gives immunization for diphtheria, immunization for typhoid;
 visits and controls communicable diseases; gives examinations
 and inspections; gives follow-up service (by nurses); gives
 public lectures and classroom health talks; also emphasizes
 sanitation, the first line of defense against disease,
 through neatness of school grounds and individual cleanliness.
 The production of milk also comes under the careful super-
 vision of the sanitation officer who has assumed personal
 responsibility for the supervision of construction of
 Grade A dairies.

Other health services available to Negro schools
 are blood tests and X-rays.

The health service to the schools has increased
 with the increase of the personnel of the health depart-
 ment from one nurse, one health officer and one clerk in
 1922 to one health officer, eight nurses, two sanitarians,

⁵ Ibid., p. 14.

four clerks and one nurses' aid at the present time.

Library Service

The changing social and economic needs of the country as well as the changing conception of education have caused greater importance to be given libraries.

In 1931,⁶ out of a total of twenty-six schools, twenty-two of them had no libraries, and the total number of volumes listed for the other four schools was 155.

This deficiency in reading material seemed to be general in the rural schools, so much so, that the Julius Rosenwald fund⁷ which was incorporated on October 30th, 1947, and was originally concerned with school buildings, extended its aid into the field of library service, to help fill the need. This program was three fold and consisted of the following:

1. The assembling and distribution of small sets of books to rural schools.
2. Cooperation in establishment of county library systems.
3. The extension of aid to improve library facilities of Negro colleges.

⁶ Gibson County Superintendent of Education, Annual Statistical Report, 1931, Trenton, Tennessee.

⁷ Edwin R. Embree, Investment in People, Harper and Brothers, Publishers, New York, 1949, p. 26.

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Gibson County Superintendent of Education, Annual Statistical Report, 1931, Trenton, Tennessee.

Edwin R. Embree, Investment in People, Harper and Brothers, Publishers, New York, 1940, p. 80.

Collections of fourteen to fifty suitable books were made and furnished to schools at a cost of \$10 to \$36, the Fund paying one-third, the community one-third and the State Department of Education, one-third.

In 1939, the Negro teachers of Gibson County contributed \$1.00 each and this amount, plus the amounts from the Fund and the State Department of Education, was used to purchase six sets of Rosenwald books. These books were placed in a central library and circulated to the different schools. Each year, more books were purchased and now the County Circulating library contains more than 5,000 properly accessioned books, including not only books for the school children but professional books.

The library also serves as a materials center where materials of instruction, such as maps, globes, art materials, slide films, projectors, moving picture films, records and periodicals are circulated.

Transportation Services

In order that each child might have the opportunity of attending school regardless of where he lives, the minimum program of education in Tennessee provided for pupil transportation.

Gibson County purchased a fleet of school busses in 1949 and six approved steel body buses were provided for the transportation of Negro children. In Figure 6, the map of Gibson County shows bus routes as indicated.

⁸ Ibid., p. 60.

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Phillips District 20



Sitka District 1



Thomas Grove District 13



Persimmon Grove District 6



Salem District 3



Williamson Grove District 12



Bledsoe District 13



Gibson District 18



Wards Grove District 5



Williams Chapel District 3



Motley District 3



Dyer Rosenwald District 21



Rutherford District 9



Rosenwald High School District 7



Mt. Zion District 23



China Grove District 19



Fly District 2



Stiqall High School District 3



Gibson County Training School District 13



Mt. Orange District 16



Medina District 1

FIGURE 5 GIBSON COUNTY NEGRO SCHOOLS 1950

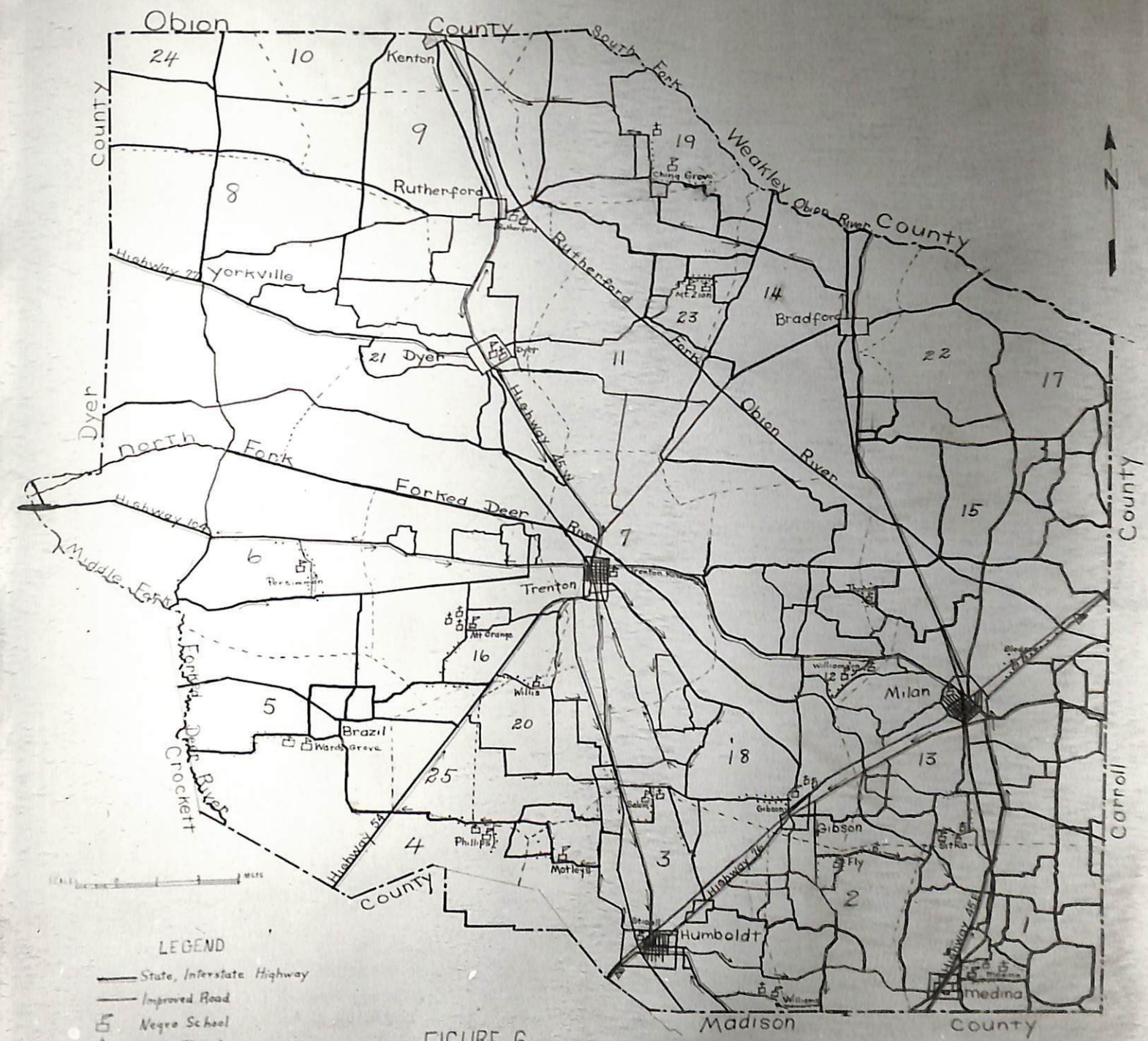


FIGURE 6
MAP OF GIBSON COUNTY TENNESSEE

School Lunch Service

School lunches were provided Negro school children during the Federal Works Administration Program in 1935. Food commodities were supplied by the federal government, and workers known as War Progress Administration Workers were paid by the federal government to prepare and serve the lunches. In 1939-40, girls, paid by the National Youth Administration, prepared and served the lunches. The State Department of Education has sponsored the lunch program since 1946-47 and surplus food commodities are received from the Department of Agriculture.

Jeanes Supervision

Early in the twentieth century when education for Negroes in the rural areas of the South was just getting started, Miss Anna T. Jeanes, a little Quaker lady of Philadelphia, gave a million dollars to be used to encourage education, moral and social refinement, and to promote peace and good will.⁹ The Jeanes Foundation was incorporated November 20, 1907¹⁰ and Miss Virginia Randolph, the first Jeanes teacher, was employed to work in Henrico County, Virginia in 1908. Because of the nature of her work she

⁹ Jeanes Supervisors Journal, (Grambling, Louisiana), December 1950.

¹⁰ Myrdal, op. cit., p. 890.

was called a Supervising Industrial Teacher. Her duties consisted of a round of visits to schools, homes and communities to help the teacher with her work in reading, writing, arithmetic, Bible verses; home craft, sewing, cooking, canning, raising money for the extension of the school buildings, the beautification of school grounds, the purchase of school materials and supplies. As a result of this pioneer period of Jeanes work, almost every state in the South became impressed and hired Jeanes Supervisors.

The Gibson County Board of Education, at their June 14, 1928 meeting, discussed the state and philanthropic aid on industrial supervisors for colored schools and owing to the fact that other counties seemed to be availing themselves of the aid, the Board voted to employ such a supervisor at a salary not to exceed \$50 per month cost to the county.¹¹ This was the beginning of Jeanes supervision in the county.

The Jeanes teacher devoted her time to such activities as improvement of home conditions, building of schools, promotion of community organizations, improvement

¹¹ Minutes of County Board of Education, Trenton, Tennessee, June 14, 1922, p. 99.

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⁹ Jeanes Supervisors Journal, (Columbia, Louisiana), December 1950.

¹⁰ Journal, op. cit., p. 80.

of school conditions, beautification of school grounds, helping enrich lives of rural boys and girls.

The Jeanes program continued to grow and expand in many directions and now the present Jeanes teacher of Gibson County uses a multitude of activities to help teachers do a better job. Among some of the activities carried on are the following:

1. Pre-school conferences
2. Workshops
3. School visitation and intervisitation
4. Study groups
5. Demonstrations
6. Teacher affiliation with regional, state, and national organizations
7. Organization and development of County P. T. A. Council
8. Sponsoring of Health Clinics
9. Cooperation with Junior Red Cross, National Red Cross, Infantile paralysis and other welfare drives
10. Development of a unified school program
11. Enrichment of teacher environment
12. Development of better inter-group relations

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CHAPTER VI

SUMMARY OF FINDINGS

The data assembled and analyzed in this study warrant
 the general conclusion that specific changes were made in
 certain phases of the educational system of Gibson County
 during the period of 1931-1950. The following summary of
 findings support this conclusion.

Findings

1. The proportion of Negro inhabitants of Gibson County steadily decreased from 1920 to 1940.
2. The major occupational groups among Negroes in the county are the agricultural and domestic service groups.
3. The proportion of school enrollment to the scholastic population remained fairly constant from 1930 to 1940.
4. The enrollment decreased from 2,615 in 1930-31 to 2,329 in 1949-50, although the per cent of average daily attendance increased from 78.3 per cent in 1930-31 to 92.6 per cent in 1949-50.
5. The distribution of pupils through the twelve grades tended toward a more nearly even distribution in 1949-50 than in 1930-31.

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2. The major occupational groups among Negroes in the county are in the agricultural and domestic service groups.
3. The proportion of school enrollment to the scholastic population remained fairly constant from 1930 to 1949.
4. The enrollment decreased from 8,818 in 1930-31 to 7,329 in 1949-50, although the per cent of average daily attendance increased from 78.3 per cent in 1930-31 to 82.6 per cent in 1949-50.
5. The distribution of pupils through the twelve grades tended toward a more nearly even distribution in 1949-50 than in 1930-31.

6. The training of teachers, as evidenced by the number of college graduates, tended to increase from thirteen college graduates out of total of fifty-eight teachers in 1930-31 to sixty-three college graduates out of a total of eighty-five teachers in 1949-50.

7. The certification of teachers improved from twenty, out of fifty-eight teachers in 1930-31, possessing permanent professional certificates to seventy-nine, out of eighty-five teachers in 1949-50, possessing permanent professional certificates.

8. The pupil-teacher ratio improved from forty-five pupils per teacher in 1930-31 to twenty-seven pupils per teacher in 1949-50.

9. The average monthly salary of elementary teachers increased from \$73.85 in 1930-31 to \$237.77 in 1949-50. The average monthly salary of secondary teachers increased from \$86.50 in 1930-31 to \$237.77 in 1949-50.

10. From 1930-31 to 1949-50, there was a trend toward consolidation of the smaller schools. In 1930-31 there were twenty one-teacher schools out of a total of thirty schools. In 1949-50 there were eleven one-teacher schools out of a total of twenty three schools.

11. The school buildings, while not of the best and most modern type, are mostly in good repair and are situated on accessible roads, some what removed from traffic hazards. There is a decided trend toward improvement of these buildings. Seventeen of the twenty-three schools were built during the twenty year period studied.

12. Special services for improvement of child growth and community living were added to the school program beginning with health in 1922, Jeanes Supervision in 1928, hot lunches in 1935, libraries in 1939 and transportation in 1949.

Conclusions

Examination of the findings in this study warrants the following conclusions:

That progress is evidenced in each area of development investigated except in the area of enrollment; that progress was made in the grade distribution of pupils; that great progress was made in teacher training, in teacher certification, in pupil-teacher load; that buildings and grounds were being improved; that progress has been shown in special services offered to Negro school children.

The progress evidenced in the development of Negro schools of Gibson County may be attributed to many

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The progress evidenced in the development of Negro schools of Gibson County may be attributed to many

factors, such as the different state laws passed for the improvement of the educational program, the improved qualification of teachers, the addition of special services and the improvement of school buildings and grounds.

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