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THE ADAPTABILITY OF THE FORREST COUNTY MISSISSIPPI
PROGRAM OF NEGRO EDUCATION TO CERTAIN SELECTED
COUNTIES OF THE STATE

By

Joseph W. Addison

A Thesis

Submitted to

the Faculty of the Graduate School
of Arts and Sciences
of Xavier University
in Partial Fulfillment
of the Requirements For the Degree
of Master of Arts

Xavier University
New Orleans, Louisiana
1942

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Greatly indebted is the writer to Sister Mary Soursaga, Professor of Education, and Sister Mary Frances, Chairman of the Committee on Graduate Studies, for their many suggestions and their careful reading of the manuscript during its preparation.

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facilities, teaching personnel, and curricula content. Fifteen years experience as a Principal and teacher in the Negro schools of Mississippi, chiefly in Claiborne, Forrest, Grenada and Jackson Counties, and frequent conversations with other teachers throughout the state have given me a thorough acquaintance with the problem of providing education for Negroes in Mississippi. How, then, is further improvement in the educational opportunities for Negroes in Mississippi to be accomplished?

To my mind the most worthwhile development that can be made in the field of rural

PREFACE

The attempt by the state of Mississippi to provide for the education of its people, both white and Negro, has been an arduous one. Especially difficult has been the attempt to provide adequate educational opportunities for its Negro group, and although some progress has been made there is still too wide a discrepancy between what has been done and the minimum of what could be done with regard to the physical facilities, teaching personnel, and curricula content. Fifteen years experience as a Principal and teacher in the Negro schools of Mississippi, chiefly in Claiborne, Forrest, Grenada and Coahoma Counties, and frequent conversations with other teachers throughout the state have given me a thorough acquaintance with the problem of providing education for Negroes in Mississippi. How, then, is further improvement in the educational opportunities for Negroes in Mississippi to be accomplished?

To my mind the most worthwhile development that can be made in the field of rural

education for Negroes is the consolidated type of school system such as has been established in Forrest County. From this system has come many of the advantages found in Forrest County which are lacking in the schools of the other counties of Mississippi.

For this reason I have attempted to set forth here the manner of organization, the advantages to be expected, and the possibilities of establishing a similar system of consolidated schools in the other counties of Mississippi.

As far as the writer has been able to ascertain the only studies made in this field thus far are A Survey of Two Types of School Systems for Negro Education. A Semi-consolidated School System without Transportation in Coahoma County, Mississippi and a Consolidated School System with Transportation in Forrest County. by Mr. S. L. Stringer, University of Mississippi, Oxford, Mississippi, 1929. and The Development and Administration of the Forrest County Consolidated Schools. by Mr. Yancy David Westerfield, University of Kentucky, Lexington, Kentucky, 1931.

Mr. Stringer painstakingly collects much worthwhile data, but treats it too subjectively to render it of much value as a scientific investigation. He attempts in one instance to score the physical plants, and teaching personnel of the two systems, but omits mentioning whether the measurements used were devised by himself or standardized. He fails also to mention such vital factors as attendance and enrollment. Perhaps the most glaring defect in the entire study is the insinuation that the whole system of Negro education in Forrest County was organized and established by the white citizens of the county and presented as a gracious favor to the Negro citizens. Had Mr. Stringer made a more scientific investigation he would have found that the Negroes of Forrest County contributed \$13,000 from their personal resources in order to obtain the advantages of consolidated schools.¹ However, he

¹ Katie A. Jefferson, The Jeanes Program for School and Community Organization in Mississippi, Iowa State College, Ames, Ia., 1931, pp. 56, 61, 62.

concludes that the success of the Forrest County system of Negro education warrants its adoption by the other counties of the state.

Mr. Westerfield finds that the system has added much to the effectiveness of the white schools in improving the teaching personnel, community service, curricula content, and educational opportunity for white boys and girls. He makes no mention of the Negro system except to say that lack of time prevented its discussion.

Since Mr. Westerfield did not touch the Negro school system in Forrest County in his discussion and since Mr. Stringer was highly subjective, and unscientific in many of his approaches to the subject, I believe that an investigation of the Consolidated Negro schools of Forrest County based on more recent development would provide substantial evidence for recommending the system to other counties of Mississippi. Hence I have selected for the subject of this thesis, "The Adaptability of the Forrest County Program of Negro Education to Certain Selected Counties in the State".

This study has been limited to the field of rural education and therefore excludes all schools over which the county has no jurisdiction. Further, the investigation is confined to the Negro schools and omits the discussion of the schools for the white population except incidentally and for the purpose of comparison.

Chapter I presents the historical background of Forrest County, a brief history of the consolidated school movement, its introduction into Mississippi and Forrest County, and the application of consolidation to the Forrest County program of Negro education.

Chapter II presents the educational situation of the Negro school systems in certain selected counties of Mississippi and compares it with the Forrest County situation.

Chapter III presents a comparison of the seven counties and recommendations for the establishment of consolidated schools in other counties of Mississippi.

The data I have used were taken from the records on file in the offices of the State Department of Education, of the County Superinten-

dents of Education, of the Chancery Clerks,
 Jeanes Teachers, County Demonstration Agents,
 and Superintendents and Principals, both
 white and Negro, who, through long service are
 familiar with the various counties under dis-
 cussion. In some few instances I have ventured
 to draw on my own intimate experience as a
 teacher in these same schools.

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1. That the control of the school and its
 affairs should be placed in the hands
 of the town, thereby centralizing the
 administration of the schools.¹

These two principles have since actuated all of
 the educational practice in the United States
 down to the present day. Only one change has
 been made and that too was made by Massachusetts.
 The town as the educational unit was displaced
 by the district thus decentralizing the admin-
 istration of public education in America.² This

¹ Ellwood P. Cubberly, Public Education in the United States, New York, Houghton Mifflin Company, 1919, pp. 17-18.

² Ibid., pp. 41-44.

INTRODUCTION

When the state of Massachusetts in 1642 and 1647 passed laws requiring each town to make provision for the education of all the children of the town at public expense it set up two precedents, namely:

1. That the local community should provide the means.
2. That the control of the school and its affairs should be placed in the hands of the town, thereby centralizing the administration of the schools.¹

These two principles have since actuated all of the educational practice in the United States down to the present day. Only one change has been made and that too was made by Massachusetts. The town as the educational unit was displaced by the district thus decentralizing the administration of public education in America.² This

¹ Ellwood P. Cubberly, Public Education in the United States, New York, Houghton Mifflin Company, 1919, pp. 17-18.

² Ibid., pp. 41-44. Rural Education Administrative Unit, Encyclopedia of Educational Research, ed. by Paul Monroe, New York, Macmillan Company, 1941, p. 950.

act set up a third precedent which permits each school community to organize and operate its own school system without interference from outside sources. The American people have clung tenaciously to these principles. One evidence of the stubborn resistance to taking the control of the educational forces away from the local community and again centralizing it in one agency is seen in the opposition to the Harrison-Black Federal Aid Bill.

However, in spite of this opposition centralization of the administration of education is gradually making itself felt. Horace Mann in 1837 began the pressure to enlarge the local unit of school administration so as to transfer the major administrative responsibilities from the small individual school district or village or open country neighborhood to the town. The original reason for this desire to enlarge the administrative unit was the inability of the small district to provide adequate financial support and strong professional leadership.³

³ Frank W. Cyr, "Rural Education Administrative Unit," Encyclopedia of Educational Research, ed. by Paul Monroe, New York, Macmillan Company, 1941, p. 958.

Later the broadening of the administrative unit was given an added impetus by the expansion of the educational program, and the social and economic changes which have taken place in America. These changes have their greatest manifestation in the mode of transportation, and manner of communication. No where have these changes been utilized to greater advantage than in the field of education.

Education has become scientific and thus able to regard itself through analytical eyes. Out of such searching scrutiny has come clearer knowledge of the method and technique best adapted to the highest development of man, morally, physically, and mentally. School systems and educational programs have grown from the old laissez-faire attitude to one of keenest awareness on the part of community, state, and nation of their responsibility to childhood. This awareness expresses itself in a demand for adequate physical facilities and instructional materials; for equal distribution of educational opportunities for all; for scientific and economic administration of school funds; and for a

richer and more vital school experience.⁴ The effort to meet these demands has brought to the educational program the consolidated school system. Since its introduction the system has been confined largely to white schools, but in Forrest County, Mississippi the first attempt has been made to use it in the training of Negro boys and girls. If it has been successful in Forrest such a system might well be used in other counties of Mississippi. Hence the subject chosen for this thesis is "The Adaptability of the Forrest County, Mississippi, Program of Negro Education to Certain Selected Counties of the State". I believe that the educational program now in use in Forrest County approaches nearer the vital needs of the Negro children than any other in the state. I also believe that its adaption by other counties of the state would contribute much to the greater effectiveness of Negro education in Mississippi. The

⁴ Howard A. Dawson, "Consolidation of Schools", Encyclopedia of Educational Research, ed. by Paul Monroe, New York, The Macmillan Company, 1941, pp. 362-3.

purpose then of this thesis is to set forth the results of a study made to determine the possibility of consolidating the Negro schools in other counties.

Significant evidence of centralization in educational practice in the United States is the school consolidation movement.¹ This movement has grown rapidly in Mississippi and in 1940 of the 16,888 teaching positions in the state only 13.7 per cent were found in one room schools. Likewise of the 3,715 school buildings in the state 2,887 were one room schools.² Vesterfield makes the statement that "Dr. O'Shea doubts whether any state in the nation has moved more rapidly for organization and building of rural school plants than has Mississippi in the past decade and a half."³

¹W. M. Sawitz, Are the One Teacher Schools Passing--10 Years of History, Pamphlet No. 92, U.S. Department of Interior, Office of Education, Washington, D.C., 1940, p. 1.

²David T. Stone, Consolidation of Schools and Transportation of Pupils, Circular No. 128, U.S. Department of Interior, Office of Education, Washington, D.C., 1940, pp. 2-3.

³Tacey David Vesterfield, The Development and Administration of the Forrest County Consolidated Schools, Lexington, Kentucky, University of Kentucky, 1931, p. 118.

CHAPTER I

NEGRO SCHOOLS IN FORREST COUNTY, MISSISSIPPI

The most significant evidence of centralization in educational practice in the United States is the school consolidation movement.¹ This movement has grown rapidly in Mississippi and in 1932 of the 15,532 teaching positions in the state only 18.7 per cent were found in one room schools. Likewise of the 5,715 school buildings in the state 2,897 were one room schools.² Westerfield makes the statement that "Dr. O'Shea doubts whether any state in the nation has moved more rapidly for organization and building of rural school plants than has Mississippi in the past decade and a half."³

¹W. H. Gaunitz, Are the One Teacher Schools Passing--18 Years of History, Pamphlet No. 92, U.S. Department of Interior, Office of Education, Washington, D.C., 1940, p. 1.

²David T. Blose, Consolidation of Schools and Transportation of Pupils, Circular No. 132, U.S. Department of Interior, Office of Education, Washington, D.C., 1940, pp.2-3.

³Yancy David Westerfield, The Development and Administration of the Forrest County Consolidated Schools, Lexington, Kentucky, University of Kentucky, 1931, p. 118.

The allusion here has reference to white schools only because in 1937 we find the State Supervisor of Negro Education in Mississippi saying:

"Of the 3,573 Negro School houses in Mississippi, 2,313 are owned by public authorities. The others, 1,440 are conducted in churches, lodges, old stores, tenant houses, or whatever building is available. The Federal agencies have not reached the rural schools where the needs are greatest and the ability of the people least."⁴

There must be some reason why Mississippi, a state noted for its conservatism and strict adherence to the principles of democracy as practiced by the fathers, has become so intensely interested in this new idea--consolidated schools. There must be some tangible and permanent advantages to be derived by the people and their children. It is claimed by the proponents of larger units of school administration that the following advantages are inherent in such units:

1. Greater efficiency and economy in operation.
2. Eliminates the ineffective one-room,

⁴Dr. P. H. Eason, "Mississippi Negro Schools," Mississippi Educational Advance, 28 (Feb., 1937): 136-7.

one-teacher school.

3. Reduces to the minimum political manipulation and nepotism.

4. Longer school term.

5. Greater regularity in attendance, progress and retention.

6. Improved instructional and curriculum content.

7. Greater opportunity for extra curricular and community activities.

8. Improved teaching staff.

9. Higher standards of scholarship.⁵

March 9, 1910 the State Legislature of Mississippi passed a law which authorized the establishment of consolidated school districts in the state.⁶ The law defines a consolidated school district in the following terms:

"A consolidated school district is a school district that is formed by consolidating two or more school districts or parts of districts or one district and one or more parts of districts and contains an area of not less than ten square miles in which authority to transport pupils is given."⁷

⁵Katherine M. Cook, Reorganization of School Units, Bul. No. 15, U. S. Department of Interior, Office of Education, Washington, D.C., pp.62-9.

⁶M. E. Moffit & Patti M. Broom, Twenty Years of Progress and a Biennial Survey of Public Education in Mississippi, Bul. No. 67, Research Bul. 1, Department of Education, Jackson, Mississippi, 1931, pp. 9-15.

⁷Mississippi Statutes, 1924, Sec. 99.

Forrest County was one of the first counties in Mississippi to take advantage of this law. Today Forrest County has one of the finest systems of schools in the state. Westerfield finds that the system has verified all that its proponents claimed for it except possibly the expense. Building programs have made necessary bond issues which have added slightly to the cost of the system, but even this is offset by the fact that the outcomes are so much greater per dollar expended.⁸

As modern as is this movement in the field of education, there is a more modern movement to be found in Forrest County, Mississippi. It is the first and only county in Mississippi to initiate in 1920, and carry out, a program for the consolidation of its Negro schools with transportation for all pupils except those within walking distance. This program was completed in 1930 and at the present time this county has only five Negro schools each of which operates for seven months of the

⁸ Westerfield, Op. Cit., p. 75.

11114. p. 8.

year.⁹ Twenty-eight teachers constitute the teaching personnel of these five schools. The teacher's home, which is a part of each school plant, offers a place of residence for those teachers who care to avail themselves of the convenience. The pupils are transported to and from school in officially inspected motor-busses driven by careful and skillful drivers.

In 1918 the Negro schools of Forrest County numbered twenty-six. All of these were one-teacher, one-room buildings. Often these one-room buildings were abandoned saw-mill sheds, and none of them was fit for the purpose for which it was being used.¹⁰ Land in the county was valued at only twenty-five dollars per acre and was poor and sandy.¹¹ There was only one redeeming feature-- the vast forest of yellow pine. This forest became the chief source of

⁹See Table I, p.6.

¹⁰S. L. Stringer, A Survey of Two Types of School Systems for Negro Education, A Semi-Consolidated School System without Transportation in Coahoma County, Mississippi and a Consolidated School System with Transportation in Forrest County, Oxford, Mississippi, University of Mississippi, 1929, p. 70.

¹¹Ibid., p. 6.

TABLE I

CLASSIFICATION, LENGTH OF TERM, SALARY, AND NUMBER OF NEGRO SCHOOLS
IN CERTAIN SELECTED COUNTIES OF MISSISSIPPI--1930-1940^a

1930				
County	Type of School	Length of Term	Salary Per Month	Number of Schools
Adams	Unconsolidated	6 mos.	\$30.00	31
Amite	"	5 mos.	25.00	50
Claiborne	"	7 mos.	27.50	45
Clay	"	7 mos.	30.00	56
Covington	"	6 mos.	20.00	14
DeSoto	"	4 mos.	20.00	58
Forrest	Consolidated	7 mos.	45.00	7

^aCompiled from Records in the Office of County Superintendents and Jeanes Teachers.

TABLE I--Continued

County	1940			Number of Schools
	Type of School	Length of Term	Salary Per Month	
Adams	Unconsolidated	6 mos.	\$30.00	34
Amite	"	6 mos.	25.00	50
Claiborne	"	5 mos.	27.50	45
Clay	"	6 mos.	22.50	52
Covington ^b	"	6 mos.	27.50	15
De Soto	"	4 mos.	20.00	60
Forrest	Consolidated	8 mos.	32.48	5

^bCovington County had two consolidated schools, the terms of which were eight months in length.

economic welfare until it was cut away. Then followed an era of depopulation and financial depression which was in turn aggravated by the panic of 1933. Even through this period of depression the educational program was able to function efficiently. Of course, there had to be some drastic reductions in expenditures,¹² but the main point is, that in spite of the threatening situation, the schools continued to operate.

In a report on the preparation of teachers in the state as a whole, Mr. Embree says three thousand of the six thousand Negro teachers now in the public schools of Mississippi have no education beyond the high school level and many of them have not gone beyond the fifth grade.¹³ The state has finally taken cognizance of the gravity of this situation for at the 1940 session of the Legislature it established a

¹² S.E.L. Weatherford, The Reorganization of a County School System, Unpublished Thesis, 1937, p. 4.

¹³ Edwin R. Embree, Julius Rosenwald Fund. Review of the Two Years 1938-40, Chicago, Illinois, 1940, p. 18.

teacher-training institution for the exclusive purpose of training elementary teachers for the little one, two and three-teacher schools of the state.¹⁴ Forrest County was especially unfortunate in this respect. Prior to consolidation the Forrest County teachers rated little higher than sixth grade. They had little knowledge of the subject matter and knew nothing of the theory and practice of teaching. According to Stringer, the length of the school term was just forty days and the average salary paid the teachers was twenty-two dollars and forty-eight cents per month.¹⁵

The curriculum of these schools consisted of the three "Es" liberally interspersed with the fourth "R"--the rod. The lack of professional training among the teachers mentioned elsewhere.¹⁶

¹⁴Dr. P. H. Eason and J. A. Travis. "Negro Education," Biennial Report and Recommendations of the State Superintendent of Public Education, Department of Education, Jackson, Mississippi, 1941, p. 16.

¹⁵Stringer, Op. Cit., p. 67.

¹⁶Cf. ante, p. 7. of J.W. Knox, Principal, John White Consolidated School, Brooklyn, Mississippi.

made anything else practically impossible. The school was considered a thing apart from the community and hence no thought was taken of community needs. Instructional material--maps, globes, charts, supplementary readers, flash cards, counting frames, and lesson plans were undreamed of. The schools were without blackboards; the lighting was poor and inadequate; drinking facilities were the spring under the hill or creek in the rear of the school and the tin bucket and dipper. Toilets, if there were any, were the disease-spreading surface variety.¹⁷

A personal tour of the Negro schools of Forrest County was made during the progress of this study in order to ascertain the condition of the schools since the consolidation has been completed. The five consolidated schools show vast improvement over the physical conditions which existed prior to consolidation. Each of the schools has a deep well, modern school desks, adequate instructional material and blackboard

school property at approximately \$40,000. This

¹⁷Private Records of J.W.Knox, Principal, John White Consolidated School, Brooklyn, Mississippi.

space, sanitary drinking fountains and a pit well type of toilet. All of the schools have home economics departments and two schools emphasize vocational agriculture for boys and girls. The school campus ranges from a minimum of three acres to a maximum of eleven acres. Shrubbery, flowers, and well-kept lawns add to the attractiveness.

During the tour of the Negro schools of Forrest County, Mississippi, the private papers of the chairman of each board of trustees and the records in the office of each school principal were studied for the purpose of ascertaining the present value of the school property in the county. At the same time the records in the office of the County Superintendent of Education and of the Chancery Clerk were consulted in order to secure additional data regarding the advantages offered by the present program of Negro education in the county. It is interesting to note that these records place the value of the school property at approximately \$40,000. This amount was distributed among the five districts as follows:

(a) DePriest Consolidated.....	\$10,000 ¹⁸
(b) Bay Springs Consolidated...	10,000 ¹⁹
(c) John White Consolidated....	12,000 ²⁰
(d) Springfield Consolidated...	5,000 ²¹
(e) Meyers Consolidated.....	3,000 ²²

The Negro School population, enrollment, and average daily attendance reached the peak in 1934. During that year the school population numbered 3,743, the enrollment 2,593, and the average daily attendance 2,121 pupils.²³ From that year a steady decrease set in which by 1940 had reduced the school population to 3,219, the enrollment to 2,439, and the average daily attendance to 1,878. This decline was the result of the cumulative impact of the panic of 1933.

¹⁸Records in Office of Principal of DePriest Consolidated School.

¹⁹Records in Office of Principal of Bay Springs Consolidated School.

²⁰Records in Office of Principal of John White Consolidated School.

²¹Records in Office of Principal of Springfield Consolidated School.

²²Records in Office of Principal of Meyers Consolidated School.

²³See Table II. p.12.

TABLE II
 NEGRO SCHOOL POPULATION, ENROLLMENT, AND AVERAGE DAILY ATTENDANCE,
 FORREST COUNTY, MISSISSIPPI--1930-1940

Period	Census	En- rollment	Average Daily Attendance	Per cent En- rolled	Per cent actually at- tending	Per cent Population in City
1929-1930 ^a	2,414	1,457	960	60.5	65.2	66.9
1931-1932 ^b	2,420	1,630	1,228	67.3	75.3	68.2
1933-1934 ^b	2,586	1,628	1,272	62.9	78.1	69.1
1935-1936 ^b	2,569	1,556	1,266	60.5	81.2	70.2
1937-1938 ^b	2,298	1,591	1,233	69.2	77.4	66.1
1939-1940 ^b	2,003	1,449	1,075	72.3	74.1	62.3
Average Total Per cent				65.5	75.5	67.5

^aW. E. Moffit and Patti M. Broom, Twenty Years of Progress and a Biennial Survey of Public Education in Mississippi, Division of Information and Statistics, Jackson, Mississippi, Department of Education, 1931, p. 101.

^bCompiled from Biennial Reports and Recommendations of the State Supervisor of Public Education, Jackson, Mississippi, Department of Education.

TABLE II--Continued

Period	O U T S I D E O F C I T Y						C i t y a n d O u t s i d e o f C i t y	
	Census	En- rollment	Average Daily At- tendance	Per cent Enrolled	Per cent actually attending	Per cent Populat. Outside of City	Per cent Populat. Enrolled	Per cent actually attending
1929-'30	1,090	918	768	84.2	83.6	31.1	67.7	72.7
1931-'32	1,133	957	691	84.4	72.2	31.8	72.6	74.5
1933-'34	1,157	965	849	83.4	87.9	30.9	69.2	82.1
1935-'36	1,094	945	687	85.4	72.8	29.8	68.2	82.0
1937-'38	1,182	936	922	79.1	96.5	33.9	72.2	85.7
1939-'40	1,216	990	803	81.4	81.1	37.7	75.7	76.9
Average Total Per cent				82.9	82.6	32.5	70.9	78.9

Banks and business firms failed, farmers lost their stock, tools, and in many instances, their farms; the last of the saw mills was forced to suspend operations.²⁴ The shift of population which followed made itself evident immediately in the educational system.²⁵

An analysis of the table shows that during this period, 1930-1940, 32.5 per cent of the population lived outside of the county seat and 67.5 per cent lived in Hattiesburg. The total enrollment in the schools was 70.9 per cent of the total school population and the average daily attendance of the county as a whole was 78.9 per cent of the total enrollment. Considering these two areas separately we find the enrollment in the city was 65.6 per cent of the school population while outside of the city it was 82.9 per cent. Likewise we find that the average daily attendance in the city was 75.5 per cent of the enrollment while outside of the city it was 82.6 per cent. This means that in the period 1930-

²⁴Weatherford, Op. Cit., p. 5.

²⁵Ibid., p. 11.

1940 the county outside of the city enrolled in the schools a higher percentage of the school population and maintained a higher average of those actually attending than the city. Consolidation was the most important factor in bringing about this result.

Twenty-eight teachers served these consolidated schools.²⁶ All of these teachers have at least two years of professional training and hold a first grade state license to teach in the public schools of Mississippi.²⁷ College graduates are required to attend summer school at

least once every three years at an accredited college. Teachers who have not completed their college work must attend every year until a degree is obtained. Of the twenty-eight teachers employed in the Forrest County Negro schools in 1940, eleven were college graduates, fifteen had at least one year of college training, and only

²⁶Records, Office of Superintendent of Education, Forrest County, Hattiesburg, Mississippi.

²⁷Records, Office of State Board of Examiners, Department of Education, Jackson, Mississippi.

two were below college level.²⁸ In 1930 the average salary of principals was \$75 per month and that of teachers \$45. In 1940 it was \$80 and \$32 respectively.²⁹ The reason assigned for this decrease in the average salary paid to the Negro teachers of Forrest was, according to the County Superintendent of Education, due to the fact that in 1936 the length of the school term was extended to eight months. The expense of maintaining an additional month of school was met by reducing the teachers' salary to avoid the need of additional revenues.

Many national, state, county welfare, and philanthropic agencies--home demonstration agent, county demonstration agent, health service, and Jeanes agent to mention a few-- bring much needed assistance to the people of the state and county. The services rendered by these agencies would in many instances be prohibitive by reason of cost or inaccessibility of the individual communities. However, the consolidation of Negro

²⁸See Table III, p. 16.

²⁹Interview, Superintendent of Education, Forrest County, Hattiesburg, Mississippi, 1939-1940.

TABLE III

TRAINING OF NEGRO TEACHERS IN SEVEN COUNTIES
OF MISSISSIPPI--1930-1940

1930							
County	Col- lege Gradu- ates	3 Years Col- lege	2 Years Col- lege	1 Year Col- lege	4 Years High School	Below High School Level	Total
Adams ^a	...	...	...	...	...	30	30
Amite ^b	3	...	...	...	...	52	55
Claiborne ^c	1	...	4	...	6	34	45
Clay ^d	3	...	...	...	...	54	57
Covington ^e	...	...	...	...	...	40	40
DeSoto ^f	...	...	...	...	12	65	77
Forrest ^g	3	...	...	...	...	23	26

^aTaken from records of County Home Demonstration Agent, 26 St. Catherine Street, Natchez, Mississippi.

^bTaken from records of Jeanes Teacher, Gloster, Mississippi.

^cTaken from records of Jeanes Teacher, Fort Gibson, Mississippi.

^dTaken from records of Jeanes Teacher, West Point, Mississippi.

^eTaken from records in Office of County Superintendent of Education, Collins, Mississippi.

^fTaken from records in Office of County Superintendent of Education, Hernando, Mississippi.

^gTaken from records in Office of County Superintendent of Education, Hattiesburg, Mississippi.

schools in Forrest County has placed at the disposal of such agencies which it is possible to carry the benefits of these agencies to the entire Negro population of the county.

TABLE III--Continued

County	1940						Total
	Col- lege Gradu- ates	3 Years Col- lege	2 Years Col- lege	1 Year Col- lege	4 Years High School	Below High School Level	
Adams	5	...	...	...	27	15	47
Amite	9	...	2	...	5	39	55
Claiborne	1	...	6	...	10	28	45
Clay	5	3	10	...	29	10	57
Covington	7	8	10	10	5	...	40
DeSoto	...	...	...	10	37	38	85
Forrest	11	5	6	1	2	...	28

community activity. The advantages thus obtained cost only \$18,867.36³⁰ and resulted in an increased school attendance, better salaries and a longer term.

³⁰J. A. Travis, A Financial Study of Negro Education in Mississippi, Nashville, Tennessee, George Peabody College, June, 1937, p. 80. Cf. table IV, p. 18.

schools in Forrest County has placed at the disposal of such agencies centers from which it is possible to carry the benefits of these agencies to the entire Negro population of the county.

Consolidation of the Negro schools of Forrest County has given the Negro boys and girls of the county: (1) better equipped, better lighted, better heated and better ventilated buildings; (2) better drinking and sanitary arrangements; (3) attractive school grounds; (4) better qualified and more experienced teachers; (5) reduction of the number of grades taught by each teacher usually not more than two; (6) addition of high school departments, all of which are departmentalized; (7) an enriched curricula, (8) greater opportunity for extra-curricular and community activity. The advantages thus obtained cost only \$19,857.36³⁰ and resulted in an increased school attendance, better salaries and a longer term.

³⁰J. A. Travis, A Financial Study of Negro Education in Mississippi, Nashville, Tennessee, George Peabody College, June, 1937, p. 50. Cf. Table IV, p. 18.

Compiled from J. A. Travis, A Financial Study of Negro Education in Mississippi, Nashville, Tennessee, George Peabody College, J. 1937, p. 50-51.
*White *Negro

FINANCIAL RECEIPTS AND DISBURSEMENTS FOR SEVEN COUNTIES IN MISSISSIPPI^a

County	Census		Expenditures		Per Capita Expenditures		Per Capita Allotment
	W*	N**	W	N	W	N	
Adams	3,105	7,499	\$98,434.17	\$ 19,948.40	\$31.70	\$ 2.66	\$ 29,057.12
Amite	3,450	4,199	103,727.61	14,752.70	30.24	3.51	16,270.28
Claborne	791	2,745	30,710.81	11,679.12	38.83	4.25	10,636.33
Clay	1,667	4,252	49,996.83	8,086.00	29.99	1.90	16,475.65
Covington	5,144	6,136	182,919.36	18,322.90	34.88	2.99	23,775.77
DeSoto	2,647	8,799	113,341.93	9,401.14	42.82	1.07	34,094.37
Forrest	3,118	1,094	118,007.38	19,857.36	37.84	18.20	4,239.03

^aCompiled from J. A. Travis, A Financial Study of Negro Education in Mississippi, Nashville, Tennessee, George Peabody College, J. 1937, pp. 31-115.

*White **Negro

TABLE IV--Continued

County	Differential	Ratio	L A N D		C O W N E		R S H I P		Valuation
			Number		Acreage		Valuation		
			W	N	W	N	W	N	
Adams	\$-9,108.42	11.90	156	160	86,670	12,526	\$1,356,520	\$245,415	
Amite	-1,517.58	6.61	1114	323	157,511	27,309	846,969	77,489	
Claiborne	+1,042.79	9.14	304	156	118,346	20,337	1,183,646	273,157	
Clay	-8,369.65	15.78	492	251	82,172	16,152	1,705,789	278,964	
Covington	-5,452.87	11.67	1191	379	176,852	27,722	936,552	177,319	
DeSoto	-24,693.23	40.02	470	284	72,781	22,317	572,260	53,205	
Forrest	+15,618.33	2.08	530	62	52,653	4,571	1,236,248	80,645	

and played a great part in the consolidation movement which followed.³²

The availability of these funds, however, could not have achieved the splendid results obtained in Forrest County without the whole-hearted support of the white and Negro citizens, guided by a sympathetic, diplomatic and courageous superintendent of education. One of the regulations governing the granting of the funds, mentioned above,³³ for use in a community was that they must be matched by the county and the community. In other words, the citizens of Forrest County had to provide funds to meet the conditions imposed by these foundations. Accordingly, the property owners voted a special tax levy to promote the system. Otherwise, the movement would have been impossible.³⁴ In 1935 the total expenditures for Negro education was

³²M. E. Moffit & Patti M. Broom, Twenty Years of Progress and a Biennial Survey of Public Education in Mississippi, Bul. No. 67, Research Bul. No. 1, Division of Information and Statistics, Department of Education, Jackson, Mississippi, 1931, pp. 20-21.

³³Cf. ante.p. 19.

³⁴Stringer, Op. Cit. , p. 70.

\$19,857.36 or \$18.20 per capita. Of this amount \$15,618.33 was obtained from local taxation and \$4,239.03 from the state per capita allotment.

How much the success of this new movement--consolidation of Negro schools--depended upon the cooperation of the white property owners is shown by the fact that they owned 52,653 acres of land valued at \$1,236,248 while the Negroes owned 4,511 acres valued at \$80,645.

Summing up this review of the development of the Forrest County Negro school system certain factors seem to stand out as directive forces in its final consummation:

1. Passage of a school consolidation law by the State Legislature in 1910.

2. Loss of the lumber interests resulting in the shifting of the population to other areas and loss of revenue to the county.

3. Experience gained and results obtained from consolidation of the white schools of the county.

4. The availability of philanthropic funds.

³⁵ Travis, Op. Cit., p. 50.

³⁶ Moffitt and Brock, Op. Cit., p. 55.

5. The approval of the white citizenry of a special tax levy to support the consolidation of Negro schools.

6. A sympathetic and courageous Superintendent of Education.

This review of the program of Negro education in Forrest County has been set forth here in order to present a general picture of the situation--development, cost, advantages, operation, school population, teaching personnel, and attendance-- as it obtains today. With this picture before us it will be possible to ascertain whether the program of education for Negroes in Forrest County will bring the same advantages to other counties of Mississippi. The idea of school consolidation has taken firm hold in Mississippi. It has proven its value in providing greater educational advantages to the white children of the state. It has also proven its value as a program for Negro education as evidenced by the fact that there are now sixteen consolidated schools for Negroes in Mississippi.³⁶ Since

³⁶ Moffit and Broom. Op. Cit., p. 55.

Forrest County represents the most outstanding achievement in the consolidation of Negro schools we shall attempt to show that the advantages derived from such a system of Negro schools by Forrest County will follow its adoption by other counties of the state.

Are the advantages of the Forrest County system of Negro education of such value as to warrant its adoption by other counties of the state of Mississippi? We shall institute a comparison of Forrest County and Adams County from 1920 to 1940 in order to show the past and present situation in the two counties. If such comparison shows the Forrest County system for Negro education superior to the system in use in Adams and other counties of the state then Negro education in other counties would benefit by the adoption of the consolidated program for Negro schools. For the purpose of making this comparison, the following six counties have been selected:

- 1. Adams..... 1798
- 2. Amite..... 1814
- 3. Claiborne..... 1802
- 4. Clay..... 1871
- 5. Covington..... 1818

CHAPTER II

NEGRO SCHOOLS IN OTHER COUNTIES
OF MISSISSIPPI

Are the advantages of the Forrest County system of Negro education of such value as to warrant its adoption by other counties of the state of Mississippi? We shall institute a comparison of Forrest County and Adams County from 1920 to 1940 in order to show the past and present situation in the two counties. If such comparison shows the Forrest County system for Negro education superior to the system in use in Adams and other counties of the state then Negro education in other counties would benefit by the adoption of the consolidated program for Negro schools. For the purpose of making this comparison, the following six counties have been selected:

- | | |
|-------------------|------|
| 1. Adams..... | 1798 |
| 2. Amite..... | 1814 |
| <hr/> | |
| 3. Claiborne..... | 1802 |
| 4. Clay..... | 1871 |
| 5. Covington..... | 1819 |

6. DeSoto..... 1836

Some of these counties are located in widely separated areas of the state while others are immediately adjacent to Forrest County.¹

In 1934, the State Department of Education of Mississippi conducted a survey of the plant facilities of the public schools of the state. According to this survey there were 1440 Negro schools in Mississippi. Of this number 717 were housed in tenant cabins, farm houses, and store buildings which were totally unfit hygienically and otherwise for school purposes. 789 of these schools were conducted in churches that were in no way adapted to public school needs, but were slightly more satisfactory than the privately owned buildings. The privately owned buildings were donated for free use by individuals who were interested in having schools for Negroes in the community. This survey is an indictment of the state of Mississippi for its failure to make provision for the physical facilities of its schools for Negroes.² The schools in the coun-

¹See map. p. 26

²A Survey of Plant Facilities of the Public Schools of Mississippi, XIII, 1934, State Department of Education, Jackson, Mississippi.

NO. V



ties mentioned above³ fall under the same general classification as those described in the survey and the situation has continued practically the same up to 1940.

Adams County in the southwest corner of Mississippi is situated on the Mississippi River and is the oldest county in the state. It was the ancient home of the famous Natchez Indians about whom centers much of the action of the early history of Mississippi.⁴ A description of the early schools of Adams County could not be given more accurately than that given in the survey made by the State Department of Education in 1934.⁵

In 1920 there were thirty one-teacher schools in the county. These schools were being conducted in churches, old stores, and log cabins, the use of which was granted by some patron who land was well adapted to cotton culture. However,

³Cf. ante, p. 24.

⁴Mabel B. and John C. Fant, History of Mississippi, Jackson, Mississippi, The Mississippi Publishing Company, 1928, pp. 55-6.

⁵A Survey of Plant Facilities of the Public Schools of Mississippi, XIII, 1934.

Mabel B. and John C. Fant, Op. Cit., p. 278.

desired a school in the community or by the landlord. There was no school equipment of any kind except crude pine board benches.⁶ Adams County either did not understand the great advantages to be derived from the Rosenwald Fund or was very reluctant to make use of its provisions. In 1940 there were only three Rosenwald schools in the county, twenty-three one-teacher schools and nine two-teacher schools. There were only two three-teacher schools in the entire county. Thus the total number of Negro schools in Adams County was thirty-four. These buildings, omitting the churches, were valued at \$10,000 and were very much in need of repair.⁷

Land in Adams County consists of hills and river bottoms and the average price in 1940 was twenty dollars per acre. Prior to 1920 cotton was the chief money producing crop because the land was well adapted to cotton culture. However, the coming of the boll weevil⁸ and unscientific

⁶Records, Home Demonstration Agent, 26 St. Catherine Street, Natchez, Mississippi.

⁷Ibid.

⁸Mabel B. and John C. Fant, Op. Cit., p.278.

farming wrecked the agricultural interests of Adams County and an era of emigration set in.⁹ This was in turn aggravated by the panic of 1933 from which the county is just now gradually recovering.

In 1931 the school population, enrollment and attendance reached their greatest number. There began a gradual decline which by 1938 had reduced the school population from 6,221 in 1931 to 4,015, the enrollment from 3,299 to 1,980, and the attendance from 1,731 to 1,560. This loss of school population was due wholly to the panic of 1933 which brought agriculture in Adams County to its lowest ebb. An analysis of Table No. VI shows that the enrollment over a period of ten years was 51 per cent of the school population, and the average daily attendance was 65.1 per cent of the enrollment. This indicates that for some reason 49 per cent of the children of Adams County did not enroll in the schools and 34.9 per cent dropped out before the close of the school term.¹⁰

⁹ Ibid. pp. 250-3.

¹⁰ See Table VI, page 30.

TABLE VI

NEGRO SCHOOL POPULATION, ENROLLMENT, AND AVERAGE DAILY ATTENDANCE,
ADAMS COUNTY, MISSISSIPPI--1930-1940^a

Year	Census	Enrollment	Average Daily Attendance	Per cent Enrolled	Per cent actually attending
1929-1930 ^b					
1931-1932	6,221	3,299	1,731	53.0	52.1
1933-1934	5,221	3,281	1,839	62.8	56.0
1935-1936	4,082	1,980	1,560	48.5	78.7
1937-1938	4,015	2,028	1,549	50.5	76.3
1939-1940	5,207	2,089	1,583	40.0	75.8
Total				51.0	65.1

^aCompiled from Biennial Reports and Recommendations of the State Superintendent of Public Education, Jackson, Mississippi, Department of Education.

^bData unavailable.

Forty-seven teachers were employed in the Negro schools of Adams County in 1930. All of these teachers were below high school level. In 1940 the same number of teachers were employed, but there was some improvement in their training. Five were college graduates, twenty-seven were high school graduates, and fifteen were below the high school level. The average salary of the teachers in this county in 1930 was thirty dollars per month, and the school term was six months in length.¹¹ In 1940 we find the same salary schedule and the same school term. Approximately 25 per cent of the teachers board around in the communities, while 75 per cent motor to and from school each day. This has the effect of rendering the teachers less deeply concerned in the welfare of the communities where they are employed.¹²

In 1940 none of the Negro schools of Adams County had a deep well, running water, or drinking fountains. No provisions were made for extra

¹¹Records, County Home Demonstration Agent, Adams County, 26 St. Catherine Street, Natchez, Mississippi, 1937-1940, cf. post. p. 32.

¹²Cf. ante. Preface, p. xii.

TABLE VII

NUMBER OF NEGRO SCHOOLS, CLASSIFICATION, LENGTH OF SCHOOL TERM, AND SALARY PER MONTH OF CERTAIN SELECTED COUNTIES IN MISSISSIPPI--1930-1940^a

County	Type of School	Length of Term	Salary Per Month	Number of Schools
Adams	Unconsolidated	6 mos.	\$30.00	34
Amite	"	6 mos.	25.00	50
Claiborne	"	5 mos.	27.50	45
Clay	"	6 mos.	22.50	52
Covington ^b	"	6 mos.	27.50	15
DeSoto	"	4 mos.	20.00	60
Forrest	Consolidated	8 mos.	32.00	5

^aCompiled from Records in Office of County Superintendents and Jeanes Teachers.

^bCovington County has two consolidated schools with eight month term of school.

curricular activities with the possible exception of health clubs. There was no laboratory equipment, or electric lighting system in any of the schools and only twelve had standard seating arrangements. There was not a single Negro high school in the entire county outside of the County seat.¹³ However, we note from the County Agent's report that ninety per cent of the schools had sanitary pit toilets. Credit for this accomplishment goes to the County Demonstration Agent.

According to a financial study of Negro education in Mississippi, Adams County received from the state treasury in 1935¹⁴ a per capita allotment of \$29.057.12 for the education of its

¹³Records, County Home Demonstration Agent, Adams County, 26 St. Catherine Street, Natchez, Mississippi, 1937-1940, cf. ante p. 32.

¹⁴Travis, Op. Cit., pp. 31-115. Data prior to this date were not available and subsequent statistics of the Mississippi State Department of Education are not compiled according to any uniform system. Hence, it is particularly difficult to analyze financial data in the biennial reports. Consequently throughout this dissertation the data for 1935 presented by Mr. Travis must of necessity be used. However, since there is but slight variation in the allotments for Negro education from year to year, the figures for 1935 present a fairly accurate picture for the entire decade, 1930-1940.

Negro school population. This means that the county was granted \$7.11 for each of its Negro educables. Of this amount \$19,948.40 was expended for Negro education. There is no indication of the disposition of the unexpended \$9,108.72 which is slightly more than 31.4 per cent of the total allotment for the Negro school population.

Another significant item found in this study is that out of the total privately owned acreage (86,670 acres) Negroes owned 12,526 acres or slightly more than 12.6 per cent.¹⁵ This means that the Negro citizens of the county pay a little more than 1/7 of all the tax paid on the land acreage of Adams County.¹⁶

A careful study of the records in the office of the County Superintendents of Education, and of the reports of the Jeanes teachers of the counties considered in this study reveals that the story of Negro education in Forrest and Adams counties, with slight variations, parallel each

¹⁵ See Table No. IV, p. 18.

¹⁶ Loc. Cit.

other before consolidation occurred in the former. Hence, it is logical to assume that the improved condition in Forrest County in 1940 came as the result of consolidation.

Data for the remaining counties under consideration is extremely meager and on many points unavailable for 1920. Since there was but slight change in the situation between 1920 and 1930 a discussion of the situation as it existed in 1930 and a comparison with the situation in 1940 will be made for Amite, Claiborne, Clay, Covington and DeSoto counties.

AMITE COUNTY

Amite County is centrally located just north of the Louisiana-Mississippi state line, between the Mississippi and Pearl Rivers.¹⁷ The soil is poor and sandy except that which lies along the banks of the small creeks and rivers, and is valued at twenty-five dollars per acre.

It is interesting to note that the nearest railroad to the County seat is seventeen miles away.

¹⁷See map, p. 26.

Farming and lumbering are the chief industries and both passed through the paralyzing effect of the panic of 1933.

In Amite County the physical situation shows no change from 1930 to 1940. In both periods there were fifty Negro schools and of these only one was a well-constructed, well-equipped Rosenwald building valued at \$3,000. The remainder of the buildings were of the California type of construction,¹⁸ but in many instances churches and tenant cabins were used in the absence of public buildings. None of these schools had deep wells, adequate lighting facilities, drinking fountains, or laboratory equipment. Thirty-seven were one-teacher, one-room schools; twelve were two-teacher schools; and one was a three-teacher school. Thirty-seven schools had sanitary pit toilets; in the other

¹⁸ A California type structure is rectangular in shape and unceiled. There are no studs except at the corners, the doors and the windows. The sides are 12' planks placed edge to edge and the joints thus formed broken by nailing over them a three inch plank as long as the walls are high. The floor is also of 12' planks.

¹⁹ See Table No. VIII, p. 29.

schools there were either surface toilets or in some cases none at all; the buildings were unpainted, and the grounds were unattractive.¹⁹

In 1930 the County employed fifty-five Negro teachers for a term of five months. However, in 1940 an additional month was given bringing the length of term to six months.

The average salary paid these teachers both in 1930 and 1940 was twenty-five dollars per month. Only three college graduates were teaching in the county in 1930. The remainder of the teachers were below the high school level.²⁰

A study of the school population, enrollment, and average daily attendance in the Negro schools of Amite County from 1930 to 1940 shows that the enrollment for the ten year period was 81 per cent of the school population, and the average daily attendance was 77.8 per cent of the enrollment.²¹ The Negro schools enrolled a

¹⁹Records of the Jeanes Teacher, Amite County, Gloster, Mississippi.

²⁰See Table No. III, p. 16.

²¹See Table No. VIII, p. 38.

TABLE VIII

NEGRO SCHOOL POPULATION, ENROLLMENT, AND AVERAGE DAILY ATTENDANCE,
AMITE COUNTY, MISSISSIPPI--1930-1940^a

Year	Census	Enrollment	Average Daily Attendance	Per cent Enrolled	Per cent actually Attending
1929-1930 ^b	3,684	3,174	2,225	86.1	71.6
1931-1932	3,874	3,249	2,339	83.6	71.9
1933-1934	3,786	3,008	2,478	79.4	82.3
1935-1936	3,803	3,151	2,578	82.8	81.8
1937-1938	3,856	2,821	2,327	73.1	82.4
Total				81.0	77.8

^aCompiled from Biennial Reports and Recommendations of the State Superintendent of Public Education, Jackson, Mississippi, Department of Education.

^bData unavailable.

creditable percentage of the Negro children of the county, but the actual daily attendance failed to reach the total number which the enrollment leads us to expect. The decline in population was not as pronounced in Amite County as it was in Forrest and Adams counties because no banks failed and few business firms closed their doors. Likewise the saw mills of the county remained in operation and the farming people through wages earned as day laborers at the mills, were able to underwrite the loss of the customary revenue from the farm, due to lack of market and low prices.

Table IV shows that in 1935²² Amite County received from the state treasury \$16,270.28 to be used for the training of its Negro educables.

Of this amount \$14,752.70 was expended for Negro education. No mention is made of the \$1,517.18 which remained unexpended. In other words the state allowed \$3.87 per educable Negro child, but the county expended only \$3.51. It is also interesting to note that out of the total privately owned land acreage (184,820 acres) Negroes owned

²²Cf. ante, Note 16, p. 34.

27,309 acres or slightly more than 14.7 per cent. This indicates that the Negro citizens of the county pay a little more than 1/7 of all the tax on the land acreage in Amite County.²³

The curricula of the Negro schools of Amite County neither in 1930 nor yet in 1940 went beyond the elementary grades. No provisions were made for home economics, vocational agriculture, extra-curricular or community activities. Outside of the county seat not a single high school was available to Negro boys and girls. They were permitted to attend the high school at Gloster, but were required to pay tuition out of their personal resources.²⁴

CLAIBORNE COUNTY

Claiborne County is located southwest of the center of Mississippi. Its northern and western boundaries are respectively the Yazoo River and the Mississippi River.

²³See Table IV, p. 18.

²⁴Records of the Jeanes Teacher, Amite County, Gloster Mississippi.

Landing at Bruinsburg, which has since disappeared in the flood waters of the Mississippi River. General Grant marched through the county to the memorable seige of Vicksburg. The Confederate forces met the Federal army just four miles west of Port Gibson, the county seat.²⁵ It is interesting to note that the battle scarred church still stands where this preliminary engagement occurred.

In 1930 Claiborne County had forty-five Negro schools. Fourteen of these schools were well-constructed Rosenwald buildings with ample blackboard space. However, there were no drinking fountains, standard school desks, laboratory equipment, or provision for electric lights. Some of the remaining thirty-two were conducted in churches and others in crude box-like buildings erected by the patrons with contributions from their personal resources or funds secured through concerts and entertainments. Equipment in this group of schools was very limited--usually a few

²⁵Mabel B. and John C. Fant, Op. Cit., p. 182.

home-made benches and one blackboard.²⁶ The water supply for all of the schools was the neighbors' wells or an open spring. The school buildings, exclusive of churches used as school buildings, were valued at approximately \$20,000 and there were no teachers' homes. The situation in 1940 had made some slight improvement as follows:

1. Twelve schools had deep wells.
2. A farm shop operated by the county farm agent had been erected.
3. 50 per cent of the schools had sanitary pit toilets.²⁷

The soil in Claiborne County is a light clay loam, the fertility of which has been greatly depleted by excessive cotton culture. It is valued at twenty-five dollars per acre. The county was at one time a great cotton producing area, but the boll weevil, poor farming methods, and the panic of 1933 destroyed the ascendancy

²⁶Records of the Jeanes Teacher, Claiborne County, Port Gibson, Mississippi.

²⁷Records of the Jeanes Teacher, Claiborne County, Port Gibson, Mississippi.

of cotton. In 1940 hardwood manufacture, stock and cattle raising, cotton seed crushing and other manufactures acted as a balance to agriculture.²⁸ No bank failures characterized the panic of 1933 in Claiborne County, but the boll weevil and the desire for more fertile land caused a shifting of the farm population to other sections of the state. This movement made itself very evident in the educational program of the county.²⁹

A survey of the school population, enrollment, and average daily attendance of Claiborne County from 1930 to 1940 shows that the school population reached its peak in 1931 while the school enrollment did not reach the peak until 1933. After 1931 the school population gradually declined from 2,936 to 2,694 in 1940.

²⁸ A program instituted by Governor White of Mississippi whereby he sought to bring into the state a sufficient number of industries so that any loss of revenue to the farm population by reason of loss of market or bad crop years might be alleviated through wages made available by jobs in these industries. He called it: "balancing agriculture with industry."

²⁹ Mabel B. and John C. Fant. Op. Cit., pp. 250-261.

and the enrollment alternated between increase and loss until in 1940 it was only 1921. In the meantime the average daily attendance increased steadily with slight variations until 1940 when it fell away to 1.485. An analysis of Table IX shows that 76.5 per cent of the school population was enrolled and 72 per cent of those enrolled actually attended school.³⁰

The falling away of the school population was due to the causes mentioned above.³¹ The peculiar situation presented by the figures of the enrollment and the average daily attendance can be explained by the breaking down of the vast cotton growing system which permitted children to attend school who in other years were engaged in some duty in the cotton fields. The drop which occurred in 1940 was directly traceable to the loss of interest caused by the shortening of the school term to five months.³²

³⁰See Table IX. p.45.

³¹Cf. ante. p. 43.

³²Records of the Jeanes Teacher, Claiborne County, Port Gibson, Mississippi.

TABLE IX

NEGRO SCHOOL POPULATION, ENROLLMENT, AND AVERAGE DAILY ATTENDANCE,
CLAIBORNE COUNTY, MISSISSIPPI--1930-1940^a

Year	Census	Enrollment	Average Daily Attendance	Per cent Enrolled	Per cent actually Attending
1929-1930 ^b					
1931-1932	2,936	2,120	1,469	72.2	69.2
1933-1934	2,853	2,224	1,548	77.9	69.6
1935-1936	2,745	2,119	1,529	77.1	72.1
1937-1938	2,616	2,210	1,607	84.4	72.7
1939-1940	2,694	1,921	1,485	71.3	77.3
Total				76.5	72.0

^aCompiled from the Biennial Reports and Recommendations of the State Superintendent of Public Education, Jackson, Mississippi, Department of Education.

^bData unavailable.

The number of teachers employed in the county in 1930 was forty-five; the average salary per month was \$27.50. One of these teachers was a college graduate; four were above the high school level; six were high school graduates; and thirty-four were below the high school level. There was some slight improvement in teacher preparation in 1940 because we find that there were seven teachers above high school level, ten high school graduates, and twenty-eight below the high school level.³³

In both 1930 and 1940 there were no changes in the curricula of the Negro schools of Claiborne County. All of her schools were classed as elementary except in the town of Port Gibson where there was a three-year high school. No provision was made for home economics, vocational agriculture or high school training in the rural area. The only extra-curricular activities were twenty health clubs and ten glee clubs organized in 1937 by the County Jeanes teacher.³⁴

³³See Table III, p. 16.

³⁴Records of the Jeanes Teacher, Claiborne County, Port Gibson, Mississippi.

An analysis of the financial disbursements of Claiborne County for 1935³⁵ shows that the state of Mississippi granted the county \$10,636.33 or slightly more than \$3.87 per Negro educable. However, the county expended \$1,042.79 more than the state allotment or slightly more than \$4.25 per Negro child. It is interesting to note that while the county expended 38¢ more per Negro child than the state granted, it expended at the same time \$38.83 for the education of each white child. The analysis shows also that out of the total privately owned land acreage (138,683 acres) Negroes owned 20,337 acres or slightly more than 14.6 per cent. This shows that the Negro citizens paid a little more than 1/7 of all the taxes paid in the Claiborne County on its privately owned land acreage.³⁶

CLAY COUNTY

Clay County is located northeast of the center of the state not far from the Alabama-Mis-

³⁵Cf. ante. Note 16, p. 34.

³⁶See Table IV, p. 18.

Mississippi state line.³⁷ It was carved out of the territory once owned by the Choctaw Indians. It was said of these Indians that they remained always the friend of the white man.³⁸ In fact much of the early expansion of the state of Mississippi was possible because the Choctaws had such leaders as Folsom, LeFlore, Mashulitubber and Hittaketchi.³⁹ The county in 1930 was engaged chiefly in cotton growing, but the vicissitudes which overtook the farming interests throughout the state occurred in Clay County also.⁴⁰

In 1930 Clay County had fifty-six schools for Negroes. None of these schools were Rosenwald schools and all of them were classified as one-teacher schools except the town school at West Point, the county seat. None of these schools had deep wells, drinking fountains, adequate lighting facilities or laboratory equipment. Twenty-five per cent were crudely built

³⁷See map, p. 26.

³⁸Charles S. Sydnor and Claude Bennett, Mississippi History. New York, Rand, McNally and Company, 1934, pp. 107-108.

³⁹Mabel B. and John C. Fant, Op. Cit., p. 132-6.

⁴⁰Sydnor and Bennett, Op. Cit., p. 376.

California style box houses⁴¹ and the remainder, except for the three-teacher and four-teacher schools which will be mentioned later,⁴² were churches used as school buildings. There were but few blackboards, no instructional material, and no standard school desks. Not a single teacher's home was erected in the county and the sanitary arrangements were open surface toilets or were entirely lacking. This lack of proper sanitation is important in view of the fact that Hook-worm and Typhoid Fever once so prevalent especially in the rural areas of Mississippi are directly traceable to the open surface toilet. Since the discovery of this source of infection a constant warfare has been waged in order to bring about the proper disposal of human excreta.⁴³

The effect of this warfare at length

⁴¹Cf. ante, Note 19, p. 37.

⁴²Infra, p. 50.

⁴³Mabel B. and John C. Fant, Op. Cit., pp. 285-6.

⁴⁴Records of the Jeanes Teacher, Clay County, West Point, Mississippi.

reached the Negro schools of Clay County as it did in other counties of the state of Mississippi. We find in 1940 that ninety-five per cent of the schools had erected sanitary pit toilets. We also find that the number of schools had been reduced from fifty-six to fifty-two. The shifting of the population led to an increase in certain sections of the county which necessitated the building and operation of two larger schools-- one of which is a three-teacher school and the other a four-teacher school. Slightly more than 67.3 per cent had installed sanitary water coolers. With the exception of these changes the physical school plant of Clay County remained as it was in 1930.⁴⁴

Clay County employed in 1930 fifty-seven teachers for a school term of seven months at an average salary of thirty dollars per month. However, in 1940 the average salary was reduced to twenty-two dollars and fifty cents, and the school term to six months. The teaching personnel suffered no change in number, but the

⁴⁴Records of the Jeanes Teacher, Clay County, West Point, Mississippi.

qualifications underwent a slight improvement. In 1930 only three college graduates were teaching in the county. The remaining fifty-four were below high school level. In 1940 there were five college graduates, forty-two above high school level and only ten below the high school level.⁴⁵ This improvement has been gradually accomplished through the splendid work of Mary Holmes Seminary and the Okolona Industrial Institute, private schools, located in and near Clay County.

Table X which enumerates the school population, enrollment, and average daily attendance in the Negro schools of Clay County from 1930 to 1940 indicated a downward trend over the ten year period. An analysis of the table reveals that 73.2 per cent of the total Negro school population enrolled in the schools and 74.6 per cent of those enrolled actually attended. There must be some explanation for this loss of 26.8 per cent of the school population and 25.4 per cent of the enrollment to the schools.⁴⁶ The same causes

⁴⁵See Table III, p. 16.

⁴⁶See Table X, p. 52.

TABLE X

NEGRO SCHOOL POPULATION, ENROLLMENT, AND AVERAGE DAILY ATTENDANCE,
CLAY COUNTY, MISSISSIPPI--1930-1940^a

Year	Census	Enrollment	Average Daily Attendance	Per cent Enrolled	Per cent actually Attending
1929-1930 ^b					
1931-1932	4,392	3,383	2,511	77.0	74.2
1933-1934	4,151	3,125	2,284	75.2	73.0
1935-1936	4,252	2,888	2,215	67.9	76.6
1937-1938	4,060	2,962	2,168	72.9	73.1
1939-1940	4,055	2,949	2,243	72.7	76.0
Total				73.2	74.6

^aCompiled from Biennial Report and Recommendations of the State Superintendent of Public Education, Department of Education, Jackson, Mississippi.

^bData unavailable.

which affected the population, enrollment and average daily attendance of the counties previously presented in this study hold true for Clay County also. The same shifting of the farm population to other areas of the state occurred and the same readjustments had to be made before the population trend again turned upward.⁴⁷

In a financial study of Negro education in Mississippi, Mr. Travis shows that Clay County received in 1935⁴⁸ from the state treasury \$16,475.65. This amount was paid to the county on the basis of her Negro educables. The county spent on Negro education during that same year \$8,086.00. In other words, the County expended only \$1.90 for the education of each Negro child although the state granted for this purpose \$3.63 per child. The study does not make clear how the remaining 50.9 per cent of the allotment was expended. A further analysis of the disbursements of Clay County for Negro education as given by Mr. Travis discloses that there were 98,324 acres

⁴⁷ Cf. ante, p. 28-9.

⁴⁸ Cf. ante, Note 16, p. 34.

of privately owned land in the county. Of this land, Negroes owned 16,152 acres or 16.4 per cent. This is just another way of saying that Negroes paid slightly more than 1/6 of all the taxes levied on the land acreage of Clay County. Another interesting item in the study is the fact that during this same period there were only 1,667 white educables in the county, but \$29.99 per child was expended for their education.⁴⁹

The most startling fact indicated by the report of the Jeanes teacher is there was not a single school of high school classification in the entire county in 1930 nor still in 1940. There were no provisions for training in home economics, vocational agriculture or extra-curricular activities except some twenty-five glee clubs and forty health clubs supervised by the Jeanes teacher.⁵⁰

COVINGTON COUNTY

Covington County is located in the cen-

⁴⁹See Table IV, p. 18.

⁵⁰Records of the Jeanes Teacher, Clay County, West Point, Mississippi.

tral section of the Gulf coastal plain, eighty miles north of the Gulf of Mexico. It is the locale of the Freedman Ridge Negro settlement, often called Nigger Ridge in derision, where the Negroes owned at one time ninety per cent of the land.

The soil in Covington County is a light sandy loam. These lands were once covered with a dense forest of long leaf yellow pine and at one time lumbering was the chief industry. From 1900 to 1926 Covington County enjoyed its greatest prosperity as a lumbering center. By 1930 the forests had been cut out and the saw mills dismantled. The closing down of the saw mill forced a part of the population to shift to other sections of the state and forced a change in the chief occupation of that portion of the population which remained in the county.⁵¹ Oftimes whole villages which had grown up around these mills were deserted.

The people who chose to remain in the county resorted to farming. Although the soil

⁵¹Sydnor and Bennett, Op. Cit., pp. 283-7.

was poor. the people by means of scientific farming have made this county a successful agricultural region. However, the depression of 1933 struck hard at the farming industry and caused another decline in the farm population. In 1940, however, the population had again become adjusted to new methods and conditions and were slowly regaining their normal prosperity.⁵²

In 1930 there were fourteen Negro schools. Two of these schools were the three-teacher type; five were of the two-teacher type; and seven were of the one-teacher type. None of these schools had adequate lighting, drinking, or laboratory equipment. Neither did they have standard school desks, adequate blackboards nor sanitary toilet arrangements.⁵³

In 1940 there were fifteen Negro schools in the county, two of which were consolidated. The remaining thirteen schools were of the one and two-teacher type. All of these schools had

⁵²Sydnor and Bennett, Op. Cit., pp. 280-1.

⁵³Biennial Reports, State Superintendent of Public Education, p. 51.

deep wells, five had drinking fountains; one had running water; four had a teacher's home, eight had standard school desks and sanitary pit toilets; three had provision for electric lighting, and two had a minimum of laboratory equipment.⁵⁴ Hence, it can be assumed that ten of the schools of Covington County had no adequate drinking arrangement; seven had no regular school desks or sanitary toilets; twelve had no provision for adequate lighting; thirteen had no laboratory equipment of any kind and in eleven the teacher either boarded around in the community or motored to and from school each day. The physical plant of the Covington County school system for Negroes was valued at approximately \$15,000. Four motor-busses transported all of the children in the consolidated districts, except those within walking distance, to and from school at an average cost of \$60 per month.⁵⁵

⁵⁴Records, Office of Superintendent of Education, Covington County, Collins, Mississippi.

⁵⁵Records, Office of Superintendent of Education, Covington County, Collins, Mississippi.

⁵⁷Biennial Reports, State Superintendent of Public Education, p. 51.

The school population, enrollment and average daily attendance from 1928 to 1938 shows a steady decline in number; the enrollment and average daily attendance show this same downward trend with slight fluctuations in 1936. The peak of the population was reached in 1933 when it numbered 2,135; the peak of the enrollment and the average daily attendance was reached in 1931. The ten year period presents a strange anomaly in that only 74.5 per cent of the population enrolled, but 83.3 per cent of those enrolled remained in school.⁵⁶ This may be explained by the fact that two of the schools were consolidated and carried greater inducement for a heavy enrollment and attendance.

Twenty-three teachers were employed in the schools of Covington County in 1930,⁵⁷ for a term of six months at an average salary of twenty dollars per month. Thirty-five per cent of these teachers were above the high school level and sixty-five per cent were without any high

⁵⁶See Table XI, p. 59.

⁵⁷Biennial Reports, State Superintendent of Public Education, p. 51.

TABLE XI

NEGRO SCHOOL POPULATION, ENROLLMENT, AND AVERAGE DAILY ATTENDANCE,
COVINGTON COUNTY, MISSISSIPPI--1930-1940^a

Year	Census	Enrollment	Average Daily Attendance	Per cent Enrolled	Per cent actually Attending
1929-1930 ^b					
1931-1932	1,893	1,599	1,315	84.4	82.2
1933-1934	2,133	1,364	1,060	63.9	77.7
1935-1936	1,869	1,212	1,039	64.8	85.7
1937-1938	1,444	1,416	1,240	98.0	87.5
1939-1940	2,040	1,402	1,175	68.7	83.8
Total				74.5	83.3

^aCompiled from the Biennial Reports and Recommendations of the State Superintendent of Public Education, Jackson, Mississippi, Department of Education.

^bData unavailable.

school training. 1940 presented a much improved situation in teacher qualifications, length of term, and average salary of the Covington County Negro teachers. There were seven college graduates, twenty-eight above high school level, and five high school graduates. The below high school teacher had been eliminated.⁵⁸ The salary schedule advanced from twenty dollars per month to twenty-seven dollars and fifty cents. Except for the consolidated schools whose term had been increased to eight months the school term remained six months in length.⁵⁹

There are certain types of training which all rural Negro schools should give--home economics and vocational agriculture-- that are basic to the welfare of the rural Negro. Any rural school system for Negroes which fails to provide this basic training is woefully short of meeting the most pressing needs of the individual and the community. The Negro school system of

⁵⁸See Table III, p. 16.

⁵⁹Records, Office of Superintendent of Education, Covington County, Collins, Mississippi. Cf. ante, Table VIII, p. 38.

Covington County as constituted in 1930 failed to provide such training because they did not go beyond the elementary grades. In 1940 the vital subjects mentioned above were added because there were two consolidated schools in the county which offered two years of high school training.

Using the number of Negro educables in Covington County in 1935⁶⁰ as a basis, the state treasury of Mississippi allotted the county \$23,775.77 for the training of Negro boys and girls. \$18,322.90 was expended for Negro education. This means that whereas the state granted slightly more than \$3.87 for each Negro educable the county expended only \$2.90. At the same time it expended \$34.88 for the education of each white child. Another interesting item is the ownership of land in the county. Negroes own 27,722 acres of the 204,574 acres of land in the county. The acreage owned by the Negroes was 13.5 per cent of the total privately owned acreage. This means that the Negro citizens of Covington County paid 1/7 of all the taxes levied on the

⁶⁰Cf. ante . Note 16. p. 34.

privately owned land acreage in the county.⁶¹

DESOTO COUNTY

DeSoto County is located in the northwest corner of the state of Mississippi.⁶² It was named in honor of Hernando DeSoto, the great Spanish Conquistador who, it is thought, first beheld the Mississippi River in 1541 at some point along the present western border of the county.⁶³ Most of the land is hilly or rolling and is the yellow clay loam type. The county has been for many years extensively engaged in agriculture. It passed through the disastrous period of the boll weevil, single crop farming and the depression of 1933.⁶⁴ However, through the adoption and use of scientific methods of farming DeSoto County is slowly regaining its former prosperous condition.

The county is one of those counties in

⁶¹See Table IV, p. 18.

⁶²See map, p. 26.

⁶³Sydnor and Bennett, Op. Cit., p. 25.

⁶⁴Mabel B. and John C. Fant, Op. Cit., p. 278.

Mississippi where the population is predominantly Negro. However, the opportunities for the education of the group are very meager. In 1930 there were two three-teacher schools, five two-teacher schools, and forty-one one-teacher schools making a total of fifty-eight schools in the county.⁶⁵ With the exception of the two three-teacher schools, all of these schools were conducted in churches and tenant cabins. There were no deep wells, adequate provisions for lighting, laboratory equipment or sanitary drinking arrangement. Such things as instructional material, blackboards, standard school desks, teachers' homes and sanitary toilets either did not exist or were very limited.⁶⁶

In 1940 the situation remained unchanged except that four schools had drinking fountains; the number of sanitary toilets had increased to thirty-four; and the number having proper seating arrangements to four. There were two three-teacher schools, fifteen two-teacher schools and forty-one

⁶⁵Biennial Reports, State Superintendent of Public Education, p. 51.

⁶⁶Records of Negro County Farm Agent, DeSoto County, Hernando, Mississippi.

one-teacher schools in the county in 1930, but in 1940 there had been added one five-teacher school and an additional three-teacher school. These changes likewise increased the number of schools from fifty-eight to sixty. The value of the school buildings in DeSoto County excluding churches used for school buildings was approximately \$5,000 both in 1930 and 1940.⁶⁷

The school population, enrollment and average daily attendance reached the greatest number in 1931. However, a steady decline soon set in which reduced the population, from 12,356 in 1930 to 8,917 in 1938, the enrollment from 9,983 to 5,175 and the average daily attendance from 8,168 to 3,864 pupils. This is but another way of saying that over the ten year period the Negro schools of DeSoto County enrolled 68.2 per cent of the school population and 63.7 per cent actually attended school.⁶⁸

In 1930 DeSoto County employed seventy-

⁶⁷ Records of Farm Demonstration Agent, DeSoto County, Hernando, Mississippi.

⁶⁸ See Table XII, p. 65.

TABLE XII

NEGRO SCHOOL POPULATION, ENROLLMENT, AND AVERAGE DAILY ATTENDANCE,
 DESOTO COUNTY, MISSISSIPPI--1930-1940^a

Year	Census	Enrollment	Average Daily Attendance	Per cent Enrolled	Per cent actually attending
1929-1930 ^b					
1931-1932	12,356	9,983	8,166	80.7	81.8
1933-1934	10,000	8,100	1,524	81.0	18.8
1935-1936	8,799	6,270	4,422	71.2	70.5
1937-1938	8,917	5,030	3,864	55.1	76.8
1939-1940	10,565	5,175	4,067	48.8	78.5
Total				68.2	63.7

^aCompiled from Biennial Reports and Recommendations of State Superintendent of Public Education, Department of Education, Jackson, Mississippi.

^bData unavailable.

seven teachers to teach in its Negro schools for a term of four months at an average salary of twenty dollars per month.⁶⁹ Out of these seventy-seven teachers twelve were high school graduates and sixty-five were below high school level. In 1940 the situation remained the same except that there were eighty-five teachers and out of this number ten were above the high school level, thirty-seven were high school graduates and thirty-eight were below the high school level.⁷⁰

All of the Negro schools in DeSoto County are classified as elementary. No high school training what-so-ever is made available to its Negro boys and girls. As in the other counties mentioned previously no provision is made for instruction in home economics or vocational agriculture. Since Negroes do ninety per cent of the farm work in DeSoto County and serve as cooks and servants in the home of practically every white citizen, certainly these two types of education should be emphasized in its program of

⁶⁹ See Table VIII, p. 38.

⁷⁰ Records, County Farm Agent, DeSoto County, Hernando, Mississippi. Cf. Table III, p. 16.

Negro education.

Table IV discloses that in 1935 DeSoto County on the basis of its Negro educables, received from the state treasury of Mississippi \$34,094.37. The county spent on Negro education, during that same year \$9,401.14 having an unexpended balance of \$ 24,698.43. There is no indication of just what disposition was made of this balance. In other words the state allotted to DeSoto County \$3.86 per capita for the education of its Negro educables, but the county spent only \$1.07 per capita on Negro education.⁷¹

Another contrast noted in this same table is that out of the total privately owned land acreage of the county (95,098 acres) Negroes owned 22,317 acres or 23.4 per cent. This means that the Negro citizens of DeSoto County pay nearly 1/4 of the taxes levied on the privately owned land acreage of the county. We further call attention to the fact that during this same time the county spent \$42.02 per capita on its

⁷¹See Table IV, p. 18.

white educables.⁷²

Proper ventilation of the school building is absolutely necessary if the health and mental efficiency of both teacher and pupils are to be kept at their maximum. However, we have not placed much emphasis on this factor because from our description of the physical plants to be found in the various school systems under discussion it is evident that ventilation is not a problem except as to its regulation. It is to be noted that in the well-constructed school buildings ventilation and its control has been adequately provided for by the proper arrangement and structure of window and door space. But in the school buildings of the other counties under discussion the cracks in the floors, walls, and ceilings with the windows closed only with wooden shutters which must be opened in the coldest weather in order to secure light the problem of ventilation becomes a rather hit or miss proposition.

engage in the same occupations. In every instance control and management of the schools

⁷²Ibid.

CHAPTER III

COMPARISON OF FORREST COUNTY WITH SIX OTHER COUNTIES OF MISSISSIPPI AND RECOMMENDATIONS FOR FURTHER CONSOLIDATION

In making this study of the Negro school systems of Adams, Amite, Claiborne, Clay, Covington, DeSoto, and Forrest Counties, we have endeavored to give a brief sketch of the historical background of each county. We find:

1. That all were carved from territory ceded to the United States by the great Indian tribes which had occupied it for thousands of years before the coming of the white man; that all have practically the same type of soil valued at approximately the same price per acre; that in all except Forrest County the Negro population exceeds the white; that the entire population, both white and black experienced the same industrial and financial reverses; that all engage in the same occupations. In every instance control and management of the schools and funds dedicated to their maintenance are

in the hands of the white population and although there is a great disparity between the educational opportunities offered white educables and those offered Negro educables in each of the counties under discussion, yet some attempt has been made to provide educational opportunities for the Negro population.

2. The Negro educational program in these counties prior to 1920 presents a picture of one-teacher schools, three to five months school terms, pitifully unprepared teaching personnel, unsightly and inadequate physical facilities, and indifference on the part of officials and white citizens. This picture remained practically the same in all of these counties even to 1940, with the single exception of Forrest County.

3. Prior to 1920 there was only one type of school in any of these counties -- the common district school. After 1920 two types appear in Forrest County-- the consolidated and unconsolidated. However, in 1930 the unconsolidated type had disappeared en-

tirely. . . . had standard seating equip-

4. In 1940 Forrest County had well-constructed and adequately equipped Negro school buildings valued at \$40,000. The combined valuation of school buildings in the other six counties was \$60,000. In other words, the physical plant in Forrest County was worth approximately two-thirds as much as that in all the other counties.

5. The Forrest County program of Negro education provided ample instructional material, adequate blackboard space, necessary sanitary facilities for conserving the health of the school population, minimum laboratory equipment and supplies, standard seating arrangements, and beautifully laid out grounds. None of these advantages were provided in the other counties as a whole.

6. However, the other six counties under discussion were not totally lacking in all of the advantages which consolidation brought to the Negro schools of Forrest County. It is to be noted that in Adams County, 90 per cent of the Negro schools were supplied with sani-

tary toilets; 35% had standard seating equipment, and 25% had adequate blackboard space. In Amite County, 74% of the Negro schools had sanitary toilets; 2% had standard desks; 10% had adequate blackboard space; and in Claiborne County, 50% of the Negro schools had sanitary toilets, 26.6% had deep wells; 31% had ample blackboard space. In Clay County, 95% of the Negro schools were supplied with sanitary toilets; 67% had drinking fountains; and 19% had adequate blackboard space. In Covington County 53% of the Negro schools were supplied with sanitary toilets and standard school desks; 100% had deep wells; 33 1/3% were supplied with drinking fountains; 13 1/3% had a minimum of laboratory equipment and supplies; 90% had adequate blackboard space; and 2% were fitted with proper lighting facilities. In DeSoto County 56.6% had drinking fountains and sanitary toilets, and 6 2/3% had drinking fountains and standard school desks.

7. The length of school term for all Negro schools in Forrest County was eight months in 1940. The school term in the other six coun-

The term for the two consolidated schools was eight months in length.

ties for the same period of time was as follows:

1. Amite, Adams, Clay and Covington¹ six months.

2. Claiborne had only five months.

3. DeSoto had only four months.

8. In 1940, the average salary for all Negro teachers in Forrest County was thirty-two dollars and forty-eight cents, and in addition to the cash salary there were provided teachers' homes for those teachers who cared to avail themselves of the service. The average salary of Negro teachers in the other six counties for the same period was as follows:

1. Adams, thirty dollars per month

2. Amite, twenty-five dollars per month

3. Claiborne and Covington, twenty-seven dollars and fifty cents per month

4. Clay, twenty-two dollars and fifty cents per month

5. DeSoto, twenty dollars per month.

¹The term for the two consolidated schools was eight months in length.

9. In 1940 Forrest County Negro schools enrolled a higher percentage of the school population than any of the other counties investigated by the writer.² With regard to the percentage of attendance Forrest County again proves itself superior to all the other counties under discussion. Although the percentage of attendance in Covington and Amite counties exceeds Forrest County two and seven-tenths and one and three-tenths respectively, Forrest County enrolls twelve and seven-tenths per cent more of the school population than Covington and eight and three-tenths per cent more than Amite.

10. Statistics show a wide discrepancy in qualifications between the teaching personnel of the Negro schools in Forrest County and the six other counties. Ten per cent of the Negro teachers in Adams County, sixteen per cent in Amite, two per cent in Claiborne, eight per cent in Clay, and twenty-three per

²See Table XIII, p. 75.

TABLE XIII

PER CENT OF ENROLLMENT AND AVERAGE DAILY ATTENDANCE
IN CERTAIN SELECTED COUNTIES IN MISSISSIPPI---1940

County	Census	Enrollment	Average Daily Attendance	Per cent Enrolled	Per cent actually Attending
Adams	5,207	2,089	1,563	40.0	75.8
Amite	3,856	2,821	2,327	73.1	82.4
Claiborne	2,694	1,921	1,485	71.3	77.3
Clay	4,055	2,949	2,243	72.7	76.0
Covington	2,040	1,402	1,175	68.7	83.8
DeSoto	10,585	5,175	4,067	48.8	79.5
Forrest	1,216	990	803	81.4	81.1

cent in Covington had received their Bachelor Degree.³ However, in Forrest County thirty-nine per cent had completed their college training. Three per cent of the Negro teachers in Amite County, thirteen per cent in Claiborne, twenty-two per cent in Clay, fifty-three per cent in Covington, and eleven per cent in DeSoto had received some college training. At the same time forty-two per cent in Forrest County had received equal training. Thirty-one per cent of the Negro teachers in Adams County, seventy per cent in Amite, sixty-two per cent in Claiborne, seventeen per cent in Clay, and forty-four per cent in DeSoto were below the high school level. During this period there was not a single teacher below the high school level in Forrest County. Likewise fifty-seven per cent of the Negro teachers in Adams County, nine per cent in Amite, twenty-two per cent in Claiborne, fifty per cent in Clay, twenty-three per cent in Covington, and forty-three

³See Table XIV, p. 77

TABLE XIV
 TRAINING OF NEGRO TEACHERS IN SEVEN COUNTIES
 OF MISSISSIPPI--1930-1940

County	1930						Total
	Col- lege Gradu- ates	3 Years Col- lege	2 Years Col- lege	1 Year Col- lege	4 Years High School	Below High School Level	
Adams ^a	...	...	...	...	...	30	30
Amite ^b	3	...	...	...	...	52	55
Claiborne ^c	1	...	4	...	6	34	45
Clay ^d	3	...	...	...	...	54	57
Covington ^e	...	...	...	...	...	40	40
DeSoto ^f	...	...	...	...	12	65	77
Forrest ^g	3	...	...	...	...	23	26

^aTaken from records of County Home Demonstration Agent, 26 St. Catherine Street, Natchez, Mississippi.

^bTaken from records of Jeanes Teacher, Gloster, Mississippi.

^cTaken from records of Jeanes Teacher, Port Gibson, Mississippi.

^dTaken from records of Jeanes Teacher, West Point, Mississippi.

^eTaken from records in Office of County Superintendent of Education, Collins, Mississippi.

^fTaken from records in Office County Superintendent of Education, Hernando, Mississippi.

^gTaken from records in Office County Superintendent of Education, Hattiesburg, Mississippi.

TABLE XIV--Continued

County	1940						Total
	Col- lege Gradu- ates	3 Years Col- lege	2 Years Col- lege	1 Year Col- lege	4 Years High School	Below High School Level	
Adams	5	...	...	...	27	15	47
Amite	9	...	2	...	5	39	55
Claiborne	1	...	6	...	10	28	45
Clay	5	3	10	...	29	10	57
Covington	7	8	10	10	5	...	40
DeSoto	...	...	...	10	37	38	85
Forrest	11	5	6	1	2	...	28

Adjustment Administration, Para Extension, County Demonstration Agents, and Home Demonstration Agents, to mention a few, were more available to the Negro population of Forrest County than the other counties by reason of the consolidation of its educational efforts.

All of these counties received certain per capita allotments on the basis of their Negro enrollment, but only two of them ex-

per cent in DeSoto had completed their high school training, while in Forrest County only seven per cent of the Negro teachers were found to be in this same classification.

11. During the process of consolidation, which occurred over a period of ten years (1920-'30), Forrest County eliminated all of its one and two-teacher Negro schools. Hence, in 1940 we find that out of the seven counties under discussion, Forrest County was the only one which had established a complete system of consolidated schools for Negro education.

12. Services rendered by certain governmental agencies -- Health Units, Agricultural Adjustment Administration, Farm Extension, County Demonstration Agents, and Home Demonstration Agents, to mention a few, were more available to the Negro population of Forrest County than the other counties by reason of the consolidation of its educational efforts.

14. All of these counties received certain per capita allotments on the basis of their Negro educables, but only two of them ex-

expended more than the per capita allotment for
 Negro education in 1935,⁴ the only year for
 which financial statistics are available.
 During this same period these coun-
 ties made an average expenditure of sixteen
 dollars for the education of white children
 to one dollar for Negro children. Forrest
 County spent half as much for the education
 of its Negro children as it did for its
 white children.
 16. In all of these counties there is a
 special tax levy in some instances for the
 support of Agricultural High Schools, and
 Junior Colleges, and in other cases for
 consolidated schools for white children. Ne-
 gro citizens who owned as little as 1/8 and
 as much as 1/4 of the land acreage, as well
 as white citizens were required to pay these
 special levies, but out of all the counties
 here presented Forrest is the only one which
 expended any of these taxes on Negro educa-
 tion.

⁴Travis, Op. Cit., Note 30, p.17.

The Forrest County system of consolidated schools for Negroes has made possible to a larger extent all of the educational advantages inherent in a vital and adequate educational program and offers better opportunities for the advancement of its Negro group, mentally, morally, and physically, than any other of the counties thus far considered. This seems to us to indicate that the extension of consolidation, not only to the six counties under consideration, but to every county in the state would add much the greater effectiveness of Negro education. For this reason we shall state here some of the methods used in the introduction of the system into Forrest County.

A few years prior to the beginning of the movement for the consolidation of Negro schools the white citizens organized a white consolidated district and erected a magnificent school building. The Negroes seeing the wonderful advantages and educational opportunities to be enjoyed with such a system and for which they helped to pay, desired a similar school system. Accordingly, the Negro patrons through the local

Trustee Boards solicited and obtained the active support of the white citizens of the communities concerned and a special tax levy was granted to further the plan. The matter was then carried to the County Superintendent of Education who became a staunch advocate of the plan. A committee then appeared before the Board of Supervisors and the request for consolidation was granted by the board. At this point the County Superintendent called in the Assistant State Supervisor of Negro Education and with his help a survey was made showing probable costs, location, highway conditions, school population, and available funds. One patron gave the school site-- seven acres of beautifully situated land, another donated building material, and all contributed to the limit of their personal resources. *and support of similar organizations of*

white The State Department of Education becoming aware of this splendid spirit on the part of the Negroes of Forrest County, not only helped to make the initial survey, but contributed substantial sums of money from funds allotted to it by certain philanthropic foundations. The first

consolidation of Negro schools took place in 1920 and the rest of the County using similar methods of procedure, followed in rapid succession.

The plan of action which secured the advantages of a consolidated school system for the Negro citizens of Forrest County might well be adopted in other counties of Mississippi with due regard to local conditions. Hence a study of the needs of each county desiring the benefits of consolidated schools and the application of the procedure outlined by Forrest County as a means of securing these benefits is strongly recommended.

It is further recommended first, that the Negro Parent Teacher Associations and all women's organizations make every effort to win the approval and support of similar organizations of white women in the communities seeking consolidation; secondly, that the communities make use of the services of the Jeanes Teacher, the County Farm Agent, the County Demonstration Agent, and all other agencies, both governmental and philanthropic, whose business is the improvement of

the people through education.

This is the age of co-operation. The establishment of the Forrest County system of consolidated schools is but another expression of the power of concerted action. We firmly believe that if the concerted action of Negro citizens, the effective co-operation of white citizens, both individually and organizationally, and the active participation of all other persons dedicated to the improvement and welfare of the community could be secured and directed toward a study of this problem a fairer distribution of educational opportunities and more adequate educational facilities for the Negro population of Mississippi could be secured.

1. That the selected counties in the state are seriously lacking in those necessary provisions which insure the proper physical, mental, and moral development of their Negro educables.

2. That the industrial and economic conditions have been the same with some slight variations for the entire group of counties. Hence the consolidation of Negro schools carried out in Forrest County could have been carried out in the other six counties.

CONCLUSIONS

The facts and statistics presented in our study of the educational program for Negroes in Forrest County, Mississippi and certain selected counties in the same state seem to us to warrant the following conclusions in regard to the period under discussion, 1930-1940:

1. That the selected counties with the possible exception of Covington were so poorly equipped in physical plant facilities as to render them totally inadequate for school purposes.

2. That the Negro schools in the selected counties were seriously lacking in those necessary provisions which insure the proper physical, mental, and moral development of their Negro educables.

3. That the industrial and economic conditions have been the same with some slight variations for the entire group of counties. Hence the consolidation of Negro schools carried out in Forrest County could have been carried out in the other six counties.

4. That the benefits derived from consolidation of Negro schools in Forrest County and two schools in Covington County, prove that the program is workable and could be adopted by other counties. Moreover, it is reasonable to assume that similar benefits would follow the adoption of consolidation for Negro schools in any other county.

5. That the scarcity of well prepared and thoroughly trained teachers rendered it almost impossible for the Negro schools of the selected counties to serve adequately the needs of their Negro educables.

6. That well prepared and thoroughly trained Negro teachers were not available because of (a) low salary schedule, (b) poor plant facilities, (c) and inadequate provision for teacher comfort.

7. That the low enrollment and poor attendance of the six schools under consideration was apparently due to the uncomfortable buildings, ill-trained teachers, lack of equipment, and failure of the curricula to challenge pupil and community interest.

8. That the merging of many one and two-teacher schools into a few larger and well conducted schools would bring about greater co-operation on the part of the Negroes who in many cases are willing to make the sacrifices required to provide material and equipment which are necessary for a well ordered school.

9. That Negroes by reason of their ownership of land and consequent paying of taxes are truly citizens of these counties, and deserving of more adequate educational facilities. We earnestly believe that these facilities, with all their attendant advantages, could be made available in each of the counties under discussion and throughout the entire state of Mississippi, if the state per capita allotment, and other taxes levied for educational purposes could be apportioned in the same spirit as that which seems to animate the citizens and administrative forces of Forrest County.

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