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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 COUNTY, TENNESSEE FROM 1931

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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

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### CHAPTER I

### THE PROBLEM

### Statement of the Problem

### and quality of education Reasons for the Study

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### Procedure

historical manuscripts, books and other printed material about the history and development of Negro public schools of Gibson County were used as a basis for gathering, compiling and interpreting information on the problem. (2) Interviews and conferences were held with old citizens of the county, county public school officials, and county court officials, for the purpose of ascertaining early attitudes toward Negro education, and securing leads to written information on the problem. The data secured have been reported and compiled in figures and tables and have been interpreted in terms of significant stages of development and noteworthy trends.

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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### Organization of Study

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. 6. The training of teachers, as evidenced by the

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Chapter VI is a summary of the findings and

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3. The proportion of school enrollment to the scholastic population remained fairly constant from 1930

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 fortyfive 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 1939-31 to \$237.77 in 1949-50.

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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 propertion of Negro inhabitants of Gibson County steadily decreased from 1920 to 1940.

2. The major occupational groups among Megroes in the county are the agricultural and demostic service groups.

3. The proportion of school enrollment to the scholastic population remained fairly constant from 1930 to 1940.

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.

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

4. The enrollment decreased from 2,615 in 1950-31 to 2,529 in 1949-50, although the per cent of average daily attendance increased from 78.5 per cent in 1950-51 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 1950-51.

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7. The certification of teachers improved from twenty, out of fifty-eight teachers in 1950-51, 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 fortyfive 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 1959-31 to \$257.77 in 1949-50.

### Conclusions

6

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. 17

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.

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A Thesis Submitted to The Committee on Graduate Study

### of

Tennessee State College in

Graduate Research Series Number 144 by Carrie Booker Seat

August, 1951

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> to Tennessee State College

> > 10

Partial Fulfillment of the Requirement. for the degree of Master of Science

> Graduate Research Series Hunber 144, by. Carrie Booker Seat

To the Committee on Graduate Study:

I am submitting to you a thesis written by Carrie Booker Seat entitled "History of the Develop-ment 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.

We have read this thesis and recommend its acceptance:

Chairman

August, 1951

July 6, 1951

Major Advisor

Accepted for the Committee

Dean of the Graduate School

July 6, 1951

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1 danse B. Rocheller

My beloved mother, Mrs. Jennie L. Booker, for her untiring patience and confidence, also for her services as a pioneer teacher

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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 1 that there is a definite tendency upward.

Greenfield 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.

Cook 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.

Gunnar Myrdal, <u>An American Dilemma</u>, Harper and Brothers Publishers, cl944, 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. <sup>3</sup>James A. Cook, <u>A Historical Study of Public</u> Education of Negroes in Henderson County, Tennessee from 1922,1949, Master's Thesis, A. & I. State College, Nashville, Tennessee, 1950, p. 40.

rollment.

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

Tennessee, 1950, p. 57.

The sourchtional facilities for Magnoca, particularly the range moral regions, are scandalously poor. The white community Date in appreciation the stituation, it is countly throughant to recognize that there are dissimilarities in the level of eduoational facilities offered Hegwoon, and 1 brat there is a definite bendoncy upward.

Green Mield was in investigation of Henro (duestion in Giles County, Tennessee and reported that definite im--nierd had hear main to totoler ourtification and bran vor ing; that building and grounds, although far from ideal, ni eban med had seenorg that proves had been made in supplies and special services, but that no promess had buen shown in the area of enrollmont.

in Henderson County, Tennessee and showed that the area problom studied in which no improvement was svident.

Comman Myrdal, An Ameridan Milanna, Barper and

Roberta Greenfield, A Mistory of Meiro Fublic Schools in Alles County, Wargeman Clubm 1938-1943. Letteria Thesis, A. L. . State College, Mashville, Tomessee, 1948, p. 67.

Signes A. Cork, Cheppical Study of Parilie Bilgestion of as ress in Constant Comprise Three 1977, 1970, Baster o Thosis, A. H. F. Study of Carrier 1977, 1970, Baster o Thosis, A. H. F. Study of Carrier 1977, 1970, Baster o Thosis, A. H. F. Study of Study Carrier 1977, 1970, Baster of The Study of Study Carrier 1977, 1970, Baster of The Study of Study Carrier 1977, 1970,

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 en-

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.

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

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.

pp. 108-109.

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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 Mineteenth 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, <u>Gibson County</u>, <u>Tennessee</u> <u>Illus</u>-trated, Press of Gospel Advocate Publishing Company, Nashville, Tennessee, 1901, p. 13.

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Robert Bussa Moton, What the Merro Thinks, Carden Uity Publishing Company, Inc. 1942. DD. 108-109.

### CHAPTER II

### THE SOCIO-ECONOMIC BACKGROUND FOR EDUCATION IN GIBSON COUNTY

Gibson County was the twelfth county organized in the Western District after the Chickasaw Purchase. 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.

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.

<u>Ibid.</u>, p. 12. <sup>3</sup>Loc. cit. Ibid., p. 13.

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### 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 vards south of the southern line of the county. 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.

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

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;

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Greene, op. cit., p. 15. <sup>6</sup>C. A. Goodspeed, <u>History of Tennessee</u>, Good-speed Publishing Company, Nashville, Tennessee, 1887, p. 797. Scrap Book, Newspaper Clipping, State Library, Nashville, Tennessee

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ord Publishing Company, 11 116, 19 10500, 1000-Jorep Sook, Jevanoper Oldming, State Library,

and in the western part there are rich bottom lands.

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 There are no strata of limestone or hard dark brown. 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 10 tributaries which supply abundant water for all purposes.

Gibson County is primarily a farming county with about 83.8 per cent of its total acres in farm land. '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

<sup>8</sup> Stella Pybass, <u>Historical</u> <u>Sketch</u>, Gibson County Newspaper Clipping, State Library, <u>Nashville</u>, Tennessee.

9 Goodspeed, op. cit., p. 797.

11 loc. cit.

3

### Economic Resources of Gibson County

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

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 12 farming.

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.

Mydral 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

12 Greene, op. cit., p. 13. 13 Myrdal, op. cit., p. 463.

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

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> 12 Greene, op. cit., p. 13. 13 grdel, op. olt., p. 463.

### Population Trends

Table I reveals that in 1920 there was a total population of 43,388 persons, 9,678 or 22.3 per cent of whom were Negroes. In 1930 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 1940 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

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

16 16th Census of the United States: Population of Tennessee, United States Printing Office, Washington,

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# 15 Myrdal, op. cit., p. 463

14 14th Consus of the United States: Population of Tennessee, United States Frinting Office, Washington,

15th Consus of the United States: Population 1.5 of Temessee, United States Frinting Office, Washington. D. C., 1930.

16 Leth Census of the United States: Population United States Frinting Office, Washin ton, of Tennessee, o. C., 1940.

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

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

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. Williams 17 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 twentythree 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, c1930, p. 208.

TABLE T

# POPULATION OF CLESON COUNTY FROM 1920 POPULATION AND PER CENT

Per Cent	Negro Population	Population	Year
22,8	9,878	45,588	1920
21,3	9,890	46,528	1930
8.0S	9,221	44,835	1940
	not available.	noldmarolal	1980

\* Fourteenth, Fiftsenth 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. 965, 884, 601.

### Social Conditions

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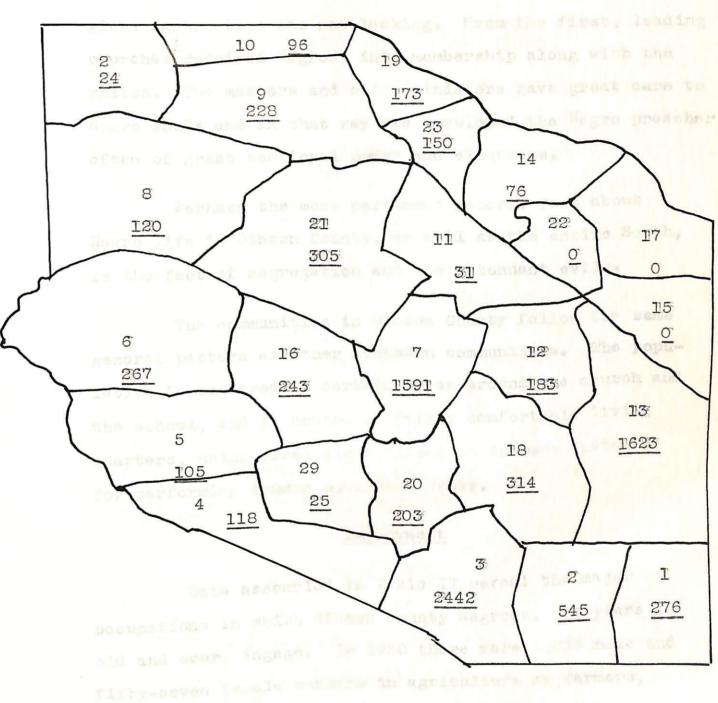


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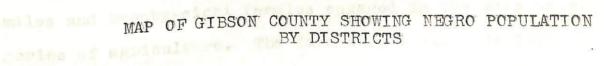


FIGURE 1

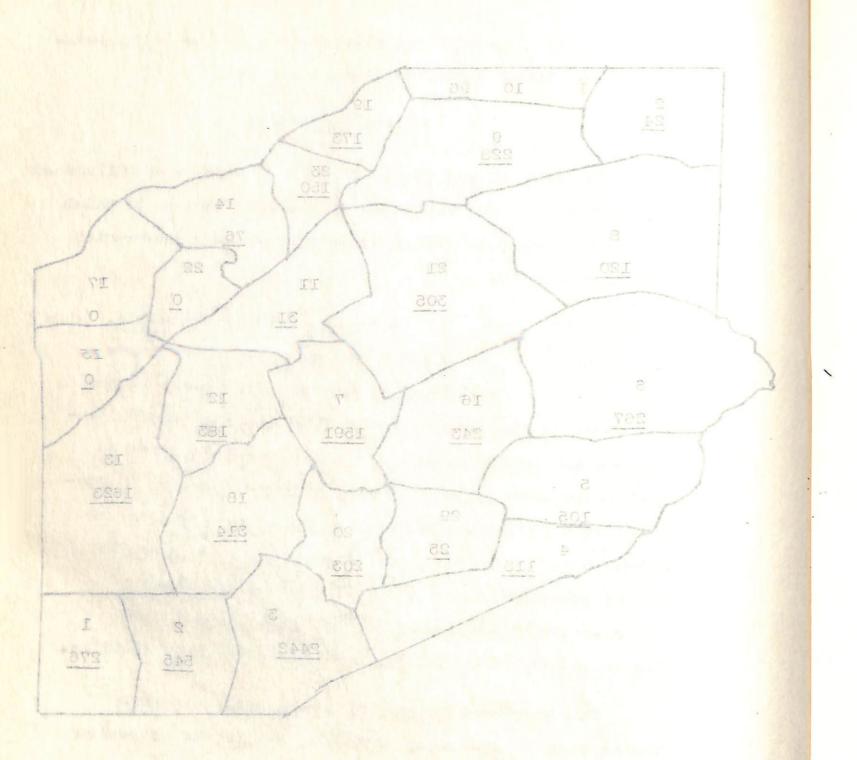
was given to their education prior to 1830, however religious instruction was not lacking. From the first, leading churches received Negroes into membership along with the whites. The masters and white ministers gave great care to Negro souls and in that way was developed the Negro preacher, often of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

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 agritulture 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



POPULATION

### Employment

16

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	Occupation	М	1930 F	M	1940 F	1950**
•		111		111	F	M F
1.	Professional and Semi- Professional Workers	63	46	54	43	
2.	Farmers, Farm Managers, Proprietors, etc.	1932	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	
з.	Farm Wage Workers	657	69	437	101	
9.	Farm Family Workers (Unpaid)	311	215	218	162	
)。	Laborers (not farm)	300	67	274	8	
Lo	Occupations Not Reported	144	14	6	0	

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\* 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.

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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# TABLE TI

EMPLOYED NEGRO WORKERS, FOURTELN YEARS

Professional and Semi- bordessional Workers $65 \ 46 \ 54 \ 45 \ 45 \ 100$	0
Proprietors, etc.         1932         57         917         28           lerical, Sales, etc.         95         7         10         1           reftsmen         42         2         51         0           peratives and kindred         127         9         164         27           orkers         127         9         164         27           orkers         66         642         69         755           workers         65         642         69         755           workers         65         642         69         755           arwise Workers         657         69         437         101           arm Wage Workers         657         69         437         101           arm Waid()         311         215         218         162	
raftsmen       42       2       51       0         peratives and kindred       127       9       164       27         orkers       66       642       69       755         ervice Workers       66       642       69       756         Not Domestic)       183       12       143       53         arm Wage Workers       657       69       437       101         arm Family Workers       657       69       437       101         arm Family Workers       511       215       218       162	
peratives and kindred         127         9         164         27           orkers         65         642         69         755           ervice Workers         65         642         69         755           Wot Domestic)         183         18         145         55           arm Wage Workers         657         69         437         101           arm Fainly Workers         657         69         437         101	<b>.</b> 8
orkers       127       9       164       27         omestic Service       65       642       69       755         ervice Workers       182       182       145       55         Wot Domestic)       182       182       145       55         arm Wage Workers       657       69       437       101         srm Painily Workers       511       215       218       162	
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Not Domestic)         182         18         145         53           arm Wage Workers         657         69         437         101           arm Fainily Workers         511         215         218         162	6. 1
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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.

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.

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

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### CHAPTER III

### Law of 1815

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.

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.

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.

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-

G.R. McGee, <u>A</u> <u>History of Tennessee</u>, New York, American Book Company, c1919, p. 305. <sup>3</sup>Ibid., p. 306.

<sup>4</sup>Andrew David Holt, The <u>Struggle for a State System</u> of <u>Public Schools in Tennessee</u> 1903-1936, Bureau of Publica-tions, Teachers College, Columbia University, New York, 1938, p. 6.

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Robert Hiram White, Ph.D., Development of Tonnessee State Educational Groupization 1796-1989 Kingsport, Tennessee, Southern Jublishers, Inc., 1 p. 252.

20

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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.

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

6 Taylor, op. cit., p. 178.

There was almost continuous levislation upon the school question from 1816 until 1860. The densus of 1860 revealed that shout one fifth of the grown white people of the state had never seen the inside of a school house.

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G.R.McGeo, A Mistory of Tennesses, New York,

Did., p. 506.

Andrew loved Folt, The Structle for a State le Schools in Tennessee 1902-1936, Eureau of Fa tard the effective operation of a public school system in

### Public Education Law of 1867

<sup>&</sup>lt;sup>5</sup> Alrutheus Ambush Taylor, Ph. D., <u>The Negro in</u> <u>Tennessee</u>, 1865-1880, The Associated Publishers, Inc., Washington, D. C., 1941, p. 173.

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.

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 9 children from the fields.

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

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

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Taylor, op. eit., p. 178.

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

people and arousing interest in education.

In 1872, A. S. Curry, Superintendent of Education.

Gibson County, reported to the State Superintendent of

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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.

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 12 system was founded.

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

10 Ibid., p. 307. 77 State Superintendent of Instruction, (Report of the Public Schools of Tennessee, 1872, State Library, Nashville, Tennessee. 12 White, op. cit., p. 380.

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

> Ibid. p. CLI. 9 Modee, op. oit. p. 306.

10

### Parent Law of 1873

schools; provided for a county and a state Superintendent of Education; provided for organizing and conducting It prescribed separate schools for colored children. 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. 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. In 1876, there were 44 white schools and 16 Negro schools in Gibson County. There were 64 white

Nashville, Tennessee, 1923, p. 784. Nashville, Tennessee, p. 103. 16 Ibid., p. 29.

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Ibid., p. 307. State Superintendent of Instruction, (Herort of the Fublic Schools of Tonnessee, 1872, State Library, Mashville, Tennessee. White, op. att., p. 580.

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

W. P. Greene, <u>Gibson County Tennessee Illus</u>-trated, <u>A Souvenir of 1901</u>, Press of Gospel Advocate Publishing Company, Nashville, Tennessee, 1901, p. 38.

<sup>15</sup>State Superintendent of Instruction, Report of the Public Schools in Tennessee 1876, State Library,

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

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 to 18 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 In 1880 the system was in thorough working order. 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.

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18 State Superintendent of instruction, Report of the Fublic Schools of Tennessee, 1877.

> 19 Green, op. cit., p. 38 20 loc. git.

Ibid., p. 25.

buildings were prected 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."

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.

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.

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. 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 report 26 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

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### School Law of 1909

25 Green, op. cit., p. 39.

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

# & I. STATE COLLEGE

27

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

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In 1925 an Act,<sup>28</sup> 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

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Public Acts of Tennessee, Chapter 264, Section
 I, State Library, Nashville, Tennessee, 1909, p. 74.
 28 Public Acts of Tennessee, 1925, Chapter 115.

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25 Green, op. cit., P. 59. 26 State Superintendent, Annual Report, 1909-1910, State Library, Mushville, Tennessee, P. 419.

> A. & I. STATE COLLEGE LIBRAPY

### Public School Laws of 1925

(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.

### May

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

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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27 Fublic Acts of Tennessee. Chapter 264, Section I, State Library, Mashville, Tennessee, 1909, p. 74. 28 Fublic Acts of Tennessee, 1925, Chapter 115.

### Minimum School Program for 1937

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.<sup>30</sup>

The Seventy-fourth General Assembly of the State of Tennessee enacted a law<sup>31</sup>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, Nashvili 30 Superinte Public Schools, 193 31 Public Ad

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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.

### Public School Law of 1947

<sup>29</sup> Tennessee Teacher, Minimum School Program for Tennessee, Nashville, Tennessee, March 1937.

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

31 Public Acts of Tennessee 1945, Chapter 121.

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 32 education as possible.

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 super intendent; 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;

32 State Department of Education, <u>A Study of</u> Tennessee's Program of Public Education, 1946, p. 1.

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

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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.

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

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

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

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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

pupil transportation, school plant operation, school plant maintenance and fixed charge. 35

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Tennessee Educational Eulletin, Fublic School Laws of Tennessee, Senate Bill No. 268, Chapter 8, Section 5.

### CHAPTER IV

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

### THE OROWTH OF PUBLIC SCHOOLS FOR MEGHOES IN CIESON COUNTY FROM 1951-1951

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Years	lumber • 19 yrs.	Number Enrolled	Per Cent Enrollment
	a demonstration of the second		78.5
1930	3,463	2,615	75.5
1940	2,917	2,232	76.5
1950	Not avail	able	

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

TABLE III

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

	OF GIBSON	AND ATTENDANCE OF N COUNTY FROM 1931 THR	EGRO PUPILS OUGH 1950
Year En	Net rollment	Average Daily Attendance	Per Cent Attendanc
	fratoga wh	Ich pena de restaten	arrest rice solling
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 1934 - 35	2,622 2,650	2,002	76.3
1904-00	2,000	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	OZ C
1941-42	2,107	1,770	83.6 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	75.5 pub 400 195	3-36; and the
1946-47	2,233	1,816	84.0
1947-48	2,297	1,934 2,078	87.0
1948-49	2,365	2,172	90.4
1949-50	2,349	2,175	92.6

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# DECRO SCHOLASTIC POPULATION AND ENTITIE AND PERCENT FOR YEARS 1950-1940.

Per Cent Enrollrent	Number Inrolled	ицийовр 5- 19 уга.	Косле
76.6	2,615	3,463	1.50
76.5	853,8	8,917	1940
and the second	alda	Not availa	

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

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. 513 which

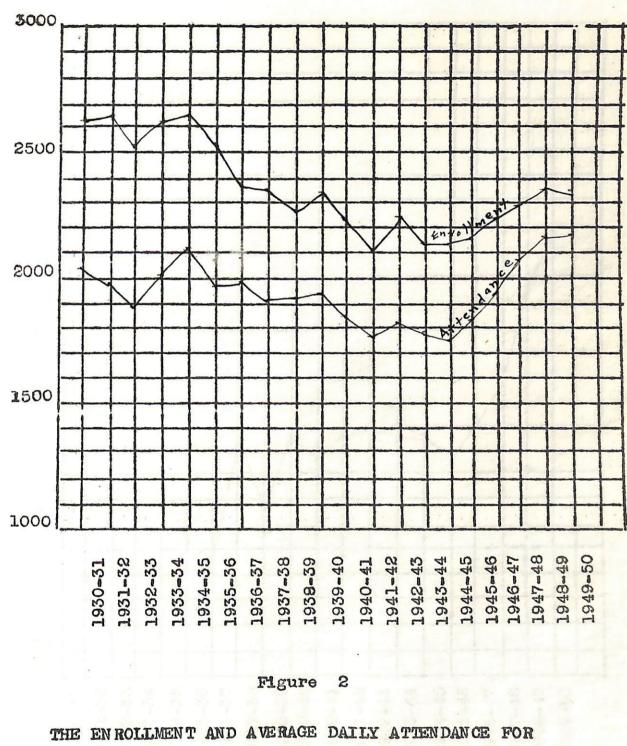
p. 36.

### TABLE IV

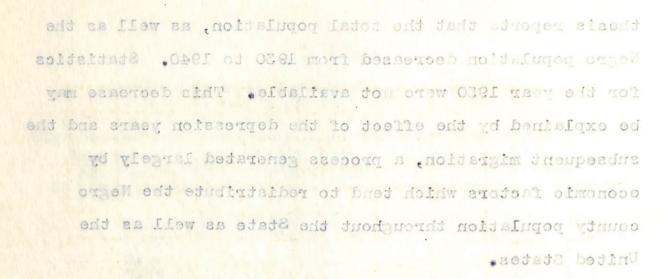
ANROLLAGENT AND ATTENDARCE OF NEGRO FUFILS OF GIESON COUNTY FROM 1951 THROUGH 1950

Par Cent of	Average Daily	ear Net
Attendance	Attendance	Enrollment
and the restriction of the second state of the	nannan an	and a single of a new strand grant of the second strands and strands and the second strange and the second strange
78.3	2,046	930-31 2,615
75.5	1,994	931-32 2,642
75.2	1,899	952-33 2,525
76.3	2,002	953-34 2,622
79.4	2,115	934-35 2,650
78.8 85.6 80.5 84.3 62.7	1,982 1,983 1,983 1,902 1,916 1,946	935-36 2,529 936-37 2,395 937-38 2,365 938-39 2,365 939-40 2,355
85.6	1,866	940-41 2,232
84.0	1,770	941-42 2,107
85.9	1,815	942-45 2,159
85.4	1,792	043-44 2,136
82.4	1,765	944-45 2,135
84.0	1,816	945-46 2,160
87.0	1,954	946-47 2,235
90.4	2,078	947-48 2,297
91.8	2,172	948-49 2,565
92.6	2,175	949-50 2,549

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



GIBSON COUNTY NEGROES.



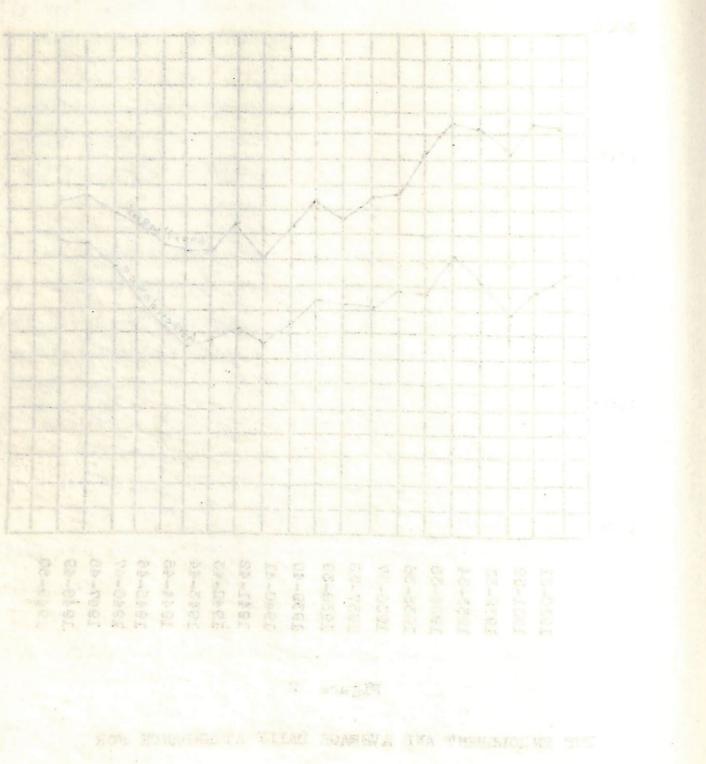
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Tennessee Educational Bull tin, Aublic Sougel Laws of Tennessee, Mashville, Tennessee, October 1947,

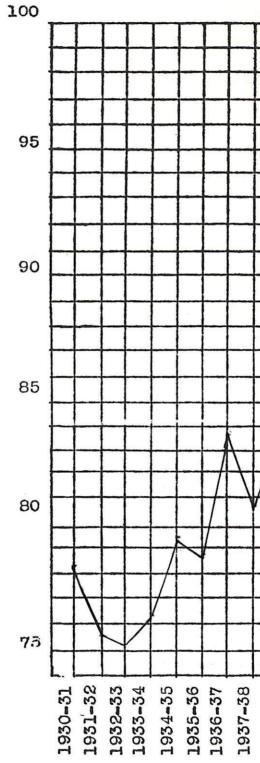
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BICSON OF WARDEN BERTS

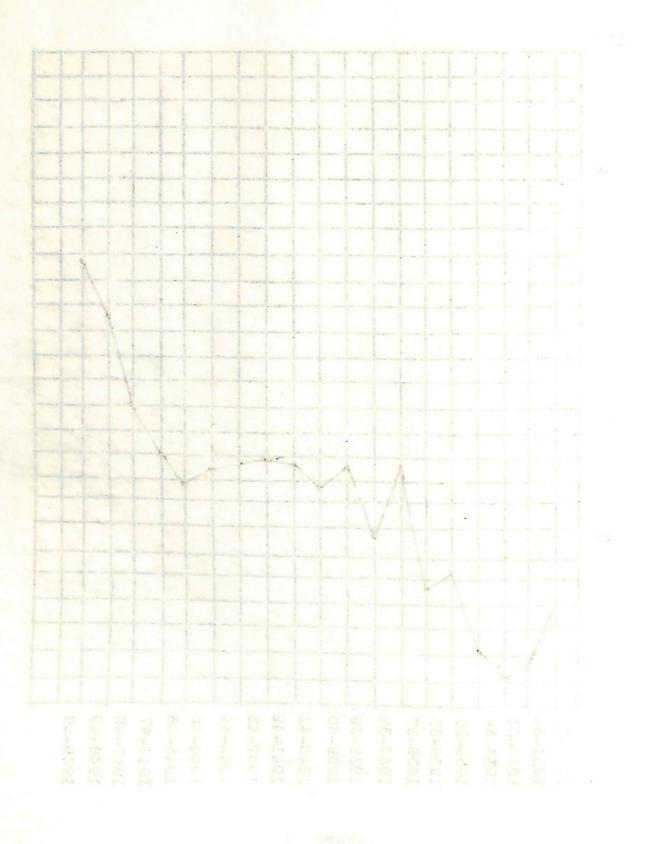


PER CENT ATTENDANCE FROM 1931 TO 1950

Figure 3

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1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	I946-47	1947-48	1948-49	1949-50	
936	936	94(	94]	946	94	944	945	946	947	946	946	
H	Ä	H	5	H	F	ĥ	H	H	Ä	Ч	F	

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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. Bond<sup>2</sup> in his study, <u>The Education of the Negro in the American Social</u> <u>Order</u>, 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.

Bond 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

<sup>2</sup>Horace Mann Bond, <u>The Education of the Negro</u> <u>in the American Social Order</u>, Prentice-Hall, Inc., New York, 1934, p. 292. <u>3</u> <u>Ibid.</u>, p. 295.

NGL 37 1.511 전송: 제 92.051 76 1.642 93.65

and a large	10	I share the			
50	Totals	2615 2525 2525 2622 2650 2650	2529 2595 2363 2272 2272 2272 2363	2322 2107 2159 2156 2136 2136	2160 2223 2297 2365 2349 2349
931-19	12	2012 2012 202 202 202	40 30 40 40 40	81 84 84 85 85	39 45 63 86 86
H		20 20 50 64 64	50 50 50 50 50 50 50 50 50 50 50 50 50 5	4300 4300 4300	52 82 98 96
BY GRADES,	10	33 48 48 62 62 61 61	00000 0000 000 000 000 000	71 66 62 73 73	76 104 113 118 118 118
COUNTY	6	55 91 82 82 87	102 107 99 103 119	90 88 1108 113 116	127 145 171 206 132
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II	4	135 135 102 158 158	155 151 160 145 158	144 185 150 181 174	186 207 193 193 237
PUPLIS	0	170 172 172 206 191	185 197 181 182 182	216 160 185 207 207	212 189 188 244 209
NEGR O	വ	220 230 230 230 230 230 230 230 230 230	257 235 208 212 237 237	197 227 217 235 ,	219 271 203 203
OF	4	265 265 2899 2894 2894 293	277 236 247 238 235 235	2010 2010 2010 2010 2010 2010 2010 2010	242 259 215 215
ENROLIMENT	5	542 542 344 334 328 328	276 262 245 231 278	235 235 261 226 226 226	270 266 211 246
	Q	304 357 340 286 312	275 267 255 251 271	247 277 225 281 281	261 228 228 267 273
-		859 812 775 791 721	706 664 721 578 578	537 531 461 385	315 349 375 375 326
	Years	1930-31 1931-32 1932-33 1933-34 1934-35	1935-36 1936-37 1937-38 1938-39 1938-39	1940-41 1941-42 1942-43 1943-44 1944-45	1945-46 1946-47 1947-48 1948-49 1949-50

2

TABLE

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all Tennessee of ildron between the ages of seven and
stried years, inclusive, to provide for attendance teachers,
to arthorize the adortion of rules and regulations for enforeing this act, and to presentbe penalties. Bond<sup>2</sup> in
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Order, says that poor attendance is a complex of many
and the efficiency and attractiveness of the schools themasilyes. As stated in Chapter IT, Gibson County is an
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Rorace Hann Ford, The Education of the Merro in the American Social Order, Frentice-Neil, Inc., New Tork, 1954, D. 393. 40

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.

> The teacher is directly responsible for directing In 1930-31 there were eleven teachers

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. 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.

5278 5292 5384 5382 5382 5382 5382	5726 5726 5726 570A 5325	8285 8845 8285 8285 8285 8285 8285 8285	5050 5050 5075 5075 5075 5075 5075 5075	Tots Is
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1940 - 10 1940 -	1044-42 1942-44 1942-44 1941-46 1941-46	1320-30 1820-30 1820-30 1929-30 1929-30	7025-22 7025-22 7025-22 7020-21	Totta

### Teacher Training

TRA	INI
	fr

			-				
Less than High School	High School Grad.		2 yr. Col.			5 yrs or more	Total
11 9 9 7 8	9 13 12 12 9	6 10 9 10 15	15 14 16 10 17	4 5 1 2	13 14 14 16 16	000000000000000000000000000000000000000	58 63 61 62 67
8 4 0 1 0	10 15 16 10 12	15 17 12 8 5	13 9 4 14 15	1 3 4 7 8	19 18 18 23 24	0 1 2 0 0	66 67 65 63 64
	7 6 7 6 6	3 1 0 0	18 17 16 17 17	12 13 14 14 13	26 27 33 31 31	00000	66 64 70 68 67
	5 5 4 4 4	01220	10 15 10 13 9	10 11 17 11 9	34 37 39 52 63	00000	68 69 72 82 85
	than High School 9 9 7 8 8 4 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	than       School         High       Grad.         School       9         11       9         9       13         9       13         9       12         7       12         8       9         8       10         4       15         0       16         1       10         0       12         0       7         0       6         0       7         0       6         0       6         0       5         0       5         0       5         0       4	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	than High SchoolSchool Col. Grad.Col. Col.Col. Grad.Grad. more1196154130913101451409129161140912916114071210101160891517216081015131190415179318101612441821010814723001251582400617143100601714310050101034005115113700421017390

proportion of these children reach the eighth grade, and a much smaller proportion reach the twelfth grade. Howover the trend toward a more even distribution has slowly but gradually increased from 1950-31 through 1949-50. This may be due in part to the fact that there was a "definite saturation point in grade progress" which 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 Megro teachers of Gibson County from 1950-51 through 1950. In 1950-51 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, four with

\* Ibid., p. 296.

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### TABLE VI

ING OF GIBSON COUNTY NEGRO TEACHERS rom 1931 through 1950

### ABLE VI

# TRAINING OF CIESON COUNTY NEERO TRACENS

Total	5 yrs or more	. Col.			1 yr.	Loo so S H David	Loss thun High Achool	Xo a r.a
58 63 62 67	00000	13 14 14 19 19	400 -140	15 14 16 10 17	6 9 10 10	9 18 18 18	8 9 11	1080-31 1981-38 1088-38 1987-38
66 67 65 65 64	00%400	19 16 28 84 84	18470	15 9 14 15	15 17 12 8 5	10 16 10 10	8 4 0 H 0	1955-36 1956-37 1937-37 1958-39 1979-49
		86 87 31 31	12/11/28	18 17 16 17	000110	6 7 6 7 6 7 6 7	000	10-40-41 10-41-40 10-48-45 10-46-46
88 00 87 88 88	00000	20 20 20 20 20 20 20 20 20 20 20 20 20 2	01 71 71 01	10 10 17 9 17 9	02210	10-10-4-4-4	00000	1945-45 1946-47 1947-40 1946-49 1949-60

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.

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 and three held two year examination certificates and three held permits.

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

### Teacher Certification

Francisco de la Constitución de la						Torth	-114	
Year Pe	rmit	2 yr. Exam.	4 yr. Exam.	Perm. Exam.	Limited T.P.	4 yr. Frof.	Perm. Prof.	Total
1930-31 1931-32 1932-33 1933-34 1934-35	4 0 1 1 0	15 16 14 13 13	실 4 3 4 그	36524	3 4 5 3 4	9 2 2 14 18	20 23 23 25 27	58 63 61 62 67
1935-36 1936-37 1937-38 1938-39 1939-40		13 14 12 11 11	2 0 1 1 0	542 22 24	3 3 3 2 2	17 17 11 8 2	26 29 36 39 47	66 67 65 63 64
1940-41 1941-42 1942-43 1943-44 1944-45		7 5 5 5 4	1 1 1 1 1	1 1 1 1 1	2 2 0 0 0	2 1 2 1 1	<b>5</b> 3 54 60 60 60	66 64 70 68 67
1945-46 1946-47 1947-48 1948-49 1949-50	01323	44222	1 1 1 0 0	1 1 1 1		1 1 1 1 0	61 61 64 76 79	68 69 72 82 85

graduates. In 1949-50 there were no teachers employed with less than bigh school training, there were four high releast eraduates, nine with two years college training, nine with three year college training and sixty-three collers rraduates. This change in teacher training may bo 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.

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\* See Public School Acts of Tennessee, Minimum School Program, D. 20 of this thesis.

### TABLE VII

CERTIFICATION OF GIBSON COUNTY NEGRO TEACHERS FROM 1931 THROUGH 1950

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

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 Bulletin<sup>5</sup> 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 III 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.

<sup>5</sup> National Education Association, <u>Research Bulletin</u>, Volume XXV, December 1947, Washington, D.C., 1947, p. 123.

p. 42.

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LatoT		t 4 yr.	Limito	Perm.	4 yr.	e yr.	d Luci	Year Pe
83 68 13 88 70	20 25 25 25 27	9 2 2 9 14 2 2 9 1 1	84884	20004	44844	15 16 14 13	40110	1850-51 1951-52 1952-35 1955-54 1954-55
66 67 65 63 64	26 29 36 47	8 11 177	500000	10 4 01 03 03	20440 0440	15 14 12 11 11	000000	1955-36 1956-36 1957-58 1958-39
66 64 70 68 67	53 54 60 60 60	3 H 3 H H	38000	1111	1111	7 55 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	0 0 0 0 0	1040-41 1941-42 1942-45 1945-44 1944-45
<b>88</b> 80 80 80	61 61 64 75 70		00000	1111	00411	44000	04888	1945-46 1946-47 1947-48 1948-49 1948-49

### Pupil-Teacher Load

Tennessee State Board of Education, 1949 -- 50 Rules and Regulations, May 1949, Nashville, Tennessee,

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 1950-31, the average number of pupils per teacher was forty-five. This number madually decreased each year until 1938-59 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 Bulletin Which gives an average of 51.15 pupils enrolled per teacher for 1944-45 in Tennessee. Another factor that has influenced the pupil-teacher load in orit to Gibson County Negro schools is requirement III 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 Mational Education Association, Research Bulletin, Volume XXV, December 1947, Washington, D.C., 1947, De 125.

Tennessee State Board of Education, 1948 --- 50 Rules and Regulations, May 1949, Mashville, Tennessee, po 42.

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		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

### TABLE VIII

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

verage <sup>c</sup> uni Lucils Fer 1	Numper Teachers	Total Enrollmont	n a olt		
45 42 41 42 42	58 63 61 62 67	2015 2042 2025 2022 2022 2020	1050-51 1051-52 1952-55 1963-54		
58 56 56 57	66 67 65 65 62	2829 25295 2576 2876 2856	1954-85 1955-36 1956-37 1958-39 1958-39 1958-39		
84 35 51 51 32 32 32	86 40 70 88 67	2222 2222 2222 2107 2126 2126	1940-41 1941-42 1942-43 1945-44 1945-44		
32 32 32 22 20	60 79 88 83	2220 2222 2227 2265 2265	1945-46 1946-47 1947-48 1948-49 1948-50		

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

### Teacher Salaries

# 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.

An exemination of Table IC reveals that during the merthad 1929-31 to 1057-36, there was a decrease in anlarian raid Harro teachers in Gibson County schools. It is soon Lat the average ropthly elementary salary decreased from 75.35 in 1030-31 to 352.86 in 1935-36 and the average workhily high school salary decreased from \$86.50 in 1950. Cl so 641. 6 in 1935-36. The sectoric depression was largoly responsible for this drop in salaries as its effect was folt promptly and sharply in aducation throughout the country. There was a notable increase in elemontery salaries in 1956-37 when the average monthly salary was V6.45, however high school salaries remained rather stationary until 1942-45 when they increased to 978.33. Caleries continued to increase each year and in 1950, th 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 toachers commonsurate with their training and experience. School Buildings and Grewnds

One distinct factor that reveals the growth of groundar Figure 5 1s a ploture of Herro Schools of Olbson County, which clearly shows the wross and conditions of the building. Operatio the picture is a map of the county.

Year	10 108 0
1930- 1931- 1932- 1933- 1934-	-32 -33 -34
1935 1936 1937 1938 1938	-37 -38 -39
1940. 1941. 1942. 1943. 1944.	-42 -43 -44
1945 1946 1947 1948 1948	-47 -48 -49

.

### TABLE IX

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

Elementary	High School
Teachers	Teachers
75.85	86.50
48.66	74.33
40.16	44.00
32.68	38.02
32.64	40.83
32.26	41.66
32.67	42.17
76.45	59.40
78.05	67.05
80.33	62.85
81:94	64.40
85:15	69.02
90:10	78.33
105:50	112.75
127.63	134.38
126:49	131.07
127/87	131.57
185:39	185.39
186:68	186.68
237.77	237.77

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.

THE DEPENDENCE IN AND ADDRESS AND ADDRESS ADDRESS AND ADDRESS ADDRESS ADDRESS ADDRESS ADDRES ADDRESS ADDRESS A	Build for the approximation of the state
Tenre Elementery High School Tenolory Tecohory Tecohory	
1030-01 75.85 86.50 1031-38 45.66 74.33 1061-38 40.10 44.00 1062-56 50 58.00 1062-54 40.85	74.83 44.00 58.02
1035-06 32.26 41.60 1026-07 82.26 42.17 1026-07 82.87 42.17 1027-07 76.65 59.40	41.60 40.17 50.40 67.95
1040-41 64.40 1041-42 91.94 64.40 1041-42 95.15 69.02 1041-42 10.10 1045-44 100.0 11.075	64.40 68.02 78.55 110.75
1040-45 1040-45 1040-45 1040-45 1040-47 104	131.57 186.57 186.68

showing the location of each school by district.

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.

trict 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 Salem School, a frame building was erected facilities. 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

anowing the location of each school by district.

The schools are described by districts. District One: In district one there are two schools for Magroes. Moding 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 wes orected in 1945 by the county. It is electrically lighted but there are no provisions made for a closk room or a lunch room. Sitks School is a two-room frame building constructed by the county in 1948. 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 commun-There are no provisions for a closk room or a lunch roo

District Two: Ply 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 cleak 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, play ground equipment. electricity, plano, primary teoles and chairs. There are approximately three scres of playmound space.

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District Three: As may be noted in Figure 1, dis-

50

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.

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

latrict Threat As may be noted in Figure 1, dia-Loaded here. Stimll Ti / Soldol is a modern relak Marneture, crected in 1933, by the city of Humbolds. It . antedned thenty classicons, andfortun, office, library, and a bar mont with facilities for steam heating. In 1950 an addition of six claastooms and two root rooms wore made. has suched building has modern facilities throughout, and there is a four acre play round equipped with flood 11 hts "are alche activities, and with play round equipment. This school has twelve grades and twenty -one teachers. Motley bohool a frame, one te oher building is also situated in district three. It was erected in 1941 by the county on due sore of ground, This building was wired by the commutty. There are no cleakrooms or lunch room facilities. Salen Senool, a frame building was erected in 1026 by the county with the aid of Mesenwald funda. This building was constructed for the use of two teachers but now has only one, so the extra class ween is used as a play room for rainy or cold weather. There dre also closi rooms and a community room. The milding was wired for electricity by the community and is situated on four seres of ground. is a two room, asbestos siding, building erected in 1946 by the county on one acre of ground. This building was wired by the country it has no facilities for cleak

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

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

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: Wards Grove, a one teacher frame building was constructed in 1954 by the county but was completely renovated in 1947. It has two cleak 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 1988 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.

Blatrict Seven: The Tranton Rosenwald School located in district seven was built in 1928 by the city of Frenton and the Hosenwald Fund. It is a brick building which has become very delapidated and overcrowded, and now is in ; process of being renovated. A modern brick addition is also being built. This building was prected on a two acre tract of ground which is very insdequate 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 Chargel is being taucht in a oburch, while the school building is being

District Nine: Rutherford School is situated in

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: Mb. 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

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

District Mine: 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 closk 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 sore of ground and has a supply of playground equipment purchased by the community.

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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 purchased 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.

is situated on a large six sone campus with many types of layground equipment. Eledsoe is another thirteen district school. It is a one toucher frame building, prected by blic county in 1948 on two acres of land, donated by a member of the community. This school has no facilities for closk or lunch rooms. Thomas Frove is one of the older schools, having been built in 1987 by the county with aid from the losomald Fund. It is a one teacher frame building with adequate cleak rooms but no lunch room. The building although old is in good repair and well kept, it also has electricity.

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District Sighteen: Gibson School, a two teacher frame building was constructed in 1946 by the county on a and has ample cloak rooms, a stage, a romovable partition between the two rooms and a small entrance. The grounds are billy and in need of landsomning.

District Mineteen: China Prove School was built in 1947. It is a frame building containin two rooms and was constructed from surplus war natorials. Where are no facilities for cleak or lunch rooms, the building is

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.

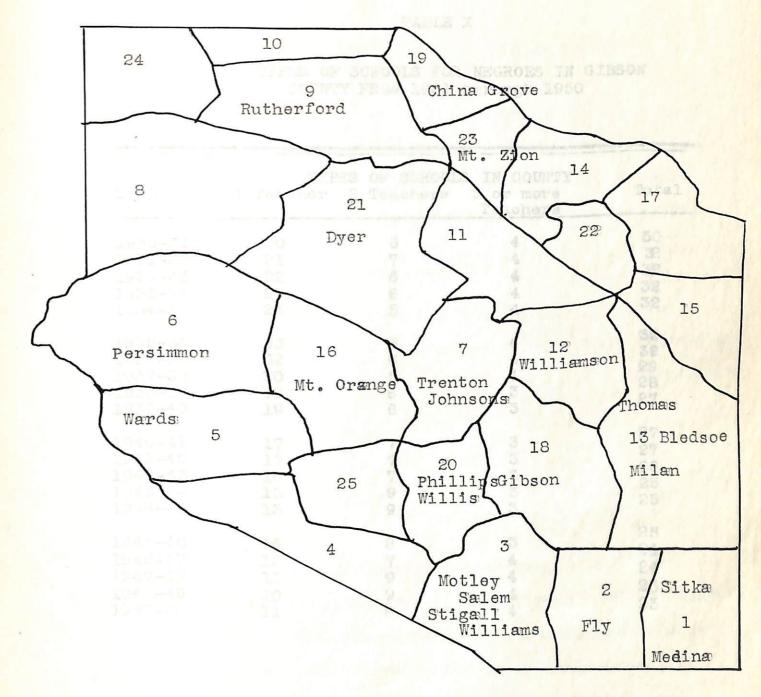
As revealed by Table X, in 1930-31 there were twenty one teacher schools, six two-teacher schools and four threeor more teacher schools. The trend has been toward consolidation of the smaller schools and in 1949-50, there were eleven one-teacher schools, eight two-teacher schools and four three-or-more 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

electrically lighted. Unia building is on the county list

Distinct Twenty: Fillling School, a two teacher frame huliding was errected in 1941 by the county. It has no cleak or hunch roots and is situated on a two scre thest of ground. Willing Cherel is a one room, frame building, errected in 1957 on one sere of ground. The community purclessed play ground confirment and wired the building. This building has no hunch or cleak rooms and is in need of ropair. This school is five miles from Frenton and is being of this school is five miles from Frenton and is being of this school term.

<u>Platrict Twenty-One: Dyer Resonwald School was b</u> in the town of Dyer, in 1927. The county with the aid the Resenweld Fund erected this three room frome 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 electricelly lighted, has indoor toilets end rest rooms, Thore are several types of playground equipment, purchased by the committy.

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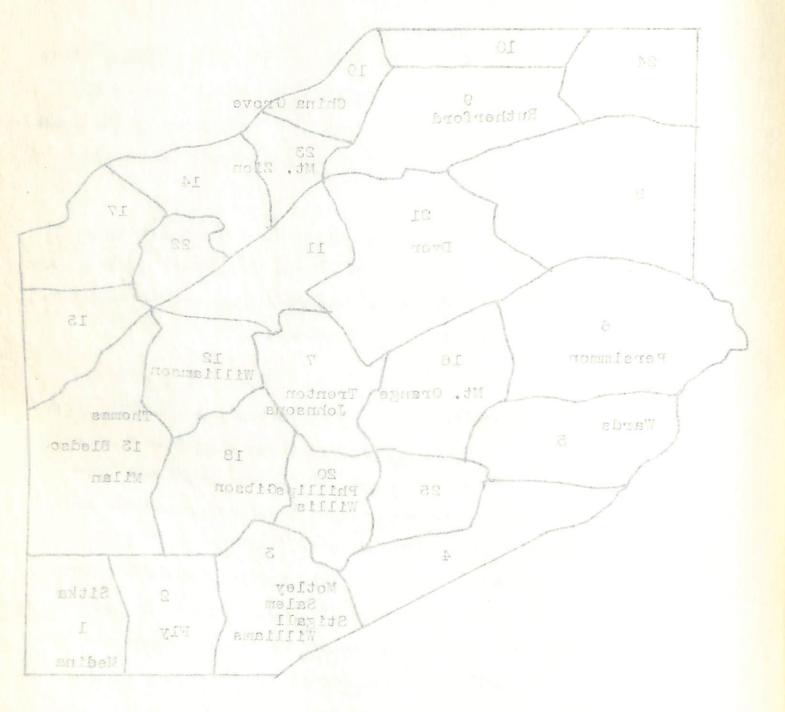
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MAP OF GIBSON COUNTY SHOWING NEGRO SCHOOLS BY DISTRICTS

85

## FIGURE 4

56



PTGURE 4

MAR OF GIRSON COUNTY SHOWING MESRO SCHOOLS

YEAR	TYP 1 Teacher	ES OF SCHOOI 2 Teachers	S IN COUNTY 3 or more Teachers	Total
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	5 6	4	32
1937-38	20	56	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 3	27
1942-43	16	7	3	26
1943-44	13	9	33	25
1944-45	13	9	3	25
1945-46	14	8	3	25
1946-47	13	7	4	24
1947-48	11	9	4 4	24
1948-49	10	q	Å	23
1949-50	11	9	4	23

## TABLE X

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

## THOU 1931 through 1950

	council and in the country waters		y the sugaring of the second	
Potal	YTTOO HI AN		TTP I Teachér	
	lenchers			
50			03	175-0.6MJ
SE	<u>.</u>	7	81	1981-32
52	4		22	1022-03
88	4		88	1.0-1
28	A STATE	5	83	a "- 1-a - 1
20		6	66	0.1-20.1
32	4	8		88-85-36
5.3	4			15-30-1
88	4		20	22-7-33
88	8	ö	1.9	UZ-830.
27	S .	8	01	04-930.
				(199 <b>-</b> 1996)
78	3	<i>i</i> a	1.7	940-41
27	3	1.4		21-11-12
33	3	1.		01-01-13
25		ò	1.5	1.2
	8		13	4.5-4.5
			01	1. 1 U
				0.5-3300
		17		
12			1.1	21-04 J
				Y
25			10	0.0
Care			<u> </u>	07-11-R

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

On Friday, May 1, 1885 the "Gibson County Herald" reported that a bill had been passed by the State legislature authorizing counties to establish health boards. Accordingly, Gibson County formed its first health board. Meager health services were rendered schools until 1922 when Gibson County established the first county full-time health department in West Tennessee and the third such unit in the state.

A fine example of cooperation between the department of education and the department of health was exhibited in the teaching of fundamental facts regarding contagious diseases, immunizations, the value of medical and dental supervision, diet, personal habits of good hygiene and sanitation as practised in the schools of the county.3

1 Gibson County Herald, (Trenton, Tennessee), May 1, 1885.

2 Gibson County Health Department, Annual Report, Trenton, Tennessee, 1937.

3 Ibid., p. 12.

## CHAPTER V

SPECIAL SERVICES RENDERED TO GIBSON COUNTY SCHOOLS FOR NEGROES

## Health Service

### G APT 33

## BUTTLAL TO AVENT TO THE BOOM OF A LESS OF COUTY

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## Tenith Service

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1 Gibson Covety Verbild, (Treaton, Tannerson), 3 1, 1936.

M Gil and worm to Tealth Department, Maryel Menore,

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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.

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

<sup>4</sup>Gibson County Health Department, <u>Annual Report</u>, Trenton, Tennessee, 1939, p. 13.

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 supervision 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 department from one nurse, one health officer and one clerk in 1922 to one health officer, eight nurses, two sanitarians.

> 5 Ibid., p. 14.

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Gibson County Health Tenartment, Annual Haport, Trenton, Tennessee, 1939, p. 13.

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

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, 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 fund 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.

<sup>7</sup> Edwin R. Embree, <u>Investment in People</u>, Harper and Brothers, Publishers, New York, 1949, p. 26.

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5 Totd., p. 14.

## Library Service

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

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.

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

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

" Edwin R. Embres, Investment in Feople, Marper

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

collections of fourteen to firty suitable books one made and furnished to schools at a cost of 10 to 556, for band paying one-blird, the community one-third and the tate Department of Education, one-third.

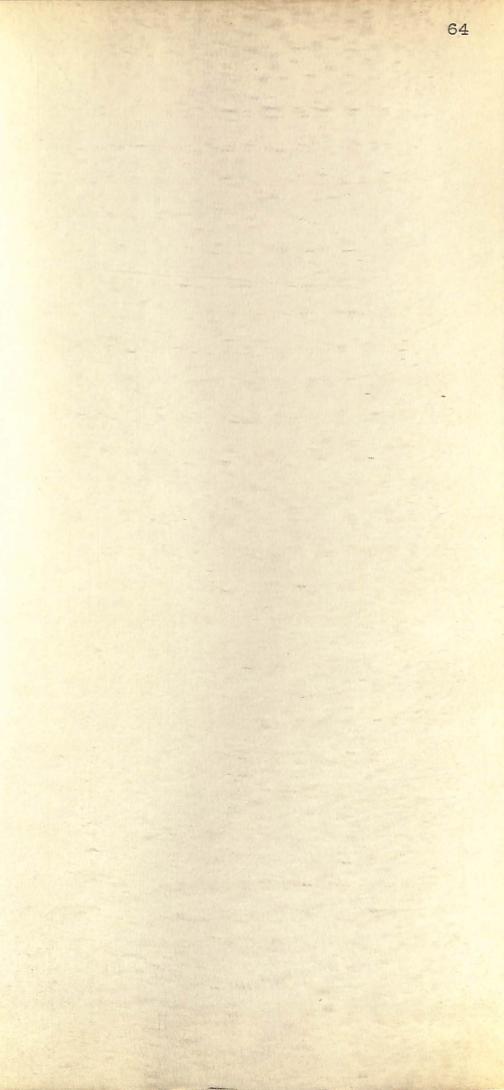
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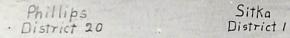
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8 Ibid., p. 60.







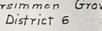


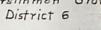


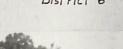
Thomas Grove District 13



Persimmon Grove









Gibson District 18



REEL

Salem District 3

Wards Grove District 5



Williamson Grove District 12

Williams Chapel District 3



Bledsoe

District 13

Motley District 3



Dyer Rosenwold District 21



Ruther ford District 9

Fly District 2

Mt. Orange District 16



Rosenwald High School District 7



Mt. Zion District 23

Stigall High School District 3

FIGURE 5

GIBSON COUNTY NEGRO

SCHOOLS 1950

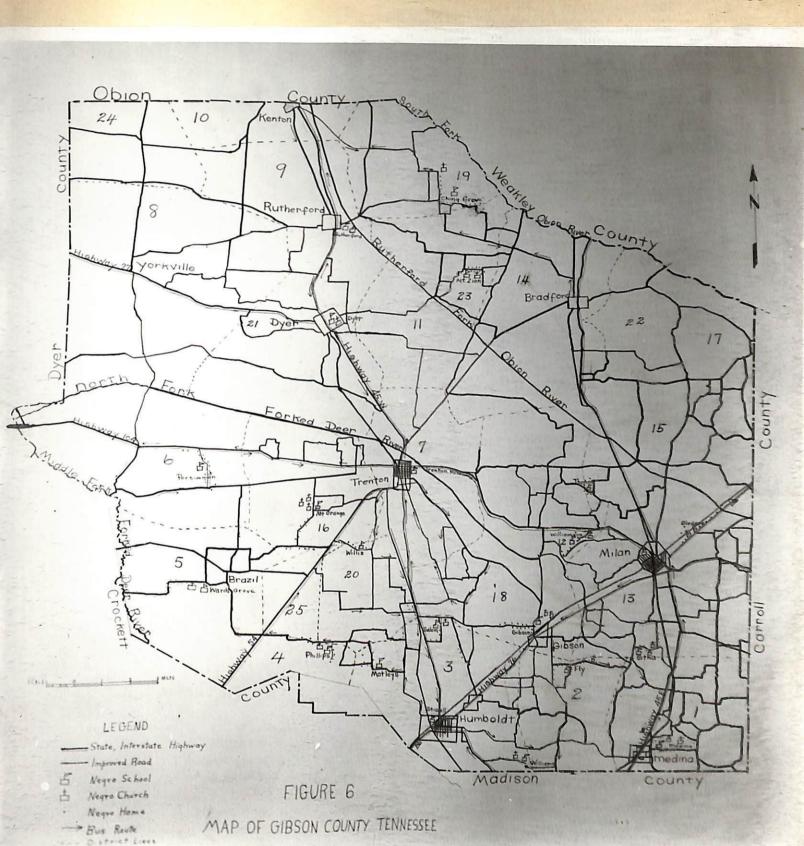


China Grove District 19



Gibson County Training Se District 13





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.

9 Jeanes Supervisors Journal, (Grambling, Louisiana), December 1950. 10 Myrdal, op. cit., p. 890.

## School Lunch Service

## 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.<sup>9</sup> The Jeanes Foundation was incorporated November 20, 1907 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

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9 Jeanes Supervisors Journal, (Crambling, Louisiana), December 1950. 10 Frdal, op. cit., p. 800. 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 11 county. 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.

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. Fre-school conferences
- Workshops 2.
- 3.
- Study groups 4.
- Demonstrations 5.
- national organizations
- Council
- 8.
- 9.
- - welfare drives
- 10.
- 11.
- 12.

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School visitation and intervisitation

6. Teacher affiliation with regional, state, and a structure second Medrood in 7. Organization and development of County P. T. A.

Sponsoring of Health Clinics Cooperation with Junior Red Cross, National Red Cross, Infantile paralysis and other

Development of a unified school program Enrichment of teacher environment Development of better inter-group relations The Jeanes teacher has taken advantage of offerings of the State Department of Education to attend special conferences, workshops, regular classes and special projects in order to better cope with the newer trends in education.

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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.

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.

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

- Development of a unified school program 10.
  - Enrichment of teacher environment 11.
- Development of better inter-group relations 12.

The Jeanes teacher has taken advantage of offerings of the State Department of Education to attend special conferences, workshops, regular classes and special projects in order to better cope with the newer trends in education. CHAPTER VI

SUMMARY OF FINDINGS

## Findings

the to second and out

6. The training of teachers, as evidenced by the number of college graduates, tended to increase from thirteen mollege 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.

CHAPTER VI SUITARY OF FINDINGS.

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The proportion of school enrollment to the scholastic population remained fairly constant from 1930 to 1940.

4. The enrollmont decreased from 2,815 in 1020-31 to 3,329 in 1049-50, althout the per cent of average daily attendence increased from 70.5 per cent in 1930-31 to 82.6 Per cent in 1940-50.

5. The distribution of pupils through the twilve Stades tended toward a mone nearly over distribution in 1949-50 than in 1930-51.

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.

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

That progress is evidenced in each area of develop-

ment 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

C. The training of teachers, as evidenced by the number of college graduates, tended to increase from thirteen and ereduated out of to all of fifty-el ht teachers in 1950-21 to ality - three collers or advates out of a total of al bre-flys tedenors in 1049-60.

7. The cartilited blow of tenchers improved from twenty, but of fifty-ed ht tonchors in 1980-51, passessing persince of eachard, certificates to sawinty-pine, out of eighty-five teschers in 1909-50, possesing perminent professional enreitic bes.

C. The pupil-teacher rabie impubved from force-five pupils per teacher in 1980-21 to twenty-seven nupils perteacher in 2018-00.

The average monthly salary of elementary teachers increased from 975.85 in 1850-51 to \$257.77 in 1949-50. The average monthly salary of secondary becoldry increased from \$86.00 in 1050-31 to \$257,77 in 1949-50.

10. Tron 1950-51 to 1949-50, bhere was a trand toward consolidation of the smaller schools. In 1000-01 blare wore twenty one-teacher schools out of a total of thirty achools. In 1940-50 there were elevan cre-beacher schools out of a total of twenty three schools.

## Conclusions

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.

11. The school buildings, while not of the best second added type, are mostly in cod repair and are situated on accountelle reads, some what removed from traifie maannis. There is a decided trend toward improvecount of these buildings. Seventeen of the twenty-tires added to are built during the twenty your period studied.

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