AN ANALYSIS OF THE CHANGES AND THE DEVELOPMENT OF NEGRO EDUCATION IN RURAL HARRISON COUNTY, 1940-1950

THESIS

Presented to the Graduate Council of the
North Texas State College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Pearle Pippen Stone, B. S.
Marshall, Texas

August, 1950

TABLE OF CONTENTS

TABLE OF CONTENTS--Continued

LIST OF TABLES

LIST OF TABLES--Continued

CHAPTER I

INTRODUCTION

Statement of Problem

The problem of this study is to trace the changes and the development of Negro education in rural Harrison County, Texas, from 1940-1950.

Sources of Data

The background for this study was gathered from books made available by the libraries of North Texas State College at Denton, the University of Texas at Austin, and Wiley College at Marshall, Texas. The sources of data for analysis and interpretation were the annual reports of the Harrison County superintendent from 1940-1950, the County Board minutes, the local board minutes, personal interviews, visits to Negro schools, questionnaires to Negro principals and head teachers, and newspapers and magazines.

Treatment of Data

The annual reports of the county superintendent were studied and the data compiled in tables. The development in attendance, pupil personnel, buildings, equipment, facilities, consolidations, teacher personnel, and financial support

are reported. The minutes of both the County Board and local boards were studied for information concerning financial aid, consolidation, and the merging of schools within the districts.

Reports are made of personal interviews with the county superintendent, some of the Negro principals, the supervisor, and classroom teachers. Visits to Negro schools where observations of class work and other activities were studied are reported. From questionnaires sent to the thirty-eight Negro principals, information was collected and studied for the changes and development in the educational program of the schools.

Limitations of the Study

This study has been confined to the common school districts of rural Harrison County. Three independent districts of the county are not included in this study. There are more than eleven thousand scholastics in the county. Marshal independent district has more than five thousand scholastics; Karnack independent district has more than six thousand; and Waskom independent district has between seven and eight hundred. What per cent of the total eleven thousand scholastics are Negroes is not available. In this study from four to five thousand Negro scholastics are under consideration.

Purpose and Significance of the Study

The purpose of this study is to present the changes and to trace the development which have taken place in the educational program for Negroes in rural Harrison County from 1940 to 1950.

This information has been obtained and assembled because of the significance of education in the life of the Negro. Education has been a contributing factor to the community life and its needs. It has created a greater understanding and tolerance toward helping to solve the economic, educational, political, and social problems, better fitting the Negro for citizenship. Education makes of both the individual and society something better than they otherwise would have become, helping to build and express a civilization.

The Negro has always seemed eager to learn. This was evident long before there were any established schools or formal education for Negroes. While still slaves, many of them had acquired the ability ro read, write, and calculate. Frequently white children taught the slave children by writing and spelling words in the sands or finding and spelling words from the Bible. Some Negro slave children went to school to carry their young masters' books. They often

stayed in the school room and listened to the recitations of the white children. Other Negro children at the home eagerly awaited the return of the white children from school that they might see the school books of the white children. They often played school together, the white children teaching the Negro children who eagerly sought to learn words from the books.

The mistress in the "Big House," through interest or religious motives, called in the slaves on the Sabbath and taught them Bible lessons. The churches asked that slaves be present at the religious services of the family, owners and slaves attending the same church. For economic reasons, the masters taught their slaves many useful trades. It was cheaper to teach slaves than to buy them, and skilled slaves were always in demand.

The masters put great loyalty and trust in the slaves when leaving for the Civil War. The slaves were left as the only protection and support of the families of the Confederates. There seems to be no evidence that this trust was ever violated. When the masters left, they told the slaves that they were leaving them to look after the home and their loved ones. The slaves took great pride in learning to manage the plantations, thereby gaining much practical knowledge which added to the process of education.

When the Emancipation Proclamation of January 1, 1863, was made effective on December 18, 1865, there were between four and five million slaves set free, many of them illiterate. These emancipated slaves had an immense desire for learning and progress. They followed the pattern they knew best, the one of their masters. No place in the American tradition has there been a greater urge than that which now drove the Negro toward education. Grown men could be seen plowing in the fields, studying the alphabet, holding the "Blue Back Speller" with one hand while guiding the plow with the other. There were mothers who tramped scores of miles to town to place their children in school. At night, pine torches illumined the dirt floors of the cabins far into the night, where the men, women, and children studied.

Religious motives prompted the first efforts toward education for Negroes in the days of the colonies. The American Missionary Association was the first in the field of religious organizations to begin work with the freedmen and refugees. The ministers were the leaders and teachers of the Negro people. The work of education for the Negro begun by this organization continued to grow under their support.

To maintain educational work for the Negroes in the South, the Freedman's Bureau worked closely in co-operation with the missionary societies. The denominational agencies, with the Methodist and Baptist foremost in the field, supported and carried on the work of the Bureau when it went out of existence in 1872.

Before the Bureau closed, there was another type of educational philanthropy which emphasized the development of the South. The first educational foundation, the Peabody Education Fund, appeared only two years after the close of the Civil War. This was followed by the John T. Stater Fund, the Anna T. Jeanes Fund, the Phelps-Stokes Fund, and the Julius Rosenwald Fund. The public systems of education have benefited from money grants of these and many other Northern and Southern philanthropists who have contributed generously to the cause of Negro education. The South seems to realize that a sound democracy is impossible without an educated citizenship, with all participating regardless of race or color. For this reason, an analysis of the changes and development of Negro education has been chosen for this study.

Organization of the Study

This study has been divided into five parts. Chapter I states the problem of the study, explains the sources of data, discusses the treatment of data, shows limitations of the study, discusses the purpose and significance of the study, and presents the organization of the study. Chapter II deals with the pupil personnel, membership, average daily attendance, percentage of attendance, enrollment by grades, age-grade distribution on the basis of enrollment by grades, and the length of the school year. Chapter III is a survey of buildings, equipment, facilities, transportation, financial support, and consolidations. Chapter IV deals with teacher personnel, training, experience, tenure, and salaries. Chapter V presents the summary, conclusions, and recommendations.

CHAPTER II

PUPIL PERSONNEL

The purpose of this chapter is to present the facts of Negro pupil personnel of the county. The membership, average daily attendance, percentage of attendance, enrollment by grades, age and grade distribution, and the length of the school term will also be presented in the chapter.

Membership, Average Daily Attendance, and Percentage of Attendance

The enrollment, membership, and daily attendance have been a matter of concern for both white and Negro schools in the county. There apparently has been lack of interest or indifference in school attendance, which has retarded the program of education in both white and Negro schools.

Table 1 presents membership, average daily attendance, and percentage of attendance of Negro pupils in the county from 1940 to 1950.

The membership of Negro pupils was larger in 1940 than any of the following years through 1950, as may be seen from a study of Table 1. The major reason for the decrease in membership after 1940 was the general shift of Negro population. The Negroes from this county moved in large numbers

TABLE 1

MEMBERSHIP, AVERAGE DAILY ATTENDANCE, AND PERCENTAGE OF ATTENDANCE OF NEGRO PUPILS, 1940-50

Year	Membership	Average Daily Attendance	Percentage of Attendance
1940-41	5040	4236.0	84.04
1941-42	4832	4021.0	83.21
1942-43	4512	3878.1	85.95
1943-44	4318	3648.9	84.50
1944-45	4061	3524.9	86.79
1945-46	3911	3440.0	87.96
1946-47	3749	3257.2	86.88
1947-48	3626	3196.6	88.15
1948-49	3375	2980.6	88.31
1949-50	2910	2570.9	88.34

to California and other states, to Marshall, the county seat, or to other places outside the county. The Negroes are a migratory group, as discussed in the Negro Year Book: "It has been pointed out by students of population that each generation more than 3,000,000 people born in the south move to other states than those in which they were born."[1]

[1]Jessie P. Guzman, Negro Year Book, 1947, p. 54.

As the labor situation changed in the South, the surplus labor was forced out. When the cotton crop grew smaller fewer laborers were needed, and the migration of Negroes followed.

> A steady migration of Negroes from the south to the north had continued; but, as the shift in the center of population indicates, it was not until 1920 that the census figures showed a reverse movement of the general trend toward the southwest. The continuation of this shift from 1920 to 1930 is shown by the further displacement of the center of population to the northeast. The greatest migration of Negroes, accordingly, has taken place within the past twenty years. This movement is not only dramatic and charged with the spectacular; it has consequences that affect sharply the educational problems of all sections where the race is located, both those deserted and those adopted as a new home. . . . The result has been a steadily diminishing percentage of Negroes in the total population.[2]

As will be noted in Table 1, the membership of the Negro pupils from 1940 to 1950 decreased 2,130. The greatest loss in any one year was 1942-43 with a decrease of 320 under the previous year. This was the first year some high school pupils were transferred and transported to Marshall High School.

The lowest average daily attendance was in 1941-42 with a percentage of 83.21. There seems to be several reasons for this decrease of 83 per cent as compared with the previous year: the unusually severe weather during January

---

[2]Horace Mann Bond, The Education of the Negro in the Social Order, pp. 194-195.

and February, and the growing disturbance and unrest due to war conditions.

In 1945-46 a higher percentage, 87.96, may be noted, probably due to the close of the war. In 1949-50 a small increase may be observed. The average daily attendance was higher than any of the years of the study due to increased interest and stress put on average daily attendance inspired by the Gilmer-Aiken Minimum Foundation Act. However, due to an epidemic of flu and children's contagious diseases in the last semester, the increase was very slight.[3]

There have been many factors contributing to poor attendance of Negro pupils in school.

> It can thus be seen that too little interest has been manifested concerning the attendance of Negro scholastics. But, in spite of adverse conditions, including inadequate school facilities, the Negro child has kept his attendance surprisingly well, which shows that his desire for an education is not abating.[4]

> However, the effect of the many adverse conditions--irregularity of attendance, short terms, employment of child labor, lack of transportation, and so forth--is revealed in the retardation of the children in Negro schools.[5]

---

[3]Personal Interview, principals, head teachers, classroom teachers, May 27-29, 1950.

[4]Biennial Survey of Education in the United States, 1928-30, Bulletin No. 20, 1931, p. 599.

[5]William R. Davis, The Development and Present Status of Negro Education in East Texas, p. 89.

The problem of regular attendance has an important place in the program of Negro education, and it has received an increased amount of attention in the past few years.

> We have been accustomed to thinking of school attendance as a relatively simple matter, including only two elements. The first of these is customarily thought of as the provision of a school which can be attended, and the second is the willingness of the child or his parents for him to attend the school. A third factor may be legislation to compel attendance of the school established by the state as a measure falling within the police power of government, for it is considered right and just that the state, having established the school as an instrument of public policy, should demand attendance from the child.[6]

There are many factors which have contributed to poor attendance of Negro pupils in school. The buildings are not always adequate to meet the needs of the pupils, and over-crowded classrooms have discouraged attendance.

> Other conditions have also tended to lower the average attendance of Negro children, one of which has been the crowded conditions in many schools. In one school visited by the writer, some of the children could only attend school half of each day because there was not room in the building to accommodate all the children enrolled. In this school, half of the children below the sixth grade went to school in the morning and the other half went in the afternoon. Tardiness in reaching school has also lowered Negro school attendance. In many of the Negro schools visited by the writer, children straggled into the room until well up into the morning. Of course, such tardiness has affected the entire school and has cut down the time for effective work. . . . yet, the Negro child cannot always be blamed for non-attendance at school. If he has to walk from two to five miles to

---

[6]Bond, op. cit., p. 215.

> school, he cannot always be on time; and at times when weather conditions are unfavorable, he cannot go at all.[7]

A definite plan of action seems necessary to combat absenteeism in the Negro schools. There are not as many excuses to stay away from school now as formerly, when Negro children worked on the farms planting and gathering crops. They entered school only after the cotton crop was gathered.

> The lack of enforcement of laws for compulsory school attendance and those governing child labor is a potent cause of the low enrollment and percentage of daily attendance in the Negro elementary schools. The Negro school reaches fewer of its educables than does the white school in the same locality.[8]

It seems evident that the laws of compulsory attendance have done very little to increase the percentage of attendance in the rural schools. Many pupils have remained out of school for various excuses and reasons.

> It is not too far-fetched to say that the most significant factor in the education of Negro children in the south in recent years has been the rapid rate at which these children have been withdrawn from employment. With the migration to cities, which has taken children from the necessity of working on cotton farms, and with the gradual mechanization of the south, which has made the labor of children non-essential in urban and industrial areas, the net result has been an emancipation of the child from

---

[7]Davis, op. cit., p. 86.

[8]Ambrose Caliver, Fundamentals in the Education of Negroes, p. 53.

> daily labor. . . . Almost one-half--46.6 per cent--of all Negro children aged 10 to 15 were gainfully employed in 1910. By 1920, this percentage had dropped sharply down to 21.8 per cent. In the decade 1920-1930, the decrease was less notable--to 16.1 per cent of the age-group.[9]

Negro Enrollment by Grades

Table 2 presents the enrollment of Negro pupils in the various grades from 1940-1950. The data in Table 2 note the total number of Negro pupils enrolled in the first grade to be 11,870 for the period of study from 1940-50. For the second grade, the figure is 4,883; and at the fifth grade level, 4,281. From these figures it may be assumed that the largest number of Negro pupils attend school in the first year. The total number of pupils decreases in each grade from one to twelve. From the eighth to twelfth grade, data for 1940-42 are not available for the table. The eighth grade in these years was listed among the high school grades and will be found in Table 10.

The lower or primary grades have the largest enrollment throughout this study. From grades one through five are found the greatest number of pupils enrolled in school.

There is considerable loss in enrollment throughout this study from 1940-1950, with an exception of grades ten,

---

[9]Bond, op. cit., pp. 215-217.

TABLE 2

NEGRO ENROLLMENT OF PUPILS BY GRADES
IN RURAL HARRISON COUNTY, 1940-50

Year	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
1940-41	1674	643	638	669	560	448
1941-42	1505	553	556	574	523	468
1942-43	1445	568	567	521	449	450
1943-44	1212	491	462	465	517	415
1944-45	1194	485	443	470	423	418
1945-46	1115	499	457	421	409	351
1946-47	1137	428	438	410	384	379
1947-48	1107	421	414	396	358	368
1948-49	874	432	412	401	332	320
1949-50	607	363	385	360	326	266
Total	11,870	4,883	4,782	4,687	4,281	3,883

eleven, and twelve, in which an increase is shown to be fairly constant.

The first grade has a loss of 1,067 over the ten-year period. The total loss during the years of this study is a drop from 5,067 in 1940-41 to 2,985 in 1949-50, showing that 2,082 less pupils are enrolled. The proportion of total

TABLE 2--Continued

Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	Grand Total
435	*	*	*	*	*	5,067
320	*	*	*	*	*	4,509
394	158	83	29	14	0	4,678
376	301	100	58	44	8	4,449
332	231	123	59	33	27	4,238
331	237	98	68	25	25	4,036
292	216	94	58	29	24	3,889
253	232	109	42	24	24	3,748
279	196	119	73	24	21	3,483
227	214	79	89	42	27	2,985
3,239	1,785	805	476	235	156	41,082

*Data not available, presented as high school in Table 10.

enrollment is very small in the high school as compared to the lower grades.

> Forty-three white children out of a hundred in school are in the kindergarten and first three grades, while sixty-two out of a hundred Negro children are located in the first three grades. . . . The small percentage of children who reach the high school years should be remembered in planning curricular adaptations to meet this situation. The lower grades must

be depended upon, if the mass of Negro children is to be reached.[10]

Age and Grade Distribution on the Basis of Enrollment by Grades

Table 3 presents information on age distribution on the basis of enrollment of the first grade scholastic pupils, ages six through seventeen, with one additional column for pupils under six years of age. In Table 3 is shown the range of ages in the first grade enrollment. Of special significance is the wide range of ages in this grade. For example, the range of ages in 1940-41 was from under six to sixteen, a range of twelve years. Nine of the sixteen-year-old pupils were on the grade level with eighteen of the under-six-year-old pupils. In 1943-44 and 1944-45 the range was from six to seventeen years, also a range of twelve years. An improvement in range is shown in 1948-49, from six to fourteen years. In 1949-50 the range is one year greater, from six to fifteen years. The general range has shown improvement during the years of this study. There are fewer older pupils in the first grade now than at the beginning of this study in 1940-41. Nine sixteen-year-old pupils are shown in 1940-41; only one fifteen-year-old is shown in 1949-50.

---

[10] Ibid., pp. 298, 433.

TABLE 3

AGE DISTRIBUTION ON BASIS OF ENROLLMENT OF THE FIRST GRADE SCHOLASTICS, 1940-50

Ages	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	Total
Under 6	18	4	0	0	0	14	6	5	0	0	47
6*	530	490	490	444	380	407	448	430	335	241	4195
7*	470	429	416	382	380	312	320	320	263	190	3482
8	295	275	269	197	226	196	168	173	159	103	2061
9	159	144	128	89	117	112	101	89	50	37	1026
10	117	94	71	56	48	40	47	38	30	17	558
11	38	40	33	24	23	20	28	30	19	10	265
12	18	16	17	10	12	6	6	15	9	4	113
13	13	7	8	5	2	4	11	2	7	4	63
14	4	2	7	3	4	2	2	4	2	0	30
15	3	2	2	0	1	1	0	0	0	1	10
16	9	2	2	0	0	1	0	1	0	0	15
17	0	0	2	2	1	0	0	0	0	0	5
Total	1674	1515	1445	1212	1194	1115	1137	1107	874	607	11,870

*Grade norm is six and seven years

The grade norm for the first grade is six and seven years of age. In this study there were forty-seven pupils under six years of age. This fact is significant, as explained by the secretary of the county superintendent. Due to their mothers working away from home, many Negro children begin school at a very early age. They do not pay tuition.[11]

The age range is recognized as a problem in many Negro schools; older pupils in the beginning classes are with much younger pupils.

> In all of the Negro schools visited by the writer, the age variation in the lower grades was very noticeable. In one school there was a child thirteen years old in a class with a child only six years old. In another school, the age range was four years, and in another, five years.[12]

The number of pupils in the first grade varies in different localities, some having a higher percentage than others.

> The percentage distribution of Negro children for the various states show wide variations. Almost forty-one out of a hundred Louisiana Negro children are in the first grade, while in the District of Columbia, including a population almost entirely urban and with an infinitely superior school system, only fourteen out of a hundred Negro school children were enrolled in the beginning grade.[13]

---

[11] Personal interview, Nina Tittle, Secretary of County Superintendent, March 1, 1950.

[12] Davis, op. cit., p. 89.

[13] Bond, op. cit., p. 298.

Table 4 presents the age distribution on the basis of enrollment of the second grade scholastic pupils, with one additional column for over-age pupils.

In Table 4 a wide range of ages in the second grade may be seen. A range of thirteen years, six to eighteen in 1940-41, is shown. In 1941-42 the range shown was one less, six to seventeen years. Again in 1945-46 the range was thirteen years, while in 1947-48 and 1948-49 there is shown an improvement, the range being eleven years. The greatest improvement in range may be noted in 1949-50, when the range is ten years, the least range of the study.

An interesting fact noted in Table 4 was that, although the grade norm is seven and eight years, the greatest number of pupils fell on eight years, with a total of 1333 pupils. The next largest number, 1,111, is the nine-year-olds, and the third largest group is the seven-year-olds.

There were ninety-seven six-year-olds, indicating an early beginning in the first grade. If the regular course of procedure of enrollment for scholastics had been followed, these pupils would have been in the first grade. Only two eighteen-year-old pupils are noted in 1940-41 and 1945-46 in the second grade.

As found by the Advisory Committee on Education, reported by Doxey Wilkerson in Special Problems of Negro Education, the survey of eighteen states is as follows:

TABLE 4

AGE DISTRIBUTION ON BASIS OF ENROLLMENT OF THE SECOND GRADE SCHOLASTICS, 1940-50

Ages	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	Total
6	6	5	9	13	8	10	10	13	7	16	97
7*	57	43	48	93	88	88	68	69	77	82	713
8*	161	127	125	139	130	139	117	124	164	107	1,333
9	152	137	144	108	97	130	105	93	73	71	1,111
10	119	100	107	66	65	53	60	61	48	32	711
11	68	67	65	37	47	46	31	29	28	20	438
12	35	31	37	16	25	18	16	14	20	15	227
13	22	23	16	9	14	8	7	8	11	11	129
14	10	12	10	5	5	2	6	7	0	7	64
15	4	4	6	3	4	4	5	2	3	2	37
16	4	2	1	0	0	0	2	1	1	0	11
17	3	2	0	2	2	0	1	0	0	0	10
18	1	0	0	0	0	1	0	0	0	0	2
Total	643	553	568	491	485	499	428	421	432	363	4,883

*Grade norm is seven and eight years of age.

> In 1933-34, the distribution of white and Negro pupils among the elementary and secondary grades in public schools in eighteen states differed markedly. More than 70 per cent of the Negro pupils as compared with about 50 per cent of the white pupils were below the fifth grade. Nearly 47 per cent of the Negro pupils and about 28 per cent of the white pupils were enrolled in the first two grades.[14]

The proportion of Negro pupils enrolled in the lower grades has been far too great. A solution of the problem seems to be sought by some educators.

> One of the problems among Negroes has been the disproportionate number of pupils enrolled in the lower grades. Much progress has been made in the solution of this problem during the decade. The percentage of the total school enrollment below the fifth grade decreased from 73.4 to 62.5; and the percentage in each grade above the fourth grade increased significantly. In 1939-40, the total enrollment in high school grades was 126.1 per cent greater than in 1929-30.[15]

Table 5 presents the data of age distribution of the third grade on basis of enrollment of scholastics with two additional columns, one for under-age pupils, and one for over-age pupils.

In Table 5 is shown the age range for 1940-41 as twelve years, from six to seventeen. In 1942-43 the range is thirteen years, from six to eighteen. An improvement in age range may be noted in 1949-50; there is one seventeen-year-old

---

[14] Biennial Survey of Education: 1932-1934, Chapter II, p. 95.

[15] Florence Murray, The Negro Hand Book, 1944, p. 51.

TABLE 5

AGE DISTRIBUTION ON BASIS OF ENROLLMENT OF THIRD GRADE SCHOLASTICS, 1940-50

Ages	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	Total
Under 6	0	0	0	0	0	0	2	0	0	0	2
6	1	0	2	4	1	2	0	0	3	3	16
7	9	12	11	17	27	14	16	19	17	13	155
8*	53	52	44	79	76	76	64	56	87	77	664
9*	108	101	103	92	117	103	123	100	110	106	1,063
10	147	121	139	100	93	111	96	85	84	73	1,049
11	107	121	105	67	44	65	64	71	56	57	757
12	88	75	87	52	43	41	44	43	34	31	538
13	53	45	38	26	13	22	12	22	9	14	254
14	32	23	25	13	21	12	7	6	7	6	152
15	22	12	6	8	5	9	5	9	4	3	83
16	12	3	6	4	3	1	3	1	1	1	35
17	6	1	0	0	0	1	2	2	0	1	13
18	0	0	1	0	0	0	0	0	0	0	1
Total	638	566	567	462	443	457	438	414	412	385	4,782

*Grade norm is eight and nine years.

as compared to six of the same age in 1940-41. There are two pupils under six years of age in 1946-47, which seems to indicate that they entered school at a very early age.

The age norm for the third grade is eight and nine years. For this period of study the largest enrollment, 1,063, falls on the nine-year-old group; the ten-year-old group of 1,049 is second in size, and the eleven-year-old group of 757 is third.

The Biennial Survey of Education in the United States, 1928-30, reports that "the average retardation of Negro pupils is two to three years."[16] The number of pupils from 1940 to 1950, according to this study, has decreased almost half in the enrollment of the third grade.

Table 6 gives the information on age distribution of the fourth grade scholastic pupils with one additional column for over-age pupils.

As may be noted, the range of ages for the fourth grade, as shown in Table 6, remains fairly constant. The widest range, twelve years, may be noted in the years 1940-41, 1942-43, 1943-44, and 1946-47.

An improvement is noted in the seventeen-year-old group for the fourth grade. In 1940-41 there were seventeen

---

[16] Biennial Survey of Education in the United States, 1928-30, Bulletin No. 20, p. 606.

TABLE 6

AGE DISTRIBUTION ON BASIS OF ENROLLMENT OF FOURTH GRADE SCHOLASTICS, 1940-50

Ages	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	Total
6	0	0	0	0	0	0	0	0	0	0	0
7	1	1	0	5	6	2	1	2	1	3	22
8	10	13	14	37	23	30	19	10	16	14	186
9*	32	41	40	94	87	63	65	58	65	81	626
10*	106	105	110	87	83	102	88	97	95	97	970
11	140	110	99	89	91	69	81	91	84	72	926
12	126	109	83	68	83	70	73	68	63	43	786
13	105	63	73	35	40	41	37	32	33	32	491
14	76	67	44	32	29	27	28	27	24	8	362
15	37	41	35	10	18	12	10	6	7	4	180
16	18	19	16	6	9	4	5	4	12	3	96
17	17	5	6	1	1	1	2	1	1	3	38
18	1	0	1	1	0	0	1	0	0	0	4
Total	669	574	521	465	470	421	410	396	401	360	4,687

*Grade norm is nine and ten years.

pupils, and in 1949-50 there were only three pupils in this age group.

The grade norm for the fourth grade is nine and ten years. The largest enrollment for this grade is the ten-year-old group with 970 within the norm; eleven-year-olds are the second largest group with 926, and twelve-year-olds are third with 786. Above the norm are twenty-two seven-year-olds and 186 eight-year-olds, indicating an early entrance in school. There has been a large decrease in the enrollment--almost half--of the fourth grade in the years of the study from 1940-1950. Four over-age pupils may be noted in the years 1940-41, 1942-43, 1943-44 and 1946-47--one over-age pupil in each of the years.

Table 7 presents the age distribution of the fifth grade on a basis of enrollment of scholastic pupils with three additional columns for over-age pupils.

From a study of Table 7 the age range of the fourth grade may be seen. In 1940-41 the range was twelve years, from nine to twenty. In 1947-48 the range was eleven years, seven to seventeen. There seems to be a decrease in age range during the years of this study. In 1949-50 the range is ten years, from eight to seventeen.

The age norm for this grade is ten and eleven years. The largest group in enrollment falls one year below the

TABLE 7

AGE DISTRIBUTION ON BASIS OF ENROLLMENT OF FIFTH GRADE SCHOLASTICS, 1940-50

Ages	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	Total
7	0	0	0	0	0	0	0	1	0	0	1
8	0	0	1	7	12	11	5	1	1	3	41
9	12	8	12	27	35	22	29	14	6	14	179
10*	34	22	27	85	78	53	55	44	43	53	494
11*	64	89	79	108	74	69	71	74	99	75	802
12	128	121	101	100	67	86	76	94	73	74	920
13	112	113	98	80	63	90	64	55	52	45	772
14	86	81	64	54	56	41	42	34	38	35	531
15	71	60	46	33	23	22	24	27	13	18	337
16	34	22	15	18	10	9	15	10	6	4	143
17	15	6	5	3	4	4	3	4	1	5	50
18	2	0	1	2	1	2	0	0	0	0	8
19	1	1	0	0	0	0	0	0	0	0	2
20	1	0	0	0	0	0	0	0	0	0	1
Total	560	523	449	517	423	409	384	358	332	326	4,281

*Age norm is ten and eleven years.

norm in the twelve-year-olds with 920 pupils. Within the norm, the second largest group, 802, is eleven-year-olds; the third, 772, is thirteen-year-olds. There are three groups above the norm, the seven-, eight-, and nine-year-old pupils. One pupil is shown as seven years of age in 1947-48. This was questioned at the time, but, according to the County Superintendent, the teacher declared it to be accurate.[17]

This study shows a shorter range in age distribution, from twenty in 1940-41 to seventeen in 1949-50. The decrease in the fourth grade total enrollment over the period is not as great as the previous grades under study.

The purpose of Table 8 is to present facts concerning the age distribution on the basis of scholastic enrollment of the sixth grade. Two additional columns are for over-age pupils.

An examination of Table 8 presents information concerning the age ranges of pupils in the sixth grade. In the beginning of the study in 1940-41, the range was ten years, from ten to nineteen. In 1945-46, the range was still ten years, but with a raise of one year in age, from nine to eighteen. In 1949-50 an improvement is shown, an age range

---

[17]Personal Interview, Morton Smith, County Superintendent, June 3, 1950.

TABLE 8

AGE DISTRIBUTION ON BASIS OF ENROLLMENT OF SIXTH GRADE SCHOLASTICS, 1940-50

Ages	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	Total
8	0	0	0	0	1	0	0	0	0	0	1
9	0	0	1	9	4	8	8	4	5	2	41
10	6	5	10	23	27	22	24	25	15	10	167
11*	22	32	32	70	83	60	58	55	44	34	490
12*	67	65	79	73	82	75	53	76	84	74	728
13	84	103	109	80	76	57	80	62	60	62	773
14	117	91	91	82	70	60	73	65	51	53	753
15	75	96	71	40	44	48	48	46	31	17	516
16	46	48	38	27	20	13	25	27	20	8	272
17	27	24	16	7	9	7	10	8	10	6	124
18	1	2	3	3	1	1	0	0	0	0	11
19	3	2	0	1	1	0	0	0	0	0	7
Total	448	468	450	415	418	351	379	368	320	266	3,883

*Age norm is eleven and twelve years.

of nine years, from nine to seventeen. One eight-year-old child is shown in 1944-45 as belonging to the sixth grade.

The grade norm for the sixth grade is eleven and twelve years. The two largest groups fall below this norm: thirteen years with 773 pupils and fourteen years with 753. The third largest group, the twelve-year-olds with 728 pupils, is within the norm. Above the norm are three age groups: eight-year-olds with one pupil, and nine-year-olds with forty-one pupils, and ten-year-olds with 167 pupils. All of these age groups are two to four years above the norm.

The total enrollment has decreased almost one-half for the sixth grade over the period under consideration--from 448 enrollment in 1940-41 to 266 in 1949-50.

Table 9 presents the age distribution on the basis of enrollment of scholastic pupils of the seventh grade with four additional columns for aver-age pupils.

According to Table 9 the age range is greater in the first year of the study, 1940-41. A range of twelve years or more, from three who are eleven to two who are over twenty-one years of age, is shown. In 1945-46 the range decreased three years, from ten to eighteen. The range, with the exception of one twenty-year-old pupil, is less in 1946-47. There has been a decrease in the age range during the years of this study under consideration. One pupil is eight

TABLE 9

AGE DISTRIBUTION ON BASIS OF ENROLLMENT OF SEVENTH GRADE SCHOLASTICS, 1940-50

Ages	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	Total
8	0	0	0	0	1	0	0	0	0	0	1
9	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	9	8	7	7	4	2	3	40
11	3	2	5	17	25	19	20	14	23	11	139
12*	32	23	27	56	62	60	50	38	55	41	444
13*	45	60	67	95	53	74	52	51	70	67	634
14	84	67	100	82	80	79	62	62	46	49	711
15	100	66	73	57	53	48	48	39	44	26	554
16	85	57	85	33	33	37	38	37	27	20	452
17	60	36	30	21	16	5	14	7	12	7	208
18	15	6	6	5	1	2	0	1	0	3	39
19	5	3	0	0	0	0	0	0	0	0	8
20	3	0	1	1	0	0	1	0	0	0	6
21	1	0	0	0	0	0	0	0	0	0	1
Over 21	2	0	0	0	0	0	0	0	0	0	2
Total	435	320	394	376	332	331	292	253	279	227	3,239

*Age norm is twelve and thirteen years.

years old, four years above the grade norm of twelve and thirteen years. The largest group, 711 fourteen-year-old pupils, falls one year below the norm; the second largest group, 634 thirteen-year-old pupils, is within the norm; and the third largest group, 554 fifteen-year-old pupils, is two years below the norm. Four groups are above the norm: eight-year-olds with one pupil, ten-year-olds with forty pupils, eleven-year-olds with 139 pupils, and none in the nine-year-old group. A total decrease in enrollment over the period, 1940-50, is shown--a decrease from 435 to 227.

Table 10 gives the information concerning age distribution of the high school grades in 1940-41 and 1941-42, and the age distribution of the eighth grade from 1942-43 to 1949-50. There are four additional columns for over-age pupils.

A study of Table 10 shows the age range to be eleven years, from eleven to twenty-one, for high school in 1940-41, while the range is ten years, from twelve to twenty-one, in 1941-42. The largest total enrollment is the sixteen-year-old group with 126 pupils; the second largest group is the seventeen-year-olds with eighty-nine pupils; the third largest group is the fifteen-year-olds with eighty-six. The number of high school students shows an increase in enrollment from 153 to 324 in the two years.

TABLE 10

AGE DISTRIBUTION OF HIGH SCHOOL GRADES ON BASIS OF ENROLLMENT, 1940-41 and 1942-50; AGE DISTRIBUTION OF EIGHTH GRADE ON BASIS OF ENROLLMENT, 1942-1950

High School Grades				Eighth Grade								
Ages	1940-41	1941-42	Total H. S.	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	Total Eighth Gr.
10	0	0	0	0	0	0	0	1	1	1	0	3
11	2	0	2	0	6	4	6	4	8	9	3	40
12	1	4	5	0	21	21	29	18	17	11	14	131
13	5	17	22	12	51	37	43	46	53	36	51	329
14	15	30	45	33	74	72	45	57	49	44	57	431
15	27	59	86	42	76	38	59	39	41	50	44	389
16	47	79	126	39	48	40	33	30	39	29	29	287
17	30	59	89	27	23	14	18	20	23	12	15	152
18	10	41	51	3	2	5	4	1	1	3	1	20
19	11	20	31	1	0	0	0	0	0	1	0	2
20	1	13	14	0	0	0	0	0	0	0	0	0
21	4	2	6	1	0	0	0	0	0	0	0	1
Total	153	324	477	158	301	231	237	216	232	196	214	1,785

The eighth grade range is nine years, from thirteen to twenty-one, in 1942-43. An improvement is shown in the range of age in the period of study. In 1949-50 there is a range of eight years, from eleven to eighteen. A change is shown in the increased number of pupils enrolled in the higher grades. There appears to be a tendency toward a larger enrollment and an increase in the length of time pupils remain in school. This change should improve the general standard in the program of Negro education, contributing to the reduction of existing illiteracy.

> The 1940 census did not secure data directly on the number of "illiterate" persons in the United States. The nearest approach to this information is available in the data for the number of years of school completed. There were, at this date, 10 per cent of the total Negro population, 25 years old and over, who had completed no school years, as compared with 1.3 per cent for native whites.[18]

Length of School Term

The purpose of Table 11 is to show the length of the school term and the number of days Negro children have attended school during the years of this study. The lowest and highest number of days taught--the length of the school term in days--are shown.

As may be noted in Table 11, the length of school term in days taught shows an increase. In 1940-41 the lowest number of days taught was 116, and the highest number of days

---

[18]Guzman, op. cit., p. 68.

TABLE 11

LENGTH OF SCHOOL TERM: THE LOWEST AND HIGHEST NUMBER OF DAYS TAUGHT

Year	Highest Number Days Taught	Lowest Number Days Taught
1940-41	158	116
1941-42	167	116
1942-43	168	114
1943-44	176	116
1944-45	175	116
1945-46	178	116
1946-47	178	136
1947-48	180	152
1948-49	178	156
1949-50	178	175

taught was 158. In 1942-43 it may be observed that 114 was the lowest number of days taught in the study. There were 175 to 178 days taught in 1949-50, although all schools were paid for nine-month terms operating on a nine-month basis.

> All Harrison County schools are operating on a nine-month basis for the first time in several years, according to County Superintendent, Morton Smith's report. Previously some schools had operated for seven months, others for eight, and others nine. The Gilmer-Aiken Law has made possible enough funds to operate all the schools the full school year. Some of

> the rural schools, especially Negro schools, had also turned out early to allow children to help with crops, Mr. Smith said.[19]

The length of the school term has seemed to retard the progress of the educational program for Negroes. There has been much said on the subject, but very little has actually been done until recently. "The school term for the Negroes has been much shorter than the term for the whites. Consequently, the actual total attendance in school for the Negro children has been much lower than the attendance for white children."[20]

The short term in some Negro schools has added to poor attendance through lack of interest in the program. This lack of interest has been due, to some extent, to the fact that so few days are taught.

"During the year 1933-34, 44,449 colored children received benefits of a longer term through state aid, a fund appropriated by the state biennially to supplement the resources of financially weak school districts."[21] That an interest has been shown and effort been made to increase

---

[19] "County Schools Operating on a Nine-Month Basis," Marshall News Messenger, March 31, 1950, p. 3A.

[20] Davis, op. cit., p. 86.

[21] L. A. Woods, Gordon Morley, D. B. Taylor, and Addilese Haag, Negro Education in Texas, State Department of Education, Bulletin 343, 1934-1935, p. 73.

the school term is evident from various reports on the subject.

"The length of school term for Negroes increased during the decade from 132 days to 156 days, and the number of states having school terms of less than 140 days decreased from eight to one during this time."[22]

There has been an almost constant increase in the length of term for several years, indicating an added interest and improvement in the program of Negro education. "The length of school term increased from approximately 157 days to 164 days, an average of seven days, between 1941-42 and 1943-44."[23]

It may then be said that the changes in the number of days taught point to progress and improvement in the educational program of Negro pupils.

Activities

The home and school are brought into closer relationship by activities in which the pupil and parent are both interested and participate. From the questionnaires sent to the principals and head teachers, information concerning these activities was made available.

In the questionnaire it was pointed out that numerous educational advantages would accrue to the pupil through

---

[22]Murray, op. cit., p. 53.

[23]Guzman, op. cit., p. 71.

closer cooperation and participation of the parents in school and community affairs. Also stated in the questionnaire was the desirability of having parents visit schools more regularly and take an added interest in pupil progress and home-school relations.

Connected with some schools were parent clubs for the betterment of homes, gardens, yards, sewing, cooking, and health. These clubs have added to improvement of homes, furnishings, gardens, yards, dress, equipment, and other facilities which increase the enjoyment of life.

The questionnaire reported the value of Parent-Teacher associations which have brought closer cooperation between the parents and the teachers. The district Parent-Teacher Association is reported to have a fairly large membership among the parents of the schools. Some of the activities of the Parent-Teacher Association listed were general meetings at the school, study group meetings, a public relations division, and school improvement groups.

This association has taken an active lead in cooperating with officials in the installation of electric lights and natural or artificial gas in many schools. It has worked toward an improvement in the sanitary conditions of the schools. It has aided in securing much-needed equipment and

supplies, such as pianos, metal cabinets, visual aids, maps, globes, charts, reading and number devices, hectographs, and the printing press.

Also, according to the questionnaire, the parents have taken the lead in the installation of water systems, flag poles, merry-go-rounds, teeter boards, and other playground equipment. Underway are plans for raising funds for improvement and beautification of school grounds. Plans have been made to plant flowers, shrubbery, and trees in appropriate locations. In some places, the grounds are to be graded, leveled, and sodded. According to information obtained from the questionnaires, there are many pupil activities participated in by the majority of the pupil personnel.

The Home-makers' Clubs are very active among the girls in many schools. They strive for the betterment of the homes in the community. Sewing clubs are adding a great deal of interest in better and more appropriate dress. Canning clubs are organizing through the school and operating during the summer months. Canned fruits and vegetables are entered in the East Texas Fair in the fall, in competition with other clubs for premiums. The 4-H Clubs make contributions toward sewing, canning, and general improvement of the home furnishings with the view of bettering the life of the community. Among other clubs are the Willing Workers

and Girl Reserves, which are very active in school and home affairs.

Among the organizations listed for boys are the new Farmers' Club, the Future Farmers of America, and the Live Stock Club. These clubs are taking a leading part in learning to improve and appreciate farm life. The boys also have Boy Scouts, baseball teams, and softball organizations. Most students participate in such activities as student council, citizenship, safety, savings, poultry, and the community work shop clubs.

Pupils were reported as taking an active part in teacher-pupil planning units and programs of work. The pupils help to organize various public programs. They also assist in their own enrollment by filling out sheets of information about themselves, parents, and homes. These are kept in a cumulative record folder and are available to the school from year to year.

Some schools report pupils as entering the annual oratory and speech contest which is held in certain centers during Negro Historical Week.

One questionnaire stated that from the pupil personnel of that particular school, there had been twenty-five college graduates, four of them teachers within the district. Many were reported to be successful lawyers and businessmen.

CHAPTER III

BUILDINGS, FACILITIES, EQUIPMENT, SOURCES OF FINANCIAL AID, AND CONSOLIDATIONS

A Brief Description of Harrison County

Harrison County is located in Northeast Texas, bordered on the east by Louisiana, northeast by Caddo Lake, and on the southeast by the Sabine River. This county was created in 1839 and organized in 1842.

> Harrison County has a land area of 570,880 acres of which 364,498 acres are in farms, the average farm containing 92.3 acres. The value of farms and improvements here in 1945 was in excess of 10,000,000 dollars and more than half of the farm units were operated by full owners. The county has a rolling to hilly terrain typical of the East Texas Pine Belt.[1]

The county has several fertile creek valleys. Cypress, the largest of these, flows across the northwestern corner of the county into Caddo Lake. Caddo Lake is eighteen miles from Marshall, is sixty-five miles long, contains 150,000 acres of water adjacent to five hundred acres of Caddo Lake State Park, a great recreational center.

Marshall is the transportation center of East Texas. The junction of the Texas and Pacific Railway is there. The

---

[1] Folder from Marshall Chamber of Commerce, June 15, 1950.

area is served by the Marshall and East Texas Terminal. The Caddo Lake district has the Kansas City Southern Railway.

There are 119 miles of state highway, and 999 miles of lateral roads serving every section of the county.

Marshall, the county seat, with a population of nearly 23,000, is the largest city. Other smaller cities and towns are: Hallsville, Waskom, Harleton, Karnack, Elysian Fields, Scottsville, Leigh, and Jonesville--each within a proximity of twenty mile of Marshall.

Formerly farming was the chief occupation of the county. It was carried on extensively on the large plantations or farms, giving employment to many Negroes. On these and the smaller farms were raised a variety of crops: cotton, corn, potatoes, and other vegetables, fruit, grain, and hay.

At the present time cattle raising is more popular than farming. On the pasture lands are found fine herds of cattle: black Angus, white-faced Herefords, and a limited number of Brahmas. Large dairy herds are maintained by several of the dairies which operate in the county.

Many of the Negroes who live in isolated districts are almost entirely engaged in farming, some because they prefer this kind of work, others because it is the only occupation they know. Nearer the cities and towns, large numbers of

the Negroes are employed in public works, such as Texas and Pacific Railway shops, Darco Plant, Foundry, Box Factory, Brick Plant, laundries, dairies and other businesses. Sawmilling and tie-cutting employ many Negroes. The Long Horn Ordinance Works at Karnack gave employment to many during the war.

The Negroes throughout the county as a whole are prosperous. Many own their farms--it has been estimated more than in any other section in the nation. MacIntosh says, "Harrison County led all counties in the United States in value of land owned by Negroes."[2] Many of the Negroes have nice cars and all conveniences in their homes, which they own. They dress extremely well and enter into the many activities of the county in churches, schools, and clubs.

Gas and oil interests in every section of the county are under extensive development at the present time. It has been predicted that Harrison County has the potentialities of the neighboring counties, which comprise a part of the East Texas oil fields, among the richest in the world.

The purpose of Chapter III is to trace the changes and development in Negro education in Harrison County, with especial study of the following: (1) enumerated scholastic

---

[2]P. J. R. MacIntosh, "The Negro Race in Texas," Texas Weekly, Vol. XII (July 18, 1936), p. 9.

population; (2) original value of school buildings; (3) number of school buildings owned; (4) value of school sites and playgrounds; (5) value of school furniture; (6) cost and maintenance of libraries; (7) number of busses used, number of pupils transported, and salaries of bus drivers; (8) number of schools with number of teachers in the schools; (9) assessed valuation and sources of financial aid; and (10) consolidations of Harrison County from 1940-1950.

Enumerated White and Negro Scholastic Populations of Rural Harrison County, 1940-1950

From a study of Table 12 it may be seen that the enumerated Negro population greatly exceeds that of the white population in the county. In 1940-41 the Negro scholastics out-numbered the white population by 3,395, while in 1949-50, with a reduction of scholastics for both whites and Negroes, there are 1,803 more Negro than white scholastics.

There has been almost a constant decrease of the Negro scholastics from 1940-50. A smaller decrease for the whites during the same period is noted. The greatest decrease, 764, for the white scholastics was in 1943-44, from 2,171 in 1942-43 to 1,407 in 1943-44. This loss was probably due to the mobility of families in the war years. The largest increase, 893, in 1946-47, from 1,070 in 1945-46 to 1,963 in 1946-47, seems to be due to the same conditions. The greatest

TABLE 12

ENUMERATED WHITE AND NEGRO SCHOLASTIC POPULATIONS OF RURAL HARRISON COUNTY, 1940-1950

Year	White Scholastics	Negro Scholastics	Total Scholastics
1940-41	2,367	5,762	8,129
1941-42	2,422	5,808	8,230
1942-43	2,171	5,322	7,493
1943-44	1,407	4,979	6,386
1944-45	1,155	4,680	5,835
1945-46	1,070	4,354	5,424
1946-47	1,963	4,505	6,468
1947-48	2,068	4,368	6,436
1948-49	2,090	4,124	6,214
1949-50	1,437	3,240	4,677

decrease, 486, in the Negro scholastic population was in 1942-43, from 5,808 in 1941-42 to 5,322 in 1942-43, probably due to the shift in population. In 1946-47 the increase for the Negro scholastics was 151, from 4,354 in 1945-46 to 4,505 in 1946-47. This increase coincides with the year of the greatest increase for the white scholastics. The increase for both whites and Negroes seems to be due to the return of families to their homes at the close of the war.

It seems to be a recognized fact that all enumerated white or Negro scholastics do not enter school, for many are enumerated who never enroll. The enumerated scholastic population is usually greater than the enrollment. Ambrose Caliver says, "Although compulsory education is a fundamental principle in American life, studies show that more than a million Negro children of school age are out of school."[3] Getting a larger per cent of Negro scholastics enrolled in schools is regarded as a serious problem which has begun to receive more importance and attention.

> Although there has been little effort made to see that Negro children attend school, much care has been taken to enumerate all the Negro scholastics. The wide difference between the number of scholastics and the average attendance is accounted for to some extent by the fact that local officials have been more interested in securing a long list of scholastics than they have been in seeing that these scholastics attended school. There were 70,988 Negro scholastics enumerated for the East Texas counties in 1931, while the average daily attendance for these scholastics was only 44,375. The number of scholastics enumerated was 1.6 times as great as the average daily attendance. At $17.50 per scholastic the state apportionment for Negroes brings to East Texas $1,592,290.[4]

Doxey A. Wilkerson in Special Problems of Negro Education discusses the seriousness of the problem of Negro

---

[3]Ambrose Caliver, Fundamentals in the Education of Negroes, p. 72.

[4]William R. Davis, The Development and Present Status of Negro Education in East Texas, p. 88.

scholastic non-attendance in school. In a survey of eighteen states he had this to say:

> For the eighteen states as a whole, then the vast majority of children aged 7 to 15, inclusive, fall within the legal period of compulsory full-time school attendance. . . . It may be seen . . . that, whereas in 1930 Negroes constituted 24 per cent of the population aged 7 to 15, inclusive, they represented only 23 per cent of the children aged 7 to 15 who were attending school in that year.[5]

Value of School Buildings--Original Cost

In Table 13 may be seen the value and original cost of elementary and high school buildings of rural Harrison County. The evidence presented shows the changes and improvements in the value of school buildings. As will be noted, the increased valuation of elementary schools from 1940 to 1950 was $38,650. In the valuation of the high school buildings, there was an increase of $25,500. There was a total increase of $64,150 in all schools. The greatest increase in value of any one year was in 1948-1949 with a gain of $9,690 in the elementary school. The high school for the same year shows a gain of $20,800, and a total gain of $30,490 is shown that year for all schools.

---

[5]Doxey A. Wilkerson, Special Problems of Negro Education, p. 3.

TABLE 13

VALUE OF SCHOOL BUILDINGS--ORIGINAL COST, 1940-50

Year	Elementary	High School	Total
1940-41	$78,575	$ 8,500	$ 87,075
1941-42	86,293	10,100	96,393
1942-43	86,293	10,100	96,393
1943-44	86,293	10,100	96,393
1944-45	88,067	10,100	98,167
1945-46	88,067	10,100	98,167
1946-47	88,067	10,100	98,167
1947-48	105,367	10,100	115,467
1948-49	115,057	30,900	145,957
1949-50	117,225	34,000	151,225

In the Negro Year Book, Guzman says, "The total value of property for schools for Negroes reported by ten states increased during the biennium from approximately $95,000,000 to $99,000,000."[6]

In some places the buildings have been far from adequate, but they have shown some improvements over the years.

Table 14 presents the information concerning elementary school buildings owned, not owned; elementary and high school

[6]G. P. Guzman, Negro Year Book, 1947, p. 71.

TABLE 14

NUMBER OF SCHOOL BUILDINGS OWNED AND NOT OWNED IN ELEMENTARY AND COMBINATION ELEMENTARY-HIGH SCHOOL; NUMBER OF SHOP BUILDINGS OWNED AND NOT OWNED

Year	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50
Total Number of Elementary Schools . . .	61	64	65	73	64	60	60	59	46	39
Buildings owned .	55	59	60	69	59	55	55	35	46	39
Not Owned	6	5	5	4	5	5	5	4	0	0
Combination Elementary-High Schools. .	19	*	17	8	11	10	10	10	7	7
Buildings owned .	19	*	17	8	11	10	10	10	7	7
Not Owned	0	*	0	0	0	0	0	0	0	0
Shop Buildings. .	1	*	*	6	7	7	7	7	7	7
Owned	1	*	*	6	7	7	7	7	7	7
Not Owned	0	*	*	0	0	0	0	0	0	0

*Data not available

combinations, owned and not owned; and shop buildings, owned and not owned.

From Table 14 will be noted the change in the number of buildings owned. In 1940-41 fifty-five buildings were owned, and six were not; in 1943-44 there were sixty-nine owned, and four which were not; in 1948-49 all buildings were school owned. The decrease in total number of buildings is due to consolidation. Buildings used in combination elementary and high school have decreased from nineteen in 1940-41 to seven in 1949-50. Partly accounting for this decrease is the transfer of many high school grades to the Marshall schools.

Shop buildings have increased from one in 1940-41 to six in 1943-44, all owned. In 1949-50 there are seven shops, all owned.

School Sites and Playgrounds

Table 15 contains data relative to the value of elementary and high school sites and playgrounds in rural Harrison County from 1940 to 1950.

It will be observed in Table 15 that no improvements were made in school sites and playgrounds from 1940-41 to 1949-50, when there is an increase of $500 for the elementary school. The high school shows an increase of $60 for 1948-49 and shows an increase of $250 for 1949-50. This

TABLE 15

VALUE OF SCHOOL SITES AND PLAYGROUNDS, 1940-50

Year	Elementary School	High School	Total
1940-41	$5,350	$260	$5,610
1941-42	5,350	260	5,610
1942-43	5,350	260	5,610
1943-44	5,350	260	5,610
1944-45	5,350	260	5,610
1945-46	5,350	260	5,610
1946-47	5,350	260	5,610
1947-48	5,350	260	5,610
1948-49	5,350	320	5,670
1949-50	5,850	570	6,420

year, 1949-1950, shows a total increase of $750 for all the schools.

School Furniture

The increase in value of school furniture for elementary and high schools in rural Harrison County from 1940 to 1950 is shown in Table 16. The number of seats and desks is also shown in the table. From the data in Table 16 it may be seen that the greatest change in the value of school

TABLE 16

VALUE OF SCHOOL FURNITURE AND NUMBER OF SEATS AND DESKS IN ELEMENTARY AND HIGH SCHOOL, 1940-50

Year	Value of Furniture			Total Seats and Desks
	Total	Elementary	High School	
1940-41	$ 9,890	$ 8,890	$1,000	2,721
1941-42	10,560	9,160	1,400	3,016
1942-43	10,560	9,160	1,400	3,016
1943-44	10,560	9,160	1,400	3,016
1944-45	10,560	9,160	1,400	3,016
1945-46	10,560	9,160	1,400	3,016
1946-47	10,560	9,160	1,400	1,296
1947-48	11,875	10,300	1,575	1,350
1948-49	13,275	10,950	2,325	1,655 desks, 350 chairs
1949-50	17,213	15,963	1,250	1,633 desks, 437 chairs

furniture was in 1949-50 for the elementary school. There was an increase of $5,013 over the previous year. The first increase of any size was in 1947-48, with a raise in value of $1,140. Over the ten-year period the improvement has been $7,073 for the elementary schools. The first increase for the high schools was $400 in 1941-42. The next increase in value was $175 in 1947-48, with a larger increase of $750 in 1948-49. The decrease in value in 1949-50 for the high schools

is due to the smaller number of pupils enrolled in the rural high schools. The reason for the decrease in seats and desks is also due to the decrease in enrollment in high school pupils, since many attend the Marshall High School.

Cost and Maintenance of Libraries

Table 17 contains information concerning the cost and maintenance of libraries in rural Harrison County from 1940 to 1950.

TABLE 17

COST AND MAINTENANCE OF LIBRARIES, 1940-50

Year	Elementary	High School	Total
1940-41	$1,045	$255	$1,300
1941-42	1,273	283	1,556
1942-43	1,400	400	1,800
1943-44	1,500	500	2,000
1944-45	2,100	600	2,700
1945-46	2,100	600	2,700
1946-47	2,400	700	3,100
1947-48	2,500	800	3,300
1948-49	2,650	900	3,550
1949-50	1,404	300	1,704

From Table 17 it may be seen that there was a steady increase in value of libraries from 1940-41 to 1948-49. In all schools in 1949-50 there is shown a decrease in value. This is due to the change in library policy. For the entire county there is a circulating library accessible to all schools. The library books are kept in Marshall under the auspices of the Negro County Supervisor. Teachers from the various schools check out a determined number of books at one time for their schools. The circulating library is an accumulation of books contributed by the various schools, by Parent-Teacher associations, and by clubs. The County Superintendent and Supervisor have contributed very liberally to the library. The exact value of the library is not available at this time; however, in an effort to meet the needs of the schools, the libraries seem to be in the process of improvement.[7]

Transportation

Table 18 gives the number of busses operated, the number of pupils transported, and the salaries of the bus drivers in Harrison County from 1940 to 1950.

---

[7] Interview with principals, teachers, supervisors, and County Superintendent, March 4, April 10, May 26, July 5, 1950.

TABLE 18

NUMBER OF BUSSES USED, NUMBER OF PUPILS TRANSPORTED, AND SALARIES OF BUS DRIVERS

Year	Number of Busses	Number of Pupils	Salaries of Drivers
1940-41	0	0	$ 0
1941-42	0	0	0
1942-43	3	153	710
1943-44	4	188	2,190
1944-45	6	301	4,345
1945-46	7	351	5,715
1946-47	7	352	8,550
1947-48	11	567	14,345
1948-49	17	1,014	8,640
1949-50	26	2,023	4,680

In Table 18 it may be noted that there was an increase in the number of busses used for transporting pupils to the schools during this period under consideration. There were no busses in operation for the first two years of this study. The number of busses has increased from three in 1942-43 to twenty-six in 1949-50. The number of pupils transported has increased from 153 in 1942-43 to 2,023 in 1949-50.

The bus drivers' salaries do not seem to remain constant. The reason for the decrease in 1948-49 is that drivers are now hired by contract. The busses are county owned, while formerly they were, for the most part, privately owned and operated by the drivers. The larger number of pupils transported in 1949-50 is due to the fact that many of the high school students now attend school in Marshall.

Number of Schools and Teachers

In Table 19 may be found data listing the number of schools with the number of teachers in the schools in rural Harrison County from 1940 to 1950.

As may be seen in Table 19, the number of one-teacher schools has decreased from thirty-six in 1940-41 to fourteen in 1949-50. The two-teacher schools have also decreased from twenty-two in 1940-41 to thirteen in 1949-50. There were ten three-teacher schools in 1940-41 and seven in 1949-50. The number of four-teacher schools has also decreased in this period. In 1941-42 there was one school with eight teachers. In 1942-43, 1943-44, and 1945-46, one school--each year--had nine teachers. For the first time, in 1947-48, a school with ten or more teachers was listed. In 1948-49 and 1949-50 two schools each year had ten or more teachers. These two schools were Hallsville and Elysian Fields.

TABLE 19

NUMBER OF SCHOOLS WITH NUMBER OF TEACHERS IN THE SCHOOLS, 1940-50

Year	No. of 1-Teacher Schools	No. of 2-Teacher Schools	No. of 3-Teacher Schools	No. of 4-Teacher Schools	No. of 5-Teacher Schools	No. of 6-Teacher Schools	No. of 7-Teacher Schools	No. of 8-Teacher Schools	No. of 9-Teacher Schools	No. of 10-or more-Teacher Schools	Total
1940-41	36	22	10	5	1	0	0	0	0	0	74
1941-42	34	23	11	3	2	0	0	1	0	0	74
1942-43	33	24	10	4	2	0	0	0	1	0	74
1943-44	32	25	10	3	3	0	0	0	1	0	74
1944-45*	..	..	..	..	..	..	..	..	..	..	..
1945-46	32	21	10	3	3	0	0	0	1	0	70
1946-47	29	25	8	3	2	1	1	0	0	0	69
1947-48	26	23	10	4	1	0	0	0	0	1	65
1948-49	18	16	9	3	1	0	0	0	0	2	49
1949-50	14	13	7	2	2	0	0	0	0	2	40

*Data not available

The importance of the one-teacher school is recognized in the program of education in our nation. "About 90 per cent of all Negro schools are of one-, two-, and three-teacher type, 64 per cent being one-teacher schools."[8] An account of one-teacher schools is given by the Associated Press:

> The Nation's little red school-houses have been disappearing at the rate of about 12 a day for the past 30 years, the Office of Education said yesterday.
>
> But it said that 75,000 one-teacher schools still in operation account for:
>
> 1. about half the public schools
> 2. about one-twelfth of the nation's teachers
> 3. about one-fifteenth of the enrollments
>
> "Since the one-teacher school still serves about 1.5 million boys and girls, it must not be ignored as an educational institution," the agency said, adding that efforts should be made to improve its services and personnel.[9]

Since the one-teacher school seems to be here to stay for some time to come, more attention should be paid to the operation and the improvement of facilities in such schools.

In an article in a report from Washington, "One-Teacher School Still Going Strong," the one-teacher school is discussed.

> The United States Office of Education decided to check up on the changing picture in American public education--such things as the re-districting of rural areas, the development of new super-schools to draw

---

[8]Ira DeA Reid, In a Minor Key, p. 40.

[9]Marshall News Messenger, April 30, 1950, p. C7.

> children from miles around, the vastly increased number of children who ride busses to school, thus adding a tidy $175 million to the annual cost of public education. . . . Some 1 1/2 million American children, chiefly farm kids but not all, still get their education, from first grade to high school, from the same school marm. Thousands of others get similar one-woman teaching in the secondary schools, too. Some of those unsung heroines of the public school system have to stoke the school stove among other educational chores. . . . That teacher-of-all-grades, for instance, who handles ABC's for the tots and long division for the biggies all in the same room, needs even better training, experience and general qualities of leadership than the one-grade teacher in the big school.[10]

The passing, to some extent, of the one-teacher schools in Harrison County is recognized by Joe Z. Tower, Methodist Church Superintendent of the Longview District. When he addressed the Kiwanians in Marshall, he used as his theme, "Little Red School Gone to Town, and Something Gone from the Soil."

> "How can you teach farm girls to cook on a modern range and expect them to go back to the farm to cook with pine knots?" he asked.
>
> Glamorize the farm, he urged. Make farm life more pleasant. That was the speaker's answer to his own question. . . . as a token of the trend, he cited 1950 census figures showing county after county in East Texas with population losses since 1930, with some showing fewer people than in 1920, while all of the larger communities of the area have made large gains.[11]

---

[10] Ibid., p. 3B.

[11] Joe Z. Tower, Address to Marshall Kiwanians, Marshall News Messenger, June 15, 1950, p. 6B.

Assessed Valuation and Sources of Financial Aid

Table 20 lists the assessed valuation of Harrison County rural districts from 1940 to 1950. From the data in Table 20, an almost constant increase in the assessed valuation from 1940-41 to 1948-49 may be noted.

TABLE 20

ASSESSED VALUATION OF RURAL HARRISON COUNTY FROM 1940 TO 1950

Year	Assessed Valuation
1940-41	$5,016,445
1941-42	5,251,545
1942-43	5,872,970
1943-44	5,651,875
1944-45	5,568,680
1945-46	5,736,095
1946-47	7,124,160
1947-48	7,960,530
1948-49	9,388,333
1949-50	9,356,298

There is shown a decrease in valuation in 1949-50. Three dormant districts, twenty, twenty-two, and thirty, which are now a part of the Marshall Public School System under Gilmer-Aiken Minimum Foundation Law, are not evaluated in this table.

The tax rates in the various districts have increased from zero to sixty-five cents in 1940-41, and fifty cents to $1.25 in 1949-50.[12] The schools of the county have received additional funds in installments of per-student apportionment. In a notice from Austin this announcement was made:

> Payment of this year's seventh installment of the per-student apportionment to schools from the state available school fund was announced Wednesday by State Commissioner of Education J. W. Edgar.
>
> The payment amounted to $6 per student and totaled $9,332,108 based on a census of 1,554,707 scholastics as of April 5.
>
> The payment brings to $35 per student the amount paid so far on the $48 per student authorized by the legislature for 1949-50 fiscal year.[13]

The Negro schools of the county are in better condition financially, due to increased payments of the student apportionment.

Harrison County school funds for the scholastics, per capita, were paid in June, completing the ninth payment.

> The 11,456 scholastics in Harrison County brought in approximately $56,900 in state school funds to the county this week, school officials reported.
>
> The $56,900 is part of the $7,771,656 which Texas public schools received as payment of another five dollars per student on their fifty dollars per capita for the 1949-50 school year. . . .

---

[12] Annual Report, County Superintendent, 1940-1950.

[13] Marshall News Messenger, April 13, 1950, p. 6B.

> Marshall Independent School District received the largest amount, $28,395, based on the June 5 school census of 5,755 scholastics. Fifteen common school districts within the county received $21,355 for their 4,271 students, County Superintendent Morton Smith said. While reports from Karnack and Waskom independent districts were not available, Karnack with 689 scholastics, should have received $3,445 and Waskom, with 741 scholastics, should have received $3,705.
>
> To date, $44 of the $50 per student capita for the 1949-50 school year has now been paid.[14]

The necessity for an equalization fund to operate in the various states has been recognized and advocated for some time.

> Some type of equalization fund has been used in the south for a number of years, though the idea of a large state fund created to equalize educational opportunities is relatively new. Ten of the southern states had equalization funds in 1930 amounting to more than $20,000,000, and the amount has been increased annually.[15]

The educational program for Negroes has received more attention in recent years. The need for advancement is recognized as one of importance, affecting our country and its way of life. "There has been a 21 per cent increase in the receipts from public sources, which is another evidence of growing concern of public officials for the education of Negroes."[16]

---

[14] Ibid., June 16, 1950, p. 1A.

[15] Ambrose Caliver, Fundamentals in the Education of Negroes, p. 87.

[16] Florence Murray, The Negro Hand Book, p. 57.

Harrison County in former years received aid from the various Foundation Funds. The Rosenwald Fund aided in the building of thirteen school buildings; the Slater and Jeanes Funds aided the program of Negro education by general liberal contributions. A Jeanes supervisor and assistant were paid entirely by this fund. A county training school was organized and located at Morning Star, aided by the Slater Fund.[17]

In 1949-50 the Negro education program received aid from only one national foundation. Two hundred dollars on travelling expenses was paid the Negro County Supervisor. The Supervisor's salary was paid by the State Minimum Foundation Fund.[18]

The available school fund has been aided by the sale of mineral leases on school property. The County Board authorized the sale of the mineral lease on the Atlas Negro school property, the money to be placed in the available school fund.[19] Other school property has been available for mineral lease in more recent years. The Shady Point School mineral lease was authorized and sold on February 3, 1947.[20]

---

[17]Letter from J. W. Cyphers, former County Superintendent of Harrison County, June 28, 1950.

[18]Personal Interview, County Superintendent Morton Smith, July 3, 1950.

[19]County Board Minutes, May 25, 1937, Vol. 1, p. 33.

[20]Ibid., February 3, 1947, Vol. 1, p. 100.

The Board authorized the sale of mineral lease on Starlight School property in Woodlawn, District Number 3, the money to be added to the available school fund.[21]

Consolidations

The number of schools in Harrison County has been reduced from seventy-four in 1940-41 to forty in 1949-50. Many of the school districts have consolidated; other districts have merged the several schools. On April 21, 1949, there was before the County Board a petition asking that a number of school districts be consolidated with the Hallsville District Number 6: Maple Springs, District Number 7; Gum Springs, District Number 8; and other contiguous school districts as Oak Dale, District Number 9; Central, District Number 10; Forest Hill, District Number 11; and Lansing, District Number 28. These districts wished to be consolidated with the Hallsville District because it then contained the largest population, four hundred. The proposed district was to contain one hundred square miles.[22]

There was a called meeting of the County Board on April 29, 1947, to consider the annexation of these districts.

---

[21] Ibid., May 27, 1947, Vol. I, p. 100.

[22] County Board Minutes, April 21, 1947, Vol. I, p. 108.

The election was held on May 24, 1947, and the majority were in favor of the annexation. The new district was to be called Hallsville Rural High School District.[23]

The grouping of districts continued throughout the county. Harleton Rural High School District Eighteen was created by order of the Board on July 11, 1939. The grouping was reported to be completed on March 29, 1949. The grouping consisted of Pine Ridge, District Number 17; Smyrna, District Number 19; Morton, District Number 25; and Simmons, District Number 26.[24]

Three dormant districts were added to the Marshall Independent School District, as provided for by the 51st Legislature, Senate Bill 116, Article VIII. The Board authorized the consolidation of the dormant districts: Knight, District Number 20; Glenwood, District Number 22; and Henderson, District Number 30. The Marshall Independent School District was to be comprised of 45,742.03 acres.[25]

The merging of schools within the Elysian Fields District had been authorized in 1948 by the District Supervisor. The local board let the contract for the removal of four

---

[23] Ibid., May 27, 1947, Vol. I, p. 115.

[24] Ibid., March 29, 1949, Vol. I, p. 137.

[25] Ibid., July 6, 1949, Vol. I, p. 138.

buildings to the Elysian Fields campus. The five schools merged were: Mount Pleasant, Oak Grove, Old Arleston, Oak Hill, and Pine Hill. The Pine Hill building was estimated as not worth moving.[26]

Plans are under way for the merging of two more schools within the Elysian Fields District: Shady Point and Bee.[27]

In the majority of questionnaires answered, the Negro principals and head teachers expressed a desire for consolidation. They gave as their reasons for wanting consolidation: better facilities and a lighter teaching load.[28]

---

[26]Elysian Fields Local Board Minutes, July 16, 1948.

[27]Personal Interview, Secretary of School Board, June 4, 1950.

[28]Questionnaire sent to principals and head teachers in Harrison County Schools.

CHAPTER IV

TEACHER PERSONNEL

Since the purpose of this chapter is to describe the teacher personnel of the Negro schools in rural Harrison County from 1940 to 1950, statistics regarding the various factors of teacher personnel are considered: training, experience, tenure, and salaries.

Teacher Training

Table 21 traces the number of Negro teachers in rural Harrison County from 1940 to 1950, and lists their training. As will be noted in Table 21, the teaching personnel has decreased in the ten-year period. In 1940-41 there were 135 teachers; in 1949-50 there were 113. This seems to be due to smaller enrollment in the schools and to the combination of a number of schools. The number of teachers with Master's degrees, or five years of college work, does not remain constant. In 1941, 1944, and 1945, there was one for each year. In 1950 one teacher holds a Master's degree from Wiley College, which the state does not recognize.[1] According to data shown in Table 21, teachers with Bachelor's

[1]Personal Interview with County Superintendent Morton Smith, March 19, 1950.

degrees, or four years of college work, have increased since 1940, thereby causing a reduction of teachers with one, two, and three years of college work. Due to the shortage of

TABLE 21

NEGRO TEACHER TRAINING

Year	No. Teachers	Number Years College Credit					H. S. 4 Years
		Master 5 Years	Bachelor 4 Years	3 Years	2 Years	1 Year	
1940-41...	135	0	77	33	23	2	0
1941-42...	143	1	80	47	13	2	0
1942-43...	146	0	92	38	15	1	0
1943-44...	148	0	98	35	13	2	0
1944-45...	150	1	97	33	17	2	0
1945-46...	141	1	93	28	16	3	0
1946-47...	139	0	98	24	14	3	0
1947-48...	133	0	93	18	18	2	2
1948-49...	131	0	111	15	5	0	0
1949-50...	113	1	103	8	1	0	0

teachers in 1947-48, two teachers who had only four years of high school training were employed that year.[2]

As will be noted in Table 21, in 1949-50 all teachers--with the exception of eight with three years, and one with two years--have four years of college work. Vivian Hart, the Negro County Supervisor of Schools, holds a Master's degree from Tuskegee Institute. It is recognized that she is doing a superior type of work as supervisor in the rural schools of the county.[3] She has planned and written a brochure called "A Tentative Supervisory Program for the Teachers in Harrison County Schools, Session 1949-50," as yet unpublished. In it she gives a complete outline of the curriculum for the school year, setting forth the aims of the schools in Harrison County.[4]

The Negro teachers have a great duty and responsibility to perform for the Negro youth in the education program.

> Since teachers are a special professional group and are direct transmitters of the cultural heritage, it is all the more essential that they be recipients of general education. The teacher must function as a

---

[2]Personal Interview with Nina Tittle, Secretary to the County Superintendent, May 12, 1950.

[3]Fred C. Ayer, J. C. Conradt, "They Learn by Doing," The Texas Outlook, Vol. XXIV (April, 1950), 15.

[4]Personal Interview with Vivian Hart, May 29, 1950.

person, as a citizen, and as a member of the teaching profession.[5]

The place of the teachers in the program of education is regarded by most people as a highly responsible and important one. Their mission cannot be overestimated, for they are in the center of the human relationship, inspiring imagination in the continuous process of learning.

> In no case should we diminish our expectations as to what the teacher should achieve; but on the other hand it is absurd to expect the school to be able to overcome the accumulated deficiencies of generations of inferior social and economic status within a school generation. The Negro teacher has a greater opportunity for working the miracles of education demonstrably possible than has the teacher in white schools, as shown by the result of a few years of work by the early white missionaries from the North immediately after the Civil War. At the same time, his possibilities are more severely restricted by the crushing weight of general social maladjustment.[6]

It is the opinion of some that teachers in the past were more inadequately trained for the profession.

> Higher and more qualitative admission requirements for students entering teacher-training institutions and more adequate certification requirements should be formulated. Teacher-training institutions preparing Negro teachers, principals, and supervisors should be equipped and qualified to give their students the kind of education that the problem of the Negro elementary school requires of them. This means a type of teacher training

---

[5]Reva W. Allman, "A Study of General Education with Emphasis on Teacher Education in Negro Schools," The Journal of Negro Education, Vol. XVIII, Section D (Fall, 1949), 587.

[6]Horace Mann Bond, The Education of the Negro, p. 275.

> that recognizes and relates itself to present day realities and problems.[7]

That the teachers of Texas are interested and working toward better training and qualifications and are better fitting themselves for their positions seems apparent from reports of their efforts in this direction.

> It will be observed that more than 50 per cent of the elementary principals have four or five years of college training. . . . Thirty-five and seven-tenths per cent of the Negro public school teaching force in Texas have four or more years of college training.[8]

Negro Teacher Experience

Table 22 shows the numbers of teachers in rural Harrison County and the years of experience from one year to twenty-one years or more.

According to Table 22, the greatest number of teachers have had more than six years of teaching experience. In the eleven to twenty year group, from 1946 to 1949, are the largest groups of long experience in the study.

Since the single salary schedule has been in operation, the practice attributed to some places of hiring teachers with fewer years of experience does not seem to apply here from a study of Table 22. There were 131 teachers in 1948-49

---

[7] Ambrose Caliver, Fundamentals in the Education of Negroes, p. 52.

[8] L. A. Woods, Gordon Morley, D. R. Taylor, R. E. Swanson, School Plant Improvement, Public Forums, Negro Education, Texas State Dept. of Education, Bulletin No. 371, Feb., 1937, p. 32.

TABLE 22

THE NUMBER OF TEACHERS IN HARRISON COUNTY AND THEIR NUMBER OF YEAR'S TEACHING EXPERIENCE

Year	No. Teachers	Number of Year's Teaching Experience							
		1	2	3	4	5	6-10	11-20	21 or more
1940-41...	135	13	16	6	7	7	27	34	25
1941-42...	143	13	11	14	9	4	31	35	26
1942-43...	146	24	10	14	5	5	26	39	23
1943-44...	148	12	11	9	12	10	31	39	24
1944-45...	150	12	21	11	9	10	28	30	29
1945-46...	141	8	7	10	18	1	32	33	32
1946-47...	139	7	3	8	7	12	29	41	32
1947-48...	133	8	3	6	6	13	29	40	28
1948-49...	131	8	3	6	6	4	32	48	24
1949-50...	113	3	6	2	4	6	34	43	15

with 104 in the group with the longest years of experience--six to twenty-one or more. With one, two, and three years of experience are only seventeen of this group, leaving only ten for the group with four to five year's experience. In 1946,

1947, and 1948, there were three with only three years of experience.

"If one conceives of the selection of teachers as the means by which the best-trained men and women can be obtained for the positions opened, the easy supply of Negro teachers is less obvious."[9]

Table 23 describes the tenure of Negro teachers from one year to twenty-one or more years of teaching in the county.

A study of Table 23 shows the largest number of teachers are within the one-year tenure; 1944-45 shows the largest turn-over of any one year. In the six to ten-year tenure group is the second largest number of teachers. This table shows a large number of teachers with eleven to twenty year's tenure and a smaller number with a tenure of twenty-one years or more. One Negro principal, as noted from the questionnaire sent, had thirty-five years in the same position in a one-teacher school with eighteen pupils.[10] From information gained in a large number of questionnaires, other teachers also had long tenure in some schools. It has been noted by some educators that there is more security in teaching

---

[9]Bond, op. cit., p. 267.

[10]Questionnaire, Negro principal, May 15, 1950.

TABLE 23

THE NUMBER OF YEARS OF NEGRO TEACHER TENURE IN RURAL HARRISON COUNTY

Year	No. Teachers	Number Years of Tenure							
		1	2	3	4	5	6-10	11-20	21 or more
1940-41...	135	20	25	13	15	5	29	19	9
1941-42...	143	38	15	14	17	8	31	18	8
1942-43...	146	25	24	17	11	11	30	18	10
1943-44...	148	36	17	22	11	9	26	17	10
1944-45...	150	44	1	12	16	5	24	20	10
1945-46...	141	30	33	16	5	11	22	13	11
1946-47...	139	18	20	27	11	12	25	16	10
1947-48...	133	21	10	15	20	11	30	18	10
1948-49...	131	32	12	14	17	9	24	14	9
1949-50...	113	8	30	14	8	9	29	8	7

positions among the Negro teachers than among the white teachers. In a report on Wiley College of Marshall, this was said of President Dogan's policy:

> Dr. Dogan has tenaciously clung to two or three fundamental policies in building Wiley, he says: employing the best teachers available for money he could offer, holding turn over in teacher personnel to minimum, broadening and enriching contacts through extra-curricular activities.[11]

Negro Teacher Salaries

Table 24 shows the distribution of male and female annual salaries and average annual salaries. It also shows the distribution of high school male and female total annual salaries and average annual salaries. A total of all salaries in elementary and high schools is shown.

As noted in Table 24, there has been considerable increase in Negro teacher salaries from 1940 to 1950. The largest increase in any one year was in 1947-1948, when in some instances the salaries were almost double those of the preceding year. The lowest average annual salary was the female elementary salary in 1940-41, with $461 shown as the salary. From a survey of the records, it appears that a minimum salary in the county for this period of study was $240.

In 1940-41 the elementary male total annual salary for eleven teachers was $6,067, with an average annual salary

---

[11] Thomas O. Fuller, Pictoral History of the American Negro, p. 123.

TABLE 24

NEGRO TEACHERS' SALARIES IN RURAL HARRISON COUNTY, 1940-50

Year	Distribution				Total Annual Salary				Average Annual Salary				Totals
	Male		Female		Male		Female		Male		Female		
	El.	H. S.	El.	H. S.	El.	H. S.	El.	H. S.	El.	H. S.	El.	H. S.	
1940-41	11	6	116	2	$ 6,067	$ 5,120	$ 53,578	$ 895	$ 551	$ 853	$ 461	$ 447	$ 65,660
1941-42	10	9	119	5	6,353	6,807	60,961	2,154	635	756	512	430	76,275
1942-43	7	9	124	6	4,149	7,300	60,780	3,380	592	811	490	563	75,609
1943-44	9	6	127	6	5,179	8,291	72,262	4,093	575	1,381	568	682	89,825
1944-45	6	9	132	3	6,423	9,566	104,705	3,303	1,070	1,062	793	1,101	123,997
1945-46	8	6	121	6	8,583	7,067	91,907	6,425	1,072	1,177	759	1,070	113,982
1946-47	6	7	119	7	7,950	8,717	132,769	9,564	1,325	1,245	1,115	1,336	159,000
1947-48	7	6	116	4	14,533	14,470	255,289	9,540	2,076	2,411	2,200	2,385	293,832
1948-49	4	11	110	6	9,499	26,134	245,596	13,554	2,374	2,375	2,232	2,259	294,783
1949-50	4	9	93	7	11,052	26,912	267,400	20,223	2,763	2,990	2,875	2,889	325,587

of $551. The high school total annual salary for six teachers was $5,120, with an average annual salary of $853.

The elementary female total annual salary for 116 teachers was $53,578, with an average annual salary of $461. The total high school annual salary for two female teachers was $895, with an average annual salary of $447.

In 1949-50 the total annual salary for four elementary male teachers was $11,052, with an average annual salary of $2,763. The high school male total annual salary was $26,912 for nine teachers, with an average annual salary of $2,990.

The female elementary annual salary for ninety-three teachers was $267,400, with an average annual salary of $2,875. The high school female total annual salary for seven teachers was $20,223 with an average salary of $2,889.

In 1940-41 a total of 135 Negro teachers had a total salary of $65,660, while in 1949-50 a total of 113 teachers had a total annual salary of $325,587.

This study shows a decided increase in salary in the past three years based upon single salary schedule, training, experience, and the Gilmer-Aiken Minimum Foundation Fund of 1949-50.

> In 1930, the average annual salary paid white teachers in 11 Southern States was $901, ranging from $715 in Arkansas, to $1,546 in Maryland, while the average paid Negro teachers in the same states was $423, ranging from $226 in Mississippi to $1,168 in

> Maryland. In 1900, the average annual salaries paid white teachers in seven Southern States was $162, ranging from $100 in North Carolina to $421 in Maryland, compared with an average of $106 for Negro teachers, ranging from $75 in North Carolina to $325 in Maryland. . . . Salaries of teachers should be commensurate with their education and efficiency.[12]

That the Negro teachers have deserved better salaries is denied by few. It is a matter appreciated by both whites and Negroes that the long awaited day of increased salaries has arrived.

> Teachers' salaries have increased approximately 50 per cent since 1939-40. The per cent of increase being greater in the separate schools for Negroes than in the separate schools for white pupils or in schools for all pupils.[13]

The progress made by Negro teachers in the program of educational standards is encouraging and has been much needed.

> One of the most important trends in education of Negroes is the up-grading of teachers. This has been brought about by advancing certification standards; by changing state normal schools into four-year teacher colleges; by scholarships provided by private philanthropy; by scholarships provided by states; and by adding a curriculum of graduate studies to the programs of state institutions.[14]

That both local and state authorities have cooperated in the advancement of the program of education for the Negro teaching staff is known and appreciated by the Negro people.

---

[12]Caliver, op. cit., pp. 52, 84.

[13]J. P. Guzman, Negro Yearbook, p. 71.

[14]Murray, The Negro Hand Book, p. 57.

The opportunity given seems to be well utilized for the betterment of the Negro youth.

> If intelligence and sincerity were applied to the problem of the Negro school teacher, progress would be possible. Both local and state educational organizations could cooperate in enforcing a gradual but certain improvement in the condition of the Negro teaching staff. . . .
>
> In identifying herself with the cause of the Negro child, in seeking to give to this child some measure, however slight, of the opportunity not grudged to other American children, the teacher of Negro children and likewise the administrator of schools for Negro children, is in tune with the infinite.[15]

The Negro teachers seem eager for knowledge and professional growth, according to the response given in the Spring of 1950. The elementary coordinator of Marshall Public Schools, Florence Wood, arranged an in-service meeting, giving the Negro teachers an opportunity to hear something about the new methods in teaching reading. It was an open affair for all elementary teachers of the system. The news spread far and wide, and about sixty or seventy Negro teachers were there. They came from a radius of sixty miles, one car of five or six came from Gilmer, an adjoining county.

The meeting was held in Dunban Elementary School for Negroes. Travis Downs, principal, introduced Florence Wood who in turn introduced Lessie Smitherman, the speaker. The

---

[15] H. M. Bond, op. cit., pp. 277, 463.

response of the Negro teachers was wonderful. They stayed long after the meeting was over and talked and asked questions. The Dunbar teachers served cokes, and everyone seemed to have a good time. This happened to be the first time a white lecturer had been taken into the elementary schools by the administration, and the Negro teachers really felt that progress was being made.[16]

---

[16] Letter from Florence Wood, June 21, 1950.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In spite of the many unfavorable conditions, the program of Negro education has grown and flourished throughout the years. In Harrison County, from 1940 to 1950, many improvements have been made in the development of this program. There have been erected many school buildings, with improvements on others. There have been improved facilities, improved equipment, improvements of school grounds, selection of better prepared teachers, increased salaries and tenure, and longer school terms. The schools all operate now on a nine-month basis. There has been an increase of enriched curriculum programs in introduction of a more extensive program of industrial and vocational work. The transportation facilities have been improved in number and in efficiency of operation. The schools have received added financial support, which has helped to raise the standards and achievements, thereby more nearly meeting the needs of the education program.

The standards of health have been raised in some parts of the county by the intensive study of conditions.

A realization of the necessity for better health as a contributing factor in school achievement seems to be recognized by the installation of efficiently operated health units.

The pupil personnel has shown improvement in average daily attendance. Children now seem to attend school because they like to go. School has become an interesting and enjoyable place--a work shop where the pupil may progress individually at his own level. That pupils enter schools and remain longer is recognized from the improvement in the age range and the attendance in the higher grades.

The many activities engaged in by the pupils, sympathetically assisted by their parents and teachers, have added materially to the attendance and interest in school.

Harrison County has seemed to realize more fully in recent years that the education of the Negro must receive more attention. Due to some adverse conditions, however, it has been a slower process than desirable. Since it is felt that education occupies an important place in the promotion of the welfare of the county, the white people seem to realize that an improvement of the program of education for the Negro is to the advantage of both white and Negro. In this county, education has directly affected the progress and

development of the Negro in improving the health conditions, economic efficiency, and in creating a higher standard of living.

That education for Negroes was estimated to be worthwhile by the white people of Harrison County is shown by their willingness to establish Negro schools, unaided by the Freedman's Bureau, after the Emancipation. Harrison County Negro schools have not had to depend entirely upon tax funds for their establishment and support. Many Northern philanthropists have aided this program by establishing foundations. The first of these to give assistance was the Peabody Fund followed by the John T. Slater Fund, the Anna T. Jeanes Fund, and the Julius Rosenwald Fund.

Conclusions

From this study the conclusion has been reached that, while the Negro educational program has made many changes and has shown considerable progress in improvements, there is still much to be done toward a higher goal of development.

Apparently the opportunity to gain an education has been the desire of the Negroes of Harrison County. They have seemed to appreciate and take advantage of the increasing

number of privileges offered them. They have shown ambition, determination, and perseverance in striving toward the goal of better education. From all evidences and past experiences, it seems to be an advantage to the county to educate the Negro. The Negroes have used their education not only for themselves but for the benefit of their county in its growth and development.

The Negro educational program of the county seems to be improving in the development toward broader aims. "The Seven Cardinal Principles" apparently is the goal toward which it hopes to move. The program seems to seek to develop better health conditions, a command of the fundamental processes, more efficiency in vocational development, better adjustment to home, training for citizenship, better knowledge of how to use leisure time, and the refinement of one's own ethical character.

This study includes an analysis of the educational program of Harrison County for the Negro, the changes it has made, and the progress of development from 1940 to 1950.

Recommendations

From the study of rural Negro education in Harrison County from 1940 to 1950, the following recommendations are made in regard to this program:

1. An expanded and enriched program of curriculum constructed and adapted to the experiences and needs of the individual child should be provided. More opportunity should be given for the development of individual interests and abilities. A program of education which makes possible the participation of the pupil in the socially useful work of the county should be emphasized. Where it is necessary, a revision should be made in the course of study or curriculum to meet the needs of the local situation. More emphasis should be placed upon the use of museums, excursions, visual-aid instruction, and all avaliable equipment. Materials should be provided to enrich and aid the real expression of the needs of the pupils. Extra-curricular activities should become a part of the curriculum in order to make possible the development of leadership and self-expression of the pupils. A more realistic education--one which uses the method of learningby participation of the pupils in useful and worth-while experiences--should be stressed.

2. The enforcement of the compulsory attendance school law should be made mandatory, thereby increasing the enrollment, attendance, membership, and average daily attendance; decreasing absenteeism and retardations; and aiding the effort to stamp out any existing illiteracy within the county among the Negro pupils.

3. An elasticity of promotional plans should be used, whereby a pupil may be grouped with his age group and may be able to work at his own level within the group. A program that stresses pupil success rather than pupil failure is strongly recommended for the schools.

4. A program furthering the development of the exceptionally gifted child should be given more stress. An opportunity should given the individual pupil for advancement in purpose and goal.

5. A program of pupil participation in selection of activities and in administration of these activities on the level of the individual pupils' capacity should be given more stress. Active practice should be given in developing skills, habits, attitudes, appreciations, ideals and interests of the pupils. A program for healthful and ethical participation in school, home, work, recreational, and civic life for the pupils should be provided.

6. A more concentrated program of training for citizenship should be used. This training should go beyond the flag-saluting and patriotic-gesture stage in the school. Activities should be introduced to bring the child into immediate relationship with the function of the government of the community in which he lives. The pupil should be taught to evaluate and appreciate the services of officials, both

local and state as well as national. The pupil should be provided with a program for teaching the functions and responsibility of citizenship.

7. A broad program of education designed to inform the Negro youth of his race should be provided. More stress should be given to instruction concerning his race as a factor in the development and attainments of the county. An effort should be made to provide knowledge of the contributions of the Negro race toward the progress of our civilization and the American way of life.

8. A more extensive industrial and vocational program especially adapted to the social and economic relationship of the pupils should be introduced. This program should be designed to meet the needs and the pressing claims of the pupils for an education that fits them more effectively for the present-day demands of life.

9. The problem of finding a way to keep the Negro youth in school beyond the elementary school and through high school should be given much thought.

10. The installation and supervision of health programs by the state and county giving instruction in proper health information should be used in an effort to combat unhealthful conditions.

11. A guidance program designed to guide the pupil in occupational openings of the present and future should be provided.

12. Installation of more and better library facilities, effectively operated, should be given more stress.

13. An improvement in school buildings, facilities, and equipment should be given added interest and stress.

14. An increased interest in the program of improvement and beautification of school grounds should be given concentrated effort.

15. A continued program of transportation should be used, with emphasis upon the effects of school attendance.

16. Continued progress in the selection of teacher personnel upon the present basis of equal pay for equal services rendered should be given stress. Emphasis should be placed upon special training of teachers for the rural districts. Teachers should be required to have special courses in activities and techniques of teaching to meet the needs of the rural schools. In the selection of teachers, their preparation in courses in nature study, agriculture, and practice teaching in schools of the rural type should be considered.

17. A well-organized creative supervision, with emphasis on teacher-pupil growth and on improved classroom

instruction--gained from further study and from an exchange of ideas with other teachers including white teachers--should be provided.

18. School-sponsored community centers, which give an added opportunity to raise the standards of home life and teach recreation as an essential of life, should be organized. Striving for cooperation of home and school in order to raise the standard of character of all Negro youth in the community should be one of the goals of the education program in Harrison County.

APPENDIX

RURAL HARRISON COUNTY SCHOOL DISTRICTS, 1949-1950

Name and Number of District	Enumerated Scholastics		
	White	Negro	Total
Elysian Fields No. 2.	70	418	488
Oak Grove No. 3 . . .	16	101	117
Gill No. 4.	46	256	302
Cave Springs No. 5. .	32	23	55
Nesbitt No. 12. . . .	157	208	365
Woodlawn No. 13 . . .	41	139	180
Leigh No. 15.	13	261	274
Jonesville No. 16 . .	39	298	337
Scottsville No. 21. .	29	431	460
Grange Hall No. 23. .	80	49	129
Grover No. 24	99	90	189
Ware No. 27	14	129	143
Darco No. 29.	52	20	72
Hallsville No. 704. .	518	611	1129
Harleton No. 705. . .	231	206	437
Total	1,437	3,240	4,677

QUESTIONNAIRE TO PRINCIPALS OF NEGRO SCHOOLS

1. What is the name of your school?_____

2. Where is it located?_____

3. How many pupils are enrolled?_____

4. How many grades are taught?_____

5. How many teachers are in your school?_____

6. How long have you been in your present position?_____

7. In what kinds of work are the parents engaged?_____

_____

8. To what extent do the pupils assist in program planning?

_____

9. Do you have radios?_____ How many?_____

10. Do you have organized classes for educational radio programs?_____

11. Do you have audio-visual aids?_____

12. Is there a cafeteria in your school?_____

13. What is the number of books in your library?_____

14. On an average, how many books are checked out per pupil, week_____ month_____year_____?

15. Do you have a librarian?_____

16. Please list all organizations of your school and community.

_____Activities_____

17. Do you have a Parent-Teacher Association?_____

18. Do you have parent-teacher conferences?_____

19. Is there a guidance teacher in your school?_____

20. Do you have a physical education teacher?_____

21. Please estimate promotions_____ retardations_____ for this year.

22. Has your school considered consolidation?_____State your reasons for_____against_____

Please state briefly in a letter (1) what you consider the greatest progress that has been made in recent years in your school, (2) what planned improvements are under way, and (3) what means are being used to promote better relations between the home and the school.

SAMPLE LETTER FROM ONE OF THE NEGRO PRINCIPALS

Leigh Community Center & Health Unit
Leigh, Texas

May 15th 1950

Mrs. Pearl Stone
Marshall Public Schools
Marshall, Texas

Dear Mrs. Stone:

In reply to your communication under date of May 10th I wish to inform you that our school carries ten grades and approximately one hundred pupils. There are nine active organizations of which our school is directly identified as follows: P.T.A; District P.T.A. Council; Canning Club; Poultry Hatchery; 4-H Clubs; Boy Scouts; Community center; District Fair & Live Stock Show; and Community Farm Shop.

The original objectives of the community center were: Establishment and development of a health center; Promote health through recreation; Maintain an educational program for farm people; and Create and maintain a library for use of the membership. Each of these objectives has been realized.

All of the nine activities mentioned above were planned by the District P.T.A. Council. Perhaps the greatest contribution of all was the creation of our health unit. The supporting agencies are, State Health Dept. Bishop College, National American Red Cross, State Tb. Association, and our Local Chapter Red Cross.

The following courses are maintained each year: nutrition, first aid, accident prevention for instructors, and the same course for elementary children.

The supervisor played a great big part in initiating these programs. The county would suffer a distinct loss without her service.

Very respectfully,

U.R.Weisner,Principal
Antioch School

P. S. I lost or misplaced the questionnaire. Would be glad to fill it if I had another.

URW

BIBLIOGRAPHY

Books

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

Davis, William R., The Development and Present Status of Negro Education in East Texas, New York City, Bureau of Publications, Teachers College, Columbia University, 1934.

Fuller, Thomas O., Pictorial History of the American Negro, Memphis, Pictorial History Inc., 1933.

Guzman, Jessie Parkhurst, Negro Year Book, The Department of Records and Research, Tuskegee Institute, Atlanta, Foote Davies, Inc., 1947.

Murray, Florence, The Negro Hand Book, New York, Current Reference Publications, 1944.

Reid, Ira DeA., In a Minor Key, Washington, D. C., American Council on Education, 1940.

Wilkerson, Doxey A., Special Problems of Negro Education, Washington, D. C., United States Government Printing Office, 1939.

Public Documents

Biennial Survey of Education in the United States, 1928-1930, Bulletin No. 20, Washington, Government Printing Office, 1931.

Biennial Survey of Education in the United States, 1932-1934, Bulletin No. 2, Washington, Government Printing Office, 1937.

Caliver, Ambrose, Fundamentals in the Education of Negroes, United States Office of Education, Bulletin No. 6, Washington, Government Printing Office, 1935.

Marshall: Statistical and General Information, Marshall Chamber of Commerce, Marshall, Texas (no date).

Woods, L. A., Morley, Gordon, Taylor, D. B., Haag, Addilese, Negro Education in Texas, Texas State Department of Education, Bulletin No. 343, Austin, 1934-1935.

Woods, L. A., Morley, Gordon, Taylor, D. B., Swanson, R. E., School Plant Improvement, Public Forums, Negro Education, Texas State Department of Education, Bulletin No. 371, Austin, 1937.

Reports

Annual Reports of the County Superintendent of Public Instruction, Harrison County, Marshall, Texas, 1940-1950.

Minutes of County Board, Marshall, Texas, Vol. I (May 25, 1937).

Minutes of County Board, Marshall, Texas, Vol. I (February 3, 1947).

Minutes of County Board, Marshall, Texas, Vol. I (April 21, 1947).

Minutes of County Board, Marshall, Texas, Vol. I (May 27, 1947).

Minutes of County Board, Marshall, Texas, Vol. I (March 29, 1949).

Minutes of County Board, Marshall, Texas, Vol. I (July 6, 1949).

Minutes of Local Board, Elysian Fields, Texas, Vol. I. (July 16, 1948).

Newspapers

"County Schools Operating on 9-Month Basis," Marshall News Messenger, March 31, 1950, Section A, p. 3.

"Harrison Receives $56,900 as Payment from School Fund," Marshall News Messenger, June 16, 1950, Section A, p. 1.

"One-Teacher School Still Going Strong," Marshall News Messenger, June 9, 1950, Section B, p. 3.

"$6 Per Student Paid Schools," Marshall News Messenger, April 13, 1950, Section B, p. 6.

"1-Teacher Schools Still in Operation Counted at 75,000," The Associated Press, Marshall News Messenger, April 30, 1950, Section C, p. 7.

Tower, Joe Z., "Little Red School Gone to Town, and Something Gone from the Soil," Marshall News Messenger, June 15, 1950, Section B, p. 6.

Articles

Allman, Reva W., "A Study of General Education with Emphasis on Teacher Education in Negro Schools," The Journal of Negro Education, Washington, D. C., Howard University Press, Vol. XVIII, Section D (Fall, 1949).

Ayer, Fred C., and Conradt, J. C., "They Learn by Doing," The Texas Outlook, Vol. XXXIV (April, 1950).

MacIntosh, P. J. R., "The Negro Race in Texas," Texas Weekly, Vol. XII (July 18, 1936).